

# The London School of Economics and Political Science



## Course Guides and Programme Regulations 2022/2023

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# The London School of Economics and Political Science

## 2022/2023: Course Guides and Programme Regulations

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# **Undergraduate Programme Regulations**





**Key to Undergraduate Regulations**  
**(H)** means a half-unit course  
**(C)** means this course is capped  
**(n/a 22/23)** means not available in the 2022/23 academic year  
**(MT)** means Michaelmas Term  
**(LT)** means Lent Term  
**(ST)** means Summer Term

## BSc in Accounting and Finance

**Programme Code:** UBAF

**Department:** Accounting

For students starting this programme of study in 2022/23

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
	<b>Students will choose ONE of the three half-unit options below:</b>
	LSE100A The LSE Course: How can we avert climate catastrophe? (0.5)
	LSE100B The LSE Course: How can we control AI? (0.5)
	LSE100C The LSE Course: How can we create a fair society? (0.5)
	<b>Year 1</b>
Paper 1	AC100 Elements of Accounting and Finance (1.0)
Paper 2	EC1A3 Microeconomics I (0.5) # <b>and</b> EC1B3 Macroeconomics I (0.5) #1
	<b>Or</b>
	EC1A5 Microeconomics I (0.5) <b>and</b> EC1B5 Macroeconomics I (0.5) #2
Papers 3 & 4	<b>Either</b> Both of the following plus courses to the value of 1.0 unit from the Year 1 options list: MA107 Quantitative Methods (Mathematics) (0.5) # <b>and</b> ST107 Quantitative Methods (Statistics) (0.5) #
	<b>Year 1 options list</b>
	<b>Or</b> Both of the following: MA100 Mathematical Methods (1.0) # <b>and</b> ST102 Elementary Statistical Theory (1.0) #
	<b>Year 2</b>
Paper 5	AC200 Accounting Theory and Practice (1.0) #
Paper 6	FM212 Principles of Finance (1.0) # <b>or</b> FM213 Principles of Finance (1.0) #B
Paper 7	<b>Either</b> Courses to the value of 1.0 unit(s) from the following: EC2A3 Microeconomics II (0.5) #34 EC2B3 Macroeconomics II (0.5) #56 EC2C3 Econometrics I (0.5) #7
	<b>Or</b> Courses to the value of 1.0 unit(s) from the following: EC2A5 Microeconomics II (0.5) #8 EC2B5 Macroeconomics II (0.5) #9 EC2C3 Econometrics I (0.5) #10
Paper 8	Courses to the value of 1.0 unit from the following (if not already taken under Paper 7): <b>Year 2 options list</b>
	<b>Year 3</b>
Paper 9	AC331 Contemporary Issues in Financial

Accounting (0.5) #

**And** either:

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

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

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

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

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

AC332 Financial Statement Analysis and Valuation (0.5) #

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

AC342 Accounting, Corporate Responsibility and Sustainability (0.5)

Paper 11 FM300 Corporate Finance, Investments and Financial Markets (1.0) #

Paper 12 Courses to the value of 1.0 unit from the following (if not already taken under Paper 9 or Paper 10):

**Year 3 options list**

**Year 1 options list**

GV101 Introduction to Political Science (1.0)

GY121 Sustainable Development (1.0)

LL104 Law of Obligations (1.0)

MG104 Operations Management (0.5)

MG105 Organisational Behaviour and Leadership (0.5)

PH111 Introduction to Logic (0.5)

PH112 Intermediate Logic and Probability (0.5) #A

ST101 Programming for Data Science (0.5) #

ST115 Managing and Visualising Data (0.5) #

PH112 must be taken with PH111.

**Note:**

**Year 2 options list**

EC2A3 Microeconomics II (0.5) #11

EC2B3 Macroeconomics II (0.5) #12

EC2C3 Econometrics I (0.5) #13

EC2C4 Econometrics II (0.5) #14

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

GY202 Introduction to Global Development (1.0)

GY222 Applied Environmental Economics (1.0)

LL202 Commercial Contracts (1.0) #

MA207 Further Quantitative Methods (Mathematics) (0.5) #15

MA213 Operations Research Techniques (0.5) #

MA324 Mathematical Modelling and Simulation (0.5) #16

MG205 Econometrics: Theory and Applications (1.0) #17

MG209 E-business (0.5)

MG212 Marketing (0.5)

MG213 Information Systems (0.5)

ST201 Statistical Models and Data Analysis (0.5) #

ST205 Sample Surveys and Experiments (0.5) #18

**Year 3 options list**

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

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

AC332 Financial Statement Analysis and Valuation (0.5) #

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

AC342 Accounting, Corporate Responsibility and Sustainability (0.5)

## 6 Undergraduate Programme Regulations

EC2A3	Microeconomics II (0.5) #
EC2B3	Macroeconomics II (0.5) #
EC2C3	Econometrics I (0.5) #
EC2C4	Econometrics II (0.5) #
FM321	Risk Management and Modelling (0.5) #
FM322	Derivatives (0.5) #
GY326	Sustainable Business and Finance (0.5)
GY327	Global Environmental Governance (0.5)
LL203	Law of Business Associations (Company Law) (1.0) #
LL293	Tax and Tax Avoidance (1.0)
MA213	Operations Research Techniques (0.5) #
MA301	Mathematical Game Theory (0.5) #
MA324	Mathematical Modelling and Simulation (0.5) #
MA330	Game Theory for Collective Decisions (0.5) #
MG303	International Business Strategy and Emerging Markets (0.5) #
MG305	Innovation and Technology Management (0.5)
ST309	Elementary Data Analytics (0.5) #

### Prerequisite Requirements and Mutually Exclusive Options

- 1: EC1A3, EC1B3 can not be taken with EC1A5, EC1B5
- 2: EC1A5, EC1B5 can not be taken with EC1A3, EC1B3
- 3: Before taking EC2A3 you must take EC1A3
- 4: EC2A3 can not be taken with EC2A5, EC201, MG207
- 5: Before taking EC2B3 you must take EC1A3
- Before taking EC2B3 you must take EC1B3
- 6: EC2B3 can not be taken with EC210, EC2B5
- 7: EC2C3 can not be taken with MG205
- 8: EC2A5 can not be taken with EC2A3
- 9: EC2B5 can not be taken with EC2B3
- 10: EC2C3 can not be taken with MG205
- 11: EC2A3 can not be taken with MG207, EC201, EC2A5
- 12: EC2B3 can not be taken with EC2B5
- 13: EC2C3 can not be taken with MG205, EC210
- 14: EC2C4 can not be taken with MG205
- 15: MA207 can not be taken with MA100
- 16: MA324 can not be taken with MA334
- 17: MG205 can not be taken with EC2C3, EC2C4
- 18: ST205 can not be taken with ST307

### Footnotes::

- A: PH112 must be taken with PH111.  
 B: FM212 and FM213 course choice depends on Mathematics and Statistics courses taken by students in their first year. See course guides for further information.  
 # means there may be prerequisites for this course. Please view the course guide for more information.

### Accreditation

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

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

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

### Note for prospective students:

For changes to undergraduate course and programme information for the next academic

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

## BSc in Accounting and Finance

**Programme Code:** UBAF

**Department:** Accounting

For students starting this programme of study in 2021/22

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course
	<b>Year 1</b>
Paper 1	AC100 Elements of Accounting and Finance (1.0)
Paper 2	EC1A3 Microeconomics I (0.5) # <b>and</b> EC1B3 Macroeconomics I (0.5) #
	<b>Or</b>
	EC1A5 Microeconomics I (0.5) <b>and</b> EC1B5 Macroeconomics I (0.5) #
Papers 3 & 4	<b>Either</b>
	Both of the following plus courses to the value of 1.0 unit from the Year 1 options list:
	MA107 Quantitative Methods (Mathematics) (0.5) # <b>and</b> ST107 Quantitative Methods (Statistics) (0.5) #
	<b>Year 1 options list</b>
	<b>Or</b>
	Both of the following:
	MA100 Mathematical Methods (1.0) # <b>and</b> ST102 Elementary Statistical Theory (1.0) #
	<b>Year 2</b>
Paper 5	AC200 Accounting Theory and Practice (1.0) #
Paper 6	FM212 Principles of Finance (1.0) # <b>or</b> FM213 Principles of Finance (1.0) #A
Paper 7	<b>Either</b>
	Courses to the value of 1.0 unit(s) from the following:
	EC2A3 Microeconomics II (0.5) #12
	EC2B3 Macroeconomics II (0.5) #34
	EC2C3 Econometrics I (0.5) #5
	<b>Or</b>
	Courses to the value of 1.0 unit(s) from the following:
	EC2A5 Microeconomics II (0.5) #6
	EC2B5 Macroeconomics II (0.5) #7
	EC2C3 Econometrics I (0.5) #8
Paper 8	Courses to the value of 1.0 unit from the following (if not already taken under Paper 7):
	<b>Year 2 options list</b>
	<b>Year 3</b>
Paper 9	AC331 Contemporary Issues in Financial Accounting (0.5) #
	<b>And either:</b>
	AC311 Results Accountability and Management Control for Strategy Implementation (0.5) #
	<b>or</b>
	AC341 Corporate Governance, Risk Management and Financial Audit (0.5)
Paper 10	Courses to the value of 1.0 unit from the following (if not already taken under Paper 9):
	AC311 Results Accountability and Management Control for Strategy Implementation (0.5) #
	AC312 Performance Measurement, Strategy, and Uncertainty (0.5) #
	AC332 Financial Statement Analysis and Valuation

	(0.5) #
Paper 11	AC341 Corporate Governance, Risk Management and Financial Audit (0.5)
	AC342 Accounting, Corporate Responsibility and Sustainability (0.5)
Paper 12	FM300 Corporate Finance, Investments and Financial Markets (1.0) #

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

#### Year 3 options list

**Notes:** LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

#### Year 1 options list

GV101	Introduction to Political Science (1.0)
GY121	Sustainable Development (1.0)
LL104	Law of Obligations (1.0)
MG104	Operations Management (0.5) <b>and</b> MG105 Organisational Behaviour and Leadership (0.5)
PH111	Introduction to Logic (0.5) <b>and</b> PH112 Intermediate Logic and Probability (0.5) #

#### Year 2 options list

EC2A3	Microeconomics II (0.5) #9
EC2B3	Macroeconomics II (0.5) #10
EC2C3	Econometrics I (0.5) #11
EC2C4	Econometrics II (0.5) #12
EH240	Business and Economic Performance since 1945: Britain in International Context (1.0)
GY202	Introduction to Global Development (1.0)
GY222	Applied Environmental Economics (1.0)
LL202	Commercial Contracts (1.0) #
MA207	Further Quantitative Methods (Mathematics) (0.5) #13
MA213	Operations Research Techniques (0.5) #
MA231	Operational Research Methods (1.0) # (withdrawn 2022/23)
MA324	Mathematical Modelling and Simulation (0.5) #14
MG205	Econometrics: Theory and Applications (1.0) #15
MG209	E-business (0.5)
MG212	Marketing (0.5)
MG213	Information Systems (0.5)
ST201	Statistical Models and Data Analysis (0.5) #16
ST205	Sample Surveys and Experiments (0.5) #

#### Year 3 options list

AC311	Results Accountability and Management Control for Strategy Implementation (0.5) #
AC312	Performance Measurement, Strategy, and Uncertainty (0.5) #
AC332	Financial Statement Analysis and Valuation (0.5) #
AC341	Corporate Governance, Risk Management and Financial Audit (0.5)
AC342	Accounting, Corporate Responsibility and Sustainability (0.5)
EC2A3	Microeconomics II (0.5) #
EC2B3	Macroeconomics II (0.5) #
EC2C3	Econometrics I (0.5) #
EC2C4	Econometrics II (0.5) #
FM321	Risk Management and Modelling (0.5) #
FM322	Derivatives (0.5) #
GY326	Sustainable Business and Finance (0.5)
GY327	Global Environmental Governance (0.5)
LL203	Law of Business Associations (Company

	Law) (1.0) #
LL293	Tax and Tax Avoidance (1.0)
MA213	Operations Research Techniques (0.5) #
MA300	Game Theory (1.0) # (withdrawn 2022/23)
MA301	Mathematical Game Theory (0.5) #
MA324	Mathematical Modelling and Simulation (0.5) #
MA330	Game Theory for Collective Decisions (0.5) #
MG303	International Business Strategy and Emerging Markets (0.5) #
MG305	Innovation and Technology Management (0.5)
ST309	Elementary Data Analytics (0.5) #

#### Prerequisite Requirements and Mutually Exclusive Options

1: Before taking EC2A3 you must take EC1A3

2: EC2A3 can not be taken with EC201, EC2A5, MG207

3: Before taking EC2B3 you must take EC1A3

Before taking EC2B3 you must take EC1B3

4: EC2B3 can not be taken with EC2B5, EC210

5: EC2C3 can not be taken with MG205

6: EC2A5 can not be taken with EC2A3

7: EC2B5 can not be taken with EC2B3

8: EC2C3 can not be taken with MG205

9: EC2A3 can not be taken with EC2A5, EC201, MG207

10: EC2B3 can not be taken with EC210, EC2B5

11: EC2C3 can not be taken with MG205

12: EC2C4 can not be taken with MG205

13: MA207 can not be taken with MA100

14: MA324 can not be taken with MA334

15: MG205 can not be taken with EC2C3, EC2C4

16: ST201 can not be taken with ST211, DS202

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

# means there may be prerequisites for this course.

Please view the course guide for more information.

#### Accreditation

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#### Note for prospective students:

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**BSc in Accounting and Finance****Programme Code:** UBAF**Department:** Accounting

For students starting this programme of study in 2020/21

**Please note that places are limited on some optional courses.****Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.****Paper Course number, title (unit value)****Year 1**Paper 1 AC100 Elements of Accounting and Finance (1.0)  
Paper 2 EC100 Economics A (1.0) # (withdrawn 2021/22)**or**Papers 3 & 4 EC102 Economics B (1.0) #A (withdrawn 2021/22)  
**Route A** - For students without Mathematics beyond GCSE level or equivalent:MA110 Basic Quantitative Methods (1.0)  
# (withdrawn 2021/22) **and** ST108  
Statistical Methods for the Social Sciences  
(1.0) # (withdrawn 2022/23)**Or****Route B** - For students with Mathematics beyond GCSE level or equivalent, one of the following options:**Either**

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

MA107 Quantitative Methods (Mathematics)  
(0.5) # **and** ST107 Quantitative Methods  
(Statistics) (0.5) #**Year 1 options list****Or**

Both of the following:

MA100 Mathematical Methods (1.0) # **and** ST102  
Elementary Statistical Theory (1.0) #**Year 2**

Paper 5 AC200 Accounting Theory and Practice (1.0) #

Paper 6 FM212 Principles of Finance (1.0) # **or**

FM213 Principles of Finance (1.0) #B

Paper 7 One of the following options:

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

EC210 Macroeconomic Principles (1.0) #

Paper 8 Courses to the value of 1.0 unit from the following (if not already taken under Paper 7):

**Year 2 options list****Year 3**Paper 9 AC331 Contemporary Issues in Financial  
Accounting (0.5) #**And** either:AC311 Results Accountability and Management  
Control for Strategy Implementation (0.5) #**or**AC341 Corporate Governance, Risk Management  
and Financial Audit (0.5)

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

AC311 Results Accountability and Management  
Control for Strategy Implementation (0.5) #AC312 Performance Measurement, Strategy, and  
Uncertainty (0.5) #AC332 Financial Statement Analysis and Valuation  
(0.5) #AC341 Corporate Governance, Risk Management  
and Financial Audit (0.5)AC342 Accounting, Corporate Responsibility and  
Sustainability (0.5)Paper 11 FM300 Corporate Finance, Investments and  
Financial Markets (1.0) #

Paper 12 Courses to the value of 1.0 unit from the following (if not already taken under Paper 9 or Paper 10):

**Year 3 options list****Year 1 options list**

GV101 Introduction to Political Science (1.0)

GY121 Sustainable Development (1.0)

LL104 Law of Obligations (1.0)

MG104 Operations Management (0.5) **and** MG105  
Organisational Behaviour and Leadership  
(0.5)

PH101 Logic (1.0) (withdrawn 2020/21)

PH111 Introduction to Logic (0.5) **and** PH112  
Intermediate Logic and Probability (0.5) #**Year 2 options list**

EC201 Microeconomic Principles I (1.0) #

EC210 Macroeconomic Principles (1.0) #

EC220 Introduction to Econometrics (1.0)  
#1 (withdrawn 2022/23)EC230 Economics in Public Policy (1.0)  
# (withdrawn 2022/23)EH240 Business and Economic Performance since  
1945: Britain in International Context (1.0)GV227 The Politics of Economic Policy (1.0)  
# (withdrawn 2021/22)

GY202 Introduction to Global Development (1.0)

GY222 Applied Environmental Economics (1.0)

LL203 Law of Business Associations (Company  
Law) (1.0) #MA231 Operational Research Methods (1.0)  
# (withdrawn 2022/23)MG205 Econometrics: Theory and Applications  
(1.0) #2

MG212 Marketing (0.5)

ST201 Statistical Models and Data Analysis (0.5) #

ST205 Sample Surveys and Experiments (0.5) #

**Year 3 options list**AC311 Results Accountability and Management  
Control for Strategy Implementation (0.5) #AC312 Performance Measurement, Strategy, and  
Uncertainty (0.5) #AC332 Financial Statement Analysis and Valuation  
(0.5) #AC340 Auditing, Governance and Risk  
Management (1.0) # (withdrawn 2020/21)AC341 Corporate Governance, Risk Management  
and Financial Audit (0.5)AC342 Accounting, Corporate Responsibility and  
Sustainability (0.5)

FM321 Risk Management and Modelling (0.5) #

FM322 Derivatives (0.5) #

GY326 Sustainable Business and Finance (0.5)

GY327 Global Environmental Governance (0.5)

LL203 Law of Business Associations (Company  
Law) (1.0) #

LL293 Tax and Tax Avoidance (1.0)

MA213 Operations Research Techniques (0.5) #

MA300 Game Theory (1.0) # (withdrawn 2022/23)

MA301 Mathematical Game Theory (0.5) #

MA324 Mathematical Modelling and Simulation  
(0.5) #MA330 Game Theory for Collective Decisions (0.5)  
#MG303 International Business Strategy and  
Emerging Markets (0.5) #MG305 Innovation and Technology Management  
(0.5)

ST309 Elementary Data Analytics (0.5) #

**Prerequisite Requirements and Mutually Exclusive Options**

1: EC220 can not be taken with MG205

2: MG205 can not be taken with EC220

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

B: FM212 and FM213 course choice depends

**Footnotes:**



on Mathematics and Statistics courses taken by students in their first year. See course guides for further information.

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

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## BSc in Actuarial Science

**Programme Code:** UBACT2

**Department:** Statistics

For students starting this programme of study in 2022/23

**Please note that places are limited on some optional courses.**

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

**Paper Course number, title (unit value)**

LSE100 LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

**Students will choose ONE of the three half-unit options below:**

LSE100A The LSE Course: How can we avert climate catastrophe? (0.5)

LSE100B The LSE Course: How can we control AI? (0.5)

LSE100C The LSE Course: How can we create a fair society? (0.5)

#### Year 1

Paper 1 ST102 Elementary Statistical Theory (1.0) #

Paper 2 MA100 Mathematical Methods (1.0) #

Paper 3 Courses to the value of 1.0 unit(s) from the following:  
MA103 Introduction to Abstract Mathematics (1.0) #

#### Or

Two half-unit courses from:

AC102 Elements of Financial Accounting (0.5)

AC103 Elements of Management Accounting, Financial Management and Financial Institutions (0.5)

MA102 Mathematical Proof and Analysis (0.5) #

Paper 4 ST101 Programming for Data Science (0.5) #  
ST115 Managing and Visualising Data (0.5) #  
EC1A3 Microeconomics I (0.5) # **and** EC1B3  
Macroeconomics I (0.5) #

#### Year 2

Paper 5 ST202 Probability, Distribution Theory and Inference (1.0) #

Paper 6 MA212 Further Mathematical Methods (1.0) #

Paper 7 ST226 Actuarial Investigations: Financial (0.5) #  
**and** ST227 Survival Models (0.5) #

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

A

AC102 Elements of Financial Accounting (0.5)

AC103 Elements of Management Accounting, Financial Management and Financial Institutions (0.5)

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

FM213 Principles of Finance (1.0) #

MA102 Mathematical Proof and Analysis (0.5) #

MA103 Introduction to Abstract Mathematics (1.0) #

MA203 Real Analysis (0.5) #

ST207 Databases (0.5) #

#### Undergraduate Outside Options List (Years 2 & 3)

#### Year 3

Paper 9 ST301 Actuarial Mathematics (Life) (0.5) # **and**  
ST302 Stochastic Processes (0.5) #

Paper 10 ST330 Stochastic and Actuarial Methods in Finance (1.0) #

#### Or

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

#### Undergraduate Outside Options List (Years 2 & 3)

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

ST300 Regression and Generalised Linear Models (0.5) #

ST303 Stochastic Simulation (0.5) #

ST304 Time Series and Forecasting (0.5) #

ST306 Actuarial Mathematics (General) (0.5) #

ST308 Bayesian Inference (0.5) #

ST310 Machine Learning (0.5) #

ST313 Ethics for Data Science (0.5) #

ST326 Financial Statistics (0.5) #

#### Or

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

#### Undergraduate Outside Options List (Years 2 & 3)

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

MA203 Real Analysis (0.5) #

MA208 Optimisation Theory (0.5) #

MA209 Differential Equations (0.5) #

MA318 History of Mathematics in Finance and Economics (0.5) #

ST300 Regression and Generalised Linear Models (0.5) #

ST303 Stochastic Simulation (0.5) #

ST306 Actuarial Mathematics (General) (0.5) #

ST308 Bayesian Inference (0.5) #

ST310 Machine Learning (0.5) #

ST311 Artificial Intelligence (0.5) #

ST312 Applied Statistics Project (0.5) #

ST313 Ethics for Data Science (0.5) #

ST326 Financial Statistics (0.5) #

## 10 Undergraduate Programme Regulations

### Or

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

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

\* means available with permission

### Footnotes:

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

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

### Individual exemptions from 2019-2020 onwards:

CS1 ST102 (x0.45) ST202 (x0.40)

&

ST300 or ST308 or ST306 (x0.15)

CS2 ST227 (x0.30), ST302 (x0.30)

&

The average of two of the following courses (x0.4)

ST303, ST306, ST304, ST326

CM1 ST226 (x0.5) & ST301 (x0.5)

CM2 ST330 (x0.8) & ST306 (x0.20)

### Accreditation:

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

## BSc in Actuarial Science

**Programme Code:** UBACT2

**Department:** Statistics

For students starting this programme of study in 2021/22

**Please note that places are limited on some optional courses.**

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

**Paper Course number, title (unit value)**

See note LSE100 The LSE Course

### Year 1

Paper 1 ST102 Elementary Statistical Theory (1.0) #

Paper 2 MA100 Mathematical Methods (1.0) #

Paper 3 Courses to the value of 1.0 unit(s) from the following:  
MA103 Introduction to Abstract Mathematics (1.0) #

### Or

Two half-unit courses from:

AC102 Elements of Financial Accounting (0.5)

AC103 Elements of Management Accounting, Financial Management and Financial Institutions (0.5)

MA102 Mathematical Proof and Analysis (0.5) #

ST101 Programming for Data Science (0.5) #

ST115 Managing and Visualising Data (0.5) #

Paper 4 EC1A3 Microeconomics I (0.5) # **and** EC1B3  
Macroeconomics I (0.5) #

### Year 2

Paper 5 ST202 Probability, Distribution Theory and Inference (1.0) #

Paper 6 MA212 Further Mathematical Methods (1.0) #

Paper 7 ST226 Actuarial Investigations: Financial (0.5) #  
**and** ST227 Survival Models (0.5) #

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

AC102 Elements of Financial Accounting (0.5)

AC103 Elements of Management Accounting, Financial Management and Financial Institutions (0.5)

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

FM213 Principles of Finance (1.0) #

MA102 Mathematical Proof and Analysis (0.5) #

MA103 Introduction to Abstract Mathematics (1.0) #

MA203 Real Analysis (0.5) #

ST207 Databases (0.5) #

### Undergraduate Outside Options List (Years 2 & 3) Year 3

Paper 9 ST301 Actuarial Mathematics (Life) (0.5) # **and**  
ST302 Stochastic Processes (0.5) #

Paper 10 ST330 Stochastic and Actuarial Methods in Finance (1.0) #

### Or

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

### Undergraduate Outside Options List (Years 2 & 3)

Paper 11 Courses to the value of 1.0 unit(s) from the following:  
ST300 Regression and Generalised Linear Models (0.5) #

ST303 Stochastic Simulation (0.5) #

ST304 Time Series and Forecasting (0.5) #

ST306 Actuarial Mathematics (General) (0.5) #

ST308 Bayesian Inference (0.5) #

ST310 Machine Learning (0.5) #

ST313 Ethics for Data Science (0.5) #

ST326 Financial Statistics (0.5) #

### Or

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

### Undergraduate Outside Options List (Years 2 & 3)

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

MA203 Real Analysis (0.5) #

MA208 Optimisation Theory (0.5) #

MA209 Differential Equations (0.5) #

MA318 History of Mathematics in Finance and Economics (0.5) #

ST300 Regression and Generalised Linear Models (0.5) #

ST303 Stochastic Simulation (0.5) #

ST306 Actuarial Mathematics (General) (0.5) #

ST308 Bayesian Inference (0.5) #

ST310 Machine Learning (0.5) #

ST311 Artificial Intelligence (0.5) #

ST312 Applied Statistics Project (0.5) #

ST313 Ethics for Data Science (0.5) #

ST326 Financial Statistics (0.5) #

### Or

Courses to the value of 1.0 unit(s) from the following: (please note that students can replace Papers 10, 11 or 12 with subjects to the value of one unit approved by their tutor from the Undergraduate Outside Options

List, but this will affect exemptions from examinations set by the Institute and Faculty of Actuaries)

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

**Notes:** LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

**Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

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

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

**Individual exemptions from 2019-2020 onwards:**

CS1 ST102 (x0.45) ST202 (x0.40)

&

ST300 or ST308 or ST306 (x0.15)

CS2 ST227 (x0.30), ST302 (x0.30)

&

The average of two of the following courses (x0.4)

ST303, ST306, ST304, ST326

CM1 ST226 (x0.5) & ST301 (x0.5)

CM2 ST330 (x0.8) & ST306 (x0.20)

**Accreditation:**

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

## BSc in Actuarial Science

**Programme Code:** UBACT2

**Department:** Statistics

For students starting this programme of study in 2020/21

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
	<b>Year 1</b>
Paper 1	ST102 Elementary Statistical Theory (1.0) #
Paper 2	MA100 Mathematical Methods (1.0) #
Paper 3	Courses to the value of 1.0 unit(s) from the following: AC102 Elements of Financial Accounting (0.5) AC103 Elements of Management Accounting, Financial Management and Financial Institutions (0.5) EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0) MA102 Mathematical Proof and Analysis (0.5) # MA103 Introduction to Abstract Mathematics (1.0) # PB102 Social Psychology (1.0) (not available 2022/23)
Paper 4	ST101 Programming for Data Science (0.5) # EC100 Economics A (1.0) # (withdrawn 2021/22) <b>or</b> EC102 Economics B (1.0) #A (withdrawn 2021/22)

Paper 5	ST202 Probability, Distribution Theory and Inference (1.0) #
Paper 6	MA212 Further Mathematical Methods (1.0) #
Paper 7	ST226 Actuarial Investigations: Financial (0.5) # <b>and</b> ST227 Survival Models (0.5) #
Paper 8	Courses to the value of 1.0 unit(s) from the following: B AC102 Elements of Financial Accounting (0.5) AC103 Elements of Management Accounting, Financial Management and Financial Institutions (0.5) EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0) FM213 Principles of Finance (1.0) # MA102 Mathematical Proof and Analysis (0.5) # MA103 Introduction to Abstract Mathematics (1.0) # MA203 Real Analysis (0.5) # ST207 Databases (0.5) #
	<b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>
	<b>Year 3</b>
Paper 9	ST301 Actuarial Mathematics (Life) (0.5) # <b>and</b> ST302 Stochastic Processes (0.5) #
Paper 10	ST330 Stochastic and Actuarial Methods in Finance (1.0) #

**Or**

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

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

Paper 11	Courses to the value of 1.0 unit(s) from the following: ST300 Regression and Generalised Linear Models (0.5) # ST303 Stochastic Simulation (0.5) # ST304 Time Series and Forecasting (0.5) # ST306 Actuarial Mathematics (General) (0.5) # ST308 Bayesian Inference (0.5) # ST310 Machine Learning (0.5) # ST313 Ethics for Data Science (0.5) # ST326 Financial Statistics (0.5) #
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**Or**

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

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

Paper 12	Courses to the value of 1.0 unit(s) from the following: MA203 Real Analysis (0.5) # MA208 Optimisation Theory (0.5) # MA209 Differential Equations (0.5) # MA318 History of Mathematics in Finance and Economics (0.5) # ST300 Regression and Generalised Linear Models (0.5) # ST303 Stochastic Simulation (0.5) # ST306 Actuarial Mathematics (General) (0.5) # ST308 Bayesian Inference (0.5) # ST310 Machine Learning (0.5) # ST311 Artificial Intelligence (0.5) # ST312 Applied Statistics Project (0.5) # ST313 Ethics for Data Science (0.5) # ST326 Financial Statistics (0.5) #
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**Or**

Courses to the value of 1.0 unit(s) from the following: (please note that students can replace Papers 10, 11 or 12 with subjects to the value of one unit approved



## 12 Undergraduate Programme Regulations

by their tutor from the Undergraduate Outside Options List, but this will affect exemptions from examinations set by the Institute and Faculty of Actuaries)

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

\* means available with permission

#### Footnotes:

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

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

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

Individual exemptions from 2019-2020 onwards:

<http://webstaging.lse.ac.uk/resources/calendar2022-2023/programmeRegulations/undergraduate/2021/BScActuarialScience.htm>

CS1 ST102 (x0.45) ST202 (x0.40)

&

ST300 or ST308 or ST306 (x0.15)

CS2 ST227 (x0.30), ST302 (x0.30)

&

The average of two of the following courses (x0.4)

ST303, ST306, ST304, ST326

CM1 ST226 (x0.5) & ST301 (x0.5)

CM2 ST330 (x0.8) & ST306 (x0.20)

Accreditation: <http://webstaging.lse.ac.uk/resources/calendar2022-2023/programmeRegulations/undergraduate/2021/BScActuarialScience.htm>

Accredited by the Chartered Institute of Management Accountants (CIMA) for the purpose of exemption

from some professional examinations through the Accredited degree accelerated route. Accredited

by the Institute and Faculty of Actuaries for the

purpose of exemption from some professional

examinations. Accredited by the Royal Statistical

Society (RSS) for the purpose of eligibility for

Graduate Statistician status. Further information is

available on the Department of Statistics website [lse.ac.uk/statistics/study/prospective/UG-Programmes/exemptions.aspx](http://lse.ac.uk/statistics/study/prospective/UG-Programmes/exemptions.aspx) or on the Undergraduate

programme accreditation and exemptions website

<https://www.lse.ac.uk/Statistics>.

## BA in Anthropology and Law

**Programme Code:** UBANLL2

**Department:** Anthropology

For students starting this programme of study in 2022/23

**Please note that places are limited on some optional courses.**

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

### **Paper Course number, title (unit value)**

LSE100 LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

**Students will choose ONE of the three half-unit options below:**

LSE100A The LSE Course: How can we avert climate catastrophe? (0.5)

LSE100B The LSE Course: How can we control AI? (0.5)

LSE100C The LSE Course: How can we create a fair society? (0.5)

### **Year 1**

Paper 1	AN100	Being Human: Contemporary Themes in Social Anthropology (1.0)
Paper 2	AN101	A History of Anthropological Theory (1.0)
Paper 3	LL106	Public Law (1.0)
Paper 4	LL105	Property I (0.5) <b>and</b> LL109 Introduction to the Legal System (0.5)
Skills course	LL100	Foundational Legal Skills (0.0) A

### **Year 2**

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

### **Anthropology Selection List A**

### **Anthropology Selection List B**

### **Year 3**

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

### **Anthropology Selection List A**

### **Anthropology Selection List B**

### **Anthropology Selection List C**

### **Anthropology Selection List A**

AN205	The Anthropology of Melanesia (0.5)
AN221	The Anthropology of Christianity (0.5) # (not available 2022/23)
AN223	The Anthropology of Southeast Asia (0.5) (not available 2022/23)
AN237	The Anthropology of Development (0.5)
AN240	Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) (not available 2022/23)
AN243	Children and Youth in Contemporary Ethnography (0.5) #
AN245	Borders and Boundaries: Ethnographic Approaches (0.5) (not available 2022/23)
AN247	Anthropological Approaches to Questions of Being (0.5) (not available 2022/23)
AN250	The Anthropology of South Asia (0.5) # (not available 2022/23)
AN269	The Anthropology of Amazonia (0.5) # (not available 2022/23)
AN275	The Anthropology of Revolution (0.5) # (not available 2022/23)
AN276	Anthropology and the Anthropocene (0.5)
AN277	Topics in the Anthropology of sub-Saharan Africa (0.5) # (not available 2022/23)
AN280	Public Anthropology (0.5) # (not available 2022/23)
AN281	Health and Welfare: Anthropological Perspectives (0.5) (not available 2022/23)
AN282	Bangladesh and Beyond: Anthropological Perspectives (0.5) # (not available 2022/23)
AN283	Anthropology, Art, and Poetics (0.5) # (not available 2022/23)
AN284	Anthropological Approaches to Race, Racism, and Decolonisation (0.5)
AN298	Fieldwork in London: Learning Ethnographic Methods (0.5)
	<b>Anthropology Selection List B</b>
AN200	The Anthropology of Kinship, Sex and Gender (1.0)
AN256	Economic Anthropology (1): Production and Exchange (0.5)
AN357	Economic Anthropology (2): Transformation and Globalisation (0.5)
	<b>Anthropology Selection List C</b>
AN301	The Anthropology of Religion (1.0) #

AN303 Advanced Theory of Social Anthropology (0.5) #

#### Law Selection List

LL201 Law and State Power (1.0)  
 LL202 Commercial Contracts (1.0) #  
 LL203 Law of Business Associations (Company Law) (1.0) #  
 LL204 Advanced Torts (1.0) #  
 LL205 Medical Law (1.0)  
 LL207 Civil Liberties and Human Rights (1.0)  
 LL210 Information Technology and the Law (1.0) #  
 LL212 Conflict of Laws (1.0) (not available 2022/23)  
 LL221 Family Law (1.0)  
 LL233 Law of Evidence (1.0)  
 LL241 European Legal History (1.0)  
 LL250 Law and The Environment (1.0)  
 LL251 Intellectual Property Law (1.0)  
 LL257 Employment Law (1.0)  
 LL259 Legal and Social Change since 1750 (1.0) (not available 2022/23)  
 LL272 Outlines of Modern Criminology (0.5)  
 LL278 Public International Law (1.0)  
 LL284 Topics in Sentencing and Criminal Justice (0.5)  
 LL293 Tax and Tax Avoidance (1.0)  
 LL295 Media Law (1.0)  
 LL300 Competition Law (1.0)  
 LL301 Global Commodities Law (1.0)  
 LL305 Jurisprudence (1.0)  
 LL342 International Protection of Human Rights (1.0) #

#### Footnotes:

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

#### Accreditation:

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

## BA in Anthropology and Law

**Programme Code:** UBANLL2

**Department:** Anthropology

For students starting this programme of study in 2021/22

**Please note that places are limited on some optional courses.**

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

**Paper Course number, title (unit value)**

See note LSE100 The LSE Course

#### Year 1

Paper 1 AN100 Being Human: Contemporary Themes in Social Anthropology (1.0)

Paper 2 AN101 A History of Anthropological Theory (1.0)  
 Paper 3 LL106 Public Law (1.0)  
 Paper 4 LL105 Property I (0.5) **and** LL109 Introduction to the Legal System (0.5)

Skills course LL100 Foundational Legal Skills (0.0) A

#### Year 2

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

B

#### Anthropology Selection List A

#### Anthropology Selection List B

#### Year 3

Paper 9 LL232 Law and Institutions of the European Union (1.0)

Paper 10 LL275 Property II (1.0)

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

#### Law Selection List

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

#### Anthropology Selection List A

#### Anthropology Selection List B

#### Anthropology Selection List C

#### Notes:

LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

#### Anthropology Selection List A

AN205 The Anthropology of Melanesia (0.5)

AN221 The Anthropology of Christianity (0.5) # (not available 2022/23)

AN223 The Anthropology of Southeast Asia (0.5) (not available 2022/23)

AN237 The Anthropology of Development (0.5)

AN240 Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) (not available 2022/23)

AN243 Children and Youth in Contemporary Ethnography (0.5) #

AN245 Borders and Boundaries: Ethnographic Approaches (0.5) (not available 2022/23)

AN247 Anthropological Approaches to Questions of Being (0.5) (not available 2022/23)

AN250 The Anthropology of South Asia (0.5) # (not available 2022/23)

AN269 The Anthropology of Amazonia (0.5) # (not available 2022/23)

AN275 The Anthropology of Revolution (0.5) # (not available 2022/23)

AN276 Anthropology and the Anthropocene (0.5)

AN277 Topics in the Anthropology of sub-Saharan Africa (0.5) # (not available 2022/23)

AN280 Public Anthropology (0.5) # (not available 2022/23)

AN281 Health and Welfare: Anthropological Perspectives (0.5) (not available 2022/23)

AN282 Bangladesh and Beyond: Anthropological Perspectives (0.5) # (not available 2022/23)

AN283 Anthropology, Art, and Poetics (0.5) # (not available 2022/23)

AN284 Anthropological Approaches to Race, Racism, and Decolonisation (0.5)

AN298 Fieldwork in London: Learning Ethnographic Methods (0.5)

#### Anthropology Selection List B

AN200 The Anthropology of Kinship, Sex and Gender (1.0)

AN256 Economic Anthropology (1): Production and Exchange (0.5)

AN357 Economic Anthropology (2):

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Transformation and Globalisation (0.5)

### Anthropology Selection List C

- AN301 The Anthropology of Religion (1.0) #  
AN303 Advanced Theory of Social Anthropology (0.5) #

### Law Selection List

- LL201 Law and State Power (1.0)  
LL202 Commercial Contracts (1.0) #  
LL203 Law of Business Associations (Company Law) (1.0) #  
LL204 Advanced Torts (1.0) #  
LL205 Medical Law (1.0)  
LL207 Civil Liberties and Human Rights (1.0)  
LL210 Information Technology and the Law (1.0) #  
LL212 Conflict of Laws (1.0) (not available 2022/23)  
LL221 Family Law (1.0)  
LL233 Law of Evidence (1.0)  
LL241 European Legal History (1.0)  
LL250 Law and The Environment (1.0)  
LL251 Intellectual Property Law (1.0)  
LL257 Employment Law (1.0)  
LL259 Legal and Social Change since 1750 (1.0) (not available 2022/23)  
LL272 Outlines of Modern Criminology (0.5)  
LL278 Public International Law (1.0)  
LL284 Topics in Sentencing and Criminal Justice (0.5)  
LL293 Tax and Tax Avoidance (1.0)  
LL295 Media Law (1.0)  
LL300 Competition Law (1.0)  
LL301 Global Commodities Law (1.0)  
LL305 Jurisprudence (1.0)  
LL342 International Protection of Human Rights (1.0) #

### Footnotes:

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

### Accreditation:

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

## BA in Anthropology and Law

**Programme Code:** UBANLL2

**Department:** Anthropology

For students starting this programme of study in 2020/21

**Please note that places are limited on some optional courses.**

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

**Paper Course number, title (unit value)  
Year 1**

Paper 1 AN100 Being Human: Contemporary Themes in

		Social Anthropology (1.0)
Paper 2	AN101	A History of Anthropological Theory (1.0)
Paper 3	LL106	Public Law (1.0)
Paper 4	LL105	Property I (0.5) <b>and</b> LL109 Introduction to the Legal System (0.5)
Skills course	LL100	Foundational Legal Skills (0.0) A
		<b>Year 2</b>
Paper 5	AN226	Political and Legal Anthropology (1.0)
Paper 6	LL108	Criminal Law (1.0)
Paper 7	LL104	Law of Obligations (1.0)
Paper 8		Courses to the value of 1.0 unit(s) from the following: B
		<b>Anthropology Selection List A</b>
		<b>Anthropology Selection List B</b>
		<b>Year 3</b>
Paper 9	LL232	Law and Institutions of the European Union (1.0)
Paper 10	LL275	Property II (1.0)
Paper 11		Courses to the value of 1.0 unit(s) from the following: <b>Law Selection List</b>
Paper 12		Courses to the value of 1.0 unit(s) from the following: C
		<b>Anthropology Selection List A</b>
		<b>Anthropology Selection List B</b>
		<b>Anthropology Selection List C</b>
	AN205	The Anthropology of Melanesia (0.5)
	AN216	Cognition and Anthropology: Human Development in Cultural Environments (0.5) # (withdrawn 2020/21)
	AN221	The Anthropology of Christianity (0.5) # (not available 2022/23)
	AN223	The Anthropology of Southeast Asia (0.5) (not available 2022/23)
	AN237	The Anthropology of Development (0.5)
	AN240	Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) (not available 2022/23)
	AN243	Children and Youth in Contemporary Ethnography (0.5) #
	AN245	Borders and Boundaries: Ethnographic Approaches (0.5) (not available 2022/23)
	AN247	Anthropological Approaches to Questions of Being (0.5) (not available 2022/23)
	AN250	The Anthropology of South Asia (0.5) # (not available 2022/23)
	AN251	Cognition and Anthropology: Learning and Thinking in Relation to Social Institutions (0.5) # (withdrawn 2020/21)
	AN252	Anthropological Approaches to Value (0.5) (withdrawn 2021/22)
	AN269	The Anthropology of Amazonia (0.5) # (not available 2022/23)
	AN274	Subjectivity and Anthropology (0.5) # (withdrawn 2020/21)
	AN275	The Anthropology of Revolution (0.5) # (not available 2022/23)
	AN276	Anthropology and the Anthropocene (0.5)
	AN277	Topics in the Anthropology of sub-Saharan Africa (0.5) # (not available 2022/23)
	AN278	Anthropology and Global History (0.5) (withdrawn 2021/22)
	AN280	Public Anthropology (0.5) # (not available 2022/23)
	AN281	Health and Welfare: Anthropological Perspectives (0.5) (not available 2022/23)
	AN282	Bangladesh and Beyond: Anthropological Perspectives (0.5) # (not available 2022/23)
	AN283	Anthropology, Art, and Poetics (0.5) # (not available 2022/23)
	AN284	Anthropological Approaches to Race, Racism, and Decolonisation (0.5)

AN298 Fieldwork in London: Learning Ethnographic Methods (0.5)

#### Anthropology Selection List B

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

#### Anthropology Selection List C

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

#### Law Selection List

LL201 Law and State Power (1.0)  
 LL202 Commercial Contracts (1.0) #  
 LL203 Law of Business Associations (Company Law) (1.0) #  
 LL204 Advanced Torts (1.0) #  
 LL205 Medical Law (1.0)  
 LL207 Civil Liberties and Human Rights (1.0)  
 LL210 Information Technology and the Law (1.0) #  
 LL212 Conflict of Laws (1.0) (not available 2022/23)  
 LL221 Family Law (1.0)  
 LL233 Law of Evidence (1.0)  
 LL241 European Legal History (1.0)  
 LL250 Law and The Environment (1.0)  
 LL251 Intellectual Property Law (1.0)  
 LL257 Employment Law (1.0)  
 LL259 Legal and Social Change since 1750 (1.0) (not available 2022/23)  
 LL272 Outlines of Modern Criminology (0.5)  
 LL278 Public International Law (1.0)  
 LL284 Topics in Sentencing and Criminal Justice (0.5)  
 LL293 Tax and Tax Avoidance (1.0)  
 LL295 Media Law (1.0)  
 LL300 Competition Law (1.0)  
 LL301 Global Commodities Law (1.0)  
 LL305 Jurisprudence (1.0)  
 LL342 International Protection of Human Rights (1.0) #

#### Footnotes:

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

#### Accreditation:

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

## BSc in Data Science

**Programme Code:** UBDSC

**Department:** Statistics

For students starting this programme of study in 2022/23

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
	<b>Students will choose ONE of the three half-unit options below:</b>
	LSE100A The LSE Course: How can we avert climate catastrophe? (0.5)
	LSE100B The LSE Course: How can we control AI? (0.5)
	LSE100C The LSE Course: How can we create a fair society? (0.5)
	<b>Year 1</b>
Paper 1	ST102 Elementary Statistical Theory (1.0) #
Paper 2	MA100 Mathematical Methods (1.0) #
Paper 3	ST101 Programming for Data Science (0.5) # <b>and</b> ST115 Managing and Visualising Data (0.5) #
Paper 4	EC1A3 Microeconomics I (0.5) # <b>and one from:</b> EC1B3 Macroeconomics I (0.5) # FM101 Finance (0.5)
	<b>Year 2</b>
Paper 5	MA102 Mathematical Proof and Analysis (0.5) #A <b>and</b> MA222 Further Mathematical Methods (Linear Algebra) (0.5) #
Papers 6 & 7	Courses to the value of 2.0 unit(s) from the following: <b>Either</b> ST206 Probability and Distribution Theory (0.5) # <b>and</b> ST211 Applied Regression (0.5) # and 1.0 unit(s) from the options list below <b>Or</b> ST202 Probability, Distribution Theory and Inference (1.0) # <b>and</b> ST211 Applied Regression (0.5) # and 0.5 unit(s) from the options list below
	<b>Options list</b>
Paper 8	MA214 Algorithms and Data Structures (0.5) # <b>and</b> ST207 Databases (0.5) #
	<b>Year 3</b>
Paper 9	ST310 Machine Learning (0.5) # <b>and</b> ST311 Artificial Intelligence (0.5) #
Paper 10	Courses to the value of 1.0 unit(s) from the following: ST300 Regression and Generalised Linear Models (0.5) # ST304 Time Series and Forecasting (0.5) # ST308 Bayesian Inference (0.5) # ST326 Financial Statistics (0.5) #
Paper 11	ST312 Applied Statistics Project (0.5) # and 0.5 unit(s) from the list of options below <b>List of options</b> MA301 Mathematical Game Theory (0.5) # MA316 Graph Theory (0.5) # MA320 Mathematics of Networks (0.5) # MA324 Mathematical Modelling and Simulation (0.5) # MA333 Optimisation for Machine Learning (0.5) # ST301 Actuarial Mathematics (Life) (0.5) #1 ST302 Stochastic Processes (0.5) # ST303 Stochastic Simulation (0.5) #2



- ST307 Aspects of Market Research (0.5) #3  
 ST313 Ethics for Data Science (0.5) #  
 any 0.5 unit(s) course listed under paper 10

**Paper 10 options list**

- Paper 12 Courses to the value of 1.0 unit(s) from the following:  
 FM213 Principles of Finance (1.0) #  
 FM300 Corporate Finance, Investments and  
 Financial Markets (1.0) #4  
 MA330 Game Theory for Collective Decisions (0.5)  
 #  
 ST313 Ethics for Data Science (0.5) #  
 ST327 Market Research: An Integrated Approach  
 (1.0) #5  
 ST330 Stochastic and Actuarial Methods in  
 Finance (1.0) #6  
 any courses listed under papers 10 & 11

**Papers 10 & 11 options list****Options list**

- EC2A3 Microeconomics II (0.5) #  
 EC2B3 Macroeconomics II (0.5) #  
 EC2C3 Econometrics I (0.5) #  
 EC2C4 Econometrics II (0.5) #  
 FM213 Principles of Finance (1.0) #  
 LL210 Information Technology and the Law (1.0)  
 #  
 MA103 Introduction to Abstract Mathematics (1.0)  
 #B  
 MA208 Optimisation Theory (0.5) #  
 MA210 Discrete Mathematics (0.5) #  
 MA213 Operations Research Techniques (0.5) #  
 ST205 Sample Surveys and Experiments (0.5) #  
 ST226 Actuarial Investigations: Financial (0.5) #  
 ST227 Survival Models (0.5) #

**Paper 10 options list**

- ST300 Regression and Generalised Linear Models  
 (0.5) #  
 ST304 Time Series and Forecasting (0.5) #  
 ST308 Bayesian Inference (0.5) #  
 ST326 Financial Statistics (0.5) #

**Papers 10 & 11 options list**

- MA301 Mathematical Game Theory (0.5) #7  
 MA316 Graph Theory (0.5) #  
 MA320 Mathematics of Networks (0.5) #  
 MA324 Mathematical Modelling and Simulation  
 (0.5) #  
 MA333 Optimisation for Machine Learning (0.5) #  
 ST300 Regression and Generalised Linear Models  
 (0.5) #  
 ST301 Actuarial Mathematics (Life) (0.5) #8  
 ST302 Stochastic Processes (0.5) #  
 ST303 Stochastic Simulation (0.5) #9  
 ST304 Time Series and Forecasting (0.5) #  
 ST307 Aspects of Market Research (0.5) #10  
 ST308 Bayesian Inference (0.5) #  
 ST326 Financial Statistics (0.5) #

**Prerequisite Requirements and Mutually Exclusive Options**

- 1: Before taking ST301 you must take ST227  
 2: Before taking ST303 you must take ST302  
 3: ST307 can not be taken with ST205, ST327  
 4: Before taking FM300 you must take FM213  
 5: ST327 can not be taken with ST307  
 6: Before taking ST330 you must take ST302  
 7: MA301 can not be taken with MA300  
 8: Before taking ST301 you must take ST227  
 9: Before taking ST303 you must take ST302  
 10: ST307 can not be taken with ST327, ST205

**Footnotes:**

A: Students can obtain exemption from this course if

they take MA103 in papers 6&7  
 B: Students taking this option are exempt from  
 MA102  
 # means there may be prerequisites for this course.  
 Please view the course guide for more information.

**BSc in Data Science**

**Programme Code:** UBDSC

**Department:** Statistics

For students starting this programme of study in 2021/22

**Please note that places are limited on some optional courses.**

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

**Paper Course number, title (unit value)**

- See note LSE100 The LSE Course  
**Year 1**  
 Paper 1 ST102 Elementary Statistical Theory (1.0) #  
 Paper 2 MA100 Mathematical Methods (1.0) #  
 Paper 3 ST101 Programming for Data Science (0.5) # **and**  
 ST115 Managing and Visualising Data (0.5)  
 #  
 Paper 4 EC1A3 Microeconomics I (0.5) #  
**and one from:**  
 EC1B3 Macroeconomics I (0.5) #  
 FM101 Finance (0.5)  
**Year 2**  
 Paper 5 MA102 Mathematical Proof and Analysis (0.5) #A  
**and**  
 MA222 Further Mathematical Methods (Linear  
 Algebra) (0.5) #  
 Papers 6 & 7 Courses to the value of 2.0 unit(s) from the following:  
**Either**  
 ST206 Probability and Distribution Theory (0.5) #  
**and** ST211 Applied Regression (0.5) #  
 and 1.0 unit(s) from the options list below  
**Or**  
 ST202 Probability, Distribution Theory and  
 Inference (1.0) # **and** ST211 Applied  
 Regression (0.5) #  
 and 0.5 unit(s) from the options list below  
**Options list**  
 Paper 8 MA214 Algorithms and Data Structures (0.5) # **and**  
 ST207 Databases (0.5) #  
**Year 3**  
 Paper 9 ST310 Machine Learning (0.5) # **and** ST311  
 Artificial Intelligence (0.5) #  
 Paper 10 Courses to the value of 1.0 unit(s) from the following:  
 ST300 Regression and Generalised Linear Models  
 (0.5) #  
 ST304 Time Series and Forecasting (0.5) #  
 ST308 Bayesian Inference (0.5) #  
 ST326 Financial Statistics (0.5) #  
 Paper 11 ST312 Applied Statistics Project (0.5) #  
 and 0.5 unit(s) from the list of options below  
**List of options**  
 MA301 Mathematical Game Theory (0.5) #1  
 MA316 Graph Theory (0.5) #  
 MA320 Mathematics of Networks (0.5) #  
 MA324 Mathematical Modelling and Simulation  
 (0.5) #  
 MA333 Optimisation for Machine Learning (0.5) #  
 ST301 Actuarial Mathematics (Life) (0.5) #2  
 ST302 Stochastic Processes (0.5) #  
 ST303 Stochastic Simulation (0.5) #3  
 ST307 Aspects of Market Research (0.5) #4  
 ST313 Ethics for Data Science (0.5) #  
 any 0.5 unit(s) course listed under paper 10  
**Paper 10 options list**

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

FM213	Principles of Finance (1.0) #
FM300	Corporate Finance, Investments and Financial Markets (1.0) #5
MA300	Game Theory (1.0) #6 (withdrawn 2022/23)
MA330	Game Theory for Collective Decisions (0.5) #
ST313	Ethics for Data Science (0.5) #
ST327	Market Research: An Integrated Approach (1.0) #7
ST330	Stochastic and Actuarial Methods in Finance (1.0) #8

any courses listed under papers 10 & 11

#### Papers 10 & 11 options list

#### Notes:

LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

#### Options list

EC2A3	Microeconomics II (0.5) #
EC2B3	Macroeconomics II (0.5) #
EC2C3	Econometrics I (0.5) #
EC2C4	Econometrics II (0.5) #
FM213	Principles of Finance (1.0) #
LL210	Information Technology and the Law (1.0) #
MA103	Introduction to Abstract Mathematics (1.0) #B
MA208	Optimisation Theory (0.5) #
MA210	Discrete Mathematics (0.5) #
MA213	Operations Research Techniques (0.5) #
ST205	Sample Surveys and Experiments (0.5) #
ST226	Actuarial Investigations: Financial (0.5) #
ST227	Survival Models (0.5) #

#### Paper 10 options list

ST300	Regression and Generalised Linear Models (0.5) #
ST304	Time Series and Forecasting (0.5) #
ST308	Bayesian Inference (0.5) #
ST326	Financial Statistics (0.5) #

#### Papers 10 & 11 options list

MA301	Mathematical Game Theory (0.5) #9
MA316	Graph Theory (0.5) #
MA320	Mathematics of Networks (0.5) #
MA324	Mathematical Modelling and Simulation (0.5) #
MA333	Optimisation for Machine Learning (0.5) #
ST300	Regression and Generalised Linear Models (0.5) #
ST301	Actuarial Mathematics (Life) (0.5) #10
ST302	Stochastic Processes (0.5) #
ST303	Stochastic Simulation (0.5) #11
ST304	Time Series and Forecasting (0.5) #
ST307	Aspects of Market Research (0.5) #12
ST308	Bayesian Inference (0.5) #
ST326	Financial Statistics (0.5) #

#### Prerequisite Requirements and Mutually Exclusive Options

- 1: MA301 can not be taken with MA300
- 2: Before taking ST301 you must take ST227
- 3: Before taking ST303 you must take ST302
- 4: ST307 can not be taken with ST205, ST327
- 5: Before taking FM300 you must take FM213
- 6: MA300 can not be taken with MA301
- 7: ST327 can not be taken with ST307
- 8: Before taking ST330 you must take ST302
- 9: MA301 can not be taken with MA300
- 10: Before taking ST301 you must take ST227

11: Before taking ST303 you must take ST302  
12: ST307 can not be taken with ST327, ST205

**Footnotes:**  
A: Students can obtain exemption from this course if they take MA103 in papers 6&7  
B: Students taking this option are exempt from MA102  
# means there may be prerequisites for this course. Please view the course guide for more information.

## BSc in Econometrics and Mathematical Economics

**Programme Code:** UBEM

**Department:** Economics

For students starting this programme of study in 2022/23

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
	<b>Students will choose ONE of the three half-unit options below:</b>
	LSE100A The LSE Course: How can we avert climate catastrophe? (0.5)
	LSE100B The LSE Course: How can we control AI? (0.5)
	LSE100C The LSE Course: How can we create a fair society? (0.5)
	<b>Year 1</b>
Paper 1	EC1P1 Economics (0.5)
	<b>and</b>
	EC1A1 Microeconomics I (0.5) #
Paper 2	ST109 Elementary Statistical Theory I (0.5) #1
	<b>and</b>
	EC1C1 Econometrics I (0.5) #
Paper 3	<b>Either</b>
	MA107 Quantitative Methods (Mathematics) (0.5) #
	<b>and</b>
	EC1B1 Macroeconomics I (0.5) #
	<b>Or</b>
	MA100 Mathematical Methods (1.0) #
Paper 4	<b>If</b> MA107 was taken under paper 3, courses to the value of 1.0 unit(s) from the following: <b>Undergraduate Outside Options List (Year 1)</b> <b>Or</b> <b>If</b> MA100 was taken under paper 3, courses to the value of 1.0 unit(s) from the following: EC1B1 Macroeconomics I (0.5) # and a 0.5 unit MT course from: <b>Undergraduate Outside Options List (Year 1)</b>
	<b>Year 2</b>
Paper 5	EC2A1 Microeconomics II (1.0) #2
Paper 6	EC2B1 Macroeconomics II (1.0) #3
Paper 7	EC2C1 Econometrics II (1.0) #45
Paper 8	Courses to the value of 1.0 unit(s) from the following: <b>Undergraduate Outside Options List (Years 2 &amp; 3)</b> <b>Or</b>
	FM213 Principles of Finance (1.0) #
	<b>Year 3</b>
Paper 9	Courses to the value of 1.0 unit(s) from the following: EC309 Econometric Theory (1.0) # EC319 Games and Economic Behaviour (1.0) # EC333 Problems of Applied Econometrics (1.0) #
Paper 10	Courses to the value of 1.0 unit(s) from the following:

**Econometrics and Mathematical Economics****Selection List**

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

- A  
 EC309 Econometric Theory (1.0) #  
 EC319 Games and Economic Behaviour (1.0) #  
 EC333 Problems of Applied Econometrics (1.0) #

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

Paper 12 EC331 Quantitative Thesis (1.0) #

**Econometrics and Mathematical Economics****Selection List**

- AC311 Results Accountability and Management Control for Strategy Implementation (0.5) #\*~A  
 AC312 Performance Measurement, Strategy, and Uncertainty (0.5) #\*  
 AC341 Corporate Governance, Risk Management and Financial Audit (0.5)  
 AC342 Accounting, Corporate Responsibility and Sustainability (0.5)  
 EC301 Advanced Economic Analysis (1.0) #  
 EC302 Political Economy (1.0) #  
 EC307 Development Economics (1.0) #  
 EC310 Behavioural Economics (1.0) #  
 EC311 History of Economics: How Theories Change (1.0)  
 EC313 Industrial Economics (1.0) #  
 EC315 International Economics (1.0) #  
 EC317 Labour Economics (1.0) #  
 EC321 Monetary Economics and Aggregate Fluctuations (1.0) #  
 EC325 Public Economics (1.0) #  
 FM213 Principles of Finance (1.0) #  
 FM300 Corporate Finance, Investments and Financial Markets (1.0) #~B  
 FM321 Risk Management and Modelling (0.5) #  
 FM322 Derivatives (0.5) #  
 MA213 Operations Research Techniques (0.5) #  
 MA301 Mathematical Game Theory (0.5) #  
 MA324 Mathematical Modelling and Simulation (0.5) #  
 MA330 Game Theory for Collective Decisions (0.5) #  
 PH311 Philosophy of Economics (1.0) #  
 ST202 Probability, Distribution Theory and Inference (1.0) #

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

**Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

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

1: ST109 can not be taken with ST102, ST107, ST108

2: Before taking EC2A1 you must take EC1A1

3: Before taking EC2B1 you must take EC1A1

Before taking EC2B1 you must take EC1B1

4: Before taking EC2C1 you must take EC1A1

Before taking EC2C1 you must take EC1B1

Before taking EC2C1 you must take EC1C1

Before taking EC2C1 you must take EC1P1

5: EC2C1 can not be taken with MG205

**Footnotes:**

A: In exceptional circumstances a student may substitute a paper from the Undergraduate Outside Options List for Paper 11. This outside paper should be both of an advanced nature and coherent with

the student's other choice of papers. Permission to take such a paper should first be obtained from the Departmental Tutor who must countersign the Additional Permission Form. Any subsequent revision to the student's choice of papers must also be countersigned by the Departmental Tutor.

**BSc in Econometrics and Mathematical Economics**

**Programme Code:** UBEM

**Department:** Economics

For students starting this programme of study in 2021/22

**Please note that places are limited on some optional courses.**

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

**Paper Course number, title (unit value)**

See note LSE100 The LSE Course

**Year 1**

Paper 1 EC1P1 Economics (0.5)

**and**

EC1A1 Microeconomics I (0.5) #

Paper 2 ST109 Elementary Statistical Theory I (0.5) #1

**and**

Paper 3 EC1C1 Econometrics I (0.5) #

**Either**

MA107 Quantitative Methods (Mathematics) (0.5) #

**and**

EC1B1 Macroeconomics I (0.5) #

**Or**

Paper 4 MA100 Mathematical Methods (1.0) #

**If** MA107 was taken under paper 3, courses to the value of 1.0 unit(s) from the following:

**Undergraduate Outside Options List (Year 1)**

**Or**

**If** MA100 was taken under paper 3, courses to the value of 1.0 unit(s) from the following:

EC1B1 Macroeconomics I (0.5) #

and a 0.5 unit MT course from:

**Undergraduate Outside Options List (Year 1)**

**Year 2**

Paper 5 EC2A1 Microeconomics II (1.0) #2

Paper 6 EC2B1 Macroeconomics II (1.0) #3

Paper 7 EC2C1 Econometrics II (1.0) #45

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

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

**Or**

FM213 Principles of Finance (1.0) #

**Year 3**

Paper 9 Courses to the value of 1.0 unit(s) from the following:

EC309 Econometric Theory (1.0) #

EC319 Games and Economic Behaviour (1.0) #

EC333 Problems of Applied Econometrics (1.0) #

Paper 10 Courses to the value of 1.0 unit(s) from the following:

**Econometrics and Mathematical Economics**

**Selection List**

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

**A**

EC309 Econometric Theory (1.0) #

EC319 Games and Economic Behaviour (1.0) #

EC333 Problems of Applied Econometrics (1.0) #

**Econometrics and Mathematical Economics**

**Selection List**

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

Paper 12 EC331 Quantitative Thesis (1.0) #

**Notes:**

LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year

Average for purposes of classification.

### Econometrics and Mathematical Economics

#### Selection List

AC311	Results Accountability and Management Control for Strategy Implementation (0.5) #*~A
AC312	Performance Measurement, Strategy, and Uncertainty (0.5) #*
AC341	Corporate Governance, Risk Management and Financial Audit (0.5)
AC342	Accounting, Corporate Responsibility and Sustainability (0.5)
EC301	Advanced Economic Analysis (1.0) #
EC302	Political Economy (1.0) #
EC307	Development Economics (1.0) #
EC310	Behavioural Economics (1.0) #
EC311	History of Economics: How Theories Change (1.0)
EC313	Industrial Economics (1.0) #
EC315	International Economics (1.0) #
EC317	Labour Economics (1.0) #
EC321	Monetary Economics and Aggregate Fluctuations (1.0) #
EC325	Public Economics (1.0) #
FM213	Principles of Finance (1.0) #
FM300	Corporate Finance, Investments and Financial Markets (1.0) #~B
FM321	Risk Management and Modelling (0.5) #
FM322	Derivatives (0.5) #
MA213	Operations Research Techniques (0.5) #
MA231	Operational Research Methods (1.0) # (withdrawn 2022/23)
MA301	Mathematical Game Theory (0.5) #
MA324	Mathematical Modelling and Simulation (0.5) #
MA330	Game Theory for Collective Decisions (0.5) #
PH311	Philosophy of Economics (1.0) #
ST202	Probability, Distribution Theory and Inference (1.0) #

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

#### Prerequisite Requirements and Mutually Exclusive Options

\* means available with permission

1: ST109 can not be taken with ST102, ST107, ST108

2: Before taking EC2A1 you must take EC1A1

3: Before taking EC2B1 you must take EC1A1

Before taking EC2B1 you must take EC1B1

4: Before taking EC2C1 you must take EC1A1

Before taking EC2C1 you must take EC1B1

Before taking EC2C1 you must take EC1C1

Before taking EC2C1 you must take EC1P1

5: EC2C1 can not be taken with MG205

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

# means there may be prerequisites for this course.

Please view the course guide for more information.

## BSc in Econometrics and Mathematical Economics

**Programme Code:** UBEM

**Department:** Economics

For students starting this programme of study in 2020/21

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
	<b>Year 1</b>
Paper 1	EC100 Economics A (1.0) # (withdrawn 2021/22) <b>or</b> EC102 Economics B (1.0) #A (withdrawn 2021/22)
Paper 2	MA100 Mathematical Methods (1.0) #
Paper 3	ST102 Elementary Statistical Theory (1.0) #
Paper 4	Courses to the value of 1.0 unit(s) from the following: <b>Undergraduate Outside Options List (Year 1)</b>
	<b>Year 2</b>
Paper 5	EC202 Microeconomic Principles II (1.0) # (withdrawn 2022/23)
Paper 6	EC210 Macroeconomic Principles (1.0) #
Paper 7	EC221 Principles of Econometrics (1.0) #1 (withdrawn 2022/23)
Paper 8	Courses to the value of 1.0 unit(s) from the following: <b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>
	<b>Year 3</b>
Paper 9	Courses to the value of 1.0 unit(s) from the following: EC309 Econometric Theory (1.0) # EC319 Games and Economic Behaviour (1.0) # EC333 Problems of Applied Econometrics (1.0) #
Paper 10	Courses to the value of 1.0 unit(s) from the following: <b>Econometrics and Mathematical Economics Selection List</b>
Paper 11	Courses to the value of 1.0 unit(s) from the following: B EC309 Econometric Theory (1.0) # EC319 Games and Economic Behaviour (1.0) # EC333 Problems of Applied Econometrics (1.0) # <b>Econometrics and Mathematical Economics Selection List</b> <b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>
Paper 12	EC331 Quantitative Thesis (1.0) # <b>Econometrics and Mathematical Economics Selection List</b>
	AC310 Management Accounting, Financial Management and Organisational Control (1.0) # (withdrawn 2020/21)
	AC311 Results Accountability and Management Control for Strategy Implementation (0.5) #*~A
	AC312 Performance Measurement, Strategy, and Uncertainty (0.5) #*
	AC340 Auditing, Governance and Risk Management (1.0) # (withdrawn 2020/21)
	AC341 Corporate Governance, Risk Management and Financial Audit (0.5)
	AC342 Accounting, Corporate Responsibility and Sustainability (0.5)
	EC301 Advanced Economic Analysis (1.0) #
	EC302 Political Economy (1.0) #
	EC307 Development Economics (1.0) #
	EC310 Behavioural Economics (1.0) #
	EC311 History of Economics: How Theories Change (1.0)
	EC313 Industrial Economics (1.0) #
	EC315 International Economics (1.0) #
	EC317 Labour Economics (1.0) #
	EC321 Monetary Economics and Aggregate Fluctuations (1.0) #
	EC325 Public Economics (1.0) #
	FM213 Principles of Finance (1.0) #

#### Footnotes:



FM300	Corporate Finance, Investments and Financial Markets (1.0) #~B
FM321	Risk Management and Modelling (0.5) #
FM322	Derivatives (0.5) #
MA213	Operations Research Techniques (0.5) #
MA231	Operational Research Methods (1.0) # (withdrawn 2022/23)
MA301	Mathematical Game Theory (0.5) #
MA324	Mathematical Modelling and Simulation (0.5) #
MA330	Game Theory for Collective Decisions (0.5) #
MA331	Practical Optimisation Modelling (0.5) #~C (withdrawn 2020/21)
PH311	Philosophy of Economics (1.0) #
ST202	Probability, Distribution Theory and Inference (1.0) #

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

#### Prerequisite Requirements and Mutually Exclusive Options

\* means available with permission

1: EC221 can not be taken with MG205

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

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

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

## BSc in Economic History

**Programme Code:** UBEH

**Department:** Economic History

For students starting this programme of study in 2022/23

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

**Students will choose ONE of the three half-unit options below:**

LSE100A	The LSE Course: How can we avert climate catastrophe? (0.5)
LSE100B	The LSE Course: How can we control AI? (0.5)
LSE100C	The LSE Course: How can we create a fair society? (0.5)

#### Year 1

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

EH103	Making Economic History Count (0.0)
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Paper 1	EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0)
Paper 2	EC1A5 Microeconomics I (0.5) <b>and</b> EC1B5 Macroeconomics I (0.5) #
Paper 3	EH102 Pre-industrial Economic History (1.0)
Paper 4	Courses to the value of 1.0 unit(s) from the following: <b>First Year Recommended Outside Option List (BSc in Economic History)</b> <b>Language Courses</b> <b>Undergraduate Outside Options List (Year 1)</b> <b>Year 2</b>
Paper 5	EH237 Theories and Evidence in Economic History (1.0)
Papers 6 & 7	Courses to the value of 2.0 unit(s) from the following: EH204 Money and Finance: From the Middle Ages to Modernity (1.0) EH207 China since 1800: Culture, institutions and economic growth (1.0) # EH209 The Family Economy in History: 1260 to the present day (1.0) # EH211 Africa and the World Economy, 1500-2000 (1.0) (not available 2022/23) EH221 Boom and Bust: Macroeconomic History of the Modern World (1.0) EH222 Economic History of the Middle East and North Africa (1.0) EH225 Latin America and the International Economy (1.0) (not available 2022/23) EH238 The Origins of Growth (1.0) EH240 Business and Economic Performance since 1945: Britain in International Context (1.0)
Paper 8	Courses to the value of 1.0 unit(s) from the following: G <b>Papers 6 &amp; 7 options list</b> <b>Second Year Recommended Outside Option List (BSc in Economic History)</b> <b>Language Courses</b> <b>Undergraduate Outside Options List (Years 2 &amp; 3)</b> <b>Year 3</b>
Papers 9 & 10	Courses to the value of 2.0 unit(s) from the following: EC311 History of Economics: How Theories Change (1.0) EH304 The Economic History of North America: from Colonial Times to the Cold War (1.0) # (not available 2022/23) EH306 Monetary and Financial History since 1750 (1.0) EH307 The Economic History of South Asia, 1600-2000 (1.0) EH308 Historical Economic Geography: Cities, Markets and Regions in the 19th and 20th Centuries (1.0) EH312 Knowledge, Technology and Economy from the Middle Ages to Modernity (1.0) EH313 Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) (not available 2022/23) EH314 Political economy and economic policies: Europe from the High Middle Ages to the French Revolution (1.0) EH316 Atlantic World Slavery (1.0) EH317 Disease, Health and History (1.0) EH326 Innovation and its Finance in the 19th and 20th Centuries (1.0) # EH327 China's Economy and its Growth in the Very Long-Term (1.0)
Paper 11	Courses taught by the Department of Economic History to the value of 1.0 unit(s) from the following: <b>Papers 6 &amp; 7 options list</b> <b>Papers 9 &amp; 10 options list</b>
Paper 12	EH390 Dissertation in Economic or Social History (1.0)

**Papers 6 & 7 options list**

EH204	Money and Finance: From the Middle Ages to Modernity (1.0)
EH207	China since 1800: Culture, institutions and economic growth (1.0) #
EH209	The Family Economy in History: 1260 to the present day (1.0) #
EH211	Africa and the World Economy, 1500-2000 (1.0) (not available 2022/23)
EH221	Boom and Bust: Macroeconomic History of the Modern World (1.0)
EH222	Economic History of the Middle East and North Africa (1.0)
EH225	Latin America and the International Economy (1.0) (not available 2022/23)
EH238	The Origins of Growth (1.0)
EH240	Business and Economic Performance since 1945: Britain in International Context (1.0)

**Papers 9 & 10 options list**

EC311	History of Economics: How Theories Change (1.0)
EH304	The Economic History of North America: from Colonial Times to the Cold War (1.0) # (not available 2022/23)
EH306	Monetary and Financial History since 1750 (1.0)
EH307	The Economic History of South Asia, 1600-2000 (1.0)
EH308	Historical Economic Geography: Cities, Markets and Regions in the 19th and 20th Centuries (1.0)
EH312	Knowledge, Technology and Economy from the Middle Ages to Modernity (1.0)
EH313	Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) (not available 2022/23)
EH314	Political economy and economic policies: Europe from the High Middle Ages to the French Revolution (1.0)
EH316	Atlantic World Slavery (1.0)
EH317	Disease, Health and History (1.0)
EH327	China's Economy and its Growth in the Very Long-Term (1.0)

**Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

# means there may be prerequisites for this course.

Please view the course guide for more information.

**Footnotes:**

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

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

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

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

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

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

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

**BSc in Economic History**

**Programme Code:** UBEH

**Department:** Economic History

For students starting this programme of study in 2021/22

**Please note that places are limited on some optional courses.**

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

**Paper Course number, title (unit value)**

See note LSE100 The LSE Course

**Year 1**

Additional course

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

EH103 Making Economic History Count (0.0)

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

Paper 2 EC1A5 Microeconomics I (0.5) **and** EC1B5 Macroeconomics I (0.5) #

Paper 3 EH102 Pre-industrial Economic History (1.0)

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

**First Year Recommended Outside Option List (BSc in Economic History)**

**Language Courses**

**Undergraduate Outside Options List (Year 1)**

**Year 2**

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

Papers 6 & 7 Courses to the value of 2.0 unit(s) from the following:

EH204 Money and Finance: From the Middle Ages to Modernity (1.0)

EH207 China since 1800: Culture, institutions and economic growth (1.0) #

EH209 The Family Economy in History: 1260 to the present day (1.0) #

EH211 Africa and the World Economy, 1500-2000 (1.0) (not available 2022/23)

EH221 Boom and Bust: Macroeconomic History of the Modern World (1.0)

EH222 Economic History of the Middle East and North Africa (1.0)

EH225 Latin America and the International Economy (1.0) (not available 2022/23)

EH238 The Origins of Growth (1.0)

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

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

**Papers 6 & 7 options list**

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

**Language Courses**

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

**Year 3**

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

EC311 History of Economics: How Theories Change (1.0)

EH304 The Economic History of North America: from Colonial Times to the Cold War (1.0) # (not available 2022/23)

EH306 Monetary and Financial History since 1750 (1.0)

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

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

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

EH313 Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) (not available 2022/23)

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	EH314	Political economy and economic policies: Europe from the High Middle Ages to the French Revolution (1.0)
	EH316	Atlantic World Slavery (1.0)
	EH317	Disease, Health and History (1.0)
	EH325	Issues in Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth (1.0) (withdrawn 2022/23)
	EH326	Innovation and its Finance in the 19th and 20th Centuries (1.0) #
	EH327	China's Economy and its Growth in the Very Long-Term (1.0)

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

**Papers 6 & 7 options list**

**Papers 9 & 10 options list**

Paper 12	EH390	Dissertation in Economic or Social History (1.0)
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**Notes:** LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

**Papers 6 & 7 options list**

	EH204	Money and Finance: From the Middle Ages to Modernity (1.0)
	EH207	China since 1800: Culture, institutions and economic growth (1.0) #
	EH209	The Family Economy in History: 1260 to the present day (1.0) #
	EH211	Africa and the World Economy, 1500-2000 (1.0) (not available 2022/23)
	EH221	Boom and Bust: Macroeconomic History of the Modern World (1.0)
	EH222	Economic History of the Middle East and North Africa (1.0)
	EH225	Latin America and the International Economy (1.0) (not available 2022/23)
	EH238	The Origins of Growth (1.0)
	EH240	Business and Economic Performance since 1945: Britain in International Context (1.0)

**Papers 9 & 10 options list**

	EC311	History of Economics: How Theories Change (1.0)
	EH304	The Economic History of North America: from Colonial Times to the Cold War (1.0) # (not available 2022/23)
	EH306	Monetary and Financial History since 1750 (1.0)
	EH307	The Economic History of South Asia, 1600-2000 (1.0)
	EH308	Historical Economic Geography: Cities, Markets and Regions in the 19th and 20th Centuries (1.0)
	EH312	Knowledge, Technology and Economy from the Middle Ages to Modernity (1.0)
	EH313	Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) (not available 2022/23)
	EH314	Political economy and economic policies: Europe from the High Middle Ages to the French Revolution (1.0)
	EH316	Atlantic World Slavery (1.0)
	EH317	Disease, Health and History (1.0)
	EH325	Issues in Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth (1.0) (withdrawn 2022/23)
	EH327	China's Economy and its Growth in the Very

Long-Term (1.0)

isite Requirements and Mutually Exclusive Options  
\* means available with permission

**Footnotes:**

A: LN250 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
B: LN251 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
C: LN252 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
D: LN253 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
E: LN254 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
F: LN270 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
G: Courses selected from the Undergraduate Outside Options List must be level 200 or 300 from outside the Economic History Department.  
# means there may be prerequisites for this course.  
Please view the course guide for more information.

### BSc in Economic History

**Programme Code:** UBEH

**Department:** Economic History

For students starting this programme of study in 2020/21

**Please note that places are limited on some optional courses.**

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

**Paper Course number, title (unit value)**

		Year 1
Additional course		The following unassessed course is required for all first year students:
	EH103	Making Economic History Count (0.0)
Paper 1	EH101	The Internationalisation of Economic Growth, 1870 to the present day (1.0)
Paper 2	EC100	Economics A (1.0) # (withdrawn 2021/22)
		<b>or</b>
	EC102	Economics B (1.0) #A (withdrawn 2021/22)
Paper 3	EH102	Pre-industrial Economic History (1.0)
Paper 4		Courses to the value of 1.0 unit(s) from the following: <b>First Year Recommended Outside Option List (BSc in Economic History)</b> <b>Language Courses</b> <b>Undergraduate Outside Options List (Year 1)</b> <b>Year 2</b>
Paper 5	EH237	Theories and Evidence in Economic History (1.0)
Papers 6 & 7		Courses to the value of 2.0 unit(s) from the following:
	EH204	Money and Finance: From the Middle Ages to Modernity (1.0)
	EH207	China since 1800: Culture, institutions and economic growth (1.0) #
	EH208	Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) (withdrawn 2020/21)
	EH209	The Family Economy in History: 1260 to the present day (1.0) #
	EH211	Africa and the World Economy, 1500-2000 (1.0) (not available 2022/23)
	EH221	Boom and Bust: Macroeconomic History of the Modern World (1.0)
	EH222	Economic History of the Middle East and North Africa (1.0)
	EH225	Latin America and the International Economy (1.0) (not available 2022/23)
	EH238	The Origins of Growth (1.0)
	EH240	Business and Economic Performance since 1945: Britain in International Context (1.0)
Paper 8		Courses to the value of 1.0 unit(s) from the following: H

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

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

- EC311 History of Economics: How Theories Change (1.0)
- EH304 The Economic History of North America: from Colonial Times to the Cold War (1.0) # (not available 2022/23)
- EH306 Monetary and Financial History since 1750 (1.0)
- EH307 The Economic History of South Asia, 1600-2000 (1.0)
- EH308 Historical Economic Geography: Cities, Markets and Regions in the 19th and 20th Centuries (1.0)
- EH309 Slavery from Ancient Greece to the Gulag (1.0) # (withdrawn 2020/21)
- EH312 Knowledge, Technology and Economy from the Middle Ages to Modernity (1.0)
- EH313 Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) (not available 2022/23)
- EH314 Political economy and economic policies: Europe from the High Middle Ages to the French Revolution (1.0)
- EH316 Atlantic World Slavery (1.0)
- EH317 Disease, Health and History (1.0)
- EH325 Issues in Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth (1.0) (withdrawn 2022/23)
- EH326 Innovation and its Finance in the 19th and 20th Centuries (1.0) #
- EH327 China's Economy and its Growth in the Very Long-Term (1.0)

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

**Papers 6 & 7 options list****Papers 9 & 10 options list**

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

**Papers 6 & 7 options list**

- EH204 Money and Finance: From the Middle Ages to Modernity (1.0)
- EH207 China since 1800: Culture, institutions and economic growth (1.0) #
- EH208 Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) (withdrawn 2020/21)
- EH209 The Family Economy in History: 1260 to the present day (1.0) #
- EH211 Africa and the World Economy, 1500-2000 (1.0) (not available 2022/23)
- EH221 Boom and Bust: Macroeconomic History of the Modern World (1.0)
- EH222 Economic History of the Middle East and North Africa (1.0)
- EH225 Latin America and the International Economy (1.0) (not available 2022/23)
- EH238 The Origins of Growth (1.0)
- EH240 Business and Economic Performance since 1945: Britain in International Context (1.0)

**Papers 9 & 10 options list**

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

- from Colonial Times to the Cold War (1.0) # (not available 2022/23)
- EH306 Monetary and Financial History since 1750 (1.0)
- EH307 The Economic History of South Asia, 1600-2000 (1.0)
- EH308 Historical Economic Geography: Cities, Markets and Regions in the 19th and 20th Centuries (1.0)
- EH309 Slavery from Ancient Greece to the Gulag (1.0) # (withdrawn 2020/21)
- EH312 Knowledge, Technology and Economy from the Middle Ages to Modernity (1.0)
- EH313 Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) (not available 2022/23)
- EH314 Political economy and economic policies: Europe from the High Middle Ages to the French Revolution (1.0)
- EH316 Atlantic World Slavery (1.0)
- EH317 Disease, Health and History (1.0)
- EH325 Issues in Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth (1.0) (withdrawn 2022/23)
- EH327 China's Economy and its Growth in the Very Long-Term (1.0)

**Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

**Footnotes:**

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

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

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

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

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

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

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

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

# means there may be prerequisites for this course.

Please view the course guide for more information.

**BSc in Economic History and Geography**

**Programme Code:** UBEHGY

**Department:** Economic History

For students starting this programme of study in 2022/23

**Please note that places are limited on some optional courses.**

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

**Paper****Course number, title (unit value)**

LSE100 LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

**Students will choose ONE of the three half-unit options below:**

LSE100A The LSE Course: How can we avert climate catastrophe? (0.5)



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	LSE100B	The LSE Course: How can we control AI? (0.5)
	LSE100C	The LSE Course: How can we create a fair society? (0.5)
Paper 1	<b>Year 1</b> EH101	The Internationalisation of Economic Growth, 1870 to the present day (1.0)
Paper 2	GY100	Introduction to Geography (1.0)
Paper 3	GY140	Introduction to Geographical Research (1.0)
Paper 4	<b>Either</b> EC1A3	Microeconomics I (0.5) # <b>and</b> EC1B3 Macroeconomics I (0.5) #
	<b>Or</b> EC1A5	Microeconomics I (0.5) <b>and</b> EC1B5 Macroeconomics I (0.5) #
Paper 5	<b>Year 2</b> GY209	The Economic Geography of Trade, Production and Development (0.5) # <b>and</b> GY210 The Economics of Cities (0.5) #
Paper 6	EH237	Theories and Evidence in Economic History (1.0)
Paper 7	Courses to the value of 1.0 unit(s) from the following: EH204	Money and Finance: From the Middle Ages to Modernity (1.0)
	EH207	China since 1800: Culture, institutions and economic growth (1.0) #
	EH209	The Family Economy in History: 1260 to the present day (1.0) #
	EH211	Africa and the World Economy, 1500-2000 (1.0) (not available 2022/23)
	EH221	Boom and Bust: Macroeconomic History of the Modern World (1.0)
	EH222	Economic History of the Middle East and North Africa (1.0)
	EH225	Latin America and the International Economy (1.0) (not available 2022/23)
	EH238	The Origins of Growth (1.0)
	EH240	Business and Economic Performance since 1945: Britain in International Context (1.0)
Paper 8	Courses to the value of 1.0 unit(s) from the following: GY202	Introduction to Global Development (1.0)
	GY204	Political Geography (0.5) # (not available 2022/23)
	GY205	Political Geographies (1.0)
	GY206	Urban Geography and Globalisation (0.5)
	GY207	Economy, Society and Place (0.5)
	GY212	Pathways in Human Geography (0.5) # (not available 2022/23)
	GY220	Environment: Science and Society (1.0)
	GY222	Applied Environmental Economics (1.0)
	GY245	Quantitative Methods in Geography and GIS (0.5) #
	GY248	Field Methods in Geography & Environment (0.5)
Paper 9	<b>Year 3</b> GY313	Firms and Economic Geography: Location, Technology and Innovation (0.5) # <b>and</b> GY314 The Economics of Housing Markets and Migration (0.5) #
Paper 10	EH308	Historical Economic Geography: Cities, Markets and Regions in the 19th and 20th Centuries (1.0)
Paper 11	Courses to the value of 1.0 unit(s) from the following: GY307	Regional Economic Development (0.5)
	GY308	The Economic Geography of Growth and Development (0.5)
	GY309	The Political Geography of Development (0.5)
	GY310	Urban Politics (0.5)
	GY311	The Political Economy of Urbanisation (0.5)
	GY315	Geographies of Race (0.5)
	GY326	Sustainable Business and Finance (0.5)

	GY327	Global Environmental Governance (0.5)
	GY328	Political Ecology of Development (0.5)
	GY329	Applied Economics of Environment and Development (0.5) #
	GY331	Geographies of Global Migration (0.5)
Paper 12	EH390	Dissertation in Economic or Social History (1.0)

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

**Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

**Footnotes:**  
A: LN250 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
B: LN251 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
C: LN252 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
D: LN253 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
E: LN254 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
F: LN270 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
# means there may be prerequisites for this course. Please view the course guide for more information.

## BSc in Economic History and Geography

**Programme Code:** UBEHGY

**Department:** Economic History

For students starting this programme of study in 2021/22

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course
	<b>Year 1</b>
Paper 1	EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0)
Paper 2	GY100 Introduction to Geography (1.0)
Paper 3	GY140 Introduction to Geographical Research (1.0)
Paper 4	<b>Either</b> EC1A3 Microeconomics I (0.5) # <b>and</b> EC1B3 Macroeconomics I (0.5) #
	<b>Or</b> EC1A5 Microeconomics I (0.5) <b>and</b> EC1B5 Macroeconomics I (0.5) #
	<b>Year 2</b>
Paper 5	GY209 The Economic Geography of Trade, Production and Development (0.5) # <b>and</b> GY210 The Economics of Cities (0.5) #
Paper 6	EH237 Theories and Evidence in Economic History (1.0)
Paper 7	Courses to the value of 1.0 unit(s) from the following: EH204 Money and Finance: From the Middle Ages to Modernity (1.0)
	EH207 China since 1800: Culture, institutions and economic growth (1.0) #
	EH209 The Family Economy in History: 1260 to the present day (1.0) #
	EH211 Africa and the World Economy, 1500-2000 (1.0) (not available 2022/23)
	EH221 Boom and Bust: Macroeconomic History of the Modern World (1.0)
	EH222 Economic History of the Middle East and North Africa (1.0)
	EH225 Latin America and the International

	Economy (1.0) (not available 2022/23)
	EH238 The Origins of Growth (1.0)
	EH240 Business and Economic Performance since 1945: Britain in International Context (1.0)
Paper 8	Courses to the value of 1.0 unit(s) from the following:
	GY202 Introduction to Global Development (1.0)
	GY205 Political Geographies (1.0)
	GY206 Urban Geography and Globalisation (0.5)
	GY207 Economy, Society and Place (0.5)
	GY220 Environment: Science and Society (1.0)
	GY222 Applied Environmental Economics (1.0)
	GY245 Quantitative Methods in Geography and GIS (0.5) #
	GY248 Field Methods in Geography & Environment (0.5)

**Year 3**

Paper 9	GY313 Firms and Economic Geography: Location, Technology and Innovation (0.5) # <b>and</b> GY314 The Economics of Housing Markets and Migration (0.5) #
Paper 10	EH308 Historical Economic Geography: Cities, Markets and Regions in the 19th and 20th Centuries (1.0)
Paper 11	Courses to the value of 1.0 unit(s) from the following:
	GY307 Regional Economic Development (0.5)
	GY308 The Economic Geography of Growth and Development (0.5)
	GY309 The Political Geography of Development (0.5)
	GY310 Urban Politics (0.5)
	GY311 The Political Economy of Urbanisation (0.5)
	GY312 Geographies of Gender in the Global South (0.5) (withdrawn 2022/23)
	GY315 Geographies of Race (0.5)
	GY326 Sustainable Business and Finance (0.5)
	GY327 Global Environmental Governance (0.5)
	GY328 Political Ecology of Development (0.5)
	GY329 Applied Economics of Environment and Development (0.5) #
	GY331 Geographies of Global Migration (0.5)

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

Paper 12	EH391 Dissertation in Historical Economic Geography (1.0)
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**Notes:** LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

**Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

**Footnotes:** A: LN250 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
B: LN251 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
C: LN252 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
D: LN253 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
E: LN254 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
F: LN270 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
# means there may be prerequisites for this course. Please view the course guide for more information.

**BSc in Economic History and Geography**

**Programme Code:** UBEHGY

**Department:** Economic History

For students starting this programme of study in 2020/21

**Please note that places are limited on some optional courses.**

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

<b>Paper</b>	<b>Course number, title (unit value)</b>
	<b>Year 1</b>
Paper 1	EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0)
Paper 2	GY100 Introduction to Geography (1.0)
Paper 3	GY140 Introduction to Geographical Research (1.0)
Paper 4	EC100 Economics A (1.0) # (withdrawn 2021/22)
	<b>or</b>
	EC102 Economics B (1.0) #A (withdrawn 2021/22)
	<b>Year 2</b>
Paper 5	GY209 The Economic Geography of Trade, Production and Development (0.5) # <b>and</b> GY210 The Economics of Cities (0.5) #
Paper 6	EH237 Theories and Evidence in Economic History (1.0)
Paper 7	Courses to the value of 1.0 unit(s) from the following:
	EH204 Money and Finance: From the Middle Ages to Modernity (1.0)
	EH207 China since 1800: Culture, institutions and economic growth (1.0) #
	EH208 Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) (withdrawn 2020/21)
	EH209 The Family Economy in History: 1260 to the present day (1.0) #
	EH211 Africa and the World Economy, 1500-2000 (1.0) (not available 2022/23)
	EH225 Latin America and the International Economy (1.0) (not available 2022/23)
	EH238 The Origins of Growth (1.0)
	EH240 Business and Economic Performance since 1945: Britain in International Context (1.0)
Paper 8	Courses to the value of 1.0 unit(s) from the following:
	GY202 Introduction to Global Development (1.0)
	GY205 Political Geographies (1.0)
	GY206 Urban Geography and Globalisation (0.5)
	GY207 Economy, Society and Place (0.5)
	GY220 Environment: Science and Society (1.0)
	GY222 Applied Environmental Economics (1.0)
	GY245 Quantitative Methods in Geography and GIS (0.5) #
	GY248 Field Methods in Geography & Environment (0.5)
	<b>Year 3</b>
Paper 9	GY313 Firms and Economic Geography: Location, Technology and Innovation (0.5) # <b>and</b> GY314 The Economics of Housing Markets and Migration (0.5) #
Paper 10	EH308 Historical Economic Geography: Cities, Markets and Regions in the 19th and 20th Centuries (1.0)
Paper 11	Courses to the value of 1.0 unit(s) from the following:
	GY307 Regional Economic Development (0.5)
	GY308 The Economic Geography of Growth and Development (0.5)
	GY309 The Political Geography of Development (0.5)
	GY310 Urban Politics (0.5)
	GY311 The Political Economy of Urbanisation (0.5)
	GY312 Geographies of Gender in the Global South (0.5) (withdrawn 2022/23)
	GY315 Geographies of Race (0.5)
	GY326 Sustainable Business and Finance (0.5)
	GY327 Global Environmental Governance (0.5)

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- GY328 Political Ecology of Development (0.5)  
 GY329 Applied Economics of Environment and Development (0.5) #  
 GY331 Geographies of Global Migration (0.5)

**Undergraduate Outside Options List (Years 2 & 3)  
 Third Year Recommended Outside Options List (BSc in Economic History and Geography)**

- Paper 12 EH391 Dissertation in Historical Economic Geography (1.0)

**Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

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

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

### BSc in Economic History with Economics

**Programme Code:** UBEHWEC

**Department:** Economic History

For students starting this programme of study in 2020/21

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
Paper 1	EC100 Economics A (1.0) # (withdrawn 2021/22) <b>or</b>
Paper 2	EC102 Economics B (1.0) #A (withdrawn 2021/22) EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0)
Paper 3	MA107 Quantitative Methods (Mathematics) (0.5) # <b>and</b> ST107 Quantitative Methods (Statistics) (0.5) #
Paper 4	EH102 Pre-industrial Economic History (1.0)
	<b>Year 2</b>
Paper 5	Courses to the value of 1.0 unit(s) from the following: EC201 Microeconomic Principles I (1.0) #
Paper 6	EH237 Theories and Evidence in Economic History (1.0)
Paper 7	Courses to the value of 1.0 unit(s) from the following: EH204 Money and Finance: From the Middle Ages to Modernity (1.0) EH207 China since 1800: Culture, institutions and economic growth (1.0) # EH208 Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) (withdrawn 2020/21) EH209 The Family Economy in History: 1260 to the present day (1.0) # EH211 Africa and the World Economy, 1500-2000 (1.0) (not available 2022/23) EH225 Latin America and the International Economy (1.0) (not available 2022/23) EH238 The Origins of Growth (1.0) EH240 Business and Economic Performance since 1945: Britain in International Context (1.0)
Paper 8	Courses to the value of 1.0 unit(s) from the following: B <b>Second Year Recommended Outside Option List (BSc in Economic History with Economics) Language Courses Undergraduate Outside Options List (Years 2 &amp; 3) Or</b> Courses to the value of 1.0 unit(s) from the following: <b>Paper 7 options list</b>
Paper 9	<b>Year 3</b> EC2C3 Econometrics I (0.5) # <b>and</b> EC2B3

	Macroeconomics II (0.5) #
Paper 10	Courses to the value of 1.0 unit(s) from the following: EC311 History of Economics: How Theories Change (1.0) EH304 The Economic History of North America: from Colonial Times to the Cold War (1.0) # (not available 2022/23) EH306 Monetary and Financial History since 1750 (1.0) EH307 The Economic History of South Asia, 1600-2000 (1.0) EH308 Historical Economic Geography: Cities, Markets and Regions in the 19th and 20th Centuries (1.0) EH309 Slavery from Ancient Greece to the Gulag (1.0) # (withdrawn 2020/21) EH312 Knowledge, Technology and Economy from the Middle Ages to Modernity (1.0) EH313 Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) (not available 2022/23) EH314 Political economy and economic policies: Europe from the High Middle Ages to the French Revolution (1.0) EH316 Atlantic World Slavery (1.0) EH317 Disease, Health and History (1.0) EH325 Issues in Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth (1.0) (withdrawn 2022/23) EH326 Innovation and its Finance in the 19th and 20th Centuries (1.0) # EH327 China's Economy and its Growth in the Very Long-Term (1.0)

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

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

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

**Paper 7 options list**

- EH204 Money and Finance: From the Middle Ages to Modernity (1.0)  
 EH207 China since 1800: Culture, institutions and economic growth (1.0) #  
 EH208 Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) (withdrawn 2020/21)  
 EH209 The Family Economy in History: 1260 to the present day (1.0) #  
 EH211 Africa and the World Economy, 1500-2000 (1.0) (not available 2022/23)  
 EH222 Economic History of the Middle East and North Africa (1.0)  
 EH225 Latin America and the International Economy (1.0) (not available 2022/23)  
 EH238 The Origins of Growth (1.0)  
 EH240 Business and Economic Performance since 1945: Britain in International Context (1.0)

**Paper 10 options list**

- EC311 History of Economics: How Theories Change (1.0)  
 EH304 The Economic History of North America: from Colonial Times to the Cold War (1.0) # (not available 2022/23)  
 EH306 Monetary and Financial History since 1750 (1.0)  
 EH307 The Economic History of South Asia, 1600-2000 (1.0)  
 EH308 Historical Economic Geography: Cities, Markets and Regions in the 19th and 20th

	Centuries (1.0)
EH309	Slavery from Ancient Greece to the Gulag (1.0) # (withdrawn 2020/21)
EH312	Knowledge, Technology and Economy from the Middle Ages to Modernity (1.0)
EH313	Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) (not available 2022/23)
EH314	Political economy and economic policies: Europe from the High Middle Ages to the French Revolution (1.0)
EH316	Atlantic World Slavery (1.0)
EH317	Disease, Health and History (1.0)
EH325	Issues in Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth (1.0) (withdrawn 2022/23)
EH326	Innovation and its Finance in the 19th and 20th Centuries (1.0) #
EH327	China's Economy and its Growth in the Very Long-Term (1.0)

#### Prerequisite Requirements and Mutually Exclusive Options

\* means available with permission

#### Footnotes:

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

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

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

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

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

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

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

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

# means there may be prerequisites for this course.

Please view the course guide for more information.

## BSc in Economics

**Programme Code:** UBEC

**Department:** Economics

For students starting this programme of study in 2022/23

**Please note that places are limited on some optional courses.**

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

#### Paper Course number, title (unit value)

LSE100 LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

**Students will choose ONE of the three half-unit options below:**

LSE100A The LSE Course: How can we avert climate catastrophe? (0.5)

LSE100B The LSE Course: How can we control AI? (0.5)

LSE100C The LSE Course: How can we create a fair society? (0.5)

#### Year 1

Paper 1	EC1P1	Economics (0.5)
	<b>and</b>	
	EC1A1	Microeconomics I (0.5) #
Paper 2	ST109	Elementary Statistical Theory I (0.5) #1
	<b>and</b>	
	EC1C1	Econometrics I (0.5) #
Paper 3	<b>Either</b>	
	MA107	Quantitative Methods (Mathematics) (0.5) #
	<b>and</b>	
	EC1B1	Macroeconomics I (0.5) #
	<b>Or</b>	
	MA100	Mathematical Methods (1.0) #
Paper 4	<b>If</b> MA107 was taken under paper 3, courses to the value of 1.0 unit(s) from the following:	
	<b>Undergraduate Outside Options List (Year 1)</b>	
	<b>Or</b>	
	<b>If</b> MA100 was taken under paper 3, courses to the value of 1.0 unit(s) from the following:	
	EC1B1	Macroeconomics I (0.5) #
	and a 0.5 unit MT course from:	
	<b>Undergraduate Outside Options List (Year 1)</b>	
	<b>Year 2</b>	
Paper 5	EC2A1	Microeconomics II (1.0) #
Paper 6	EC2B1	Macroeconomics II (1.0) #
Paper 7	EC2C1	Econometrics II (1.0) #
Paper 8	Courses to the value of 1.0 unit(s) from the following:	
	<b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>	
	<b>Or</b>	
	FM213	Principles of Finance (1.0) #
	<b>Year 3</b>	
Papers 9, 10 & 11	Courses to the value of 3.0 unit(s) from the following:	
	<b>Economics Selection List</b>	
Paper 12	Courses to the value of 1.0 unit(s) from the following:	
	AC311	Results Accountability and Management Control for Strategy Implementation (0.5) #*
	AC312	Performance Measurement, Strategy, and Uncertainty (0.5) #*
	AC341	Corporate Governance, Risk Management and Financial Audit (0.5)
	AC342	Accounting, Corporate Responsibility and Sustainability (0.5)
	EH207	China since 1800: Culture, institutions and economic growth (1.0) #
	EH225	Latin America and the International Economy (1.0) (not available 2022/23)
	EH240	Business and Economic Performance since 1945: Britain in International Context (1.0)
	EH304	The Economic History of North America: from Colonial Times to the Cold War (1.0) # (not available 2022/23)
	GY209	The Economic Geography of Trade, Production and Development (0.5) #
	GY210	The Economics of Cities (0.5) #
	GY307	Regional Economic Development (0.5)
	GY308	The Economic Geography of Growth and Development (0.5)
	IR206	International Political Economy (1.0)
	MA212	Further Mathematical Methods (1.0) #
	MA213	Operations Research Techniques (0.5) #
	MA301	Mathematical Game Theory (0.5) #
	MA324	Mathematical Modelling and Simulation (0.5) #
	MA330	Game Theory for Collective Decisions (0.5) #
	<b>Economics Selection List</b>	
	<b>Or</b>	
	In exceptional circumstances a student may select a course from the Undergraduate Outside Options List below. This outside paper should be both of an advanced nature and coherent with the	



student's other choice of papers. Permission to take such a paper should first be obtained from the Departmental Tutor who must countersign the Additional Permission Form. Any subsequent revision to the student's choice of papers must also be countersigned by the Departmental Tutor.

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

**Economics Selection List**

EC301	Advanced Economic Analysis (1.0) #
EC302	Political Economy (1.0) #
EC307	Development Economics (1.0) #
EC310	Behavioural Economics (1.0) #
EC311	History of Economics: How Theories Change (1.0)
EC313	Industrial Economics (1.0) #
EC315	International Economics (1.0) #
EC317	Labour Economics (1.0) #
EC319	Games and Economic Behaviour (1.0) #
EC321	Monetary Economics and Aggregate Fluctuations (1.0) #
EC325	Public Economics (1.0) #
EC333	Problems of Applied Econometrics (1.0) #
FM213	Principles of Finance (1.0) #
FM300	Corporate Finance, Investments and Financial Markets (1.0) #A
FM321	Risk Management and Modelling (0.5) #
FM322	Derivatives (0.5) #
PH311	Philosophy of Economics (1.0) #

**Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

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

1: ST109 can not be taken with ST102, ST107, ST108 A:

Before taking FM300 you must have previously taken FM213.

**Accreditation:**

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

**Note for prospective students:**

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

**BSc in Economics**

**Programme Code:** UBEC

**Department:** Economics

For students starting this programme of study in 2021/22

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course
	<b>Year 1</b>
Paper 1	EC1P1 Economics (0.5)
	<b>and</b>

Paper 2	EC1A1 Microeconomics I (0.5) # ST109 Elementary Statistical Theory I (0.5) #1 <b>and</b>
Paper 3	EC1C1 Econometrics I (0.5) # <b>Either</b> MA107 Quantitative Methods (Mathematics) (0.5) # <b>and</b> EC1B1 Macroeconomics I (0.5) # <b>Or</b> MA100 Mathematical Methods (1.0) # <b>If</b> MA107 was taken under paper 3, courses to the value of 1.0 unit(s) from the following: <b>Undergraduate Outside Options List (Year 1)</b> <b>Or</b> <b>If</b> MA100 was taken under paper 3, courses to the value of 1.0 unit(s) from the following: EC1B1 Macroeconomics I (0.5) # and a 0.5 unit MT course from: <b>Undergraduate Outside Options List (Year 1)</b> <b>Year 2</b>
Paper 4	EC2A1 Microeconomics II (1.0) # EC2B1 Macroeconomics II (1.0) # EC2C1 Econometrics II (1.0) # Courses to the value of 1.0 unit(s) from the following: <b>Undergraduate Outside Options List (Years 2 &amp; 3)</b> <b>Or</b> FM213 Principles of Finance (1.0) # <b>Year 3</b>
Paper 5	EC2A1 Microeconomics II (1.0) #
Paper 6	EC2B1 Macroeconomics II (1.0) #
Paper 7	EC2C1 Econometrics II (1.0) #
Paper 8	Courses to the value of 1.0 unit(s) from the following: <b>Undergraduate Outside Options List (Years 2 &amp; 3)</b> <b>Or</b> FM213 Principles of Finance (1.0) # <b>Year 3</b>
Papers 9, 10 & 11	Courses to the value of 3.0 unit(s) from the following: <b>Economics Selection List</b>
Paper 12	Courses to the value of 1.0 unit(s) from the following: AC311 Results Accountability and Management Control for Strategy Implementation (0.5) #* AC312 Performance Measurement, Strategy, and Uncertainty (0.5) #* AC341 Corporate Governance, Risk Management and Financial Audit (0.5) AC342 Accounting, Corporate Responsibility and Sustainability (0.5) EH207 China since 1800: Culture, institutions and economic growth (1.0) # EH225 Latin America and the International Economy (1.0) (not available 2022/23) EH240 Business and Economic Performance since 1945: Britain in International Context (1.0) EH304 The Economic History of North America: from Colonial Times to the Cold War (1.0) # (not available 2022/23) GY209 The Economic Geography of Trade, Production and Development (0.5) # GY210 The Economics of Cities (0.5) # GY307 Regional Economic Development (0.5) GY308 The Economic Geography of Growth and Development (0.5) IR206 International Political Economy (1.0) MA212 Further Mathematical Methods (1.0) # MA213 Operations Research Techniques (0.5) # MA231 Operational Research Methods (1.0) # (withdrawn 2022/23) MA301 Mathematical Game Theory (0.5) # MA324 Mathematical Modelling and Simulation (0.5) # MA330 Game Theory for Collective Decisions (0.5) # <b>Economics Selection List</b> <b>Or</b> In exceptional circumstances a student may select a course from the Undergraduate Outside Options List below. This outside paper should be both of an advanced nature and coherent with the

student's other choice of papers. Permission to take such a paper should first be obtained from the Departmental Tutor who must countersign the Additional Permission Form. Any subsequent revision to the student's choice of papers must also be countersigned by the Departmental Tutor.

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

**Notes:** LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

**Economics Selection List**

EC301	Advanced Economic Analysis (1.0) #
EC302	Political Economy (1.0) #
EC307	Development Economics (1.0) #
EC310	Behavioural Economics (1.0) #
EC311	History of Economics: How Theories Change (1.0)
EC313	Industrial Economics (1.0) #
EC315	International Economics (1.0) #
EC317	Labour Economics (1.0) #
EC319	Games and Economic Behaviour (1.0) #
EC321	Monetary Economics and Aggregate Fluctuations (1.0) #
EC325	Public Economics (1.0) #
EC333	Problems of Applied Econometrics (1.0) #
FM213	Principles of Finance (1.0) #
FM300	Corporate Finance, Investments and Financial Markets (1.0) #A
FM321	Risk Management and Modelling (0.5) #
FM322	Derivatives (0.5) #
PH311	Philosophy of Economics (1.0) #

**Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

1: ST109 can not be taken with ST102, ST107, ST108 A:

Before taking FM300 you must have previously taken FM213.

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

**Accreditation:**

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

**Note for prospective students:**

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

**BSc in Economics**

**Programme Code:** UBEC

**Department:** Economics

For students starting this programme of study in 2020/21

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
	<b>Year 1</b>
Paper 1	EC100 Economics A (1.0) # (withdrawn 2021/22) <b>or</b>
	EC102 Economics B (1.0) #A (withdrawn 2021/22)
Paper 2	MA100 Mathematical Methods (1.0) #
Paper 3	ST102 Elementary Statistical Theory (1.0) #
Paper 4	Courses to the value of 1.0 unit(s) from the following: <b>Undergraduate Outside Options List (Year 1)</b>
	<b>Year 2</b>
Paper 5	EC201 Microeconomic Principles I (1.0) # <b>or</b> EC202 Microeconomic Principles II (1.0) # (withdrawn 2022/23)
Paper 6	EC210 Macroeconomic Principles (1.0) #
Paper 7	EC220 Introduction to Econometrics (1.0) #1 (withdrawn 2022/23) <b>or</b> EC221 Principles of Econometrics (1.0) #2 (withdrawn 2022/23)
Paper 8	Courses to the value of 1.0 unit(s) from the following: <b>Undergraduate Outside Options List (Years 2 &amp; 3)</b> <b>Or</b> FM213 Principles of Finance (1.0) #
	<b>Year 3</b>
Papers 9, 10 & 11	Courses to the value of 3.0 unit(s) from the following: <b>Economics Selection List</b>
Paper 12	Courses to the value of 1.0 unit(s) from the following: AC310 Management Accounting, Financial Management and Organisational Control (1.0) # (withdrawn 2020/21) AC311 Results Accountability and Management Control for Strategy Implementation (0.5) #* AC312 Performance Measurement, Strategy, and Uncertainty (0.5) #* AC340 Auditing, Governance and Risk Management (1.0) # (withdrawn 2020/21) AC341 Corporate Governance, Risk Management and Financial Audit (0.5) AC342 Accounting, Corporate Responsibility and Sustainability (0.5) EH207 China since 1800: Culture, institutions and economic growth (1.0) # EH225 Latin America and the International Economy (1.0) (not available 2022/23) EH240 Business and Economic Performance since 1945: Britain in International Context (1.0) EH304 The Economic History of North America: from Colonial Times to the Cold War (1.0) # (not available 2022/23) GV227 The Politics of Economic Policy (1.0) # (withdrawn 2021/22) GY209 The Economic Geography of Trade, Production and Development (0.5) # GY210 The Economics of Cities (0.5) # GY307 Regional Economic Development (0.5) GY308 The Economic Geography of Growth and Development (0.5) IR206 International Political Economy (1.0) MA212 Further Mathematical Methods (1.0) # MA213 Operations Research Techniques (0.5) # MA231 Operational Research Methods (1.0) # (withdrawn 2022/23) MA300 Game Theory (1.0) # (withdrawn 2022/23) MA301 Mathematical Game Theory (0.5) # MA324 Mathematical Modelling and Simulation (0.5) # MA330 Game Theory for Collective Decisions (0.5) # MA331 Practical Optimisation Modelling (0.5) #C (withdrawn 2020/21)

**Economics Selection List**

**Or**

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

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

EC301	Advanced Economic Analysis (1.0) #
EC302	Political Economy (1.0) #
EC307	Development Economics (1.0) #
EC310	Behavioural Economics (1.0) #
EC311	History of Economics: How Theories Change (1.0)
EC313	Industrial Economics (1.0) #
EC315	International Economics (1.0) #
EC317	Labour Economics (1.0) #
EC319	Games and Economic Behaviour (1.0) #
EC321	Monetary Economics and Aggregate Fluctuations (1.0) #
EC325	Public Economics (1.0) #
EC333	Problems of Applied Econometrics (1.0) #
FM213	Principles of Finance (1.0) #
FM300	Corporate Finance, Investments and Financial Markets (1.0) #B
FM321	Risk Management and Modelling (0.5) #
FM322	Derivatives (0.5) #
PH311	Philosophy of Economics (1.0) #

**Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

1: EC220 can not be taken with MG205

2: EC221 can not be taken with MG205

**Footnotes:**

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

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

C: Third year only

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

**Accreditation:**

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

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

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

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
	<b>Students will choose ONE of the three half-unit options below:</b>
	LSE100A The LSE Course: How can we avert climate catastrophe? (0.5)
	LSE100B The LSE Course: How can we control AI? (0.5)
	LSE100C The LSE Course: How can we create a fair society? (0.5)
	<b>Year 1</b>
Paper 1	EC1A3 Microeconomics I (0.5) # <b>and</b> EC1B3 Macroeconomics I (0.5) #
Paper 2	EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0)
Paper 3	MA107 Quantitative Methods (Mathematics) (0.5) # <b>and</b> ST107 Quantitative Methods (Statistics) (0.5) #
Paper 4	EH102 Pre-industrial Economic History (1.0)
	<b>Year 2</b>
Paper 5	EC2A3 Microeconomics II (0.5) # <b>and</b> EC2B3 Macroeconomics II (0.5) #1
Paper 6	EC2C3 Econometrics I (0.5) # <b>and</b> EC2C4 Econometrics II (0.5) #
Paper 7	EH237 Theories and Evidence in Economic History (1.0)
Paper 8	Courses to the value of 1.0 unit(s) from the following: EH204 Money and Finance: From the Middle Ages to Modernity (1.0) EH207 China since 1800: Culture, institutions and economic growth (1.0) # EH209 The Family Economy in History: 1260 to the present day (1.0) # EH211 Africa and the World Economy, 1500-2000 (1.0) (not available 2022/23) EH221 Boom and Bust: Macroeconomic History of the Modern World (1.0) EH222 Economic History of the Middle East and North Africa (1.0) EH225 Latin America and the International Economy (1.0) (not available 2022/23) EH238 The Origins of Growth (1.0) EH240 Business and Economic Performance since 1945: Britain in International Context (1.0)
	<b>Year 3</b>
Paper 9	Courses to the value of 1.0 unit(s) from the following: <b>Economics Selection List A</b>
Paper 10	Courses to the value of 1.0 unit(s) from the following: A <b>Economics Selection List A</b> <b>Third Year Recommended Outside Option List (BSc in Economics and Economic History)</b> <b>Language Courses</b> <b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>
Paper 11	Courses to the value of 1.0 unit(s) from the following: EC311 History of Economics: How Theories Change (1.0) EH304 The Economic History of North America: from Colonial Times to the Cold War (1.0) # (not available 2022/23) EH306 Monetary and Financial History since 1750 (1.0) EH307 The Economic History of South Asia, 1600-2000 (1.0)

**BSc in Economics and Economic History**

**Programme Code:** UBCECH

**Department:** Economic History

For students starting this programme of study in 2022/23

**Please note that places are limited on some optional courses.**

	EH308	Historical Economic Geography: Cities, Markets and Regions in the 19th and 20th Centuries (1.0)
	EH312	Knowledge, Technology and Economy from the Middle Ages to Modernity (1.0)
	EH313	Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) (not available 2022/23)
	EH314	Political economy and economic policies: Europe from the High Middle Ages to the French Revolution (1.0)
	EH316	Atlantic World Slavery (1.0)
	EH317	Disease, Health and History (1.0)
	EH326	Innovation and its Finance in the 19th and 20th Centuries (1.0) #
	EH327	China's Economy and its Growth in the Very Long-Term (1.0)
Paper 12	EH390	Dissertation in Economic or Social History (1.0)

#### Economics Selection List A

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

#### Prerequisite Requirements and Mutually Exclusive Options

\* means available with permission

1: Before taking EC2A3, EC2B3 you must take EC1A3

Before taking EC2B3 you must take EC1B3

#### Footnotes:

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

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

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

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

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

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

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

# means there may be prerequisites for this course.

Please view the course guide for more information.

## BSc in Economics and Economic History

**Programme Code:** UBECEH

**Department:** Economic History

For students starting this programme of study in 2021/22

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course
	<b>Year 1</b>
Paper 1	EC1A3 Microeconomics I (0.5) # <b>and</b> EC1B3 Macroeconomics I (0.5) #
Paper 2	EH101 The Internationalisation of Economic

Paper 3	MA107 Growth, 1870 to the present day (1.0) Quantitative Methods (Mathematics) (0.5) # <b>and</b> ST107 Quantitative Methods (Statistics) (0.5) #
Paper 4	EH102 Pre-industrial Economic History (1.0)
	<b>Year 2</b>
Paper 5	EC2A3 Microeconomics II (0.5) # <b>and</b> EC2B3 Macroeconomics II (0.5) #1
Paper 6	EC2C3 Econometrics I (0.5) # <b>and</b> EC2C4 Econometrics II (0.5) #
Paper 7	EH237 Theories and Evidence in Economic History (1.0)
Paper 8	Courses to the value of 1.0 unit(s) from the following: EH204 Money and Finance: From the Middle Ages to Modernity (1.0) EH207 China since 1800: Culture, institutions and economic growth (1.0) # EH209 The Family Economy in History: 1260 to the present day (1.0) # EH211 Africa and the World Economy, 1500-2000 (1.0) (not available 2022/23) EH221 Boom and Bust: Macroeconomic History of the Modern World (1.0) EH222 Economic History of the Middle East and North Africa (1.0) EH225 Latin America and the International Economy (1.0) (not available 2022/23) EH238 The Origins of Growth (1.0) EH240 Business and Economic Performance since 1945: Britain in International Context (1.0)
	<b>Year 3</b>
Paper 9	Courses to the value of 1.0 unit(s) from the following: <b>Economics Selection List A</b>
Paper 10	Courses to the value of 1.0 unit(s) from the following: A <b>Economics Selection List A</b> <b>Third Year Recommended Outside Option List (BSc in Economics and Economic History)</b> <b>Language Courses</b> <b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>
Paper 11	Courses to the value of 1.0 unit(s) from the following: EC311 History of Economics: How Theories Change (1.0) EH304 The Economic History of North America: from Colonial Times to the Cold War (1.0) # (not available 2022/23) EH306 Monetary and Financial History since 1750 (1.0) EH307 The Economic History of South Asia, 1600-2000 (1.0) EH308 Historical Economic Geography: Cities, Markets and Regions in the 19th and 20th Centuries (1.0) EH312 Knowledge, Technology and Economy from the Middle Ages to Modernity (1.0) EH313 Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) (not available 2022/23) EH314 Political economy and economic policies: Europe from the High Middle Ages to the French Revolution (1.0) EH316 Atlantic World Slavery (1.0) EH317 Disease, Health and History (1.0) EH325 Issues in Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth (1.0) (withdrawn 2022/23) EH326 Innovation and its Finance in the 19th and 20th Centuries (1.0) # EH327 China's Economy and its Growth in the Very Long-Term (1.0)
Paper 12	EH390 Dissertation in Economic or Social History



## 32 Undergraduate Programme Regulations

**Notes:** (1.0)  
LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

### Economics Selection List A

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

### Prerequisite Requirements and Mutually Exclusive Options

\* means available with permission

1: Before taking EC2A3, EC2B3 you must take EC1A3  
 Before taking EC2B3 you must take EC1B3

**Footnotes:** A: Courses chosen from the undergraduate outside options list would normally be courses that are available to second or third year students.  
 B: LN250 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
 C: LN251 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
 D: LN252 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
 E: LN253 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
 F: LN254 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
 G: LN270 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
 # means there may be prerequisites for this course. Please view the course guide for more information.

## BSc in Economics and Economic History

**Programme Code:** UBCECH

**Department:** Economic History

For students starting this programme of study in 2020/21

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
	<b>Year 1</b>
Paper 1	EC100 Economics A (1.0) # (withdrawn 2021/22) <b>or</b>
	EC102 Economics B (1.0) #A (withdrawn 2021/22)
Paper 2	EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0)
Paper 3	MA107 Quantitative Methods (Mathematics) (0.5) # <b>and</b> ST107 Quantitative Methods (Statistics) (0.5) #
Paper 4	EH102 Pre-industrial Economic History (1.0)
	<b>Year 2</b>
Paper 5	Courses to the value of 1.0 unit(s) from the following: EC201 Microeconomic Principles I (1.0) # <b>or</b> EC202 Microeconomic Principles II (1.0) # (withdrawn 2022/23)
Paper 6	EC210 Macroeconomic Principles (1.0) #
Paper 7	EH237 Theories and Evidence in Economic History (1.0)
Paper 8	Courses to the value of 1.0 unit(s) from the following:

- EH204 Money and Finance: From the Middle Ages to Modernity (1.0)  
 EH207 China since 1800: Culture, institutions and economic growth (1.0) #  
 EH208 Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) (withdrawn 2020/21)  
 EH209 The Family Economy in History: 1260 to the present day (1.0) #  
 EH211 Africa and the World Economy, 1500-2000 (1.0) (not available 2022/23)  
 EH225 Latin America and the International Economy (1.0) (not available 2022/23)  
 EH238 The Origins of Growth (1.0)  
 EH240 Business and Economic Performance since 1945: Britain in International Context (1.0)

### Year 3

Paper 9 Courses to the value of 1.0 unit(s) from the following:  
 EC2C3 Econometrics I (0.5) # **and** EC2C4 Econometrics II (0.5) #

### Economics Selection List A

Paper 10 Courses to the value of 1.0 unit(s) from the following:  
 B

### Economics Selection List A

### Third Year Recommended Outside Option List (BSc in Economics and Economic History)

#### Language Courses

#### Undergraduate Outside Options List (Years 2 & 3)

- Paper 11 Courses to the value of 1.0 unit(s) from the following:  
 EC311 History of Economics: How Theories Change (1.0)  
 EH304 The Economic History of North America: from Colonial Times to the Cold War (1.0) # (not available 2022/23)  
 EH306 Monetary and Financial History since 1750 (1.0)  
 EH307 The Economic History of South Asia, 1600-2000 (1.0)  
 EH308 Historical Economic Geography: Cities, Markets and Regions in the 19th and 20th Centuries (1.0)  
 EH309 Slavery from Ancient Greece to the Gulag (1.0) # (withdrawn 2020/21)  
 EH312 Knowledge, Technology and Economy from the Middle Ages to Modernity (1.0)  
 EH313 Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) (not available 2022/23)  
 EH314 Political economy and economic policies: Europe from the High Middle Ages to the French Revolution (1.0)  
 EH316 Atlantic World Slavery (1.0)  
 EH317 Disease, Health and History (1.0)  
 EH325 Issues in Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth (1.0) (withdrawn 2022/23)  
 EH326 Innovation and its Finance in the 19th and 20th Centuries (1.0) #  
 EH327 China's Economy and its Growth in the Very Long-Term (1.0)  
 Paper 12 EH390 Dissertation in Economic or Social History (1.0)

### Economics Selection List A

- EC301 Advanced Economic Analysis (1.0) #  
 EC302 Political Economy (1.0) #  
 EC307 Development Economics (1.0) #  
 EC311 History of Economics: How Theories Change (1.0)  
 EC313 Industrial Economics (1.0) #  
 EC315 International Economics (1.0) #  
 EC317 Labour Economics (1.0) #

EC321	Monetary Economics and Aggregate Fluctuations (1.0) #
EC325	Public Economics (1.0) #
EC333	Problems of Applied Econometrics (1.0) #

**Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

**Footnotes:**

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

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

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

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

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

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

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

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

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

## BSc in Economics with Economic History

**Programme Code:** UBECWEH

**Department:** Economics

For students starting this programme of study in 2020/21

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
	<b>Year 1</b>
Paper 1	EC100 Economics A (1.0) # (withdrawn 2021/22)
	<b>or</b>
	EC102 Economics B (1.0) #A (withdrawn 2021/22)
Paper 2	EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0)
Paper 3	MA100 Mathematical Methods (1.0) #
Paper 4	ST102 Elementary Statistical Theory (1.0) #
	<b>Year 2</b>
Paper 5	EC201 Microeconomic Principles I (1.0) # <b>or</b>
	EC202 Microeconomic Principles II (1.0) # (withdrawn 2022/23)
Paper 6	EC210 Macroeconomic Principles (1.0) #
Paper 7	EH237 Theories and Evidence in Economic History (1.0)
Paper 8	Courses to the value of 1.0 unit(s) from the following:
	EH204 Money and Finance: From the Middle Ages to Modernity (1.0)
	EH207 China since 1800: Culture, institutions and economic growth (1.0) #
	EH209 The Family Economy in History: 1260 to the present day (1.0) #
	EH225 Latin America and the International Economy (1.0) (not available 2022/23)
	EH238 The Origins of Growth (1.0)
	EH240 Business and Economic Performance since 1945: Britain in International Context (1.0)
	<b>Year 3</b>
Papers 9 & 10	Courses to the value of 2.0 unit(s) from the following:
	EC220 Introduction to Econometrics (1.0) #1 (withdrawn 2022/23)
	EC221 Principles of Econometrics (1.0) #2 (withdrawn 2022/23)

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

EC313 Industrial Economics (1.0) #

EC315 International Economics (1.0) #

EC321 Monetary Economics and Aggregate Fluctuations (1.0) #

EC325 Public Economics (1.0) #

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

EH304 The Economic History of North America: from Colonial Times to the Cold War (1.0) # (not available 2022/23)

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

EH325 Issues in Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth (1.0) (withdrawn 2022/23)

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

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

**Or**

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

B

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

**Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

1: EC220 can not be taken with EC221, MG205

2: EC221 can not be taken with EC220, MG205

**Footnotes:**

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

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

# means there may be prerequisites for this course.

Please view the course guide for more information.

## BSc in Environmental Policy with Economics

**Programme Code:** UBENPOWEC

**Department:** Geography & Environment

For students starting this programme of study in 2022/23

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
	<b>Students will choose ONE of the three half-unit options below:</b>
	LSE100A The LSE Course: How can we avert climate catastrophe? (0.5)
	LSE100B The LSE Course: How can we control AI? (0.5)
	LSE100C The LSE Course: How can we create a fair society? (0.5)
	<b>Year 1</b>
Paper 1	GY120 Environmental Change: Past, Present and Future (1.0)
Paper 2	GY121 Sustainable Development (1.0)

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Paper 3	EC1A3	Microeconomics I (0.5) # <b>and</b> EC1B3 Macroeconomics I (0.5) #
Paper 4	MA107	Quantitative Methods (Mathematics) (0.5) # <b>and</b> ST107 Quantitative Methods (Statistics) (0.5) #
Skills Course	GY101	Succeeding in your degree: Critical skills for Geography and Environment students (0.0)
<b>Year 2</b>		
Paper 5	GY220	Environment: Science and Society (1.0)
Paper 6	GY222	Applied Environmental Economics (1.0)
Paper 7	Courses to the value of 1.0 unit from the following: A	
	GV262	Contemporary Political Theory (1.0) #
	GV263	Public Policy Analysis (1.0) #
	GV264	Politics and Institutions in Europe (1.0) #
	GY202	Introduction to Global Development (1.0)
	GY204	Political Geography (0.5) # (not available 2022/23)
	GY205	Political Geographies (1.0)
	GY207	Economy, Society and Place (0.5)
	GY209	The Economic Geography of Trade, Production and Development (0.5) #
	GY210	The Economics of Cities (0.5) #
	GY212	Pathways in Human Geography (0.5) # (not available 2022/23)
	GY245	Quantitative Methods in Geography and GIS (0.5) #
	GY248	Field Methods in Geography & Environment (0.5)
	LL250	Law and The Environment (1.0)
	LL278	Public International Law (1.0)
<b>Or</b>		
An approved language course:		
<b>Language Courses List 2</b>		
Paper 8	EC2A3	Microeconomics II (0.5) #
<b>And either:</b>		
	EC2B3	Macroeconomics II (0.5) # <b>or</b>
	EC2C3	Econometrics I (0.5) #
<b>Year 3</b>		
Papers 9 & 10	Courses to the value of 2.0 unit(s) from the following:	
	GY307	Regional Economic Development (0.5)
	GY308	The Economic Geography of Growth and Development (0.5)
	GY326	Sustainable Business and Finance (0.5)
	GY327	Global Environmental Governance (0.5)
	GY328	Political Ecology of Development (0.5)
	GY329	Applied Economics of Environment and Development (0.5) #
Papers 11 & 12	Courses to the value of 2.0 unit(s) from the following:	
	EC307	Development Economics (1.0) #
	EC315	International Economics (1.0) #
	EC325	Public Economics (1.0) #
	GY309	The Political Geography of Development (0.5)
	GY310	Urban Politics (0.5)
	GY311	The Political Economy of Urbanisation (0.5)
	GY312	Geographies of Gender in the Global South (0.5) (withdrawn 2022/23)
	GY313	Firms and Economic Geography: Location, Technology and Innovation (0.5) #
	GY314	The Economics of Housing Markets and Migration (0.5) #
	GY315	Geographies of Race (0.5)
	GY316	Gender, Space and Power (0.5)
	GY331	Geographies of Global Migration (0.5)
	GY350	Dissertation (1.0) #B
<b>Footnotes:</b>	A: Approved courses to the value of 1.0 unit can be selected from the Language Courses <b>List 2</b> . A language option may be chosen if it is a continuation of a language studied at A level (or equivalent). The appropriate course level is determined by the Language Centre.	

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

#### **Note for prospective students:**

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

## **BSc in Environmental Policy with Economics**

**Programme Code:** UBENPOWEC

**Department:** Geography & Environment

For students starting this programme of study in 2021/22

**Please note that places are limited on some optional courses.**

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

<b>Paper</b>	<b>Course number, title (unit value)</b>
See note	LSE100 The LSE Course
<b>Year 1</b>	
Paper 1	GY120 Environmental Change: Past, Present and Future (1.0)
Paper 2	GY121 Sustainable Development (1.0)
Paper 3	EC1A3 Microeconomics I (0.5) # <b>and</b> EC1B3 Macroeconomics I (0.5) #
Paper 4	MA107 Quantitative Methods (Mathematics) (0.5) # <b>and</b> ST107 Quantitative Methods (Statistics) (0.5) #
Skills Course	GY101 Succeeding in your degree: Critical skills for Geography and Environment students (0.0)
<b>Year 2</b>	
Paper 5	GY220 Environment: Science and Society (1.0)
Paper 6	GY222 Applied Environmental Economics (1.0)
Paper 7	Courses to the value of 1.0 unit from the following: A
	GV262 Contemporary Political Theory (1.0) #
	GV263 Public Policy Analysis (1.0) #
	GV264 Politics and Institutions in Europe (1.0) #
	GY202 Introduction to Global Development (1.0)
	GY205 Political Geographies (1.0)
	GY207 Economy, Society and Place (0.5)
	GY209 The Economic Geography of Trade, Production and Development (0.5) #
	GY210 The Economics of Cities (0.5) #
	GY245 Quantitative Methods in Geography and GIS (0.5) #
	GY248 Field Methods in Geography & Environment (0.5)
	LL250 Law and The Environment (1.0)
	LL278 Public International Law (1.0)
<b>Or</b>	
An approved language course:	
<b>Language Courses List 2</b>	
Paper 8	EC2A3 Microeconomics II (0.5) #
<b>And either:</b>	
	EC2B3 Macroeconomics II (0.5) # <b>or</b>
	EC2C3 Econometrics I (0.5) #
<b>Year 3</b>	
Papers 9 & 10	Courses to the value of 2.0 unit(s) from the following:
	GY307 Regional Economic Development (0.5)
	GY308 The Economic Geography of Growth and Development (0.5)

	GY326	Sustainable Business and Finance (0.5)
	GY327	Global Environmental Governance (0.5)
	GY328	Political Ecology of Development (0.5)
	GY329	Applied Economics of Environment and Development (0.5) #
Papers 11 & 12		Courses to the value of 2.0 unit(s) from the following:
	EC307	Development Economics (1.0) #
	EC315	International Economics (1.0) #
	EC325	Public Economics (1.0) #
	GY309	The Political Geography of Development (0.5)
	GY310	Urban Politics (0.5)
	GY311	The Political Economy of Urbanisation (0.5)
	GY312	Geographies of Gender in the Global South (0.5) (withdrawn 2022/23)
	GY313	Firms and Economic Geography: Location, Technology and Innovation (0.5) #
	GY314	The Economics of Housing Markets and Migration (0.5) #
	GY315	Geographies of Race (0.5)
	GY316	Gender, Space and Power (0.5)
	GY331	Geographies of Global Migration (0.5)
	GY350	Dissertation (1.0) #B

**Notes:** LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

**Footnotes:** A: Approved courses to the value of 1.0 unit can be selected from the Language Courses **List 2**. A language option may be chosen if it is a continuation of a language studied at A level (or equivalent). The appropriate course level is determined by the Language Centre.  
B: Before taking GY350 students must take one of the following prerequisites in Year 2: GY245 or GY248 # means there may be prerequisites for this course. Please view the course guide for more information. Level 1 courses are not permitted as part of this degree programme in Years 2 and 3.

**Note for prospective students:**

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

## BSc in Environmental Policy with Economics

**Programme Code:** UBENPOWEC

**Department:** Geography & Environment

For students starting this programme of study in 2020/21

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
	<b>Year 1</b>
Paper 1	GY120 Environmental Change: Past, Present and Future (1.0)
Paper 2	GY121 Sustainable Development (1.0)
Paper 3	EC100 Economics A (1.0) # (withdrawn 2021/22)
	<b>or</b>
	EC102 Economics B (1.0) #A (withdrawn 2021/22)
Paper 4	MA107 Quantitative Methods (Mathematics)

		(0.5) # <b>and</b> ST107 Quantitative Methods (Statistics) (0.5) #
Skills Course	GY101	Succeeding in your degree: Critical skills for Geography and Environment students (0.0)

**Year 2**

Paper 5	GY220	Environment: Science and Society (1.0)
Paper 6	GY222	Applied Environmental Economics (1.0)
Paper 7		Courses to the value of 1.0 unit from the following: B
	GV227	The Politics of Economic Policy (1.0) # (withdrawn 2021/22)
	GV262	Contemporary Political Theory (1.0) #
	GV263	Public Policy Analysis (1.0) #
	GV264	Politics and Institutions in Europe (1.0) #
	GY202	Introduction to Global Development (1.0)
	GY205	Political Geographies (1.0)
	GY207	Economy, Society and Place (0.5)
	GY209	The Economic Geography of Trade, Production and Development (0.5) #
	GY210	The Economics of Cities (0.5) #
	GY245	Quantitative Methods in Geography and GIS (0.5) #
	GY248	Field Methods in Geography & Environment (0.5)
	LL250	Law and The Environment (1.0)
	LL278	Public International Law (1.0)

**Or**

An approved language course:

**Language Courses List 2**

Paper 8	EC201	Microeconomic Principles I (1.0) #
		<b>Year 3</b>
Papers 9 & 10		Courses to the value of 2.0 unit(s) from the following:
	GY307	Regional Economic Development (0.5)
	GY308	The Economic Geography of Growth and Development (0.5)
	GY326	Sustainable Business and Finance (0.5)
	GY327	Global Environmental Governance (0.5)
	GY328	Political Ecology of Development (0.5)
	GY329	Applied Economics of Environment and Development (0.5) #
Papers 11 & 12		Courses to the value of 2.0 unit(s) from the following:
	EC315	International Economics (1.0) #
	EC325	Public Economics (1.0) #
	GY309	The Political Geography of Development (0.5)
	GY310	Urban Politics (0.5)
	GY311	The Political Economy of Urbanisation (0.5)
	GY312	Geographies of Gender in the Global South (0.5) (withdrawn 2022/23)
	GY313	Firms and Economic Geography: Location, Technology and Innovation (0.5) #
	GY314	The Economics of Housing Markets and Migration (0.5) #
	GY315	Geographies of Race (0.5)
	GY316	Gender, Space and Power (0.5)
	GY331	Geographies of Global Migration (0.5)
	GY350	Dissertation (1.0) #C

**Footnotes:**

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

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

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



**Note for prospective students:**

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

**BSc in Environment and Development**

**Programme Code:** UBENDV

**Department:** Geography & Environment

For students starting this programme of study in 2022/23

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

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
	<b>Students will choose ONE of the three half-unit options below:</b>
	LSE100A The LSE Course: How can we avert climate catastrophe? (0.5)
	LSE100B The LSE Course: How can we control AI? (0.5)
	LSE100C The LSE Course: How can we create a fair society? (0.5)
	<b>Year 1</b>
Paper 1	GY120 Environmental Change: Past, Present and Future (1.0)
Paper 2	GY121 Sustainable Development (1.0)
Paper 3	GY100 Introduction to Geography (1.0)
Paper 4	Courses to the value of 1.0 unit from the following: A
	EC1A3 Microeconomics I (0.5) # <b>and</b> EC1B3 Macroeconomics I (0.5) #
	EC1A5 Microeconomics I (0.5) <b>and</b> EC1B5 Macroeconomics I (0.5) #
	AN100 Being Human: Contemporary Themes in Social Anthropology (1.0)
	GV100 Introduction to Political Theory (1.0)
	GY103 Contemporary Europe (1.0)
	GY140 Introduction to Geographical Research (1.0)
	IR100 International Relations: Theories, Concepts and Debates (1.0)
	<b>Or</b>
	An approved language course:
	<b>Language Courses List 1</b>
Skills Course	GY101 Succeeding in your degree: Critical skills for Geography and Environment students (0.0)
	<b>Year 2</b>
Paper 5	GY202 Introduction to Global Development (1.0)
Paper 6	GY220 Environment: Science and Society (1.0)
Paper 7	Courses to the value of 1.0 unit(s) from the following:
	GY204 Political Geography (0.5) # (not available 2022/23)
	GY205 Political Geographies (1.0)
	GY206 Urban Geography and Globalisation (0.5)
	GY207 Economy, Society and Place (0.5)

	GY209 The Economic Geography of Trade, Production and Development (0.5) #
	GY210 The Economics of Cities (0.5) #
	GY212 Pathways in Human Geography (0.5) # (not available 2022/23)
	GY222 Applied Environmental Economics (1.0)
	GY245 Quantitative Methods in Geography and GIS (0.5) #
	GY248 Field Methods in Geography & Environment (0.5)
Paper 8	Courses to the value of 1.0 unit from the following: B
	EC2A3 Microeconomics II (0.5) # <b>and</b> EC2B3 Macroeconomics II (0.5) #
	EC2A5 Microeconomics II (0.5) # <b>and</b> EC2B5 Macroeconomics II (0.5) #
	EC2C3 Econometrics I (0.5) # <b>and</b> EC2C4 Econometrics II (0.5) #
	LL250 Law and The Environment (1.0)
	SP231 Poverty, Inequality, and Social Policy (1.0) (not available 2022/23)

**Or**

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

**Paper 7 options list****Or**

An approved language course:

**Language Courses List 2****Year 3**

Papers 9 & 10	Courses to the value of 2.0 unit(s) from the following:
	GY309 The Political Geography of Development (0.5)
	GY326 Sustainable Business and Finance (0.5)
	GY327 Global Environmental Governance (0.5)
	GY328 Political Ecology of Development (0.5)
	GY329 Applied Economics of Environment and Development (0.5) #

Papers 11 & 12

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

	C
	GY307 Regional Economic Development (0.5)
	GY308 The Economic Geography of Growth and Development (0.5)
	GY310 Urban Politics (0.5)
	GY311 The Political Economy of Urbanisation (0.5)
	GY315 Geographies of Race (0.5)
	GY316 Gender, Space and Power (0.5)
	GY331 Geographies of Global Migration (0.5)
	GY350 Dissertation (1.0) #D

**Language Courses List 3****Paper 7 options list**

	GY204 Political Geography (0.5) # (not available 2022/23)
	GY205 Political Geographies (1.0)
	GY206 Urban Geography and Globalisation (0.5)
	GY207 Economy, Society and Place (0.5)
	GY209 The Economic Geography of Trade, Production and Development (0.5) #
	GY210 The Economics of Cities (0.5) #
	GY212 Pathways in Human Geography (0.5) # (not available 2022/23)
	GY222 Applied Environmental Economics (1.0)
	GY245 Quantitative Methods in Geography and GIS (0.5) #
	GY248 Field Methods in Geography & Environment (0.5)

**Footnotes:**

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

Language Centre.

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

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

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

#### Language Specialism:

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

#### Note for prospective students:

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

## BSc in Environment and Development

**Programme Code:** UBENDV

**Department:** Geography & Environment

For students starting this programme of study in 2021/22

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

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course
	<b>Year 1</b>
Paper 1	GY120 Environmental Change: Past, Present and Future (1.0)
Paper 2	GY121 Sustainable Development (1.0)
Paper 3	GY100 Introduction to Geography (1.0)
Paper 4	Courses to the value of 1.0 unit from the following: A
	EC1A3 Microeconomics I (0.5) # <b>and</b> EC1B3
	Macroeconomics I (0.5) #

EC1A5	Microeconomics I (0.5) <b>and</b> EC1B5
	Macroeconomics I (0.5) #
AN100	Being Human: Contemporary Themes in Social Anthropology (1.0)
GV100	Introduction to Political Theory (1.0)
GY103	Contemporary Europe (1.0)
GY140	Introduction to Geographical Research (1.0)
IR100	International Relations: Theories, Concepts and Debates (1.0)

**Or**

An approved language course:

#### Language Courses List 1

Skills Course	GY101 Succeeding in your degree: Critical skills for Geography and Environment students (0.0)
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**Year 2**

Paper 5	GY202 Introduction to Global Development (1.0)
Paper 6	GY220 Environment: Science and Society (1.0)
Paper 7	Courses to the value of 1.0 unit(s) from the following:
	GY205 Political Geographies (1.0)
	GY206 Urban Geography and Globalisation (0.5)
	GY207 Economy, Society and Place (0.5)
	GY209 The Economic Geography of Trade, Production and Development (0.5) #
	GY210 The Economics of Cities (0.5) #
	GY222 Applied Environmental Economics (1.0)
	GY245 Quantitative Methods in Geography and GIS (0.5) #
	GY248 Field Methods in Geography & Environment (0.5)
Paper 8	Courses to the value of 1.0 unit from the following: B
	EC2A3 Microeconomics II (0.5) # <b>and</b> EC2B3
	Macroeconomics II (0.5) #
	EC2A5 Microeconomics II (0.5) # <b>and</b> EC2B5
	Macroeconomics II (0.5) #
	EC2C3 Econometrics I (0.5) # <b>and</b> EC2C4
	Econometrics II (0.5) #
	LL250 Law and The Environment (1.0)
	SP231 Poverty, Inequality, and Social Policy (1.0) (not available 2022/23)

**Or**

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

#### Paper 7 options list

**Or**

An approved language course:

#### Language Courses List 2

**Year 3**

Papers 9 & 10	Courses to the value of 2.0 unit(s) from the following:
	GY309 The Political Geography of Development (0.5)
	GY312 Geographies of Gender in the Global South (0.5) (withdrawn 2022/23)
	GY326 Sustainable Business and Finance (0.5)
	GY327 Global Environmental Governance (0.5)
	GY328 Political Ecology of Development (0.5)
	GY329 Applied Economics of Environment and Development (0.5) #
Papers 11 & 12	Courses to the value of 2.0 unit(s) from the following:
	C
	GY307 Regional Economic Development (0.5)
	GY308 The Economic Geography of Growth and Development (0.5)
	GY310 Urban Politics (0.5)
	GY311 The Political Economy of Urbanisation (0.5)
	GY315 Geographies of Race (0.5)
	GY316 Gender, Space and Power (0.5)
	GY331 Geographies of Global Migration (0.5)
	GY350 Dissertation (1.0) #D

#### Language Courses List 3

**Notes:** LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year.

The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

#### Paper 7 options list

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

#### Footnotes:

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

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

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

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

#### Language Specialism:

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

#### Note for prospective students:

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

## BSc in Environment and Development

**Programme Code:** UBENDV

**Department:** Geography & Environment

For students starting this programme of study in 2020/21

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
<b>Year 1</b>	
Paper 1	GY120 Environmental Change: Past, Present and Future (1.0)
Paper 2	GY121 Sustainable Development (1.0)
Paper 3	GY100 Introduction to Geography (1.0)
Paper 4	Courses to the value of 1.0 unit from the following: A EC100 Economics A (1.0) # (withdrawn 2021/22) EC102 Economics B (1.0) #B (withdrawn 2021/22) AN100 Being Human: Contemporary Themes in Social Anthropology (1.0) GV100 Introduction to Political Theory (1.0) GY103 Contemporary Europe (1.0) GY140 Introduction to Geographical Research (1.0) IR100 International Relations: Theories, Concepts and Debates (1.0)
<b>Or</b>	
An approved language course:	
<b>Language Courses List 1</b>	
Skills Course	GY101 Succeeding in your degree: Critical skills for Geography and Environment students (0.0)
<b>Year 2</b>	
Paper 5	GY202 Introduction to Global Development (1.0)
Paper 6	GY220 Environment: Science and Society (1.0)
Paper 7	Courses to the value of 1.0 unit(s) from the following: GY205 Political Geographies (1.0) GY206 Urban Geography and Globalisation (0.5) GY207 Economy, Society and Place (0.5) GY209 The Economic Geography of Trade, Production and Development (0.5) # GY210 The Economics of Cities (0.5) # GY222 Applied Environmental Economics (1.0) GY245 Quantitative Methods in Geography and GIS (0.5) # GY248 Field Methods in Geography & Environment (0.5)
Paper 8	Courses to the value of 1.0 unit from the following: C EC230 Economics in Public Policy (1.0) # (withdrawn 2022/23) LL250 Law and The Environment (1.0) SP231 Poverty, Inequality, and Social Policy (1.0) (not available 2022/23)
<b>Or</b>	
Courses to the value of 1.0 unit(s) from the options list under Paper 7 (if not studied under paper 7):	
<b>Paper 7 options list</b>	
<b>Or</b>	
An approved language course:	
<b>Language Courses List 2</b>	
<b>Year 3</b>	
Papers 9 & 10	Courses to the value of 2.0 unit(s) from the following: GY309 The Political Geography of Development (0.5) GY312 Geographies of Gender in the Global South (0.5) (withdrawn 2022/23) GY326 Sustainable Business and Finance (0.5) GY327 Global Environmental Governance (0.5) GY328 Political Ecology of Development (0.5) GY329 Applied Economics of Environment and Development (0.5) #
Papers 11 & 12	Courses to the value of 2.0 unit(s) from the following: GY307 Regional Economic Development (0.5)

GY308	The Economic Geography of Growth and Development (0.5)
GY310	Urban Politics (0.5)
GY311	The Political Economy of Urbanisation (0.5)
GY315	Geographies of Race (0.5)
GY316	Gender, Space and Power (0.5)
GY331	Geographies of Global Migration (0.5)
GY350	Dissertation (1.0) #D

**Paper 7 options list**

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

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

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

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

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

Language courses are not allowed in Year 3. Students wishing to study a modern language in Year 3 are encouraged to take one of the LSE Language Centre's extra-curricular courses.

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

**BSc in Finance****Programme Code:** UBFI**Department:** Finance

For students starting this programme of study in 2022/23

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

LSE100	LSE100 is a half unit taken by all students, running across Michaelmas and Lent
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Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

**Students will choose ONE of the three half-unit options below:**

LSE100A	The LSE Course: How can we avert climate catastrophe? (0.5)
LSE100B	The LSE Course: How can we control AI? (0.5)
LSE100C	The LSE Course: How can we create a fair society? (0.5)

**Year 1**

Paper 1	FM100 Introduction to Finance (0.5)
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**And either:**

AC102	Elements of Financial Accounting (0.5) <b>or</b>
ST101	Programming for Data Science (0.5) #
Paper 2	EC1A3 Microeconomics I (0.5) # <b>and</b> EC1B3 Macroeconomics I (0.5) #
Paper 3	ST102 Elementary Statistical Theory (1.0) #
Paper 4	MA100 Mathematical Methods (1.0) #

**Year 2**

Paper 5	FM213 Principles of Finance (1.0) #A
Paper 6	EC2A3 Microeconomics II (0.5) #1

**And either:**

ST115 Managing and Visualising Data (0.5) #

**Or** one 0.5 unit course from the following:**Undergraduate Outside Options List (Years 2 & 3)**

Paper 7	EC2C3 Econometrics I (0.5) # <b>and</b> EC2C4 Econometrics II (0.5) #
Paper 8	FM200 Financial Systems and Crises (0.5) <b>and</b> FM201 Macro-Finance (0.5)
<b>Year 3</b>	
Paper 9	FM301 Market Anomalies and Asset Management (0.5) # <b>and</b> FM302 Theories of Corporate Finance (0.5) #
Paper 10	FM321 Risk Management and Modelling (0.5) # <b>and</b> FM322 Derivatives (0.5) #
Paper 11	FM304 Applied Corporate Finance (0.5) # <b>and</b> FM305 Advanced Financial Economics (0.5) #

**Either:**ST310 Machine Learning (0.5) # **and** ST311 Artificial Intelligence (0.5) #**Or**

ST310 Machine Learning (0.5) # and courses to the value of 0.5 units from the following:

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

ST311 Artificial Intelligence (0.5) # and courses to the value of 0.5 units from the following:

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

Courses to the value of 1.0 units from the following: B

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

\* means available with permission

1: Before taking EC2A3 you must take EC1A3

A: Students must have completed: EC1A3, EC1B3, MA100 and ST102.

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

# means there may be prerequisites for this course.

Please view the course guide for more information.

**Footnotes:**



**BSc in Finance****Programme Code:** UBFI**Department:** Finance

For students starting this programme of study in 2021/22

**Please note that places are limited on some optional courses.****Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course
	<b>Year 1</b>
Paper 1	FM100 Introduction to Finance (0.5)
	<b>And either:</b>
	AC102 Elements of Financial Accounting (0.5) <b>or</b>
	ST101 Programming for Data Science (0.5) #
Paper 2	EC1A3 Microeconomics I (0.5) # <b>and</b> EC1B3 Macroeconomics I (0.5) #
Paper 3	ST102 Elementary Statistical Theory (1.0) #
Paper 4	MA100 Mathematical Methods (1.0) #
	<b>Year 2</b>
Paper 5	FM213 Principles of Finance (1.0) #A
Paper 6	EC2A3 Microeconomics II (0.5) #1
	<b>And either:</b>
	ST115 Managing and Visualising Data (0.5) #
	<b>Or</b> one 0.5 unit course from the following:
	<b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>
Paper 7	EC2C3 Econometrics I (0.5) # <b>and</b> EC2C4 Econometrics II (0.5) #
Paper 8	FM200 Financial Systems and Crises (0.5) <b>and</b> FM201 Macro-Finance (0.5)
	<b>Year 3</b>
Paper 9	FM301 Market Anomalies and Asset Management (0.5) # <b>and</b> FM302 Theories of Corporate Finance (0.5) #
Paper 10	FM321 Risk Management and Modelling (0.5) # <b>and</b> FM322 Derivatives (0.5) #
Paper 11	FM304 Applied Corporate Finance (0.5) # <b>and</b> FM305 Advanced Financial Economics (0.5) #
Paper 12	<b>Either:</b>
	ST310 Machine Learning (0.5) # <b>and</b> ST311 Artificial Intelligence (0.5) #
	<b>Or</b>
	ST310 Machine Learning (0.5) # and courses to the value of 0.5 units from the following:
	<b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>
	<b>Or</b>
	ST311 Artificial Intelligence (0.5) # and courses to the value of 0.5 units from the following:
	<b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>
	<b>Or</b>
	Courses to the value of 1.0 units from the following: B
	<b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>
<b>Notes:</b>	LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
	<b>Prerequisite Requirements and Mutually Exclusive Options</b>
	* means available with permission
	1: Before taking EC2A3 you must take EC1A3
<b>Footnotes:</b>	A: Students must have completed: EC1A3, EC1B3, MA100 and ST102.
	B: Courses selected from the Undergraduate Outside Options List must be approved.
	# means there may be prerequisites for this course. Please view the course guide for more information.

**BSc in Finance****Programme Code:** UBFI**Department:** Finance

For students starting this programme of study in 2020/21

**Please note that places are limited on some optional courses.****Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
	<b>Year 1</b>
Paper 1	AC102 Elements of Financial Accounting (0.5) <b>and</b> FM100 Introduction to Finance (0.5)
Paper 2	EC100 Economics A (1.0) # (withdrawn 2021/22) <b>or</b>
	EC102 Economics B (1.0) #A (withdrawn 2021/22)
Paper 3	ST102 Elementary Statistical Theory (1.0) #
Paper 4	MA100 Mathematical Methods (1.0) #
	<b>Year 2</b>
Paper 5	FM213 Principles of Finance (1.0) #B
Paper 6	EC201 Microeconomic Principles I (1.0) # <b>or</b> EC202 Microeconomic Principles II (1.0) #*C (withdrawn 2022/23)
Paper 7	EC220 Introduction to Econometrics (1.0) # (withdrawn 2022/23) <b>or</b>
	EC221 Principles of Econometrics (1.0) #*D (withdrawn 2022/23)
Paper 8	FM200 Financial Systems and Crises (0.5) <b>and</b> FM201 Macro-Finance (0.5)
	<b>Year 3</b>
Paper 9	FM301 Market Anomalies and Asset Management (0.5) # <b>and</b> FM302 Theories of Corporate Finance (0.5) #
Paper 10	FM321 Risk Management and Modelling (0.5) # <b>and</b> FM322 Derivatives (0.5) #
Paper 11	FM304 Applied Corporate Finance (0.5) # <b>and</b> FM305 Advanced Financial Economics (0.5) #
Paper 12	Courses to the value of 1.0 unit(s) from the following: E
	<b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>
	<b>Prerequisite Requirements and Mutually Exclusive Options</b>
	* means available with permission
<b>Footnotes:</b>	A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guide for further information.
	B: Students must have completed: one level 1 Economics course (either EC100 Economics A or EC102 Economics B), MA100 and ST102.
	C: EC202 can be taken with permission from the BSc in Finance Programme Co-Director.
	D: EC221 can be taken with permission from the BSc in Finance Programme Co-Director.
	E: Courses selected from the Undergraduate Outside Options List must be approved.
	# means there may be prerequisites for this course. Please view the course guide for more information.

**BSc in Financial Mathematics and Statistics****Programme Code:** UBFI/MAST**Department:** Mathematics

For students starting this programme of study in 2022/23

**Please note that places are limited on some optional courses.****Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides



one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

**Students will choose ONE of the three half-unit options below:**

LSE100A The LSE Course: How can we avert climate catastrophe? (0.5)

LSE100B The LSE Course: How can we control AI? (0.5)

LSE100C The LSE Course: How can we create a fair society? (0.5)

**Year 1**

Paper 1	EC1A3	Microeconomics I (0.5) # <b>and</b> EC1B3 Macroeconomics I (0.5) #
Paper 2	MA100	Mathematical Methods (1.0) #
Paper 3	ST102	Elementary Statistical Theory (1.0) #
Paper 4	MA103	Introduction to Abstract Mathematics (1.0) #

**Year 2**

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

**Year 3**

Paper 9	FM321	Risk Management and Modelling (0.5) # <b>and</b> FM322 Derivatives (0.5) #
Paper 10	MA323	Computational Methods in Financial Mathematics (0.5) # <b>and</b> ST326 Financial Statistics (0.5) #
Paper 11	Courses to the value of 1.0 unit(s) from the following: MA321 Measure Theoretic Probability (0.5) # MA322 Mathematics of Finance and Valuation (0.5) #1 ST300 Regression and Generalised Linear Models (0.5) # ST302 Stochastic Processes (0.5) #2	
Paper 12	Courses to the value of 1.0 unit(s) from the following: A	

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

**Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

1: MA322 can not be taken with ST302

2: ST302 can not be taken with MA322

**Footnotes:**

A: Subject to approval by Departmental Tutor. No further FM courses are permitted.

# means there may be prerequisites for this course.

Please view the course guide for more information.

**BSc in Financial Mathematics and Statistics**

**Programme Code:** UBFIMAST

**Department:** Mathematics

For students starting this programme of study in 2021/22

**Please note that places are limited on some optional courses.**

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

**Paper Course number, title (unit value)**

See note	LSE100	The LSE Course
<b>Year 1</b>		
Paper 1	EC1A3	Microeconomics I (0.5) # <b>and</b> EC1B3 Macroeconomics I (0.5) #
Paper 2	MA100	Mathematical Methods (1.0) #
Paper 3	ST102	Elementary Statistical Theory (1.0) #
Paper 4	MA103	Introduction to Abstract Mathematics (1.0) #
<b>Year 2</b>		

Paper 5	FM213	Principles of Finance (1.0) #
Paper 6	MA212	Further Mathematical Methods (1.0) #
Paper 7	ST202	Probability, Distribution Theory and Inference (1.0) #
Paper 8	MA203	Real Analysis (0.5) # <b>and</b> ST213 Introduction to Pricing, Hedging and Optimization (0.5) #
<b>Year 3</b>		
Paper 9	FM321	Risk Management and Modelling (0.5) # <b>and</b> FM322 Derivatives (0.5) #
Paper 10	MA323	Computational Methods in Financial Mathematics (0.5) # <b>and</b> ST326 Financial Statistics (0.5) #
Paper 11	Courses to the value of 1.0 unit(s) from the following: MA321 Measure Theoretic Probability (0.5) # MA322 Mathematics of Finance and Valuation (0.5) #1 ST300 Regression and Generalised Linear Models (0.5) # ST302 Stochastic Processes (0.5) #2	
Paper 12	Courses to the value of 1.0 unit(s) from the following: A	

**Notes:**

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

LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

**Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

1: MA322 can not be taken with ST302

2: ST302 can not be taken with MA322

**Footnotes:**

A: Subject to approval by Departmental Tutor. No further FM courses are permitted.

# means there may be prerequisites for this course.

Please view the course guide for more information.

**BSc in Financial Mathematics and Statistics**

**Programme Code:** UBFIMAST

**Department:** Mathematics

For students starting this programme of study in 2020/21

**Please note that places are limited on some optional courses.**

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

**Paper Course number, title (unit value)**

Paper 1	EC100	Economics A (1.0) # (withdrawn 2021/22)
		<b>or</b>
	EC102	Economics B (1.0) #A (withdrawn 2021/22)
Paper 2	MA100	Mathematical Methods (1.0) #
Paper 3	ST102	Elementary Statistical Theory (1.0) #
Paper 4	MA103	Introduction to Abstract Mathematics (1.0) #
<b>Year 2</b>		
Paper 5	FM213	Principles of Finance (1.0) #
Paper 6	MA212	Further Mathematical Methods (1.0) #
Paper 7	ST202	Probability, Distribution Theory and Inference (1.0) #
Paper 8	MA203	Real Analysis (0.5) # <b>and</b> ST213 Introduction to Pricing, Hedging and Optimization (0.5) #
<b>Year 3</b>		
Programming course	MA332	Programming in C++ (0.0) # (withdrawn 2020/21)
Paper 9	FM321	Risk Management and Modelling (0.5) # <b>and</b> FM322 Derivatives (0.5) #
Paper 10	MA323	Computational Methods in Financial

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	Mathematics (0.5) # <b>and</b> ST326 Financial Statistics (0.5) #
Paper 11	Courses to the value of 1.0 unit(s) from the following: MA321 Measure Theoretic Probability (0.5) # MA322 Mathematics of Finance and Valuation (0.5) #1 ST300 Regression and Generalised Linear Models (0.5) # ST302 Stochastic Processes (0.5) #2
Paper 12	Courses to the value of 1.0 unit(s) from the following: B
	<b>Undergraduate Outside Options List (Years 2 &amp; 3) Prerequisite Requirements and Mutually Exclusive Options</b>
	* means available with permission 1: MA322 can not be taken with ST302 2: ST302 can not be taken with MA322
<b>Footnotes:</b>	A: EC102 course allocation dependent on Economics A-level or equivalent background. See course guides for further information. B: Subject to approval. No further FM courses are permitted. # means there may be prerequisites for this course. Please view the course guide for more information.

### BA in Geography

**Programme Code:** UBGY2

**Department:** Geography & Environment

For students starting this programme of study in 2022/23

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

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
	<b>Students will choose ONE of the three half-unit options below:</b>
	LSE100A The LSE Course: How can we avert climate catastrophe? (0.5)
	LSE100B The LSE Course: How can we control AI? (0.5)
	LSE100C The LSE Course: How can we create a fair society? (0.5)
	<b>Year 1</b>
Paper 1	GY100 Introduction to Geography (1.0)
Paper 2	GY140 Introduction to Geographical Research (1.0)
Paper 3	GY144 Human Geography and the City (1.0)
Paper 4	<b>Either</b>
	Courses to the value of 1.0 unit(s) from the following: GY103 Contemporary Europe (1.0) GY120 Environmental Change: Past, Present and Future (1.0) GY121 Sustainable Development (1.0)
	<b>Or</b>
	An approved paper taught outside the Department to the value of 1.0 unit from the following: A AN100 Being Human: Contemporary Themes in Social Anthropology (1.0) EC1A3 Microeconomics I (0.5) # <b>and</b> EC1B3 Macroeconomics I (0.5) # EC1A5 Microeconomics I (0.5) <b>and</b> EC1B5

	Macroeconomics I (0.5) #
GV101	Introduction to Political Science (1.0)
HY113	From Empire to Independence: The Extra-European World in the Twentieth Century (1.0)
SO110	Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)
	<b>Or</b>
	A language option to the value of 1.0 unit from the following:
	<b>Language Courses List 1</b>
Skills Course	GY101 Succeeding in your degree: Critical skills for Geography and Environment students (0.0)
	<b>Year 2</b>
Paper 5	GY245 Quantitative Methods in Geography and GIS (0.5) #
	GY246 Field Methods in Geography (0.5)
Paper 6	GY212 Pathways in Human Geography (0.5) # (not available 2022/23)
	One course to the value of 0.5 units from the following:
	GY204 Political Geography (0.5) # (not available 2022/23)
	GY206 Urban Geography and Globalisation (0.5)
	GY207 Economy, Society and Place (0.5)
Papers 7 & 8	Courses to the value of 2.0 unit(s) from the following, other than what is selected under Paper 6: B
	GY202 Introduction to Global Development (1.0)
	GY204 Political Geography (0.5) # (not available 2022/23)
	GY206 Urban Geography and Globalisation (0.5)
	GY207 Economy, Society and Place (0.5)
	GY209 The Economic Geography of Trade, Production and Development (0.5) #
	GY210 The Economics of Cities (0.5) #
	GY220 Environment: Science and Society (1.0)
	GY222 Applied Environmental Economics (1.0)
	<b>Language Courses List 2</b>
	<b>Year 3</b>
Paper 9	GY350 Dissertation (1.0) #
Papers 10, 11 & 12	Course(s) to the value of 3.0 units from the following: C
	GY307 Regional Economic Development (0.5)
	GY308 The Economic Geography of Growth and Development (0.5)
	GY309 The Political Geography of Development (0.5)
	GY310 Urban Politics (0.5)
	GY311 The Political Economy of Urbanisation (0.5)
	GY312 Geographies of Gender in the Global South (0.5) (withdrawn 2022/23)
	GY313 Firms and Economic Geography: Location, Technology and Innovation (0.5) #
	GY314 The Economics of Housing Markets and Migration (0.5) #
	GY315 Geographies of Race (0.5)
	GY316 Gender, Space and Power (0.5)
	GY326 Sustainable Business and Finance (0.5)
	GY327 Global Environmental Governance (0.5)
	GY328 Political Ecology of Development (0.5)
	GY329 Applied Economics of Environment and Development (0.5) #
	GY331 Geographies of Global Migration (0.5)
	<b>Language Courses List 3</b>
<b>Footnotes:</b>	A: Approved courses to the value of 1.0 unit can be selected from the Language Courses <b>List 1</b> . A language option may be chosen if the student is new to the language or if the course is a continuation of a language studied at A level (or equivalent). The appropriate course level is determined by the Language Centre.

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

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

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

#### Language Specialism:

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

#### Note for prospective students:

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

## BA in Geography

**Programme Code:** UBGY2

**Department:** Geography & Environment

For students starting this programme of study in 2021/22 Students on this programme have the opportunity to receive a language specialism attached to their degree certificate and transcript. See the details at the bottom of this page for more information.

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course
	<b>Year 1</b>
Paper 1	GY100 Introduction to Geography (1.0)
Paper 2	GY140 Introduction to Geographical Research (1.0)
Paper 3	GY144 Human Geography and the City (1.0)
Paper 4	<b>Either</b>
	Courses to the value of 1.0 unit(s) from the following:
	GY103 Contemporary Europe (1.0)
	GY120 Environmental Change: Past, Present and Future (1.0)
	GY121 Sustainable Development (1.0)
	<b>Or</b>

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

AN100	Being Human: Contemporary Themes in Social Anthropology (1.0)
EC1A3	Microeconomics I (0.5) # <b>and</b> EC1B3 Macroeconomics I (0.5) #
EC1A5	Microeconomics I (0.5) <b>and</b> EC1B5 Macroeconomics I (0.5) #
GV101	Introduction to Political Science (1.0)
HY113	From Empire to Independence: The Extra-European World in the Twentieth Century (1.0)
SO110	Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)

#### Or

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

#### Language Courses List 1

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

#### Year 2

Paper 5 GY245 Quantitative Methods in Geography and GIS (0.5) #

GY246 Field Methods in Geography (0.5)

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

B

GY202 Introduction to Global Development (1.0)

GY205 Political Geographies (1.0)

GY206 Urban Geography and Globalisation (0.5)

GY207 Economy, Society and Place (0.5)

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

GY210 The Economics of Cities (0.5) #

GY220 Environment: Science and Society (1.0)

GY222 Applied Environmental Economics (1.0)

#### Language Courses List 2

#### Year 3

Paper 9 GY350 Dissertation (1.0) #

Papers 10,

11 & 12

Course(s) to the value of 3.0 units from the following:

C

GY307 Regional Economic Development (0.5)

GY308 The Economic Geography of Growth and Development (0.5)

GY309 The Political Geography of Development (0.5)

GY310 Urban Politics (0.5)

GY311 The Political Economy of Urbanisation (0.5)

GY312 Geographies of Gender in the Global South (0.5) (withdrawn 2022/23)

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

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

GY315 Geographies of Race (0.5)

GY316 Gender, Space and Power (0.5)

GY326 Sustainable Business and Finance (0.5)

GY327 Global Environmental Governance (0.5)

GY328 Political Ecology of Development (0.5)

GY329 Applied Economics of Environment and Development (0.5) #

GY331 Geographies of Global Migration (0.5)

#### Language Courses List 3

**Notes:** LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

**Footnotes:** A: Approved courses to the value of 1.0 unit can be selected from the Language Courses **List 1**. A language option may be chosen if the student is new to the language or if the course is a continuation

of a language studied at A level (or equivalent). The appropriate course level is determined by the Language Centre.

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

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

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

#### Language Specialism:

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

#### Note for prospective students:

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## BA in Geography

**Programme Code:** UBGY2

**Department:** Geography & Environment

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

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
	<b>Year 1</b>
Paper 1	GY100 Introduction to Geography (1.0)
Paper 2	GY140 Introduction to Geographical Research (1.0)
Paper 3	Courses to the value of 1.0 unit(s) from the following:
	GY103 Contemporary Europe (1.0)
	GY120 Environmental Change: Past, Present and Future (1.0)
	GY121 Sustainable Development (1.0)
	GY144 Human Geography and the City (1.0)

Paper 4	An approved paper taught outside the Department to the value of 1.0 unit from the following: A
	AN100 Being Human: Contemporary Themes in Social Anthropology (1.0)
	EC100 Economics A (1.0) # (withdrawn 2021/22)
	EC102 Economics B (1.0) # (withdrawn 2021/22)
	GV101 Introduction to Political Science (1.0)
	HY113 From Empire to Independence: The Extra-European World in the Twentieth Century (1.0)
	SO110 Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)

**Or**

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

#### Language Courses List 1

**Or**

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

#### Paper 3 options list

Skills Course	GY101 Succeeding in your degree: Critical skills for Geography and Environment students (0.0)
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#### Year 2

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

Papers 6, 7 & 8

Courses to the value of 3.0 unit(s) from the following:

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

#### Language Courses List 2

#### Year 3

Paper 9	GY350 Dissertation (1.0) #
Papers 10, 11 & 12	Course(s) to the value of 3.0 units from the following:

C	GY307 Regional Economic Development (0.5)
	GY308 The Economic Geography of Growth and Development (0.5)
	GY309 The Political Geography of Development (0.5)
	GY310 Urban Politics (0.5)
	GY311 The Political Economy of Urbanisation (0.5)
	GY312 Geographies of Gender in the Global South (0.5) (withdrawn 2022/23)
	GY313 Firms and Economic Geography: Location, Technology and Innovation (0.5) #
	GY314 The Economics of Housing Markets and Migration (0.5) #
	GY315 Geographies of Race (0.5)
	GY316 Gender, Space and Power (0.5)
	GY326 Sustainable Business and Finance (0.5)
	GY327 Global Environmental Governance (0.5)
	GY328 Political Ecology of Development (0.5)
	GY329 Applied Economics of Environment and Development (0.5) #
	GY331 Geographies of Global Migration (0.5)

#### Language Courses List 3

#### Paper 3 options list

GY103	Contemporary Europe (1.0)
GY120	Environmental Change: Past, Present and Future (1.0)
GY121	Sustainable Development (1.0)



**Footnotes:**

GY144 Human Geography and the City (1.0)  
 A: Approved courses to the value of 1.0 unit can be selected from the Language Courses **List 1**. A language option may be chosen if the student is new to the language or if the course is a continuation of a language studied at A level (or equivalent). The appropriate course level is determined by the Language Centre.

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

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

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

**Language Specialism:**

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

**Note for prospective students:**

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

**BSc in Geography with Economics**

**Programme Code:** UBGYWEC

**Department:** Geography & Environment

For students starting this programme of study in 2022/23

**Please note that places are limited on some optional courses.**

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

**Paper****Course number, title (unit value)**

LSE100 LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

**Students will choose ONE of the three half-unit options below:**

LSE100A The LSE Course: How can we avert climate catastrophe? (0.5)  
 LSE100B The LSE Course: How can we control AI? (0.5)  
 LSE100C The LSE Course: How can we create a fair society? (0.5)

**Year 1**

Paper 1 EC1A3 Microeconomics I (0.5) # **and** EC1B3 Macroeconomics I (0.5) #  
 Paper 2 MA107 Quantitative Methods (Mathematics) (0.5) # **and** ST107 Quantitative Methods (Statistics) (0.5) #  
 Paper 3 GY100 Introduction to Geography (1.0)  
 Paper 4 One from the following:  
 GY103 Contemporary Europe (1.0)  
 GY121 Sustainable Development (1.0)  
 GY144 Human Geography and the City (1.0)  
 Skills Course GY101 Succeeding in your degree: Critical skills for Geography and Environment students (0.0)

**Year 2**

Paper 5 EC2A3 Microeconomics II (0.5) #  
**And either:**  
 EC2B3 Macroeconomics II (0.5) # **or**  
 EC2C3 Econometrics I (0.5) #  
 Paper 6 GY209 The Economic Geography of Trade, Production and Development (0.5) # **and** GY210 The Economics of Cities (0.5) #  
 Paper 7 GY245 Quantitative Methods in Geography and GIS (0.5) # **and** GY247 Field Methods in Geography with Economics (0.5)  
 Paper 8 Courses to the value of 1.0 unit(s) from the following:  
 EC2B3 Macroeconomics II (0.5) #A  
 EC2C3 Econometrics I (0.5) #B  
 EC2C4 Econometrics II (0.5) #  
 GY202 Introduction to Global Development (1.0)  
 GY204 Political Geography (0.5) # (not available 2022/23)  
 GY205 Political Geographies (1.0)  
 GY206 Urban Geography and Globalisation (0.5)  
 GY207 Economy, Society and Place (0.5)  
 GY212 Pathways in Human Geography (0.5) # (not available 2022/23)  
 GY222 Applied Environmental Economics (1.0)  
 GY307 Regional Economic Development (0.5)  
 GY308 The Economic Geography of Growth and Development (0.5)

**Year 3**

Paper 9 GY313 Firms and Economic Geography: Location, Technology and Innovation (0.5) # **and** GY314 The Economics of Housing Markets and Migration (0.5) #

Papers 10, 11 & 12

Courses to the value of 3.0 unit(s) from the following: Students may take the following combinations:

up to 3.0 unit(s) from Level 3 options  
 up to 2.0 unit(s) from Approved economics options  
 up to 1.0 unit(s) from Paper 8 options

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

GY307 Regional Economic Development (0.5)  
 GY308 The Economic Geography of Growth and Development (0.5)  
 GY309 The Political Geography of Development (0.5)  
 GY310 Urban Politics (0.5)  
 GY311 The Political Economy of Urbanisation (0.5)  
 GY312 Geographies of Gender in the Global South (0.5) (withdrawn 2022/23)  
 GY315 Geographies of Race (0.5)



GY316	Gender, Space and Power (0.5)
GY326	Sustainable Business and Finance (0.5)
GY327	Global Environmental Governance (0.5)
GY328	Political Ecology of Development (0.5)
GY329	Applied Economics of Environment and Development (0.5) #
GY331	Geographies of Global Migration (0.5)
GY350	Dissertation (1.0) #
Approved economics courses	
EC307	Development Economics (1.0) #
EC315	International Economics (1.0) #
EC325	Public Economics (1.0) #

**Paper 8 options list**

EC2B3	Macroeconomics II (0.5) #
EC2C3	Econometrics I (0.5) #
EC2C4	Econometrics II (0.5) #
GY202	Introduction to Global Development (1.0)
GY204	Political Geography (0.5) # (not available 2022/23)
GY205	Political Geographies (1.0)
GY206	Urban Geography and Globalisation (0.5)
GY207	Economy, Society and Place (0.5)
GY212	Pathways in Human Geography (0.5) # (not available 2022/23)
GY222	Applied Environmental Economics (1.0)
GY307	Regional Economic Development (0.5)
GY308	The Economic Geography of Growth and Development (0.5)

**Footnotes:**

A: If not taken under paper 5.  
 B: If not taken under paper 5.  
 # means there may be prerequisites for this course.  
 Please view the course guide for more information.  
 Level 1 courses are not permitted as part of this degree programme in Years 2 and 3. Modern language courses are not permitted in any year. Students wishing to study a modern language are encouraged to take one of the LSE Language Centre's extra-curricular courses.

**Note for prospective students:**

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

**BSc in Geography with Economics****Programme Code:** UBGYWEC**Department:** Geography & Environment

For students starting this programme of study in 2021/22

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

See note	LSE100	The LSE Course
<b>Year 1</b>		
Paper 1	EC1A3	Microeconomics I (0.5) # <b>and</b> EC1B3 Macroeconomics I (0.5) #
Paper 2	MA107	Quantitative Methods (Mathematics) (0.5) # <b>and</b> ST107 Quantitative Methods (Statistics) (0.5) #
Paper 3	GY100	Introduction to Geography (1.0)
Paper 4	One from the following: GY103 Contemporary Europe (1.0)	

	GY121	Sustainable Development (1.0)
	GY144	Human Geography and the City (1.0)
Skills Course	GY101	Succeeding in your degree: Critical skills for Geography and Environment students (0.0)

**Year 2**

Paper 5	EC2A3	Microeconomics II (0.5) #
<b>And either:</b>		
	EC2B3	Macroeconomics II (0.5) # <b>or</b>
	EC2C3	Econometrics I (0.5) #
Paper 6	GY209	The Economic Geography of Trade, Production and Development (0.5) # <b>and</b> GY210 The Economics of Cities (0.5) #
Paper 7	GY245	Quantitative Methods in Geography and GIS (0.5) # <b>and</b> GY247 Field Methods in Geography with Economics (0.5)
Paper 8	Courses to the value of 1.0 unit(s) from the following: EC2B3 Macroeconomics II (0.5) #A EC2C3 Econometrics I (0.5) #B EC2C4 Econometrics II (0.5) # GY202 Introduction to Global Development (1.0) GY205 Political Geographies (1.0) GY206 Urban Geography and Globalisation (0.5) GY207 Economy, Society and Place (0.5) GY222 Applied Environmental Economics (1.0) GY307 Regional Economic Development (0.5) GY308 The Economic Geography of Growth and Development (0.5)	

**Year 3**

Paper 9	GY313	Firms and Economic Geography: Location, Technology and Innovation (0.5) # <b>and</b> GY314 The Economics of Housing Markets and Migration (0.5) #
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Papers 10, 11 &amp; 12

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

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

LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

**Level 3 options**

GY307	Regional Economic Development (0.5)
GY308	The Economic Geography of Growth and Development (0.5)
GY309	The Political Geography of Development (0.5)
GY310	Urban Politics (0.5)
GY311	The Political Economy of Urbanisation (0.5)
GY312	Geographies of Gender in the Global South (0.5) (withdrawn 2022/23)
GY315	Geographies of Race (0.5)
GY316	Gender, Space and Power (0.5)
GY326	Sustainable Business and Finance (0.5)
GY327	Global Environmental Governance (0.5)
GY328	Political Ecology of Development (0.5)
GY329	Applied Economics of Environment and Development (0.5) #
GY331	Geographies of Global Migration (0.5)
GY350	Dissertation (1.0) #
Approved economics courses	
EC307	Development Economics (1.0) #
EC315	International Economics (1.0) #
EC325	Public Economics (1.0) #

**Paper 8 options list**

EC2B3	Macroeconomics II (0.5) #
EC2C3	Econometrics I (0.5) #
EC2C4	Econometrics II (0.5) #
GY202	Introduction to Global Development (1.0)
GY205	Political Geographies (1.0)
GY206	Urban Geography and Globalisation (0.5)
GY207	Economy, Society and Place (0.5)
GY222	Applied Environmental Economics (1.0)
GY307	Regional Economic Development (0.5)
GY308	The Economic Geography of Growth and Development (0.5)

**Footnotes:**

A: If not taken under paper 5.  
 B: If not taken under paper 5.  
 # means there may be prerequisites for this course.  
 Please view the course guide for more information.  
 Level 1 courses are not permitted as part of this degree programme in Years 2 and 3. Modern language courses are not permitted in any year.  
 Students wishing to study a modern language are encouraged to take one of the LSE Language Centre's extra-curricular courses.

**Note for prospective students:**

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

**BSc in Geography with Economics****Programme Code:** UBGYWEC**Department:** Geography & Environment

For students starting this programme of study in 2020/21

**Please note that places are limited on some optional courses.****Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
<b>Year 1</b>	
Paper 1	EC100 Economics A (1.0) # (withdrawn 2021/22) <b>or</b>
Paper 2	EC102 Economics B (1.0) #A (withdrawn 2021/22) MA107 Quantitative Methods (Mathematics) (0.5) # <b>and</b> ST107 Quantitative Methods (Statistics) (0.5) #
Paper 3	GY100 Introduction to Geography (1.0)
Paper 4	One from the following: GY103 Contemporary Europe (1.0) GY121 Sustainable Development (1.0) GY144 Human Geography and the City (1.0)
Skills Course	GY101 Succeeding in your degree: Critical skills for Geography and Environment students (0.0)
<b>Year 2</b>	
Paper 5	EC201 Microeconomic Principles I (1.0) #
Paper 6	GY209 The Economic Geography of Trade, Production and Development (0.5) # <b>and</b> GY210 The Economics of Cities (0.5) #
Paper 7	GY245 Quantitative Methods in Geography and GIS (0.5) # <b>and</b> GY247 Field Methods in Geography with Economics (0.5)
Paper 8	Courses to the value of 1.0 unit(s) from the following: GY202 Introduction to Global Development (1.0) GY205 Political Geographies (1.0) GY206 Urban Geography and Globalisation (0.5) GY207 Economy, Society and Place (0.5) GY222 Applied Environmental Economics (1.0)

GY307	Regional Economic Development (0.5)
GY308	The Economic Geography of Growth and Development (0.5)

**Year 3**

Paper 9	GY313 Firms and Economic Geography: Location, Technology and Innovation (0.5) # <b>and</b> GY314 The Economics of Housing Markets and Migration (0.5) #
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Papers 10, 11 &amp; 12

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

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

GY307	Regional Economic Development (0.5)
GY308	The Economic Geography of Growth and Development (0.5)
GY309	The Political Geography of Development (0.5)
GY310	Urban Politics (0.5)
GY311	The Political Economy of Urbanisation (0.5)
GY312	Geographies of Gender in the Global South (0.5) (withdrawn 2022/23)
GY315	Geographies of Race (0.5)
GY316	Gender, Space and Power (0.5)
GY326	Sustainable Business and Finance (0.5)
GY327	Global Environmental Governance (0.5)
GY328	Political Ecology of Development (0.5)
GY329	Applied Economics of Environment and Development (0.5) #
GY331	Geographies of Global Migration (0.5)
GY350	Dissertation (1.0) #
Approved economics courses	
EC2C3	Econometrics I (0.5) # <b>and</b> EC2C4 Econometrics II (0.5) #
EC307	Development Economics (1.0) #
EC325	Public Economics (1.0) #

**Paper 8 options list**

GY202	Introduction to Global Development (1.0)
GY205	Political Geographies (1.0)
GY206	Urban Geography and Globalisation (0.5)
GY207	Economy, Society and Place (0.5)
GY222	Applied Environmental Economics (1.0)
GY307	Regional Economic Development (0.5)
GY308	The Economic Geography of Growth and Development (0.5)

**Footnotes:**

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

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

Students wishing to study a modern language are encouraged to take one of the LSE Language Centre's extra-curricular courses.

**Note for prospective students:**

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

for future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm](https://www.lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm).

## BA in History

**Programme Code:** UBHY2

**Department:** International History

For students starting this programme of study in 2022/23 Students on this programme have the opportunity to receive a language specialism attached to their degree certificate and transcript. See the details at the bottom of this page for more information.

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

**Students will choose ONE of the three half-unit options below:**

LSE100A The LSE Course: How can we avert climate catastrophe? (0.5)

LSE100B The LSE Course: How can we control AI? (0.5)

LSE100C The LSE Course: How can we create a fair society? (0.5)

### Year 1

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

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

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

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

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

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

Paper 4 Courses to the value of 1.0 unit(s) from the following:  
**Undergraduate Outside Options List (Year 1)**  
**Year 2**

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

EH238 The Origins of Growth (1.0)

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

HY221 The History of Russia, 1676-1825 (1.0) (not available 2022/23)

HY243 Islamic Empires, 1400 - 1800 (1.0)

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

HY319 Napoleon and Europe (1.0) (not available 2022/23)

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

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

HY333 Enslavement, commerce, and political formations in West Africa, c. 1550-1850 (1.0)

HY334 Communication Revolutions in Latin America, c.1539 to the Present (1.0)

Paper 6 Courses to the value of 1.0 unit(s) from the following:  
**History List A**

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

EH207 China since 1800: Culture, institutions and economic growth (1.0) # **or**

EH225 Latin America and the International Economy (1.0) (not available 2022/23)

### History List A

### History List B

Paper 8 Courses to the value of 1.0 unit(s) from the following:  
**Undergraduate Outside Options List (Years 2 & 3)**  
**Year 3**

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

### History List A

### History List B

Paper 11 Courses to the value of 1.0 unit(s) from the following:  
**History List A**  
**History List B**  
**Undergraduate Outside Options List (Years 2 & 3)**

Paper 12

HY300 Dissertation (1.0)

### Prerequisite Requirements and Mutually Exclusive Options

\* means available with permission

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

### Footnotes:

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

### Language Specialism:

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

### Note for prospective students:

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

## BA in History

**Programme Code:** UBHY2

**Department:** International History

For students starting this programme of study in 2021/22 Students on this programme have the opportunity to receive a language specialism attached to their degree certificate and transcript. See the details at the bottom of this page for more information.

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course

Papers 1 & 2

### Year 1

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

	EH101	The Internationalisation of Economic Growth, 1870 to the present day (1.0)
	HY113	From Empire to Independence: The Extra-European World in the Twentieth Century (1.0)
	HY116	International Politics since 1914: Peace and War (1.0)
	HY118	Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0)
Paper 3	HY120	Historical Approaches to the Modern World (1.0)
Paper 4	Courses to the value of 1.0 unit(s) from the following: <b>Undergraduate Outside Options List (Year 1)</b> <b>Year 2</b>	
Paper 5	Courses to the value of 1.0 unit(s) from the following:	
	EH238	The Origins of Growth (1.0)
	HY200	The Rights of Man: the History of Human Rights Discourse from the Antigone to Amnesty International (1.0)
	HY221	The History of Russia, 1676-1825 (1.0) (not available 2022/23)
	HY243	Islamic Empires, 1400 - 1800 (1.0)
	HY315	The European Enlightenment, c.1680-1799 (1.0)
	HY319	Napoleon and Europe (1.0) (not available 2022/23)
	HY323	Travel, Pleasure and Politics: The European Grand Tour, 1670-1825 (1.0)
	HY330	From Tea to Opium: China and the Global Market in the Long Eighteenth Century (1.0)
	HY333	Enslavement, commerce, and political formations in West Africa, c. 1550-1850 (1.0)
	HY334	Communication Revolutions in Latin America, c.1539 to the Present (1.0)
Paper 6	Courses to the value of 1.0 unit(s) from the following: <b>History List A</b>	
Paper 7	Courses to the value of 1.0 unit(s) from the following:	
	EH207	China since 1800: Culture, institutions and economic growth (1.0) # <b>or</b>
	EH225	Latin America and the International Economy (1.0) (not available 2022/23)
	<b>History List A</b>	
	<b>History List B</b>	
Paper 8	Courses to the value of 1.0 unit(s) from the following: <b>Undergraduate Outside Options List (Years 2 &amp; 3)</b> <b>Year 3</b>	
Papers 9 & 10	Courses to the value of 2.0 unit(s) from the following: A <b>History List A</b> <b>History List B</b>	
Paper 11	Courses to the value of 1.0 unit(s) from the following: <b>History List A</b> <b>History List B</b> <b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>	
Paper 12	HY300	Dissertation (1.0)
<b>Notes:</b>	LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification. <b>Prerequisite Requirements and Mutually Exclusive Options</b> * means available with permission	
<b>Footnotes:</b>	A: One course in Papers 9 & 10 must be from History List B if no course from this list was already taken at Paper 5 or Paper 7. # means there may be prerequisites for this course. Please view the course guide for more information. <b>Language Specialism:</b> Students who have taken and passed at least one language course in each year of their degree (i.e. 25%	

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

**Note for prospective students:**

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

## BA in History

**Programme Code:** UBHY2

**Department:** International History

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

**Please note that places are limited on some optional courses.**

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

**Paper Course number, title (unit value)**

**Year 1**

Papers 1 & 2	Courses to the value of 2.0 unit(s) from the following:	
	EH101	The Internationalisation of Economic Growth, 1870 to the present day (1.0)
	HY113	From Empire to Independence: The Extra-European World in the Twentieth Century (1.0)
	HY116	International Politics since 1914: Peace and War (1.0)
	HY118	Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0)
Paper 3	HY120	Historical Approaches to the Modern World (1.0)
Paper 4	Courses to the value of 1.0 unit(s) from the following: <b>Undergraduate Outside Options List (Year 1)</b> <b>Year 2</b>	
Paper 5	Courses to the value of 1.0 unit(s) from the following:	
	EH238	The Origins of Growth (1.0)
	HY200	The Rights of Man: the History of Human Rights Discourse from the Antigone to Amnesty International (1.0)
	HY221	The History of Russia, 1676-1825 (1.0) (not available 2022/23)
	HY243	Islamic Empires, 1400 - 1800 (1.0)
	HY244	Britain's Atlantic World, 1688-1837 (1.0) (withdrawn 2020/21)
	HY315	The European Enlightenment, c.1680-1799 (1.0)
	HY319	Napoleon and Europe (1.0) (not available 2022/23)
	HY323	Travel, Pleasure and Politics: The European Grand Tour, 1670-1825 (1.0)



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	HY330	From Tea to Opium: China and the Global Market in the Long Eighteenth Century (1.0)
	HY333	Enslavement, commerce, and political formations in West Africa, c. 1550-1850 (1.0)
	HY334	Communication Revolutions in Latin America, c.1539 to the Present (1.0)
Paper 6		Courses to the value of 1.0 unit(s) from the following: <b>History List A</b>
Paper 7		Courses to the value of 1.0 unit(s) from the following: EH207 China since 1800: Culture, institutions and economic growth (1.0) # <b>or</b> EH225 Latin America and the International Economy (1.0) (not available 2022/23)
		<b>History List A</b> <b>History List B</b>
Paper 8		Courses to the value of 1.0 unit(s) from the following: <b>Undergraduate Outside Options List (Years 2 &amp; 3)</b> <b>Year 3</b>
Papers 9 & 10		Courses to the value of 2.0 unit(s) from the following: A <b>History List A</b> <b>History List B</b>
Paper 11		Courses to the value of 1.0 unit(s) from the following: <b>History List A</b> <b>History List B</b> <b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>
Paper 12	HY300	Dissertation (1.0)
		<b>Prerequisite Requirements and Mutually Exclusive Options</b> * means available with permission
<b>Footnotes:</b>		A: One course in Papers 9 & 10 must be from History List B if no course from this list was already taken at Paper 5 or Paper 7. # means there may be prerequisites for this course. Please view the course guide for more information. <b>Language Specialism:</b> Students who have taken and passed at least one language course in each year of their degree (i.e. 25% of their overall programme of study) will be offered the opportunity to receive a language specialism attached to their degree certificate and transcript. Students must take all courses in the same language (French, Spanish, German, Mandarin or Russian) in order to qualify for the specialism. The three courses must also be consecutively harder in level, for example: beginner, intermediate and advanced. Students who choose to take language courses are not obligated to receive a specialism, but have the option if they wish. Degree certificates which include a language specialism will state the language in the title, for example: <b>BA in History (with French)</b> . <b>Note for prospective students:</b> For changes to undergraduate course and programme information for the next academic session, please see the undergraduate summary page for prospective students <a href="http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm">lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm</a> . Changes to course and programme information for future academic sessions can be found on the undergraduate summary page for future students <a href="http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm">lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm</a> .

### BSc in History and Politics

**Programme Code:** UBHYPOL

**Department:** International History

For students starting this programme of study in 2022/23

**(Formerly BSc in Politics and History)**

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
LSE100	LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
	<b>Students will choose ONE of the three half-unit options below:</b>
LSE100A	The LSE Course: How can we avert climate catastrophe? (0.5)
LSE100B	The LSE Course: How can we control AI? (0.5)
LSE100C	The LSE Course: How can we create a fair society? (0.5)
	<b>Year 1</b>
Paper 1	GV100 Introduction to Political Theory (1.0)
Paper 2	GV101 Introduction to Political Science (1.0)
Papers 3 & 4	Courses to the value of 2.0 unit(s) from the following: HY113 From Empire to Independence: The Extra-European World in the Twentieth Century (1.0) HY116 International Politics since 1914: Peace and War (1.0) HY118 Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0) HY120 Historical Approaches to the Modern World (1.0)
	<b>Year 2</b>
Paper 5	Courses to the value of 1.0 unit(s) from the following: <b>Government List A</b>
Paper 6	Courses to the value of 1.0 unit(s) from the following: <b>Government List A</b>
Papers 7 & 8	Courses to the value of 2.0 unit(s) from the following: <b>History List A</b> <b>Year 3</b>
Paper 9	Courses to the value of 1.0 unit(s) from the following: <b>Government List B</b>
Paper 10	Courses to the value of 1.0 unit(s) from the following: <b>History List B</b>
Paper 11	Courses to the value of 1.0 unit from the following: C <b>Government List B</b> <b>History List B</b> <b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>
Paper 12	Courses to the value of 1.0 unit from the following: D GV390 Government Dissertation Option (1.0) HY300 Dissertation (1.0) <b>Government List B</b> <b>History List B</b> <b>Undergraduate Outside Options List (Years 2 &amp; 3)</b> <b>Prerequisite Requirements and Mutually Exclusive Options</b> * means available with permission
<b>Footnotes:</b>	A: GV319 can be taken in Year 3 only. B: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations. C: Courses selected from the Undergraduate Outside Options list must be approved. D: Courses selected from the Undergraduate Outside Options List must be approved. # means there may be prerequisites for this course. Please view the course guide for more information.



## International Exchange (1 Term)

**Programme Code:** UOMNIMEX3

**Department:** Management

For students starting this programme of study in 2022/23

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

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

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

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

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
MT	<b>Michaelmas Term</b>
	MG105 Organisational Behaviour and Leadership (0.5)
	MG212 Marketing (0.5)
	MG214 Human Resource Management (0.5) #
	MG302 Topics in Management Research (0.5) #
	MG305 Innovation and Technology Management (0.5)
	MG307 International Context of Management (0.5) #
	MG312 Extreme Organisational Behaviour: Examining behaviour in non-normative organisational contexts (0.5) # (not available 2022/23)
	ST205 Sample Surveys and Experiments (0.5) #
	ST307 Aspects of Market Research (0.5) #
LT	<b>Lent Term</b>
	MG104 Operations Management (0.5)
	MG206 Firms, Management and Competitive Advantage (0.5) #
	MG209 E-business (0.5)
	MG210 Corporate Social Responsibility and International Labour Standards (0.5) #
	MG213 Information Systems (0.5)
	MG228 Managing the Stone-Age Brain (0.5) (not available 2022/23)
	MG303 International Business Strategy and Emerging Markets (0.5) #
	MG308 Simulation Modelling and Analysis (0.5) # (not available 2022/23)
	MG310 Strategic Decision Making (0.5) # (not available 2022/23)
	MG311 Foundations of Behavioural Decision Science (0.5) #
	MG315 Marketing Action Learning Project (0.5) # (not available 2022/23)
	MG316 Brand Strategy (0.5)
	PH225 Business and Organisational Ethics (0.5) # means there may be prerequisites for this course. Please view the course guide for more information.

## International Exchange (Full Year)

**Programme Code:** UOMNIMEX2

**Department:** Management

For students starting this programme of study in 2022/23

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

Students from partner exchange schools spend two terms at LSE and choose courses to the value of 4.0 units from the list below. Visiting students will not be required to complete summative assessments or examinations outside of their term of study as they are not here in the main examination period. Therefore, assessment details for visiting students may differ from those listed in the course guide. Assessment methods for visiting students are confirmed no later than Week 6 of the course.

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

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
MT	<b>Michaelmas Term</b>
	MG104 Operations Management (0.5)
	MG212 Marketing (0.5)
	MG214 Human Resource Management (0.5) #
	MG302 Topics in Management Research (0.5) #
	MG305 Innovation and Technology Management (0.5)
	MG307 International Context of Management (0.5) #
	MG312 Extreme Organisational Behaviour: Examining behaviour in non-normative organisational contexts (0.5) # (not available 2022/23)
	ST205 Sample Surveys and Experiments (0.5) #
	ST307 Aspects of Market Research (0.5) #
LT	<b>Lent Term</b>
	MG105 Organisational Behaviour and Leadership (0.5)
	MG206 Firms, Management and Competitive Advantage (0.5) #
	MG209 E-business (0.5)
	MG210 Corporate Social Responsibility and International Labour Standards (0.5) #
	MG213 Information Systems (0.5)
	MG228 Managing the Stone-Age Brain (0.5) (not available 2022/23)
	MG303 International Business Strategy and Emerging Markets (0.5) #
	MG308 Simulation Modelling and Analysis (0.5) # (not available 2022/23)
	MG310 Strategic Decision Making (0.5) # (not available 2022/23)
	MG311 Foundations of Behavioural Decision Science (0.5) #
	MG315 Marketing Action Learning Project (0.5) # (not available 2022/23)
	MG316 Brand Strategy (0.5)
	PH225 Business and Organisational Ethics (0.5) # means there may be prerequisites for this course. Please view the course guide for more information.

## BSc in International Relations

**Programme Code:** UBIR

**Department:** International Relations

For students starting this programme of study in 2022/23

Students on this programme have the opportunity to receive

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a language specialism attached to their degree certificate and transcript. See the details at the bottom of this page for more information.

**Please note that places are limited on some optional courses.**

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

### Paper Course number, title (unit value)

LSE100 LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

**Students will choose ONE of the three half-unit options below:**

LSE100A The LSE Course: How can we avert climate catastrophe? (0.5)

LSE100B The LSE Course: How can we control AI? (0.5)

LSE100C The LSE Course: How can we create a fair society? (0.5)

### Year 1

Paper 1 IR100 International Relations: Theories, Concepts and Debates (1.0)

Paper 2 IR101 Contemporary Issues in International Relations (1.0)

Paper 3 Courses to the value of 1.0 unit(s) from the following:  
HY113 From Empire to Independence: The Extra-European World in the Twentieth Century (1.0) **or**  
HY116 International Politics since 1914: Peace and War (1.0)

Paper 4 A course to the value of 1.0 unit relevant to the study of International Relations from outside the Department, approved by the candidate's Academic Mentor and the Departmental Tutor. The following courses are strongly recommended (if not already chosen for Paper 3):

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

GV101 Introduction to Political Science (1.0)

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

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

PH103 The Big Questions: An Introduction to Philosophy (1.0) #

SO100 Key Concepts: Introduction to Social Theory (1.0)

### Undergraduate Outside Options List (Year 1)

#### Or

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

### Language Courses

Skills course Students take the following non-assessed course:  
IR102 Thinking Globally: Studying International Relations (0.0)

### Year 2

Papers 5, 6 & 7 Courses to the value of 3.0 unit(s) from the following:

IR200 International Political Theory (1.0) #

IR202 Foreign Policy Analysis 1 (1.0)

IR203 International Organisations (1.0) #

IR205 International Security (1.0)

IR206 International Political Economy (1.0)

Paper 8 One from:

A further full-unit course from Papers 5, 6 & 7:

IR200 International Political Theory (1.0) #

IR202 Foreign Policy Analysis 1 (1.0)

IR203 International Organisations (1.0) #

IR205 International Security (1.0)

IR206 International Political Economy (1.0)

### Or

A course to the value of 1.0 unit relevant to the study of International Relations from outside the Department, approved by the candidate's Academic Mentor and the Departmental Tutor. The following courses are strongly recommended:

GV264 Politics and Institutions in Europe (1.0) #

HY206 The International History of the Cold War, 1945-1989 (1.0)

HY235 Modernity and the State in East Asia: China, Japan and Korea since 1840 (1.0)

LL278 Public International Law (1.0)

### Or

An approved foreign language course to the value of 1.0 unit, approved by the candidate's Academic Mentor and the Departmental Tutor.

### Language Courses

#### Year 3

Papers 9, 10 & 11

Courses to the value of 3.0 unit(s) from the following:

IR305 Strategic Aspects of International Relations (1.0)

IR312 Genocide (0.5)

IR313 Managing China's Rise in East Asia (0.5) (not available 2022/23)

IR314 Southeast Asia: Intra-regional Politics and Security (0.5)

IR315 International Relations of the Middle East (1.0) #

IR317 American Grand Strategy (0.5) #

IR318 Visual International Politics (0.5)

IR319 Empire and Conflict in World Politics (0.5) (not available 2022/23)

IR320 Europe's Institutional Order (0.5) #1 (not available 2022/23)

IR322 Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) (not available 2022/23)

IR323 Gendered/ing and International Politics (0.5) #2

IR324 The Practices of Transitional Justice (0.5) #3 (not available 2022/23)

IR325 The Situations of the International Criminal Court (0.5) 4 (not available 2022/23)

IR326 The Rule of Law: A Global History (0.5) (not available 2022/23)

IR345 Global Politics of China (1.0)

IR349 Conflict and Peacebuilding (1.0) #

IR354 Governing International Political Economy: Lessons from the Past for the Future (0.5) # (not available 2022/23)

IR355 Economic Diplomacy (0.5) #

IR367 Global Environmental Politics (0.5) #

IR368 The Political Economy of Trade (0.5) #

IR369 Politics of Money in the World Economy (0.5) #

IR372 Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) (not available 2022/23)

IR373 China and the Global South (0.5) #

IR377 The Politics of Peace & Security in Sub-Saharan Africa (0.5)

IR378 Critical War Studies (0.5) (not available 2022/23)

IR379 Russia in World Politics (0.5) #

IR380 The Politics of Inequality and Development (0.5) #

IR395 The Politics of Displacement and Refugee (0.5)

IR398 Dissertation (1.0)

Paper 12

Courses to the value of 1.0 unit from the following: G  
IR200 International Political Theory (1.0) #

IR202	Foreign Policy Analysis 1 (1.0)
IR203	International Organisations (1.0) #
IR205	International Security (1.0)
IR206	International Political Economy (1.0)
LL342	International Protection of Human Rights (1.0) #5

**Selection List of Papers Approved by the Department as Relevant to the Study of International Relations Papers 9, 10 & 11 options list**

**Language Courses (intermediate, advanced or proficiency level)**

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

EC2A5	Microeconomics II (0.5) #
EC2B5	Macroeconomics II (0.5) #
EH225	Latin America and the International Economy (1.0) (not available 2022/23)
GV245	Democracy and Democratisation (1.0) # (not available 2022/23)
GV251	Government, Politics and Public Policy in the European Union (1.0) #
GV262	Contemporary Political Theory (1.0) #
GV264	Politics and Institutions in Europe (1.0) #
GY202	Introduction to Global Development (1.0)
GY220	Environment: Science and Society (1.0)
HY206	The International History of the Cold War, 1945-1989 (1.0)
HY226	The Great War 1914-1918 (1.0) (not available 2022/23)
HY242	The Soviet Union: Domestic, International and Intellectual History (1.0)
HY319	Napoleon and Europe (1.0) (not available 2022/23)
LL250	Law and The Environment (1.0)
LL278	Public International Law (1.0)
PH203	Philosophy of the Social Sciences (1.0) #

**Papers 9, 10 & 11 options list**

IR305	Strategic Aspects of International Relations (1.0)
IR312	Genocide (0.5)
IR313	Managing China's Rise in East Asia (0.5) (not available 2022/23)
IR314	Southeast Asia: Intra-regional Politics and Security (0.5)
IR315	International Relations of the Middle East (1.0) #
IR317	American Grand Strategy (0.5) #
IR318	Visual International Politics (0.5)
IR319	Empire and Conflict in World Politics (0.5) (not available 2022/23)
IR320	Europe's Institutional Order (0.5) # (not available 2022/23)
IR322	Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) (not available 2022/23)
IR323	Gendered/ing and International Politics (0.5) #
IR324	The Practices of Transitional Justice (0.5) # (not available 2022/23)
IR325	The Situations of the International Criminal Court (0.5) (not available 2022/23)
IR326	The Rule of Law: A Global History (0.5) (not available 2022/23)
IR345	Global Politics of China (1.0)
IR349	Conflict and Peacebuilding (1.0) #
IR354	Governing International Political Economy: Lessons from the Past for the Future (0.5) # (not available 2022/23)
IR355	Economic Diplomacy (0.5) #
IR367	Global Environmental Politics (0.5) #
IR368	The Political Economy of Trade (0.5) #

IR369	Politics of Money in the World Economy (0.5) #
IR372	Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) (not available 2022/23)
IR373	China and the Global South (0.5) #
IR377	The Politics of Peace & Security in Sub-Saharan Africa (0.5)
IR378	Critical War Studies (0.5) (not available 2022/23)
IR379	Russia in World Politics (0.5) #
IR380	The Politics of Inequality and Development (0.5) #
IR395	The Politics of Displacement and Refuge (0.5)
IR398	Dissertation (1.0)

**Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

1: Before taking IR320 you must take IR203

2: Before taking IR323 you must take IR200

3: Before taking IR324 you must take IR203

Before taking IR324 you must take IR200

4: Before taking IR325 you must take IR200

Before taking IR325 you must take IR203

5: Before taking LL342 you must take LL278

**Footnotes:**

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

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

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

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

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

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

G: Courses selected from the list of language courses must be approved.

# means there may be prerequisites for this course.

Please view the course guide for more information.

**Language Specialism:**

Students who have taken and passed at least one language course in each year of their degree (i.e. 25% of their overall programme of study) will be offered the opportunity to receive a language specialism attached to their degree certificate and transcript.

Students must take all courses in the same language (French, Spanish, German, Mandarin or Russian)

in order to qualify for the specialism. The three courses must also be consecutively harder in level, for example: beginner, intermediate and advanced.

Students who choose to take language courses are not obligated to receive a specialism, but have the option if they wish. Degree certificates which include a language specialism will state the language in the title, for example: **BSc in International Relations (with French)**.

**Note for prospective students:**

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

## BSc in International Relations

**Programme Code:** UBIR

**Department:** International Relations

For students starting this programme of study in 2021/22  
Students on this programme have the opportunity to receive a language specialism attached to their degree certificate and transcript. See the details at the bottom of this page for more information.

**Please note that places are limited on some optional courses.**

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

<b>Paper</b>	<b>Course number, title (unit value)</b>
See note	LSE100 The LSE Course
	<b>Year 1</b>
Paper 1	IR100 International Relations: Theories, Concepts and Debates (1.0)
Paper 2	IR101 Contemporary Issues in International Relations (1.0)
Paper 3	Courses to the value of 1.0 unit(s) from the following: HY113 From Empire to Independence: The Extra-European World in the Twentieth Century (1.0) <b>or</b> HY116 International Politics since 1914: Peace and War (1.0)
Paper 4	A course to the value of 1.0 unit relevant to the study of International Relations from outside the Department, approved by the candidate's Academic Mentor and the Departmental Tutor. The following courses are strongly recommended (if not already chosen for Paper 3): EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0) GV101 Introduction to Political Science (1.0) HY113 From Empire to Independence: The Extra-European World in the Twentieth Century (1.0) HY116 International Politics since 1914: Peace and War (1.0) PH103 The Big Questions: An Introduction to Philosophy (1.0) # SO100 Key Concepts: Introduction to Social Theory (1.0)
	<b>Undergraduate Outside Options List (Year 1)</b>
	<b>Or</b> An approved foreign language course from the Foreign Language Selection List:
	<b>Language Courses</b>
	Skills course Students take the following non-assessed course: IR102 Thinking Globally: Studying International Relations (0.0)
	<b>Year 2</b>
	Papers 5, 6 & 7 Courses to the value of 3.0 unit(s) from the following: IR200 International Political Theory (1.0) # IR202 Foreign Policy Analysis 1 (1.0) IR203 International Organisations (1.0) # IR205 International Security (1.0) IR206 International Political Economy (1.0)
Paper 8	One from: A further full-unit course from Papers 5, 6 & 7: IR200 International Political Theory (1.0) # IR202 Foreign Policy Analysis 1 (1.0) IR203 International Organisations (1.0) # IR205 International Security (1.0) IR206 International Political Economy (1.0)
	<b>Or</b> A course to the value of 1.0 unit relevant to the study of International Relations from outside the

Department, approved by the candidate's Academic Mentor and the Departmental Tutor. The following courses are strongly recommended:

GV264	Politics and Institutions in Europe (1.0) #
HY206	The International History of the Cold War, 1945-1989 (1.0)
HY235	Modernity and the State in East Asia: China, Japan and Korea since 1840 (1.0)
LL278	Public International Law (1.0)

**Or**

An approved foreign language course to the value of 1.0 unit, approved by the candidate's Academic Mentor and the Departmental Tutor.

### Language Courses

#### Year 3

Papers 9, 10 & 11	Courses to the value of 3.0 unit(s) from the following:
IR305	Strategic Aspects of International Relations (1.0)
IR312	Genocide (0.5)
IR313	Managing China's Rise in East Asia (0.5) (not available 2022/23)
IR314	Southeast Asia: Intra-regional Politics and Security (0.5)
IR315	International Relations of the Middle East (1.0) #
IR317	American Grand Strategy (0.5) #
IR318	Visual International Politics (0.5)
IR319	Empire and Conflict in World Politics (0.5) (not available 2022/23)
IR320	Europe's Institutional Order (0.5) #1 (not available 2022/23)
IR322	Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) (not available 2022/23)
IR323	Gendered/ing and International Politics (0.5) #2
IR324	The Practices of Transitional Justice (0.5) #3 (not available 2022/23)
IR325	The Situations of the International Criminal Court (0.5) 4 (not available 2022/23)
IR326	The Rule of Law: A Global History (0.5) (not available 2022/23)
IR345	Global Politics of China (1.0)
IR349	Conflict and Peacebuilding (1.0) #
IR354	Governing International Political Economy: Lessons from the Past for the Future (0.5) # (not available 2022/23)
IR355	Economic Diplomacy (0.5) #
IR367	Global Environmental Politics (0.5) #
IR368	The Political Economy of Trade (0.5) #
IR369	Politics of Money in the World Economy (0.5) #
IR372	Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) (not available 2022/23)
IR373	China and the Global South (0.5) #
IR377	The Politics of Peace & Security in Sub-Saharan Africa (0.5)
IR378	Critical War Studies (0.5) (not available 2022/23)
IR379	Russia in World Politics (0.5) #
IR380	The Politics of Inequality and Development (0.5) #
IR395	The Politics of Displacement and Refuge (0.5)
IR398	Dissertation (1.0)
Paper 12	Courses to the value of 1.0 unit from the following: G IR200 International Political Theory (1.0) # IR202 Foreign Policy Analysis 1 (1.0) IR203 International Organisations (1.0) # IR205 International Security (1.0)



- IR206 International Political Economy (1.0)  
 LL342 International Protection of Human Rights (1.0) #5

**Selection List of Papers Approved by the Department as Relevant to the Study of International Relations Papers 9, 10 & 11 options list**

**Language Courses (intermediate, advanced or proficiency level)**

**Notes:**

LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

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

- EC2A5 Microeconomics II (0.5) #  
 EC2B5 Macroeconomics II (0.5) #  
 EH225 Latin America and the International Economy (1.0) (not available 2022/23)  
 GV245 Democracy and Democratisation (1.0) # (not available 2022/23)  
 GV251 Government, Politics and Public Policy in the European Union (1.0) #  
 GV262 Contemporary Political Theory (1.0) #  
 GV264 Politics and Institutions in Europe (1.0) #  
 GY202 Introduction to Global Development (1.0)  
 GY220 Environment: Science and Society (1.0)  
 HY206 The International History of the Cold War, 1945-1989 (1.0)  
 HY226 The Great War 1914-1918 (1.0) (not available 2022/23)  
 HY242 The Soviet Union: Domestic, International and Intellectual History (1.0)  
 HY319 Napoleon and Europe (1.0) (not available 2022/23)  
 LL250 Law and The Environment (1.0)  
 LL278 Public International Law (1.0)  
 PH203 Philosophy of the Social Sciences (1.0) #

**Papers 9, 10 & 11 options list**

- IR305 Strategic Aspects of International Relations (1.0)  
 IR312 Genocide (0.5)  
 IR313 Managing China's Rise in East Asia (0.5) (not available 2022/23)  
 IR314 Southeast Asia: Intra-regional Politics and Security (0.5)  
 IR315 International Relations of the Middle East (1.0) #  
 IR317 American Grand Strategy (0.5) #  
 IR318 Visual International Politics (0.5)  
 IR319 Empire and Conflict in World Politics (0.5) (not available 2022/23)  
 IR320 Europe's Institutional Order (0.5) # (not available 2022/23)  
 IR322 Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) (not available 2022/23)  
 IR323 Gendered/ing and International Politics (0.5) #  
 IR324 The Practices of Transitional Justice (0.5) # (not available 2022/23)  
 IR325 The Situations of the International Criminal Court (0.5) (not available 2022/23)  
 IR326 The Rule of Law: A Global History (0.5) (not available 2022/23)  
 IR345 Global Politics of China (1.0)  
 IR349 Conflict and Peacebuilding (1.0) #  
 IR354 Governing International Political Economy: Lessons from the Past for the Future (0.5) # (not available 2022/23)  
 IR355 Economic Diplomacy (0.5) #

- IR367 Global Environmental Politics (0.5) #  
 IR368 The Political Economy of Trade (0.5) #  
 IR369 Politics of Money in the World Economy (0.5) #  
 IR372 Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) (not available 2022/23)  
 IR373 China and the Global South (0.5) #  
 IR377 The Politics of Peace & Security in Sub-Saharan Africa (0.5)  
 IR378 Critical War Studies (0.5) (not available 2022/23)  
 IR379 Russia in World Politics (0.5) #  
 IR380 The Politics of Inequality and Development (0.5) #  
 IR395 The Politics of Displacement and Refuge (0.5)  
 IR398 Dissertation (1.0)

**Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

- 1: Before taking IR320 you must take IR203  
 2: Before taking IR323 you must take IR200  
 3: Before taking IR324 you must take IR203  
 Before taking IR324 you must take IR200  
 4: Before taking IR325 you must take IR200  
 Before taking IR325 you must take IR203  
 5: Before taking LL342 you must take LL278

**Footnotes:**

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 E: LN254 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
 F: LN270 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
 G: Courses selected from the list of language courses must be approved.

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

**Language Specialism:**

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

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CourseAndProgrammeInfo/updatedUGFuture.htm.

## BSc in International Relations

**Programme Code:** UBIR

**Department:** International Relations

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

**Please note that places are limited on some optional courses.**

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

**Paper Course number, title (unit value)**

### Year 1

Paper 1	IR100	International Relations: Theories, Concepts and Debates (1.0)
Paper 2	IR101	Contemporary Issues in International Relations (1.0)
Paper 3	Courses to the value of 1.0 unit(s) from the following: HY113 From Empire to Independence: The Extra-European World in the Twentieth Century (1.0) <b>or</b> HY116 International Politics since 1914: Peace and War (1.0)	
Paper 4	A course to the value of 1.0 unit relevant to the study of International Relations from outside the Department, approved by the candidate's Academic Mentor and the Departmental Tutor. The following courses are strongly recommended (if not already chosen for Paper 3): EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0) GV101 Introduction to Political Science (1.0) HY113 From Empire to Independence: The Extra-European World in the Twentieth Century (1.0) HY116 International Politics since 1914: Peace and War (1.0) PH103 The Big Questions: An Introduction to Philosophy (1.0) # SO100 Key Concepts: Introduction to Social Theory (1.0)	

### Undergraduate Outside Options List (Year 1)

**Or**

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

### Language Courses

Skills course	Students take the following non-assessed course: IR102 Thinking Globally: Studying International Relations (0.0)	
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### Year 2

Papers 5, 6 & 7	Courses to the value of 3.0 unit(s) from the following: IR200 International Political Theory (1.0) # IR202 Foreign Policy Analysis 1 (1.0) IR203 International Organisations (1.0) # IR205 International Security (1.0) IR206 International Political Economy (1.0)	
Paper 8	One from: A further full-unit course from Papers 5, 6 & 7: IR200 International Political Theory (1.0) # IR202 Foreign Policy Analysis 1 (1.0) IR203 International Organisations (1.0) # IR205 International Security (1.0) IR206 International Political Economy (1.0)	

**Or**

A course to the value of 1.0 unit relevant to the study of International Relations from outside the Department, approved by the candidate's Academic

Mentor and the Departmental Tutor. The following courses are strongly recommended:

GV264	Politics and Institutions in Europe (1.0) #
HY206	The International History of the Cold War, 1945-1989 (1.0)
HY235	Modernity and the State in East Asia: China, Japan and Korea since 1840 (1.0)
LL278	Public International Law (1.0)

**Or**

An approved foreign language course to the value of 1.0 unit, approved by the candidate's Academic Mentor and the Departmental Tutor.

### Language Courses

#### Year 3

Papers 9, 10 & 11

Courses to the value of 3.0 unit(s) from the following:	
IR305	Strategic Aspects of International Relations (1.0)
IR312	Genocide (0.5)
IR313	Managing China's Rise in East Asia (0.5) (not available 2022/23)
IR314	Southeast Asia: Intra-regional Politics and Security (0.5)
IR315	International Relations of the Middle East (1.0) #
IR317	American Grand Strategy (0.5) #
IR318	Visual International Politics (0.5)
IR319	Empire and Conflict in World Politics (0.5) (not available 2022/23)
IR320	Europe's Institutional Order (0.5) #1 (not available 2022/23)
IR321	Revolutions and World Politics (0.5) (withdrawn 2021/22)
IR322	Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) (not available 2022/23)
IR323	Gendered/ing and International Politics (0.5) #2
IR324	The Practices of Transitional Justice (0.5) #3 (not available 2022/23)
IR325	The Situations of the International Criminal Court (0.5) 4 (not available 2022/23)
IR326	The Rule of Law: A Global History (0.5) (not available 2022/23)
IR345	Global Politics of China (1.0)
IR347	Political Economy of International Labour Migration (0.5) (withdrawn 2021/22)
IR349	Conflict and Peacebuilding (1.0) #
IR354	Governing International Political Economy: Lessons from the Past for the Future (0.5) # (not available 2022/23)
IR355	Economic Diplomacy (0.5) #
IR367	Global Environmental Politics (0.5) #
IR368	The Political Economy of Trade (0.5) #
IR369	Politics of Money in the World Economy (0.5) #
IR372	Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) (not available 2022/23)
IR373	China and the Global South (0.5) #
IR377	The Politics of Peace & Security in Sub-Saharan Africa (0.5)
IR378	Critical War Studies (0.5) (not available 2022/23)
IR379	Russia in World Politics (0.5) #
IR380	The Politics of Inequality and Development (0.5) #
IR395	The Politics of Displacement and Refuge (0.5)
IR398	Dissertation (1.0)
Paper 12	Courses to the value of 1.0 unit from the following: G IR200 International Political Theory (1.0) #

IR202	Foreign Policy Analysis 1 (1.0)
IR203	International Organisations (1.0) #
IR205	International Security (1.0)
IR206	International Political Economy (1.0)
LL342	International Protection of Human Rights (1.0) #5

**Selection List of Papers Approved by the Department as Relevant to the Study of International Relations Papers 9, 10 & 11 options list**

**Language Courses (intermediate, advanced or proficiency level)**

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

EC230	Economics in Public Policy (1.0) # (withdrawn 2022/23)
EC2A5	Microeconomics II (0.5) #
EC2B5	Macroeconomics II (0.5) #
EH225	Latin America and the International Economy (1.0) (not available 2022/23)
GV227	The Politics of Economic Policy (1.0) # (withdrawn 2021/22)
GV245	Democracy and Democratisation (1.0) # (not available 2022/23)
GV251	Government, Politics and Public Policy in the European Union (1.0) #
GV262	Contemporary Political Theory (1.0) #
GV264	Politics and Institutions in Europe (1.0) #
GY202	Introduction to Global Development (1.0)
GY220	Environment: Science and Society (1.0)
HY206	The International History of the Cold War, 1945-1989 (1.0)
HY226	The Great War 1914-1918 (1.0) (not available 2022/23)
HY242	The Soviet Union: Domestic, International and Intellectual History (1.0)
HY319	Napoleon and Europe (1.0) (not available 2022/23)
LL250	Law and The Environment (1.0)
LL278	Public International Law (1.0)
PH203	Philosophy of the Social Sciences (1.0) #

**Papers 9, 10 & 11 options list**

IR305	Strategic Aspects of International Relations (1.0)
IR312	Genocide (0.5)
IR313	Managing China's Rise in East Asia (0.5) (not available 2022/23)
IR314	Southeast Asia: Intra-regional Politics and Security (0.5)
IR315	International Relations of the Middle East (1.0) #
IR317	American Grand Strategy (0.5) #
IR318	Visual International Politics (0.5)
IR319	Empire and Conflict in World Politics (0.5) (not available 2022/23)
IR320	Europe's Institutional Order (0.5) # (not available 2022/23)
IR321	Revolutions and World Politics (0.5) (withdrawn 2021/22)
IR322	Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) (not available 2022/23)
IR323	Gendered/ing and International Politics (0.5) #
IR324	The Practices of Transitional Justice (0.5) # (not available 2022/23)
IR325	The Situations of the International Criminal Court (0.5) (not available 2022/23)
IR326	The Rule of Law: A Global History (0.5) (not available 2022/23)
IR345	Global Politics of China (1.0)
IR347	Political Economy of International Labour

	Migration (0.5) (withdrawn 2021/22)
IR349	Conflict and Peacebuilding (1.0) #
IR354	Governing International Political Economy: Lessons from the Past for the Future (0.5) # (not available 2022/23)
IR355	Economic Diplomacy (0.5) #
IR367	Global Environmental Politics (0.5) #
IR368	The Political Economy of Trade (0.5) #
IR369	Politics of Money in the World Economy (0.5) #
IR372	Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) (not available 2022/23)
IR373	China and the Global South (0.5) #
IR377	The Politics of Peace & Security in Sub-Saharan Africa (0.5)
IR378	Critical War Studies (0.5) (not available 2022/23)
IR379	Russia in World Politics (0.5) #
IR380	The Politics of Inequality and Development (0.5) #
IR395	The Politics of Displacement and Refuge (0.5)
IR398	Dissertation (1.0)

**Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

1: Before taking IR320 you must take IR203

2: Before taking IR323 you must take IR200

3: Before taking IR324 you must take IR203

Before taking IR324 you must take IR200

4: Before taking IR325 you must take IR200

Before taking IR325 you must take IR203

5: Before taking LL342 you must take LL278

**Footnotes:**

A: LN250 Not available to 2nd and 3rd year students

on the BA/BSc in Social Anthropology programmes.

B: LN251 Not available to 2nd and 3rd year students

on the BA/BSc in Social Anthropology programmes.

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

on the BA/BSc in Social Anthropology programmes.

D: LN253 Not available to 2nd and 3rd year students

on the BA/BSc in Social Anthropology programmes.

E: LN254 Not available to 2nd and 3rd year students

on the BA/BSc in Social Anthropology programmes.

F: LN270 Not available to 2nd and 3rd year students

on the BA/BSc in Social Anthropology programmes.

G: Courses selected from the list of language courses must be approved.

# means there may be prerequisites for this course.

Please view the course guide for more information.

**Language Specialism:**

Students who have taken and passed at least one

language course in each year of their degree (i.e. 25%

of their overall programme of study) will be offered

the opportunity to receive a language specialism

attached to their degree certificate and transcript.

Students must take all courses in the same language

(French, Spanish, German, Mandarin or Russian)

in order to qualify for the specialism. The three

courses must also be consecutively harder in level,

for example: beginner, intermediate and advanced.

Students who choose to take language courses are

not obligated to receive a specialism, but have the

option if they wish. Degree certificates which include

a language specialism will state the language in the

title, for example: **BSc in International Relations (with**

**French).**

**Note for prospective students:**

For changes to undergraduate course and

programme information for the next academic

session, please see the undergraduate summary

page for prospective students lse.ac.uk/

resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm. Changes to course and programme information for future academic sessions can be found on the undergraduate summary page for future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm](http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm).

## BSc in International Relations and Chinese

**Programme Code:** UBIRCHI

**Department:** Language Centre

For students starting this programme of study in 2022/23

This is a four year programme with a one year abroad element at the end of year two. Students spend years one, two and four at the LSE. The overall degree will be based on marks obtained during those three years at LSE under the three-year classification scheme. In order to be eligible for the award of the degree students must also successfully pass all elements of assessment at Fudan University. Fudan University will provide all successful students with a certificate and transcript with information about their year abroad.

**Please note that places are limited on some optional courses.**

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

**Paper Course number, title (unit value)**

LSE100 LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

**Students will choose ONE of the three half-unit options below:**

LSE100A The LSE Course: How can we avert climate catastrophe? (0.5)

LSE100B The LSE Course: How can we control AI? (0.5)

LSE100C The LSE Course: How can we create a fair society? (0.5)

### Year 1

Skills Course Students take the following non-assessed course:

IR102 Thinking Globally: Studying International Relations (0.0)

Paper 1 IR100 International Relations: Theories, Concepts and Debates (1.0)

Paper 2 HY113 From Empire to Independence: The Extra-European World in the Twentieth Century (1.0) **or**

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

Paper 3 LN104 Mandarin Language and Society Level 1 (Beginner) (1.0) # **or**

LN142 Mandarin Language and Society 2 (Intermediate) (1.0) #

Paper 4 LN115 Intercultural Communication and Management (1.0) #

Students will complete an 8 week intensive tailor-made language programme at Fudan University, China between Years 1 and 2.

### Year 2

Papers 5 & 6 Courses to the value of 2.0 unit(s) from the following:

IR200 International Political Theory (1.0) #

IR202 Foreign Policy Analysis 1 (1.0)

IR203 International Organisations (1.0) #

IR205 International Security (1.0)

IR206 International Political Economy (1.0)

Paper 7 LN140 Mandarin Language and Society 3 (Advanced) (1.0) #

Paper 8 LN241 Mandarin for International Relations (Elementary) (1.0) #

### Year 3

The third year of the programme will be a study

abroad year hosted by Fudan University, China.

### Year 4

Paper 9 One from the full-unit courses from papers 5 & 6 not taken in Year 2:

IR200 International Political Theory (1.0) #

IR202 Foreign Policy Analysis 1 (1.0)

IR203 International Organisations (1.0) #

IR205 International Security (1.0)

IR206 International Political Economy (1.0)

Paper 10 Courses to the value of 1.0 unit(s) from the following:

IR305 Strategic Aspects of International Relations (1.0)

IR312 Genocide (0.5)

IR313 Managing China's Rise in East Asia (0.5) (not available 2022/23)

IR314 Southeast Asia: Intra-regional Politics and Security (0.5)

IR315 International Relations of the Middle East (1.0) #

IR317 American Grand Strategy (0.5) #

IR318 Visual International Politics (0.5)

IR319 Empire and Conflict in World Politics (0.5) (not available 2022/23)

IR320 Europe's Institutional Order (0.5) # (not available 2022/23)

IR322 Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) (not available 2022/23)

IR323 Gendered/ing and International Politics (0.5) #

IR324 The Practices of Transitional Justice (0.5) # (not available 2022/23)

IR325 The Situations of the International Criminal Court (0.5) (not available 2022/23)

IR326 The Rule of Law: A Global History (0.5) (not available 2022/23)

IR345 Global Politics of China (1.0)

IR349 Conflict and Peacebuilding (1.0) #

IR354 Governing International Political Economy: Lessons from the Past for the Future (0.5) # (not available 2022/23)

IR355 Economic Diplomacy (0.5) #

IR367 Global Environmental Politics (0.5) #

IR368 The Political Economy of Trade (0.5) #

IR369 Politics of Money in the World Economy (0.5) #

IR372 Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) (not available 2022/23)

IR373 China and the Global South (0.5) #

IR377 The Politics of Peace & Security in Sub-Saharan Africa (0.5)

IR378 Critical War Studies (0.5) (not available 2022/23)

IR379 Russia in World Politics (0.5) #

IR380 The Politics of Inequality and Development (0.5) #

IR395 The Politics of Displacement and Refuge (0.5)

IR398 Dissertation (1.0)

Paper 11 LN342 Academic Chinese for International Relations (1.0) #

Paper 12 LN341 Mandarin in the Global Workplace (1.0) # (not available 2022/23)

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

### Progression Rules:

Students must satisfy the LSE's progression rules before they are permitted to enrol on their year abroad at Fudan; namely, students must pass 7 out of 8 units of courses that they have attempted in year one and year two.

**Failure to progress:**

Where a student fails to meet the progression requirements they must resit the failed assessments and cannot progress to Fudan until they have passed 7 out of 8 units. Please note students are allowed three attempts to pass an assessment in year one and only two attempts to pass an assessment in year two. Where a student fails to meet the progression requirements and has run out of attempts to resit, they will fail the degree.

**Failure to pass all courses at Fudan University:**

Students must pass all assessments set by Fudan University in order to be eligible for the award of the degree. Where a student fails an assessment they will be provided a resit either in Fudan at the end of the year abroad or when they are back in London at the start of the final year of the programme.

**Note for prospective students:**

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

**BSc in International Relations and Chinese**

**Programme Code:** UBIRCHI

**Department:** Language Centre

For students starting this programme of study in 2021/22

This is a four year programme with a one year abroad element at the end of year two. Students spend years one, two and four at the LSE. The overall degree will be based on marks obtained during those three years at LSE under the three-year classification scheme. In order to be eligible for the award of the degree students must also successfully pass all elements of assessment at Fudan University. Fudan University will provide all successful students with a certificate and transcript with information about their year abroad.

**Please note that places are limited on some optional courses.**

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

**Paper Course number, title (unit value)**

See note LSE100 The LSE Course

**Year 1**

Skills Course Students take the following non-assessed course:

IR102 Thinking Globally: Studying International Relations (0.0)

Paper 1 IR100 International Relations: Theories, Concepts and Debates (1.0)

Paper 2 HY113 From Empire to Independence: The Extra-European World in the Twentieth Century (1.0) **or**  
HY116 International Politics since 1914: Peace and War (1.0)

Paper 3 LN104 Mandarin Language and Society Level 1 (Beginner) (1.0) #

Paper 4 LN115 Intercultural Communication and Management (1.0) #

Students will complete an 8 week intensive tailor-made language programme at Fudan University, China between Years 1 and 2.

**Year 2**

Papers 5 & 6 Courses to the value of 2.0 unit(s) from the following:

IR200 International Political Theory (1.0) #

IR202 Foreign Policy Analysis 1 (1.0)

IR203 International Organisations (1.0) #

IR205 International Security (1.0)  
IR206 International Political Economy (1.0)  
Paper 7 LN140 Mandarin Language and Society 3 (Advanced) (1.0) #  
Paper 8 LN241 Mandarin for International Relations (Elementary) (1.0) #

**Year 3**

The third year of the programme will be a study abroad year hosted by Fudan University, China.

**Year 4**

Paper 9 One from the full-unit courses from papers 5 & 6 not taken in Year 2:

IR200 International Political Theory (1.0) #

IR202 Foreign Policy Analysis 1 (1.0)

IR203 International Organisations (1.0) #

IR205 International Security (1.0)

IR206 International Political Economy (1.0)

Paper 10 Courses to the value of 1.0 unit(s) from the following:

IR305 Strategic Aspects of International Relations (1.0)

IR312 Genocide (0.5)

IR313 Managing China's Rise in East Asia (0.5) (not available 2022/23)

IR314 Southeast Asia: Intra-regional Politics and Security (0.5)

IR315 International Relations of the Middle East (1.0) #

IR317 American Grand Strategy (0.5) #

IR318 Visual International Politics (0.5)

IR319 Empire and Conflict in World Politics (0.5) (not available 2022/23)

IR320 Europe's Institutional Order (0.5) # (not available 2022/23)

IR322 Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) (not available 2022/23)

IR323 Gendered/ing and International Politics (0.5) #

IR324 The Practices of Transitional Justice (0.5) # (not available 2022/23)

IR325 The Situations of the International Criminal Court (0.5) (not available 2022/23)

IR326 The Rule of Law: A Global History (0.5) (not available 2022/23)

IR345 Global Politics of China (1.0)

IR349 Conflict and Peacebuilding (1.0) #

IR354 Governing International Political Economy: Lessons from the Past for the Future (0.5) # (not available 2022/23)

IR355 Economic Diplomacy (0.5) #

IR367 Global Environmental Politics (0.5) #

IR368 The Political Economy of Trade (0.5) #

IR369 Politics of Money in the World Economy (0.5) #

IR372 Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) (not available 2022/23)

IR373 China and the Global South (0.5) #

IR377 The Politics of Peace & Security in Sub-Saharan Africa (0.5)

IR378 Critical War Studies (0.5) (not available 2022/23)

IR379 Russia in World Politics (0.5) #

IR380 The Politics of Inequality and Development (0.5) #

IR395 The Politics of Displacement and Refuge (0.5)

IR398 Dissertation (1.0)

Paper 11 LN342 Academic Chinese for International Relations (1.0) #

Paper 12 LN341 Mandarin in the Global Workplace (1.0) # (not available 2022/23)



**Notes:** LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification. # means there may be prerequisites for this course. Please view the course guide for more information.

**Progression Rules:**  
Students must satisfy the LSE's progression rules before they are permitted to enrol on their year abroad at Fudan; namely, students must pass 7 out of 8 units of courses that they have attempted in year one and year two.

**Failure to progress:**  
Where a student fails to meet the progression requirements they must resit the failed assessments and cannot progress to Fudan until they have passed 7 out of 8 units. Please note students are allowed three attempts to pass an assessment in year one and only two attempts to pass an assessment in year two. Where a student fails to meet the progression requirements and has run out of attempts to resit, they will fail the degree.

**Failure to pass all courses at Fudan University:**  
Students must pass all assessments set by Fudan University in order to be eligible for the award of the degree. Where a student fails an assessment they will be provided a resit either in Fudan at the end of the year abroad or when they are back in London at the start of the final year of the programme.

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

## BSc in International Relations and Chinese

**Programme Code:** UBIRCHI

**Department:** Language Centre

For students starting this programme of study in 2020/21

This is a four year programme with a one year abroad element at the end of year two. Students spend years one, two and four at the LSE. The overall degree will be based on marks obtained during those three years at LSE under the three-year classification scheme. In order to be eligible for the award of the degree students must also successfully pass all elements of assessment at Fudan University. Fudan University will provide all successful students with a certificate and transcript with information about their year abroad.

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
	<b>Year 1</b>
Skills Course	Students take the following non-assessed course: IR102 Thinking Globally: Studying International Relations (0.0)
Paper 1	IR100 International Relations: Theories, Concepts and Debates (1.0)
Paper 2	HY113 From Empire to Independence: The Extra-European World in the Twentieth Century (1.0) <b>or</b> HY116 International Politics since 1914: Peace and War (1.0)

Paper 3	LN104 Mandarin Language and Society Level 1 (Beginner) (1.0) #
Paper 4	LN115 Intercultural Communication and Management (1.0) # Students will complete an 8 week intensive tailor-made language programme at Fudan University, China between Years 1 and 2.
Papers 5 & 6	<b>Year 2</b> Courses to the value of 2.0 unit(s) from the following: IR200 International Political Theory (1.0) # IR202 Foreign Policy Analysis 1 (1.0) IR203 International Organisations (1.0) # IR205 International Security (1.0) IR206 International Political Economy (1.0)
Paper 7	LN140 Mandarin Language and Society 3 (Advanced) (1.0) #
Paper 8	LN241 Mandarin for International Relations (Elementary) (1.0) #
	<b>Year 3</b> The third year of the programme will be a study abroad year hosted by Fudan University, China.
Paper 9	<b>Year 4</b> One from the full-unit courses from papers 5 & 6 not taken in Year 2: IR200 International Political Theory (1.0) # IR202 Foreign Policy Analysis 1 (1.0) IR203 International Organisations (1.0) # IR205 International Security (1.0) IR206 International Political Economy (1.0)
Paper 10	Courses to the value of 1.0 unit(s) from the following: IR305 Strategic Aspects of International Relations (1.0) IR312 Genocide (0.5) IR313 Managing China's Rise in East Asia (0.5) (not available 2022/23) IR314 Southeast Asia: Intra-regional Politics and Security (0.5) IR315 International Relations of the Middle East (1.0) # IR317 American Grand Strategy (0.5) # IR318 Visual International Politics (0.5) IR319 Empire and Conflict in World Politics (0.5) (not available 2022/23) IR320 Europe's Institutional Order (0.5) # (not available 2022/23) IR321 Revolutions and World Politics (0.5) (withdrawn 2021/22) IR322 Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) (not available 2022/23) IR323 Gendered/ing and International Politics (0.5) # IR324 The Practices of Transitional Justice (0.5) # (not available 2022/23) IR325 The Situations of the International Criminal Court (0.5) (not available 2022/23) IR326 The Rule of Law: A Global History (0.5) (not available 2022/23) IR345 Global Politics of China (1.0) IR347 Political Economy of International Labour Migration (0.5) (withdrawn 2021/22) IR349 Conflict and Peacebuilding (1.0) # IR354 Governing International Political Economy: Lessons from the Past for the Future (0.5) # (not available 2022/23) IR355 Economic Diplomacy (0.5) # IR367 Global Environmental Politics (0.5) # IR368 The Political Economy of Trade (0.5) # IR369 Politics of Money in the World Economy (0.5) # IR372 Nuclear Non-proliferation and World Politics (Special Topics in International Relations)

	(0.5) (not available 2022/23)
IR373	China and the Global South (0.5) #
IR377	The Politics of Peace & Security in Sub-Saharan Africa (0.5)
IR378	Critical War Studies (0.5) (not available 2022/23)
IR379	Russia in World Politics (0.5) #
IR380	The Politics of Inequality and Development (0.5) #
IR395	The Politics of Displacement and Refuge (0.5)
IR398	Dissertation (1.0)
Paper 11 LN342	Academic Chinese for International Relations (1.0) #
Paper 12 LN341	Mandarin in the Global Workplace (1.0) # (not available 2022/23)

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

#### Progression Rules:

Students must satisfy the LSE's progression rules before they are permitted to enrol on their year abroad at Fudan; namely, students must pass 7 out of 8 units of courses that they have attempted in year one and year two.

#### Failure to progress:

Where a student fails to meet the progression requirements they must resit the failed assessments and cannot progress to Fudan until they have passed 7 out of 8 units. Please note students are allowed three attempts to pass an assessment in year one and only two attempts to pass an assessment in year two. Where a student fails to meet the progression requirements and has run out of attempts to resit, they will fail the degree.

#### Failure to pass all courses at Fudan University:

Students must pass all assessments set by Fudan University in order to be eligible for the award of the degree. Where a student fails an assessment they will be provided a resit either in Fudan at the end of the year abroad or when they are back in London at the start of the final year of the programme.

#### Note for prospective students:

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

## BSc in International Relations and History

**Programme Code:** UBIRHY

**Department:** International History

For students starting this programme of study in 2022/23

**Please note that places are limited on some optional courses.**

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

#### Paper Course number, title (unit value)

LSE100 LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

**Students will choose ONE of the three half-unit options below:**

	LSE100A	The LSE Course: How can we avert climate catastrophe? (0.5)
	LSE100B	The LSE Course: How can we control AI? (0.5)
	LSE100C	The LSE Course: How can we create a fair society? (0.5)
	<b>Year 1</b>	
Paper 1	IR100	International Relations: Theories, Concepts and Debates (1.0)
Paper 2	HY120	Historical Approaches to the Modern World (1.0)
Papers 3 & 4	Courses to the value of 2.0 unit(s) from the following: A	
	HY113	From Empire to Independence: The Extra-European World in the Twentieth Century (1.0)
	HY116	International Politics since 1914: Peace and War (1.0)
	HY118	Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0)
	IR101	Contemporary Issues in International Relations (1.0)
	<b>Language Courses</b>	
	<b>Undergraduate Outside Options List (Year 1)</b>	
	<b>Year 2</b>	
Papers 5 & 6	Courses to the value of 2.0 unit(s) from the following:	
	IR200	International Political Theory (1.0) #
	IR202	Foreign Policy Analysis 1 (1.0)
	IR203	International Organisations (1.0) #
	IR205	International Security (1.0)
	IR206	International Political Economy (1.0)
Papers 7 & 8	Courses to the value of 2.0 unit(s) from the following:	
	HY200	The Rights of Man: the History of Human Rights Discourse from the Antigone to Amnesty International (1.0)
	HY206	The International History of the Cold War, 1945-1989 (1.0)
	HY221	The History of Russia, 1676-1825 (1.0) (not available 2022/23)
	HY226	The Great War 1914-1918 (1.0) (not available 2022/23)
	HY232	War, Genocide and Nation Building. The History of South-Eastern Europe 1914-1990 (1.0)
	HY235	Modernity and the State in East Asia: China, Japan and Korea since 1840 (1.0)
	HY238	The Cold War and European Integration, 1947-1992 (1.0) (not available 2022/23)
	HY239	People, Power and Protest in Latin America, c.1895 to the present day (1.0) (not available 2022/23)
	HY240	From Empire to Commonwealth: war, race and imperialism in British History, 1780 to the present day (1.0) (not available 2022/23)
	HY241	What is History? Methods and Debates (1.0)
	HY242	The Soviet Union: Domestic, International and Intellectual History (1.0)
	HY243	Islamic Empires, 1400 - 1800 (1.0)
	HY245	The United States and the World since 1776 (1.0)
	HY246	The Global Caribbean: Colonialism, Race and Revolutions 1780s-1980s (1.0)
	HY247	The History of Modern Turkey, 1789 to the Present (1.0)
	LN251	Comparative Literature and 20th Century Political History (1.0) #
	<b>Year 3</b>	
Paper 9	Courses to the value of 1.0 unit(s) from the following: <b>Papers 5 &amp; 6 options list</b>	
Paper 10	Courses to the value of 1.0 unit(s) from the following:	

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IR305	Strategic Aspects of International Relations (1.0)
IR312	Genocide (0.5)
IR313	Managing China's Rise in East Asia (0.5) (not available 2022/23)
IR314	Southeast Asia: Intra-regional Politics and Security (0.5)
IR315	International Relations of the Middle East (1.0) #
IR317	American Grand Strategy (0.5) #
IR318	Visual International Politics (0.5)
IR319	Empire and Conflict in World Politics (0.5) (not available 2022/23)
IR320	Europe's Institutional Order (0.5) # (not available 2022/23)
IR322	Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) (not available 2022/23)
IR323	Gendered/ing and International Politics (0.5) #
IR324	The Practices of Transitional Justice (0.5) # (not available 2022/23)
IR325	The Situations of the International Criminal Court (0.5) (not available 2022/23)
IR326	The Rule of Law: A Global History (0.5) (not available 2022/23)
IR349	Conflict and Peacebuilding (1.0) #
IR354	Governing International Political Economy: Lessons from the Past for the Future (0.5) # (not available 2022/23)
IR355	Economic Diplomacy (0.5) #
IR367	Global Environmental Politics (0.5) #
IR368	The Political Economy of Trade (0.5) #
IR369	Politics of Money in the World Economy (0.5) #
IR372	Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) (not available 2022/23)
IR373	China and the Global South (0.5) #
IR377	The Politics of Peace & Security in Sub-Saharan Africa (0.5)
IR378	Critical War Studies (0.5) (not available 2022/23)
IR379	Russia in World Politics (0.5) #
IR380	The Politics of Inequality and Development (0.5) #
IR395	The Politics of Displacement and Refuge (0.5)

### **Papers 5 & 6 options list**

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

HY311	Limited War During the Cold War Era: The US in Korea (1950-53) and Vietnam (1954-75) (1.0)
HY315	The European Enlightenment, c.1680-1799 (1.0)
HY319	Napoleon and Europe (1.0) (not available 2022/23)
HY320	The Cold War Endgame (1.0)
HY322	Nazi Germany's War: Violence and Occupation in Europe, 1939-1945 (1.0)
HY323	Travel, Pleasure and Politics: The European Grand Tour, 1670-1825 (1.0)
HY325	Retreat from Power: British foreign and defence policy, 1931-68 (1.0) (withdrawn 2022/23)
HY327	The Anglo-American Special Relationship, 1939-89 (1.0)
HY328	The Arab-Israeli Conflict: Nationalism, Territory, Religion (1.0)
HY329	Independent India: Myths of Freedom and Development (1.0)
HY330	From Tea to Opium: China and the Global

HY331	Market in the Long Eighteenth Century (1.0)
HY331	Henry Kissinger and the Global 1970s (1.0) (not available 2022/23)
HY332	Interwar worlds: the cultural consequences of the First World War (1.0)
HY333	Enslavement, commerce, and political formations in West Africa, c. 1550-1850 (1.0)
HY334	Communication Revolutions in Latin America, c.1539 to the Present (1.0)
HY335	History of Foreign Relations of the People's Republic of China, 1949-2008 (1.0)
HY336	The United States and nuclear weapons from the Manhattan project to the end of the Cold War (1.0)

Paper 12

Courses to the value of 1.0 unit(s) from the following:  
HY300 Dissertation (1.0)

### **Papers 5 & 6 options list**

#### **Paper 10 options list**

#### **Paper 11 options list**

### **Undergraduate Outside Options List (Years 2 & 3)**

#### **Papers 5 & 6 options list**

IR200	International Political Theory (1.0) #
IR202	Foreign Policy Analysis 1 (1.0)
IR203	International Organisations (1.0) #
IR205	International Security (1.0)
IR206	International Political Economy (1.0)

#### **Paper 10 options list**

IR305	Strategic Aspects of International Relations (1.0)
IR312	Genocide (0.5)
IR313	Managing China's Rise in East Asia (0.5) (not available 2022/23)
IR314	Southeast Asia: Intra-regional Politics and Security (0.5)
IR315	International Relations of the Middle East (1.0) #
IR317	American Grand Strategy (0.5) #
IR318	Visual International Politics (0.5)
IR319	Empire and Conflict in World Politics (0.5) (not available 2022/23)
IR320	Europe's Institutional Order (0.5) # (not available 2022/23)
IR322	Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) (not available 2022/23)
IR323	Gendered/ing and International Politics (0.5) #
IR324	The Practices of Transitional Justice (0.5) # (not available 2022/23)
IR325	The Situations of the International Criminal Court (0.5) (not available 2022/23)
IR326	The Rule of Law: A Global History (0.5) (not available 2022/23)
IR349	Conflict and Peacebuilding (1.0) #
IR354	Governing International Political Economy: Lessons from the Past for the Future (0.5) # (not available 2022/23)
IR355	Economic Diplomacy (0.5) #
IR367	Global Environmental Politics (0.5) #
IR368	The Political Economy of Trade (0.5) #
IR369	Politics of Money in the World Economy (0.5) #
IR372	Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) (not available 2022/23)
IR373	China and the Global South (0.5) #
IR377	The Politics of Peace & Security in Sub-Saharan Africa (0.5)
IR378	Critical War Studies (0.5) (not available

	2022/23)
IR379	Russia in World Politics (0.5) #
IR380	The Politics of Inequality and Development (0.5) #
IR395	The Politics of Displacement and Refuge (0.5)

**Paper 11 options list**

HY311	Limited War During the Cold War Era: The US in Korea (1950-53) and Vietnam (1954-75) (1.0)
HY315	The European Enlightenment, c.1680-1799 (1.0)
HY319	Napoleon and Europe (1.0) (not available 2022/23)
HY320	The Cold War Endgame (1.0)
HY322	Nazi Germany's War: Violence and Occupation in Europe, 1939-1945 (1.0)
HY323	Travel, Pleasure and Politics: The European Grand Tour, 1670-1825 (1.0)
HY325	Retreat from Power: British foreign and defence policy, 1931-68 (1.0) (withdrawn 2022/23)
HY327	The Anglo-American Special Relationship, 1939-89 (1.0)
HY328	The Arab-Israeli Conflict: Nationalism, Territory, Religion (1.0)
HY329	Independent India: Myths of Freedom and Development (1.0)
HY330	From Tea to Opium: China and the Global Market in the Long Eighteenth Century (1.0)
HY331	Henry Kissinger and the Global 1970s (1.0) (not available 2022/23)
HY332	Interwar worlds: the cultural consequences of the First World War (1.0)
HY333	Enslavement, commerce, and political formations in West Africa, c. 1550-1850 (1.0)
HY334	Communication Revolutions in Latin America, c.1539 to the Present (1.0)
HY335	History of Foreign Relations of the People's Republic of China, 1949-2008 (1.0)
HY336	The United States and nuclear weapons from the Manhattan project to the end of the Cold War (1.0)

**Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

**Footnotes:**

A: Students can select a maximum of one approved language (LN) course and a maximum of one approved paper taught outside the Department.  
 B: LN250 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
 C: LN251 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
 D: LN252 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
 E: LN253 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
 F: LN254 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
 G: LN270 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
 # means there may be prerequisites for this course.  
 Please view the course guide for more information.

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course
<b>Year 1</b>	
Paper 1	IR100 International Relations: Theories, Concepts and Debates (1.0)
Paper 2	HY120 Historical Approaches to the Modern World (1.0)
Papers 3 & 4	Courses to the value of 2.0 unit(s) from the following: A
	HY113 From Empire to Independence: The Extra-European World in the Twentieth Century (1.0)
	HY116 International Politics since 1914: Peace and War (1.0)
	HY118 Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0)
	IR101 Contemporary Issues in International Relations (1.0)

**Language Courses****Undergraduate Outside Options List (Year 1)**

<b>Year 2</b>	
Papers 5 & 6	Courses to the value of 2.0 unit(s) from the following: IR200 International Political Theory (1.0) # IR202 Foreign Policy Analysis 1 (1.0) IR203 International Organisations (1.0) # IR205 International Security (1.0) IR206 International Political Economy (1.0)
Papers 7 & 8	Courses to the value of 2.0 unit(s) from the following: HY200 The Rights of Man: the History of Human Rights Discourse from the Antigone to Amnesty International (1.0) HY206 The International History of the Cold War, 1945-1989 (1.0) HY221 The History of Russia, 1676-1825 (1.0) (not available 2022/23) HY226 The Great War 1914-1918 (1.0) (not available 2022/23) HY232 War, Genocide and Nation Building. The History of South-Eastern Europe 1914-1990 (1.0) HY235 Modernity and the State in East Asia: China, Japan and Korea since 1840 (1.0) HY238 The Cold War and European Integration, 1947-1992 (1.0) (not available 2022/23) HY239 People, Power and Protest in Latin America, c.1895 to the present day (1.0) (not available 2022/23) HY240 From Empire to Commonwealth: war, race and imperialism in British History, 1780 to the present day (1.0) (not available 2022/23) HY241 What is History? Methods and Debates (1.0) HY242 The Soviet Union: Domestic, International and Intellectual History (1.0) HY243 Islamic Empires, 1400 - 1800 (1.0) HY245 The United States and the World since 1776 (1.0) HY246 The Global Caribbean: Colonialism, Race and Revolutions 1780s-1980s (1.0) HY247 The History of Modern Turkey, 1789 to the Present (1.0) LN251 Comparative Literature and 20th Century Political History (1.0) #

**Year 3**

Paper 9 Courses to the value of 1.0 unit(s) from the following:

**Papers 5 & 6 options list**

Paper 10 Courses to the value of 1.0 unit(s) from the following:

**BSc in International Relations and History**

**Programme Code:** UBIRHY

**Department:** International History

For students starting this programme of study in 2021/22



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IR305	Strategic Aspects of International Relations (1.0)
IR312	Genocide (0.5)
IR313	Managing China's Rise in East Asia (0.5) (not available 2022/23)
IR314	Southeast Asia: Intra-regional Politics and Security (0.5)
IR315	International Relations of the Middle East (1.0) #
IR317	American Grand Strategy (0.5) #
IR318	Visual International Politics (0.5)
IR319	Empire and Conflict in World Politics (0.5) (not available 2022/23)
IR320	Europe's Institutional Order (0.5) # (not available 2022/23)
IR322	Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) (not available 2022/23)
IR323	Gendered/ing and International Politics (0.5) #
IR324	The Practices of Transitional Justice (0.5) # (not available 2022/23)
IR325	The Situations of the International Criminal Court (0.5) (not available 2022/23)
IR326	The Rule of Law: A Global History (0.5) (not available 2022/23)
IR349	Conflict and Peacebuilding (1.0) #
IR354	Governing International Political Economy: Lessons from the Past for the Future (0.5) # (not available 2022/23)
IR355	Economic Diplomacy (0.5) #
IR367	Global Environmental Politics (0.5) #
IR368	The Political Economy of Trade (0.5) #
IR369	Politics of Money in the World Economy (0.5) #
IR372	Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) (not available 2022/23)
IR373	China and the Global South (0.5) #
IR377	The Politics of Peace & Security in Sub-Saharan Africa (0.5)
IR378	Critical War Studies (0.5) (not available 2022/23)
IR379	Russia in World Politics (0.5) #
IR380	The Politics of Inequality and Development (0.5) #
IR395	The Politics of Displacement and Refuge (0.5)

### **Papers 5 & 6 options list**

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

HY311	Limited War During the Cold War Era: The US in Korea (1950-53) and Vietnam (1954-75) (1.0)
HY315	The European Enlightenment, c.1680-1799 (1.0)
HY319	Napoleon and Europe (1.0) (not available 2022/23)
HY320	The Cold War Endgame (1.0)
HY322	Nazi Germany's War: Violence and Occupation in Europe, 1939-1945 (1.0)
HY323	Travel, Pleasure and Politics: The European Grand Tour, 1670-1825 (1.0)
HY325	Retreat from Power: British foreign and defence policy, 1931-68 (1.0) (withdrawn 2022/23)
HY327	The Anglo-American Special Relationship, 1939-89 (1.0)
HY328	The Arab-Israeli Conflict: Nationalism, Territory, Religion (1.0)
HY329	Independent India: Myths of Freedom and Development (1.0)
HY330	From Tea to Opium: China and the Global

HY331	Market in the Long Eighteenth Century (1.0)
HY331	Henry Kissinger and the Global 1970s (1.0) (not available 2022/23)
HY332	Interwar worlds: the cultural consequences of the First World War (1.0)
HY333	Enslavement, commerce, and political formations in West Africa, c. 1550-1850 (1.0)
HY334	Communication Revolutions in Latin America, c.1539 to the Present (1.0)
HY335	History of Foreign Relations of the People's Republic of China, 1949-2008 (1.0)
HY336	The United States and nuclear weapons from the Manhattan project to the end of the Cold War (1.0)

Paper 12

Courses to the value of 1.0 unit(s) from the following:  
HY300 Dissertation (1.0)

### **Papers 5 & 6 options list**

### **Paper 10 options list**

### **Paper 11 options list**

### **Undergraduate Outside Options List (Years 2 & 3)**

**Notes:**

LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

### **Papers 5 & 6 options list**

IR200	International Political Theory (1.0) #
IR202	Foreign Policy Analysis 1 (1.0)
IR203	International Organisations (1.0) #
IR205	International Security (1.0)
IR206	International Political Economy (1.0)

### **Paper 10 options list**

IR305	Strategic Aspects of International Relations (1.0)
IR312	Genocide (0.5)
IR313	Managing China's Rise in East Asia (0.5) (not available 2022/23)
IR314	Southeast Asia: Intra-regional Politics and Security (0.5)
IR315	International Relations of the Middle East (1.0) #
IR317	American Grand Strategy (0.5) #
IR318	Visual International Politics (0.5)
IR319	Empire and Conflict in World Politics (0.5) (not available 2022/23)
IR320	Europe's Institutional Order (0.5) # (not available 2022/23)
IR322	Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) (not available 2022/23)
IR323	Gendered/ing and International Politics (0.5) #
IR324	The Practices of Transitional Justice (0.5) # (not available 2022/23)
IR325	The Situations of the International Criminal Court (0.5) (not available 2022/23)
IR326	The Rule of Law: A Global History (0.5) (not available 2022/23)
IR349	Conflict and Peacebuilding (1.0) #
IR354	Governing International Political Economy: Lessons from the Past for the Future (0.5) # (not available 2022/23)
IR355	Economic Diplomacy (0.5) #
IR367	Global Environmental Politics (0.5) #
IR368	The Political Economy of Trade (0.5) #
IR369	Politics of Money in the World Economy (0.5) #
IR372	Nuclear Non-proliferation and World Politics (Special Topics in International Relations)

	(0.5) (not available 2022/23)
IR373	China and the Global South (0.5) #
IR377	The Politics of Peace & Security in Sub-Saharan Africa (0.5)
IR378	Critical War Studies (0.5) (not available 2022/23)
IR379	Russia in World Politics (0.5) #
IR380	The Politics of Inequality and Development (0.5) #
IR395	The Politics of Displacement and Refuge (0.5)

**Paper 11 options list**

HY311	Limited War During the Cold War Era: The US in Korea (1950-53) and Vietnam (1954-75) (1.0)
HY315	The European Enlightenment, c.1680-1799 (1.0)
HY319	Napoleon and Europe (1.0) (not available 2022/23)
HY320	The Cold War Endgame (1.0)
HY322	Nazi Germany's War: Violence and Occupation in Europe, 1939-1945 (1.0)
HY323	Travel, Pleasure and Politics: The European Grand Tour, 1670-1825 (1.0)
HY325	Retreat from Power: British foreign and defence policy, 1931-68 (1.0) (withdrawn 2022/23)
HY327	The Anglo-American Special Relationship, 1939-89 (1.0)
HY328	The Arab-Israeli Conflict: Nationalism, Territory, Religion (1.0)
HY329	Independent India: Myths of Freedom and Development (1.0)
HY330	From Tea to Opium: China and the Global Market in the Long Eighteenth Century (1.0)
HY331	Henry Kissinger and the Global 1970s (1.0) (not available 2022/23)
HY332	Interwar worlds: the cultural consequences of the First World War (1.0)
HY333	Enslavement, commerce, and political formations in West Africa, c. 1550-1850 (1.0)
HY334	Communication Revolutions in Latin America, c.1539 to the Present (1.0)
HY335	History of Foreign Relations of the People's Republic of China, 1949-2008 (1.0)
HY336	The United States and nuclear weapons from the Manhattan project to the end of the Cold War (1.0)

**Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

**Footnotes:**

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

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

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

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

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

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

# means there may be prerequisites for this course.

Please view the course guide for more information.

**BSc in International Relations and History**

**Programme Code:** UBIRHY

**Department:** International History

For students starting this programme of study in 2020/21

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
	<b>Year 1</b>
Paper 1	IR100 International Relations: Theories, Concepts and Debates (1.0)
Paper 2	HY120 Historical Approaches to the Modern World (1.0)
Papers 3 & 4	Courses to the value of 2.0 unit(s) from the following:
	A
	HY113 From Empire to Independence: The Extra-European World in the Twentieth Century (1.0)
	HY116 International Politics since 1914: Peace and War (1.0)
	HY118 Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0)
	IR101 Contemporary Issues in International Relations (1.0)

**Language Courses****Undergraduate Outside Options List (Year 1)**

	Year 2
Papers 5 & 6	Courses to the value of 2.0 unit(s) from the following:
	IR200 International Political Theory (1.0) #
	IR202 Foreign Policy Analysis 1 (1.0)
	IR203 International Organisations (1.0) #
	IR205 International Security (1.0)
	IR206 International Political Economy (1.0)
Papers 7 & 8	Courses to the value of 2.0 unit(s) from the following:
	HY200 The Rights of Man: the History of Human Rights Discourse from the Antigone to Amnesty International (1.0)
	HY206 The International History of the Cold War, 1945-1989 (1.0)
	HY221 The History of Russia, 1676-1825 (1.0) (not available 2022/23)
	HY226 The Great War 1914-1918 (1.0) (not available 2022/23)
	HY232 War, Genocide and Nation Building. The History of South-Eastern Europe 1914-1990 (1.0)
	HY235 Modernity and the State in East Asia: China, Japan and Korea since 1840 (1.0)
	HY238 The Cold War and European Integration, 1947-1992 (1.0) (not available 2022/23)
	HY239 People, Power and Protest in Latin America, c. 1895 to the present day (1.0) (not available 2022/23)
	HY240 From Empire to Commonwealth: war, race and imperialism in British History, 1780 to the present day (1.0) (not available 2022/23)
	HY241 What is History? Methods and Debates (1.0)
	HY242 The Soviet Union: Domestic, International and Intellectual History (1.0)
	HY243 Islamic Empires, 1400 - 1800 (1.0)
	HY244 Britain's Atlantic World, 1688-1837 (1.0) (withdrawn 2020/21)
	HY245 The United States and the World since 1776 (1.0)
	HY246 The Global Caribbean: Colonialism, Race and Revolutions 1780s-1980s (1.0)
	HY247 The History of Modern Turkey, 1789 to the Present (1.0)
	LN251 Comparative Literature and 20th Century

	Political History (1.0) #		
	<b>Year 3</b>		
Paper 9	Courses to the value of 1.0 unit(s) from the following:		
	<b>Papers 5 &amp; 6 options list</b>		
Paper 10	Courses to the value of 1.0 unit(s) from the following:		
	IR305 Strategic Aspects of International Relations (1.0)		HY327 defence policy, 1931-68 (1.0) (withdrawn 2022/23)
	IR312 Genocide (0.5)		HY328 The Anglo-American Special Relationship, 1939-89 (1.0)
	IR313 Managing China's Rise in East Asia (0.5) (not available 2022/23)		HY329 The Arab-Israeli Conflict: Nationalism, Territory, Religion (1.0)
	IR314 Southeast Asia: Intra-regional Politics and Security (0.5)		HY329 Independent India: Myths of Freedom and Development (1.0)
	IR315 International Relations of the Middle East (1.0) #		HY330 From Tea to Opium: China and the Global Market in the Long Eighteenth Century (1.0)
	IR317 American Grand Strategy (0.5) #		HY331 Henry Kissinger and the Global 1970s (1.0) (not available 2022/23)
	IR318 Visual International Politics (0.5)		HY332 Interwar worlds: the cultural consequences of the First World War (1.0)
	IR319 Empire and Conflict in World Politics (0.5) (not available 2022/23)		HY333 Enslavement, commerce, and political formations in West Africa, c. 1550-1850 (1.0)
	IR320 Europe's Institutional Order (0.5) # (not available 2022/23)		HY334 Communication Revolutions in Latin America, c.1539 to the Present (1.0)
	IR321 Revolutions and World Politics (0.5) (withdrawn 2021/22)		HY335 History of Foreign Relations of the People's Republic of China, 1949-2008 (1.0)
	IR322 Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) (not available 2022/23)		HY336 The United States and nuclear weapons from the Manhattan project to the end of the Cold War (1.0)
	IR323 Gendered/ing and International Politics (0.5) #	Paper 12	Courses to the value of 1.0 unit(s) from the following:
	IR324 The Practices of Transitional Justice (0.5) # (not available 2022/23)		HY300 Dissertation (1.0)
	IR325 The Situations of the International Criminal Court (0.5) (not available 2022/23)		<b>Papers 5 &amp; 6 options list</b>
	IR326 The Rule of Law: A Global History (0.5) (not available 2022/23)		<b>Paper 10 options list</b>
	IR347 Political Economy of International Labour Migration (0.5) (withdrawn 2021/22)		<b>Paper 11 options list</b>
	IR349 Conflict and Peacebuilding (1.0) #		<b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>
	IR354 Governing International Political Economy: Lessons from the Past for the Future (0.5) # (not available 2022/23)		IR200 International Political Theory (1.0) #
	IR355 Economic Diplomacy (0.5) #		IR202 Foreign Policy Analysis 1 (1.0)
	IR367 Global Environmental Politics (0.5) #		IR203 International Organisations (1.0) #
	IR368 The Political Economy of Trade (0.5) #		IR205 International Security (1.0)
	IR369 Politics of Money in the World Economy (0.5) #		IR206 International Political Economy (1.0)
	IR372 Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) (not available 2022/23)		<b>Paper 10 options list</b>
	IR373 China and the Global South (0.5) #		IR305 Strategic Aspects of International Relations (1.0)
	IR377 The Politics of Peace & Security in Sub-Saharan Africa (0.5)		IR312 Genocide (0.5)
	IR378 Critical War Studies (0.5) (not available 2022/23)		IR313 Managing China's Rise in East Asia (0.5) (not available 2022/23)
	IR379 Russia in World Politics (0.5) #		IR314 Southeast Asia: Intra-regional Politics and Security (0.5)
	IR380 The Politics of Inequality and Development (0.5) #		IR315 International Relations of the Middle East (1.0) #
	IR395 The Politics of Displacement and Refuge (0.5)		IR317 American Grand Strategy (0.5) #
	<b>Papers 5 &amp; 6 options list</b>		IR318 Visual International Politics (0.5)
Paper 11	Courses to the value of 1.0 unit(s) from the following:		IR319 Empire and Conflict in World Politics (0.5) (not available 2022/23)
	HY311 Limited War During the Cold War Era: The US in Korea (1950-53) and Vietnam (1954-75) (1.0)		IR320 Europe's Institutional Order (0.5) # (not available 2022/23)
	HY315 The European Enlightenment, c.1680-1799 (1.0)		IR321 Revolutions and World Politics (0.5) (withdrawn 2021/22)
	HY319 Napoleon and Europe (1.0) (not available 2022/23)		IR322 Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) (not available 2022/23)
	HY320 The Cold War Endgame (1.0)		IR323 Gendered/ing and International Politics (0.5) #
	HY322 Nazi Germany's War: Violence and Occupation in Europe, 1939-1945 (1.0)		IR324 The Practices of Transitional Justice (0.5) # (not available 2022/23)
	HY323 Travel, Pleasure and Politics: The European Grand Tour, 1670-1825 (1.0)		IR325 The Situations of the International Criminal Court (0.5) (not available 2022/23)
	HY325 Retreat from Power: British foreign and		IR326 The Rule of Law: A Global History (0.5) (not available 2022/23)
			IR347 Political Economy of International Labour Migration (0.5) (withdrawn 2021/22)
			IR349 Conflict and Peacebuilding (1.0) #
			IR354 Governing International Political Economy: Lessons from the Past for the Future (0.5) # (not available 2022/23)

IR355	Economic Diplomacy (0.5) #
IR367	Global Environmental Politics (0.5) #
IR368	The Political Economy of Trade (0.5) #
IR369	Politics of Money in the World Economy (0.5) #
IR372	Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) (not available 2022/23)
IR373	China and the Global South (0.5) #
IR377	The Politics of Peace & Security in Sub-Saharan Africa (0.5)
IR378	Critical War Studies (0.5) (not available 2022/23)
IR379	Russia in World Politics (0.5) #
IR380	The Politics of Inequality and Development (0.5) #
IR395	The Politics of Displacement and Refuge (0.5)

**Paper 11 options list**

HY311	Limited War During the Cold War Era: The US in Korea (1950-53) and Vietnam (1954-75) (1.0)
HY315	The European Enlightenment, c.1680-1799 (1.0)
HY319	Napoleon and Europe (1.0) (not available 2022/23)
HY320	The Cold War Endgame (1.0)
HY322	Nazi Germany's War: Violence and Occupation in Europe, 1939-1945 (1.0)
HY323	Travel, Pleasure and Politics: The European Grand Tour, 1670-1825 (1.0)
HY325	Retreat from Power: British foreign and defence policy, 1931-68 (1.0) (withdrawn 2022/23)
HY326	Slavery, Capital, and Empire in the British World, 1700-1900 (1.0) (withdrawn 2020/21)
HY327	The Anglo-American Special Relationship, 1939-89 (1.0)
HY328	The Arab-Israeli Conflict: Nationalism, Territory, Religion (1.0)
HY329	Independent India: Myths of Freedom and Development (1.0)
HY330	From Tea to Opium: China and the Global Market in the Long Eighteenth Century (1.0)
HY331	Henry Kissinger and the Global 1970s (1.0) (not available 2022/23)
HY332	Interwar worlds: the cultural consequences of the First World War (1.0)
HY333	Enslavement, commerce, and political formations in West Africa, c. 1550-1850 (1.0)
HY334	Communication Revolutions in Latin America, c.1539 to the Present (1.0)
HY335	History of Foreign Relations of the People's Republic of China, 1949-2008 (1.0)
HY336	The United States and nuclear weapons from the Manhattan project to the end of the Cold War (1.0)

**Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

**Footnotes:**

A: Students can select a maximum of one approved language (LN) course and a maximum of one approved paper taught outside the Department.  
 B: LN250 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
 C: LN251 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
 D: LN252 Not available to 2nd and 3rd year students

on the BA/BSc in Social Anthropology programmes.  
 E: LN253 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
 F: LN254 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
 G: LN270 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
 # means there may be prerequisites for this course.  
 Please view the course guide for more information.

**BSc in International Social and Public Policy**

**Programme Code:** UBISPP

**Department:** Social Policy

For students starting this programme of study in 2022/23

Students may elect to qualify for a specialism in Development and to have this title attached to their degree certificate and transcript. See the details at the bottom of this page for more information.

**Please note that places are limited on some optional courses.**

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

**Paper Course number, title (unit value)**

LSE100 LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

**Students will choose ONE of the three half-unit options below:**

LSE100A The LSE Course: How can we avert climate catastrophe? (0.5)

LSE100B The LSE Course: How can we control AI? (0.5)

LSE100C The LSE Course: How can we create a fair society? (0.5)

**Year 1**

Paper 1 SP100 Understanding International Social and Public Policy (1.0)

Paper 2 SP101 Foundations of Social Policy Research (1.0)

Papers 3 & 4 Courses to the value of 2.0 unit(s) from the following:

SP110 Sociology and Social Policy (1.0) #

SP111 Social Economics and Policy (1.0) #

SP112 Politics of Social Policy Making (1.0)

**Year 2**

Paper 5 SP200 Comparative and International Social Policy (1.0) #1

Paper 6 SP201 Research Methods for Social Policy (1.0) #

Papers 7 & 8 Courses to the value of 2.0 unit(s) from the following:

**(up to one full unit of approved outside options only)**

**ISPP Selection List 1**

**ISPP Selection List 2**

**Recommended Year 2 Outside Options List (ISPP)**

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

**Year 3**

Paper 9 SP399 Dissertation (1.0)

Papers 10, 11 & 12

Social Policy students are not normally permitted to take level 100 (ie 1st year) courses in their final year of study. Any requests to take a level 100 course will need explicit permission from your Academic Mentor and you should, therefore, ensure you discuss the reasons for your request with them before submitting your course selection on LSE for You.

Courses to the value of 3.0 unit(s) from the following:

**(up to one full unit of approved outside options only)**

**ISPP Selection List 2**

**ISPP Selection List 3**

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

**Prerequisite Requirements and Mutually Exclusive**



**Options**

\* means available with permission

1: Before taking SP200 you must take SP100

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

It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Social Policy (ie not prefixed with 'SP').

**Development Specialism**

In order to qualify for the Development Specialism, students must meet two requirements:

- Completion of SP210 Development and Social Change; and
- Their dissertation will need to focus on a question relevant to the specialism

Degree certificates which include a Development specialism will state the following in the title:

**BSc in International Social and Public Policy (Development)****Note for prospective students:**

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

**BSc in International Social and Public Policy**

**Programme Code:** UBISPP

**Department:** Social Policy

For students starting this programme of study in 2021/22

Students may elect to qualify for a specialism in Development and to have this title attached to their degree certificate and transcript. See the details at the bottom of this page for more information.

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course
<b>Year 1</b>	
Paper 1	SP100 Understanding International Social and Public Policy (1.0)
Paper 2	SP101 Foundations of Social Policy Research (1.0)
Papers 3 & 4	Courses to the value of 2.0 unit(s) from the following: SP110 Sociology and Social Policy (1.0) # SP111 Social Economics and Policy (1.0) # SP112 Politics of Social Policy Making (1.0)
<b>Year 2</b>	
Paper 5	SP200 Comparative and International Social Policy (1.0) #1
Paper 6	SP201 Research Methods for Social Policy (1.0) #
Papers 7 & 8	Courses to the value of 2.0 unit(s) from the following: <b>(up to one full unit of approved outside options only)</b> <b>ISPP Selection List 1</b> <b>ISPP Selection List 2</b> <b>Recommended Year 2 Outside Options List (ISPP)</b> <b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>
<b>Year 3</b>	
Paper 9	SP399 Dissertation (1.0)
Papers 10, 11 & 12	Social Policy students are not normally permitted to take level 100 (ie 1st year) courses in their final year of study. Any requests to take a level 100 course will need explicit permission from your Academic Mentor

**Year 1****Year 2****ISPP Selection List 1****ISPP Selection List 2****Recommended Year 2 Outside Options List (ISPP)****Undergraduate Outside Options List (Years 2 & 3)****Year 3**

and you should, therefore, ensure you discuss the reasons for your request with them before submitting your course selection on LSE for You.

Courses to the value of 3.0 unit(s) from the following:  
**(up to one full unit of approved outside options only)**

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

LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

**Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

1: Before taking SP200 you must take SP100

# means there may be prerequisites for this course.

Please view the course guide for more information.

It is not always possible to offer students a place on each of their preferred courses. This is particularly

the case where courses are offered outside the Department of Social Policy (ie not prefixed with 'SP').

**Development Specialism**

In order to qualify for the Development Specialism, students must meet two requirements:

- Completion of SP210 Development and Social Change; and
- Their dissertation will need to focus on a question relevant to the specialism

Degree certificates which include a Development specialism will state the following in the title:

**BSc in International Social and Public Policy (Development)****Note for prospective students:**

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

**BSc in International Social and Public Policy**

**Programme Code:** UBISPP

**Department:** Social Policy

For students starting this programme of study in 2020/21

Students may elect to qualify for a specialism in Development and to have this title attached to their degree certificate and transcript. See the details at the bottom of this page for more information.

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
<b>Year 1</b>	
Paper 1	SP100 Understanding International Social and Public Policy (1.0)
Paper 2	SP101 Foundations of Social Policy Research (1.0)
Papers 3 & 4	Courses to the value of 2.0 unit(s) from the following: SP110 Sociology and Social Policy (1.0) # SP111 Social Economics and Policy (1.0) # SP112 Politics of Social Policy Making (1.0)
<b>Year 2</b>	
Paper 5	SP200 Comparative and International Social Policy (1.0) #1
Paper 6	SP201 Research Methods for Social Policy (1.0) #

**Year 1****Year 2**

Papers 7 & 8 Courses to the value of 2.0 unit(s) from the following:  
(up to one full unit of approved outside options only)  
**ISPP Selection List 1**  
**ISPP Selection List 2**  
**Recommended Year 2 Outside Options List (ISPP)**  
**Undergraduate Outside Options List (Years 2 & 3)**  
**Year 3**

Paper 9 SP399 Dissertation (1.0)

Papers 10,  
11 & 12

Social Policy students are not normally permitted to take level 100 (ie 1st year) courses in their final year of study. Any requests to take a level 100 course will need explicit permission from your Academic Mentor and you should, therefore, ensure you discuss the reasons for your request with them before submitting your course selection on LSE for You.

Courses to the value of 3.0 unit(s) from the following:  
(up to one full unit of approved outside options only)

**ISPP Selection List 2**

**ISPP Selection List 3**

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

**Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

1: Before taking SP200 you must take SP100

# means there may be prerequisites for this course. Please view the course guide for more information. It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Social Policy (ie not prefixed with 'SP').

**Development Specialism**

In order to qualify for the Development Specialism, students must meet two requirements:

- Completion of SP210 Development and Social Change; and
- Their dissertation will need to focus on a question relevant to the specialism

Degree certificates which include a Development specialism will state the following in the title:

**BSc in International Social and Public Policy (Development).**

**Note for prospective students:**

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

## BSc in International Social and Public Policy and Economics

**Programme Code:** UBISPPPEC

**Department:** Social Policy

For students starting this programme of study in 2022/23

**Please note that places are limited on some optional courses.**

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

**Paper Course number, title (unit value)**

LSE100 LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

**Students will choose ONE of the three half-unit options below:**

LSE100A The LSE Course: How can we avert climate catastrophe? (0.5)

LSE100B The LSE Course: How can we control AI? (0.5)

LSE100C The LSE Course: How can we create a fair society? (0.5)

**Year 1**

Paper 1 SP100 Understanding International Social and Public Policy (1.0)

Paper 2 EC1A3 Microeconomics I (0.5) # **and** EC1B3 Macroeconomics I (0.5) #

Paper 3 MA107 Quantitative Methods (Mathematics) (0.5) # **and** ST107 Quantitative Methods (Statistics) (0.5) #

Paper 4 SP101 Foundations of Social Policy Research (1.0)

**Year 2**

Paper 5 SP200 Comparative and International Social Policy (1.0) #

Paper 6 EC2A3 Microeconomics II (0.5) # **and** EC2B3 Macroeconomics II (0.5) #

Paper 7 EC2C3 Econometrics I (0.5) # **and** EC2C4 Econometrics II (0.5) #

Paper 8 SP201 Research Methods for Social Policy (1.0) #

**Year 3**

Paper 9 SP399 Dissertation (1.0)

Paper 10 EC325 Public Economics (1.0) #

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

EC301 Advanced Economic Analysis (1.0) #

EC302 Political Economy (1.0) #

EC311 History of Economics: How Theories Change (1.0)

EC313 Industrial Economics (1.0) #

EC315 International Economics (1.0) #

EC317 Labour Economics (1.0) #

FM212 Principles of Finance (1.0) #

Paper 12 Social Policy students are not normally permitted to take level 100 (ie 1st year) courses in their final year of study. Any requests to take a level 100 course will need explicit permission from your Academic Mentor and you should, therefore, ensure you discuss the reasons for your request with them before submitting your course selection on LSE for You.

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

**Paper 11 options list**

**ISPP Selection List 2**

**ISPP Selection List 3**

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

**Paper 11 options list**

EC301 Advanced Economic Analysis (1.0) #

EC302 Political Economy (1.0) #

EC311 History of Economics: How Theories Change (1.0)

EC313 Industrial Economics (1.0) #

EC315 International Economics (1.0) #

EC317 Labour Economics (1.0) #

FM212 Principles of Finance (1.0) #

**Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

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

It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Social Policy (ie not prefixed with 'SP').

**Note for prospective students:**

For changes to undergraduate course and programme information for the next academic session, please see the undergraduate summary

page for prospective students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm](http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm). Changes to course and programme information for future academic sessions can be found on the undergraduate summary page for future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm](http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm).

## BSc in International Social and Public Policy and Economics

**Programme Code:** UBISPPEC

**Department:** Social Policy

For students starting this programme of study in 2021/22

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course
<b>Year 1</b>	
Paper 1	SP100 Understanding International Social and Public Policy (1.0)
Paper 2	EC1A3 Microeconomics I (0.5) # <b>and</b> EC1B3 Macroeconomics I (0.5) #
Paper 3	MA107 Quantitative Methods (Mathematics) (0.5) # <b>and</b> ST107 Quantitative Methods (Statistics) (0.5) #
Paper 4	SP101 Foundations of Social Policy Research (1.0)
<b>Year 2</b>	
Paper 5	SP200 Comparative and International Social Policy (1.0) #
Paper 6	EC2A3 Microeconomics II (0.5) # <b>and</b> EC2B3 Macroeconomics II (0.5) #
Paper 7	EC2C3 Econometrics I (0.5) # <b>and</b> EC2C4 Econometrics II (0.5) #
Paper 8	SP201 Research Methods for Social Policy (1.0) #
<b>Year 3</b>	
Paper 9	SP399 Dissertation (1.0)
Paper 10	EC325 Public Economics (1.0) #
Paper 11	Courses to the value of 1.0 unit(s) from the following: EC301 Advanced Economic Analysis (1.0) # EC302 Political Economy (1.0) # EC311 History of Economics: How Theories Change (1.0) EC313 Industrial Economics (1.0) # EC315 International Economics (1.0) # EC317 Labour Economics (1.0) # FM212 Principles of Finance (1.0) #
Paper 12	Social Policy students are not normally permitted to take level 100 (ie 1st year) courses in their final year of study. Any requests to take a level 100 course will need explicit permission from your Academic Mentor and you should, therefore, ensure you discuss the reasons for your request with them before submitting your course selection on LSE for You. Courses to the value of 1.0 unit(s) from the following: <b>Paper 11 options list</b> <b>ISPP Selection List 2</b> <b>ISPP Selection List 3</b> <b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>

### Notes:

LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

### Paper 11 options list

EC301	Advanced Economic Analysis (1.0) #
EC302	Political Economy (1.0) #
EC311	History of Economics: How Theories

Change (1.0)

EC313	Industrial Economics (1.0) #
EC315	International Economics (1.0) #
EC317	Labour Economics (1.0) #
FM212	Principles of Finance (1.0) #

### Prerequisite Requirements and Mutually Exclusive Options

\* means available with permission

# means there may be prerequisites for this course.

Please view the course guide for more information.

It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Social Policy (ie not prefixed with 'SP').

### Note for prospective students:

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

## BSc in International Social and Public Policy and Economics

**Programme Code:** UBISPPEC

**Department:** Social Policy

For students starting this programme of study in 2020/21

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
<b>Year 1</b>	
Paper 1	SP100 Understanding International Social and Public Policy (1.0)
Paper 2	EC100 Economics A (1.0) # (withdrawn 2021/22) <b>or</b> EC102 Economics B (1.0) #A (withdrawn 2021/22)
Paper 3	MA107 Quantitative Methods (Mathematics) (0.5) # <b>and</b> ST107 Quantitative Methods (Statistics) (0.5) #
Paper 4	SP101 Foundations of Social Policy Research (1.0)
<b>Year 2</b>	
Paper 5	SP200 Comparative and International Social Policy (1.0) #
Paper 6	EC201 Microeconomic Principles I (1.0) #
Paper 7	One of the following: B EC210 Macroeconomic Principles (1.0) # <b>or</b> EC220 Introduction to Econometrics (1.0) # (withdrawn 2022/23)
Paper 8	SP201 Research Methods for Social Policy (1.0) #
<b>Year 3</b>	
Paper 9	SP399 Dissertation (1.0)
Paper 10	EC325 Public Economics (1.0) #
Papers 11	If EC210 was taken under Paper 7, then courses to the value of 1.0 unit from the following: EC301 Advanced Economic Analysis (1.0) # EC302 Political Economy (1.0) # EC311 History of Economics: How Theories Change (1.0) EC315 International Economics (1.0) # FM212 Principles of Finance (1.0) # <b>Or</b> If EC220 was taken under Paper 7, then courses to the value of 1.0 unit from the following: EC302 Political Economy (1.0) #

	EC311	History of Economics: How Theories Change (1.0)
	EC313	Industrial Economics (1.0) #
	EC317	Labour Economics (1.0) #
	FM212	Principles of Finance (1.0) #
Paper 12	Social Policy students are not normally permitted to take level 100 (ie 1st year) courses in their final year of study. Any requests to take a level 100 course will need explicit permission from your Academic Mentor and you should, therefore, ensure you discuss the reasons for your request with them before submitting your course selection on LSE for You. Courses to the value of 1.0 unit(s) from the following: <b>Paper 11 options list</b> <b>ISPP Selection List 2</b> <b>ISPP Selection List 3</b> <b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>	

**Paper 11 options list**

EC301	Advanced Economic Analysis (1.0) #
EC302	Political Economy (1.0) #
EC311	History of Economics: How Theories Change (1.0)
EC313	Industrial Economics (1.0) #
EC315	International Economics (1.0) #
EC317	Labour Economics (1.0) #
FM212	Principles of Finance (1.0) #

**Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

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

B: The course chosen at Paper 7 will determine the choice of options in Year 3. See Papers 11 and 12 for more information.

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

It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Social Policy (ie not prefixed with 'SP').

**Note for prospective students:**

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

**Footnotes:****BSc in International Social and Public Policy with Politics**

**Programme Code:** UBISPPPOL

**Department:** Social Policy

For students starting this programme of study in 2022/23

**Please note that places are limited on some optional courses.**

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

**Paper Course number, title (unit value)**

LSE100	LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
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**Students will choose ONE of the three half-unit options below:**

LSE100A	The LSE Course: How can we avert climate catastrophe? (0.5)
LSE100B	The LSE Course: How can we control AI? (0.5)
LSE100C	The LSE Course: How can we create a fair society? (0.5)

**Year 1**

Paper 1	SP100	Understanding International Social and Public Policy (1.0)
Paper 2	GV101	Introduction to Political Science (1.0)
Paper 3	GV100	Introduction to Political Theory (1.0)
Paper 4	SP101	Foundations of Social Policy Research (1.0)

**Year 2**

Paper 5	SP200	Comparative and International Social Policy (1.0) #
Paper 6	SP201	Research Methods for Social Policy (1.0) #
Paper 7	Courses to the value of 1.0 unit(s) from the following:	

**ISPP Selection List 1****ISPP Selection List 2****Undergraduate Outside Options List (Years 2 & 3)**

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

**Government Selection List 1****Year 3 A**

Paper 9	SP399	Dissertation (1.0)
Paper 10	Courses to the value of 1.0 unit(s) from the following:	

**ISPP Selection List 2****ISPP Selection List 3**

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

**Government Selection List 2**

Paper 12 Social Policy students are not normally permitted to take level 100 (ie 1st year) courses in their final year of study. Any requests to take a level 100 course will need explicit permission from your Academic Mentor and you should, therefore, ensure you discuss the reasons for your request with them before submitting your course selection on LSE for You. Courses to the value of 1.0 unit(s) from the following:

**Government Selection List 1**  
**Government Selection List 2**  
**Government Selection List 3**  
**ISPP Selection List 2**  
**ISPP Selection List 3**  
**Undergraduate Outside Options List (Years 2 & 3)**  
**Government Selection List 1**

GV245 Democracy and Democratisation (1.0) # (not available 2022/23)

GV251 Government, Politics and Public Policy in the European Union (1.0) #

GV264 Politics and Institutions in Europe (1.0) #

**Government Selection List 2**

GV225 Public Choice and Politics (1.0) #

GV262 Contemporary Political Theory (1.0) #

GV263 Public Policy Analysis (1.0) #

**Government Selection List 3**

GV302 Key Themes in the History of Political Thought (1.0) #

GV312 Advanced Topics in Government: Executive Politics (1.0) # (not available 2022/23)

GV318 Building Democracies from Conflict? Violence, Power-Sharing and Institutional Design (0.5) #

GV320 Populism (0.5) (not available 2022/23)

GV321 Concepts and Controversies in Political Theory (0.5) #

GV323 Transparency and Accountability in Government (0.5) (not available 2022/23)

GV325 Topics in Political Economy (0.5) #

GV327 Governance and Corruption (0.5) #

GV328 Middle East Politics in Transnational



	Perspective (0.5)
GV329	Making Democracy Work (0.5) #
GV335	African Political Economy (0.5) (not available 2022/23)

#### Prerequisite Requirements and Mutually Exclusive Options

\* means available with permission

#### Footnotes:

A: Unless explicitly noted, no first year Social Policy course can be taken in Year 3 by Social Policy students.

# means there may be prerequisites for this course. Please view the course guide for more information. It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Social Policy (ie not prefixed with 'SP').

#### Note for prospective students:

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

## BSc in International Social and Public Policy with Politics

**Programme Code:** UBISPPPOL

**Department:** Social Policy

For students starting this programme of study in 2021/22

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course
	<b>Year 1</b>
Paper 1	SP100 Understanding International Social and Public Policy (1.0)
Paper 2	GV101 Introduction to Political Science (1.0)
Paper 3	GV100 Introduction to Political Theory (1.0)
Paper 4	SP101 Foundations of Social Policy Research (1.0)
	<b>Year 2</b>
Paper 5	SP200 Comparative and International Social Policy (1.0) #
Paper 6	SP201 Research Methods for Social Policy (1.0) #
Paper 7	Courses to the value of 1.0 unit(s) from the following: <b>ISPP Selection List 1</b> <b>ISPP Selection List 2</b> <b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>
Paper 8	Courses to the value of 1.0 unit(s) from the following: <b>Government Selection List 1</b> <b>Year 3 A</b>
Paper 9	SP399 Dissertation (1.0)
Paper 10	Courses to the value of 1.0 unit(s) from the following: <b>ISPP Selection List 2</b> <b>ISPP Selection List 3</b>
Paper 11	Courses to the value of 1.0 unit(s) from the following: <b>Government Selection List 2</b>
Paper 12	Social Policy students are not normally permitted to take level 100 (ie 1st year) courses in their final year of study. Any requests to take a level 100 course will need explicit permission from your Academic Mentor and you should, therefore, ensure you discuss the reasons for your request with them before submitting your course selection on LSE for You. Courses to the value of 1.0 unit(s) from the following:

#### Government Selection List 1

#### Government Selection List 2

#### Government Selection List 3

#### ISPP Selection List 2

#### ISPP Selection List 3

#### Undergraduate Outside Options List (Years 2 & 3)

#### Notes:

LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

#### Government Selection List 1

GV245 Democracy and Democratisation (1.0) # (not available 2022/23)

GV251 Government, Politics and Public Policy in the European Union (1.0) #

GV264 Politics and Institutions in Europe (1.0) #

#### Government Selection List 2

GV225 Public Choice and Politics (1.0) #

GV262 Contemporary Political Theory (1.0) #

GV263 Public Policy Analysis (1.0) #

#### Government Selection List 3

GV302 Key Themes in the History of Political Thought (1.0) #

GV312 Advanced Topics in Government: Executive Politics (1.0) # (not available 2022/23)

GV318 Building Democracies from Conflict? Violence, Power-Sharing and Institutional Design (0.5) #

GV320 Populism (0.5) (not available 2022/23)

GV321 Concepts and Controversies in Political Theory (0.5) #

GV323 Transparency and Accountability in Government (0.5) (not available 2022/23)

GV325 Topics in Political Economy (0.5) #

GV327 Governance and Corruption (0.5) #

GV328 Middle East Politics in Transnational Perspective (0.5)

GV329 Making Democracy Work (0.5) #

GV335 African Political Economy (0.5) (not available 2022/23)

#### Prerequisite Requirements and Mutually Exclusive Options

\* means available with permission

#### Footnotes:

A: Unless explicitly noted, no first year Social Policy course can be taken in Year 3 by Social Policy students.

# means there may be prerequisites for this course. Please view the course guide for more information. It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Social Policy (ie not prefixed with 'SP').

#### Note for prospective students:

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

## BSc in International Social and Public Policy with Politics

**Programme Code:** UBISPPPOL

**Department:** Social Policy

For students starting this programme of study in 2020/21

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
<b>Year 1</b>	
Paper 1	SP100 Understanding International Social and Public Policy (1.0)
Paper 2	GV101 Introduction to Political Science (1.0)
Paper 3	GV100 Introduction to Political Theory (1.0)
Paper 4	SP101 Foundations of Social Policy Research (1.0)
<b>Year 2</b>	
Paper 5	SP200 Comparative and International Social Policy (1.0) #
Paper 6	SP201 Research Methods for Social Policy (1.0) #
Paper 7	Courses to the value of 1.0 unit(s) from the following: <b>ISPP Selection List 1</b> <b>ISPP Selection List 2</b> <b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>
Paper 8	Courses to the value of 1.0 unit(s) from the following: <b>Government Selection List 1</b> <b>Year 3 A</b>
Paper 9	SP399 Dissertation (1.0)
Paper 10	Courses to the value of 1.0 unit(s) from the following: <b>ISPP Selection List 2</b> <b>ISPP Selection List 3</b>
Paper 11	Courses to the value of 1.0 unit(s) from the following: <b>Government Selection List 2</b>
Paper 12	Social Policy students are not normally permitted to take level 100 (ie 1st year) courses in their final year of study. Any requests to take a level 100 course will need explicit permission from your Academic Mentor and you should, therefore, ensure you discuss the reasons for your request with them before submitting your course selection on LSE for You. Courses to the value of 1.0 unit(s) from the following: <b>Government Selection List 1</b> <b>Government Selection List 2</b> <b>Government Selection List 3</b> <b>ISPP Selection List 2</b> <b>ISPP Selection List 3</b> <b>Undergraduate Outside Options List (Years 2 &amp; 3)</b> <b>Government Selection List 1</b> GV245 Democracy and Democratisation (1.0) # (not available 2022/23) GV251 Government, Politics and Public Policy in the European Union (1.0) # GV264 Politics and Institutions in Europe (1.0) # <b>Government Selection List 2</b> GV225 Public Choice and Politics (1.0) # GV227 The Politics of Economic Policy (1.0) # (withdrawn 2021/22) GV262 Contemporary Political Theory (1.0) # GV263 Public Policy Analysis (1.0) # <b>Government Selection List 3</b> GV302 Key Themes in the History of Political Thought (1.0) # GV312 Advanced Topics in Government: Executive Politics (1.0) # (not available 2022/23) GV317 The Modern State - Theory and Practice (0.5) # (withdrawn 2020/21) GV318 Building Democracies from Conflict? Violence, Power-Sharing and Institutional Design (0.5) # GV320 Populism (0.5) (not available 2022/23) GV321 Concepts and Controversies in Political Theory (0.5) # GV322 Knowledge Economies: Global Innovation Networks and Segregated Societies (0.5) (withdrawn 2020/21) GV323 Transparency and Accountability in Government (0.5) (not available 2022/23)

GV325	Topics in Political Economy (0.5) #
GV327	Governance and Corruption (0.5) #
GV328	Middle East Politics in Transnational Perspective (0.5)
GV329	Making Democracy Work (0.5) #
GV335	African Political Economy (0.5) (not available 2022/23)

### Prerequisite Requirements and Mutually Exclusive Options

\* means available with permission

**Footnotes:**  
A: Unless explicitly noted, no first year Social Policy course can be taken in Year 3 by Social Policy students.

# means there may be prerequisites for this course. Please view the course guide for more information. It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Social Policy (ie not prefixed with 'SP').

### Note for prospective students:

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

## BSc in Language, Culture and Society

**Programme Code:** UBLNCUSO

**Department:** Language Centre

For students starting this programme of study in 2022/23  
This is a four year programme with a one year abroad element at the end of year two. Students spend years one, two and four at the LSE. The overall degree will be based on marks obtained during those three years at LSE under the three-year classification scheme. In order to be eligible for the award of the degree students must also successfully pass all elements of assessment at the overseas Institution. The overseas Institution will provide all successful students with a certificate and transcript with information about their year abroad.

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
<b>Students will choose ONE of the three half-unit options below:</b>	
	LSE100A The LSE Course: How can we avert climate catastrophe? (0.5)
	LSE100B The LSE Course: How can we control AI? (0.5)
	LSE100C The LSE Course: How can we create a fair society? (0.5)

### Year 1

Paper 1	SO100 Key Concepts: Introduction to Social Theory (1.0)
Paper 2	SO110 Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)
Paper 3	Courses to the value of 1.0 unit(s) from the following: <b>French:</b>

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	LN130	French Language and Society 3 (advanced) (1.0) #			(Advanced) (1.0) #
	LN131	French Language and Society 1 (beginner) (1.0) #		LN142	Mandarin Language and Society 2 (Intermediate) (1.0) #
	LN132	French Language and Society 2 (intermediate) (1.0) #		LN240	Mandarin Language and Society 4 (Proficiency) (1.0) #
	<b>German:</b>			<b>Russian:</b>	
	LN110	German Language and Society 3 (advanced) (1.0) #		LN100	Russian Language and Society 3 (advanced) (1.0) #
	LN112	German Language and Society 2 (Intermediate) (1.0) #		LN102	Russian Language and Society 2 (intermediate) (1.0) #
	<b>Mandarin:</b>			LN200	Russian Language and Society 4 (proficiency) (1.0) #
	LN104	Mandarin Language and Society Level 1 (Beginner) (1.0) #		<b>Spanish:</b>	
	LN140	Mandarin Language and Society 3 (Advanced) (1.0) #		LN120	Spanish Language and Society 3 (advanced) (1.0) #
	LN142	Mandarin Language and Society 2 (Intermediate) (1.0) #		LN122	Spanish Language and Society 2 (intermediate) (1.0) #
	<b>Russian:</b>			LN220	Spanish Language and Society 4 (proficiency) (1.0) #
	LN100	Russian Language and Society 3 (advanced) (1.0) #	Paper 8	One from:	
	LN101	Russian Language and Society 1 (beginner) (1.0) #		LN251	Comparative Literature and 20th Century Political History (1.0) #
	LN102	Russian Language and Society 2 (intermediate) (1.0) #		LN254	Literature and Aspects of Ethics (1.0) #
	<b>Spanish:</b>			LN270	Society and Language: Linguistics for Social Scientists (1.0)
	LN120	Spanish Language and Society 3 (advanced) (1.0) #		<b>Year 3</b>	
	LN121	Spanish Language and Society 1 (beginner) (1.0) #			The third year of the programme will be a study abroad year hosted by one of LSE Language Centre's partner institutions.
	LN122	Spanish Language and Society 2 (intermediate) (1.0) #		<b>Year 4</b>	
Paper 4	One from:		Papers 9 & 10		Courses to the value of 2.0 unit(s) from the following:
	LN115	Intercultural Communication and Management (1.0) # <b>or</b>		SO203	Political Sociology (1.0)
	LN250	English Literature and Society (1.0) #		SO232	Sociology of Health and Illness (0.5) #
Paper 5	<b>Year 2</b>			SO235	The Sociology of Homicide (0.5)
	SO201	Key Concepts: Advanced Social Theory (1.0)		SO236	Urban Society (0.5) (not available 2022/23)
Paper 6				SO237	Racial Borderscapes (0.5)
		Courses to the value of 1.0 unit(s) from the following:		SO240	Crime, Deviance and Control (0.5) 3
		SO203 Political Sociology (1.0)		SO244	The Sociology of Race and Empire (0.5)
		SO210 Crime, Deviance and Control (1.0) 1 (not available 2022/23)		SO248	Gender and Society (0.5)
		SO232 Sociology of Health and Illness (0.5) #		SO309	Atrocity and Justice (0.5) # (not available 2022/23)
		SO235 The Sociology of Homicide (0.5)		SO310	The Sociology of Elites (0.5) #
		SO236 Urban Society (0.5) (not available 2022/23)		SO311	Law and Violence (0.5)
		SO237 Racial Borderscapes (0.5)		SO312	Work, Inequality and Society (0.5) #
		SO240 Crime, Deviance and Control (0.5) 2		SO313	Material Culture and Everyday Life (0.5)
		SO244 The Sociology of Race and Empire (0.5)		SO348	Family Diversity and Change (0.5)
		SO248 Gender and Society (0.5)	Paper 11		Courses to the value of 1.0 unit(s) from the following:
		SO309 Atrocity and Justice (0.5) # (not available 2022/23)		<b>French:</b>	
		SO310 The Sociology of Elites (0.5) #		LN230	French Language and Society 4 (proficiency) (1.0) #
		SO312 Work, Inequality and Society (0.5) #		LN330	French Language and Society 5 (mastery) (1.0) #
		SO313 Material Culture and Everyday Life (0.5)		<b>German:</b>	
		SO348 Family Diversity and Change (0.5)		LN210	German Language and Society 4 (proficiency) (1.0) #
Paper 7	<b>French:</b>			<b>Mandarin:</b>	
	LN130	French Language and Society 3 (advanced) (1.0) #		LN240	Mandarin Language and Society 4 (Proficiency) (1.0) #
	LN132	French Language and Society 2 (intermediate) (1.0) #		LN340	Mandarin Language and Society 5 (Mastery) (1.0) #
	LN230	French Language and Society 4 (proficiency) (1.0) #		<b>Russian:</b>	
	<b>German:</b>			LN200	Russian Language and Society 4 (proficiency) (1.0) #
	LN110	German Language and Society 3 (advanced) (1.0) #		<b>Spanish:</b>	
	LN112	German Language and Society 2 (Intermediate) (1.0) #		LN220	Spanish Language and Society 4 (proficiency) (1.0) #
	LN210	German Language and Society 4 (proficiency) (1.0) #		LN320	Spanish Language and Society 5 (mastery) (1.0) #
	<b>Mandarin:</b>			<b>Or</b>	
	LN140	Mandarin Language and Society 3	Paper 12	LN303	Language Studies Dissertation (1.0) #
					Courses to the value of 1.0 unit(s) from the following:
				LN252	Contemporary Literature and Global Society

- (1.0) #  
 LN253 European Literature and Philosophy (1.0) #  
 LN270 Society and Language: Linguistics for  
 Social Scientists (1.0)

**Prerequisite Requirements and Mutually Exclusive Options**

- 1: SO210 can not be taken with SO240  
 2: SO240 can not be taken with SO210  
 3: SO240 can not be taken with SO210  
 # means there may be prerequisites for this course.  
 Please view the course guide for more information.

**Progression Rules:**

Students must satisfy the LSE's progression rules before they are permitted to enrol on their year abroad; namely, students must pass 7 out of 8 units of courses that they have attempted in year one and year two.

**Failure to progress:**

Where a student fails to meet the progression requirements they must resit the failed assessments and cannot progress to the overseas Institution until they have passed 7 out of 8 units. Please note students are allowed three attempts to pass an assessment in year one and only two attempts to pass an assessment in year two. Where a student fails to meet the progression requirements and has run out of attempts to resit, they will fail the degree.

**Failure to pass all courses at the overseas Institution:**

Students must pass all assessments set by the overseas Institution in order to be eligible for the award of the degree. Where a student fails an assessment they will be provided a resit either at the overseas Institution at the end of the year abroad or when they are back in London at the start of the final year of the programme.

**Note for prospective students:**

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

## BSc in Language, Culture and Society

**Programme Code:** UBLNCUSO

**Department:** Language Centre

For students starting this programme of study in 2021/22 This is a four year programme with a one year abroad element at the end of year two. Students spend years one, two and four at the LSE. The overall degree will be based on marks obtained during those three years at LSE under the three-year classification scheme. In order to be eligible for the award of the degree students must also successfully pass all elements of assessment at the overseas Institution. The overseas Institution will provide all successful students with a certificate and transcript with information about their year abroad.

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course
<b>Year 1</b>	
Paper 1	SO100 Key Concepts: Introduction to Social Theory (1.0)
Paper 2	SO110 Power, Inequality, and Difference:

Paper 3	Contemporary Themes in Sociology (1.0) Courses to the value of 1.0 unit(s) from the following: <b>French:</b> LN130 French Language and Society 3 (advanced) (1.0) # LN131 French Language and Society 1 (beginner) (1.0) # LN132 French Language and Society 2 (intermediate) (1.0) # <b>German:</b> LN110 German Language and Society 3 (advanced) (1.0) # LN112 German Language and Society 2 (Intermediate) (1.0) # <b>Mandarin:</b> LN104 Mandarin Language and Society Level 1 (Beginner) (1.0) # LN140 Mandarin Language and Society 3 (Advanced) (1.0) # LN142 Mandarin Language and Society 2 (Intermediate) (1.0) # <b>Russian:</b> LN100 Russian Language and Society 3 (advanced) (1.0) # LN101 Russian Language and Society 1 (beginner) (1.0) # LN102 Russian Language and Society 2 (intermediate) (1.0) # <b>Spanish:</b> LN120 Spanish Language and Society 3 (advanced) (1.0) # LN121 Spanish Language and Society 1 (beginner) (1.0) # LN122 Spanish Language and Society 2 (intermediate) (1.0) #
Paper 4	One from: LN115 Intercultural Communication and Management (1.0) # <b>or</b> LN250 English Literature and Society (1.0) #
Paper 5	<b>Year 2</b> SO201 Key Concepts: Advanced Social Theory (1.0)
Paper 6	Courses to the value of 1.0 unit(s) from the following: SO203 Political Sociology (1.0) SO210 Crime, Deviance and Control (1.0) 1 (not available 2022/23) SO232 Sociology of Health and Illness (0.5) # SO235 The Sociology of Homicide (0.5) SO236 Urban Society (0.5) (not available 2022/23) SO237 Racial Borderlines (0.5) SO240 Crime, Deviance and Control (0.5) 2 SO244 The Sociology of Race and Empire (0.5) SO248 Gender and Society (0.5) SO309 Atrocity and Justice (0.5) # (not available 2022/23) SO310 The Sociology of Elites (0.5) # SO312 Work, Inequality and Society (0.5) # SO313 Material Culture and Everyday Life (0.5) SO348 Family Diversity and Change (0.5)
Paper 7	<b>French:</b> LN130 French Language and Society 3 (advanced) (1.0) # LN132 French Language and Society 2 (intermediate) (1.0) # LN230 French Language and Society 4 (proficiency) (1.0) # <b>German:</b> LN110 German Language and Society 3 (advanced) (1.0) # LN112 German Language and Society 2 (Intermediate) (1.0) # LN210 German Language and Society 4



(proficiency) (1.0) #

**Mandarin:**

LN140 Mandarin Language and Society 3 (Advanced) (1.0) #

LN142 Mandarin Language and Society 2 (Intermediate) (1.0) #

LN240 Mandarin Language and Society 4 (Proficiency) (1.0) #

**Russian:**

LN100 Russian Language and Society 3 (advanced) (1.0) #

LN102 Russian Language and Society 2 (intermediate) (1.0) #

LN200 Russian Language and Society 4 (proficiency) (1.0) #

**Spanish:**

LN120 Spanish Language and Society 3 (advanced) (1.0) #

LN122 Spanish Language and Society 2 (intermediate) (1.0) #

LN220 Spanish Language and Society 4 (proficiency) (1.0) #

Paper 8

One from:

LN251 Comparative Literature and 20th Century Political History (1.0) #

LN254 Literature and Aspects of Ethics (1.0) #

LN270 Society and Language: Linguistics for Social Scientists (1.0)

**Year 3**

The third year of the programme will be a study abroad year hosted by one of LSE Language Centre's partner institutions.

**Year 4**

Papers 9 &amp; 10

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

SO203 Political Sociology (1.0)

SO232 Sociology of Health and Illness (0.5) #

SO235 The Sociology of Homicide (0.5)

SO236 Urban Society (0.5) (not available 2022/23)

SO237 Racial Borderscapes (0.5)

SO240 Crime, Deviance and Control (0.5) 3

SO244 The Sociology of Race and Empire (0.5)

SO248 Gender and Society (0.5)

SO309 Atrocity and Justice (0.5) # (not available 2022/23)

SO310 The Sociology of Elites (0.5) #

SO311 Law and Violence (0.5)

SO312 Work, Inequality and Society (0.5) #

SO313 Material Culture and Everyday Life (0.5)

SO348 Family Diversity and Change (0.5)

Paper 11

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

**French:**

LN230 French Language and Society 4 (proficiency) (1.0) #

LN330 French Language and Society 5 (mastery) (1.0) #

**German:**

LN210 German Language and Society 4 (proficiency) (1.0) #

**Mandarin:**

LN240 Mandarin Language and Society 4 (Proficiency) (1.0) #

LN340 Mandarin Language and Society 5 (Mastery) (1.0) #

**Russian:**

LN200 Russian Language and Society 4 (proficiency) (1.0) #

**Spanish:**

LN220 Spanish Language and Society 4 (proficiency) (1.0) #

LN320 Spanish Language and Society 5 (mastery) (1.0) #

**Or**

Paper 12

LN303 Language Studies Dissertation (1.0) #

Courses to the value of 1.0 unit(s) from the following:  
LN252 Contemporary Literature and Global Society (1.0) #

LN253 European Literature and Philosophy (1.0) #

LN270 Society and Language: Linguistics for Social Scientists (1.0)

**Notes:**

LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

**Prerequisite Requirements and Mutually Exclusive Options**

1: SO210 can not be taken with SO240

2: SO240 can not be taken with SO210

3: SO240 can not be taken with SO210

# means there may be prerequisites for this course.

Please view the course guide for more information.

**Progression Rules:**

Students must satisfy the LSE's progression rules before they are permitted to enrol on their year abroad; namely, students must pass 7 out of 8 units of courses that they have attempted in year one and year two.

**Failure to progress:**

Where a student fails to meet the progression requirements they must resit the failed assessments and cannot progress to the overseas Institution until they have passed 7 out of 8 units. Please note students are allowed three attempts to pass an assessment in year one and only two attempts to pass an assessment in year two. Where a student fails to meet the progression requirements and has run out of attempts to resit, they will fail the degree.

**Failure to pass all courses at the overseas Institution:**

Students must pass all assessments set by the overseas Institution in order to be eligible for the award of the degree. Where a student fails an assessment they will be provided a resit either at the overseas Institution at the end of the year abroad or when they are back in London at the start of the final year of the programme.

**Note for prospective students:**

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

**BSc in Language, Culture and Society****Programme Code:** UBLNCUSO**Department:** Language Centre

For students starting this programme of study in 2020/21

This is a four year programme with a one year abroad element at the end of year two. Students spend years one, two and four at the LSE. The overall degree will be based on marks obtained during those three years at LSE under the three-year classification scheme. In order to be eligible for the award of the degree students must also successfully pass all elements of assessment at the overseas Institution. The overseas Institution will provide all successful students with a certificate and transcript with information about their year abroad.

**Please note that places are limited on some optional courses.****Admission onto any particular course is not guaranteed and may be**

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

Paper	Course number, title (unit value)
	<b>Year 1</b>
Paper 1	SO100 Key Concepts: Introduction to Social Theory (1.0)
Paper 2	SO110 Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)
Paper 3	Courses to the value of 1.0 unit(s) from the following:
	<b>French:</b>
	LN130 French Language and Society 3 (advanced) (1.0) #
	LN131 French Language and Society 1 (beginner) (1.0) #
	LN132 French Language and Society 2 (intermediate) (1.0) #
	<b>German:</b>
	LN110 German Language and Society 3 (advanced) (1.0) #
	LN112 German Language and Society 2 (Intermediate) (1.0) #
	<b>Mandarin:</b>
	LN104 Mandarin Language and Society Level 1 (Beginner) (1.0) #
	LN140 Mandarin Language and Society 3 (Advanced) (1.0) #
	LN142 Mandarin Language and Society 2 (Intermediate) (1.0) #
	<b>Russian:</b>
	LN100 Russian Language and Society 3 (advanced) (1.0) #
	LN101 Russian Language and Society 1 (beginner) (1.0) #
	LN102 Russian Language and Society 2 (intermediate) (1.0) #
	<b>Spanish:</b>
	LN120 Spanish Language and Society 3 (advanced) (1.0) #
	LN121 Spanish Language and Society 1 (beginner) (1.0) #
	LN122 Spanish Language and Society 2 (intermediate) (1.0) #
Paper 4	One from:
	LN115 Intercultural Communication and Management (1.0) # <b>or</b>
	LN250 English Literature and Society (1.0) #
	<b>Year 2</b>
Paper 5	SO201 Key Concepts: Advanced Social Theory (1.0)
Paper 6	Courses to the value of 1.0 unit(s) from the following:
	SO203 Political Sociology (1.0)
	SO208 Gender and Society (1.0) (withdrawn 2021/22)
	SO210 Crime, Deviance and Control (1.0) 1 (not available 2022/23)
	SO224 The Sociology of Race and Empire (1.0) (withdrawn 2021/22)
	SO232 Sociology of Health and Illness (0.5) #
	SO235 The Sociology of Homicide (0.5)
	SO236 Urban Society (0.5) (not available 2022/23)
	SO237 Racial Borderscapes (0.5)
	SO240 Crime, Deviance and Control (0.5) 2
	SO244 The Sociology of Race and Empire (0.5)
	SO248 Gender and Society (0.5)
	SO309 Atrocity and Justice (0.5) # (not available 2022/23)
	SO310 The Sociology of Elites (0.5) #
	SO312 Work, Inequality and Society (0.5) #
	SO313 Material Culture and Everyday Life (0.5)
	SO348 Family Diversity and Change (0.5)
Paper 7	<b>French:</b>
	LN130 French Language and Society 3 (advanced)

	(1.0) #
LN132	French Language and Society 2 (intermediate) (1.0) #
LN230	French Language and Society 4 (proficiency) (1.0) #
	<b>German:</b>
LN110	German Language and Society 3 (advanced) (1.0) #
LN112	German Language and Society 2 (Intermediate) (1.0) #
LN210	German Language and Society 4 (proficiency) (1.0) #
	<b>Mandarin:</b>
LN140	Mandarin Language and Society 3 (Advanced) (1.0) #
LN142	Mandarin Language and Society 2 (Intermediate) (1.0) #
LN240	Mandarin Language and Society 4 (Proficiency) (1.0) #
	<b>Russian:</b>
LN100	Russian Language and Society 3 (advanced) (1.0) #
LN102	Russian Language and Society 2 (intermediate) (1.0) #
LN200	Russian Language and Society 4 (proficiency) (1.0) #
	<b>Spanish:</b>
LN120	Spanish Language and Society 3 (advanced) (1.0) #
LN122	Spanish Language and Society 2 (intermediate) (1.0) #
LN220	Spanish Language and Society 4 (proficiency) (1.0) #
Paper 8	One from:
	LN251 Comparative Literature and 20th Century Political History (1.0) #
	LN254 Literature and Aspects of Ethics (1.0) #
	LN270 Society and Language: Linguistics for Social Scientists (1.0)
	<b>Year 3</b>
	The third year of the programme will be a study abroad year hosted by one of LSE Language Centre's partner institutions.
	<b>Year 4</b>
Papers 9 & 10	Courses to the value of 2.0 unit(s) from the following:
	SO203 Political Sociology (1.0)
	SO232 Sociology of Health and Illness (0.5) #
	SO235 The Sociology of Homicide (0.5)
	SO236 Urban Society (0.5) (not available 2022/23)
	SO237 Racial Borderscapes (0.5)
	SO240 Crime, Deviance and Control (0.5) 3
	SO244 The Sociology of Race and Empire (0.5)
	SO248 Gender and Society (0.5)
	SO308 Personal Life, Intimacy and the Family (1.0) (withdrawn 2021/22)
	SO309 Atrocity and Justice (0.5) # (not available 2022/23)
	SO310 The Sociology of Elites (0.5) #
	SO311 Law and Violence (0.5)
	SO312 Work, Inequality and Society (0.5) #
	SO313 Material Culture and Everyday Life (0.5)
	SO348 Family Diversity and Change (0.5)
Paper 11	Courses to the value of 1.0 unit(s) from the following:
	<b>French:</b>
	LN230 French Language and Society 4 (proficiency) (1.0) #
	LN330 French Language and Society 5 (mastery) (1.0) #
	<b>German:</b>
	LN210 German Language and Society 4 (proficiency) (1.0) #
	<b>Mandarin:</b>

LN240 Mandarin Language and Society 4 (Proficiency) (1.0) #

LN340 Mandarin Language and Society 5 (Mastery) (1.0) #

**Russian:**

LN200 Russian Language and Society 4 (proficiency) (1.0) #

**Spanish:**

LN220 Spanish Language and Society 4 (proficiency) (1.0) #

LN320 Spanish Language and Society 5 (mastery) (1.0) #

**Or**

LN303 Language Studies Dissertation (1.0) #

Paper 12

Courses to the value of 1.0 unit(s) from the following:  
LN252 Contemporary Literature and Global Society (1.0) #

LN253 European Literature and Philosophy (1.0) #

LN270 Society and Language: Linguistics for Social Scientists (1.0)

**Prerequisite Requirements and Mutually Exclusive Options**

1: SO210 can not be taken with SO240

2: SO240 can not be taken with SO210

3: SO240 can not be taken with SO210

# means there may be prerequisites for this course.

Please view the course guide for more information.

**Progression Rules:**

Students must satisfy the LSE's progression rules before they are permitted to enrol on their year abroad; namely, students must pass 7 out of 8 units of courses that they have attempted in year one and year two.

**Failure to progress:**

Where a student fails to meet the progression requirements they must resit the failed assessments and cannot progress to the overseas Institution until they have passed 7 out of 8 units. Please note students are allowed three attempts to pass an assessment in year one and only two attempts to pass an assessment in year two. Where a student fails to meet the progression requirements and has run out of attempts to resit, they will fail the degree.

**Failure to pass all courses at the overseas Institution:**

Students must pass all assessments set by the overseas Institution in order to be eligible for the award of the degree. Where a student fails an assessment they will be provided a resit either at the overseas Institution at the end of the year abroad or when they are back in London at the start of the final year of the programme.

**Note for prospective students:**

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

**prerequisite requirements.**

**Paper**

**Course number, title (unit value)**

LSE100 LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

**Students will choose ONE of the three half-unit options below:**

LSE100A The LSE Course: How can we avert climate catastrophe? (0.5)

LSE100B The LSE Course: How can we control AI? (0.5)

LSE100C The LSE Course: How can we create a fair society? (0.5)

**Year 1**

Paper 1 LL104 Law of Obligations (1.0)

Paper 2 LL105 Property I (0.5) **and** LL109 Introduction to the Legal System (0.5)

Paper 3 LL106 Public Law (1.0)

Paper 4 LL108 Criminal Law (1.0)

Skills course LL100 Foundational Legal Skills (0.0)

**Year 2**

Papers 5, 6 & 7 Courses to the value of 3.0 units from the following.

Please note that a maximum of 1.0 unit can be selected from the Undergraduate Outside Options List over Years 2 and 3 and students cannot select courses that are on the exclusion list.

**LLB Selection List A**

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

Paper 8 Courses to the value of 1.0 unit from the following. Please note that a maximum of 1.0 unit can be selected from the Undergraduate Outside Options List over Years 2 and 3, and students cannot select courses that are on the exclusion list.

**LLB Selection List A**

**LLB Selection List B**

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

**Year 3**

Paper 9 LL305 Jurisprudence (1.0)

Paper 10 Courses to the value of 1.0 unit from the following. Students can take courses to the value of 1.0 unit from the Undergraduate Outside Options List in Year 3 but only if they did not take any Outside Options in Year 2.

**LLB Selection List A**

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

Papers 11 & 12

Courses to the value of 2.0 unit from the following. Students can take courses to the value of 1.0 unit from the Undergraduate Outside Options List in Year 3 but only if they did not take any Outside Options in Year 2.

**LLB Selection List A**

**LLB Selection List B**

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

**LLB Selection List A**

AN226 Political and Legal Anthropology (1.0)

LL201 Law and State Power (1.0)

LL202 Commercial Contracts (1.0) #

LL203 Law of Business Associations (Company Law) (1.0) #

LL204 Advanced Torts (1.0) #

LL205 Medical Law (1.0)

LL207 Civil Liberties and Human Rights (1.0)

LL210 Information Technology and the Law (1.0) #

LL212 Conflict of Laws (1.0) (not available 2022/23)

LL221 Family Law (1.0)

LL232 Law and Institutions of the European Union

**LLB in Laws**

**Programme Code:** UBLL

**Department:** Law School

For students starting this programme of study in 2022/23

**Please note that places are limited on some optional courses.**

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

	(1.0)
LL233	Law of Evidence (1.0)
LL241	European Legal History (1.0)
LL250	Law and The Environment (1.0)
LL251	Intellectual Property Law (1.0)
LL253	The Law of Corporate Insolvency (1.0)
LL257	Employment Law (1.0)
LL259	Legal and Social Change since 1750 (1.0) (not available 2022/23)
LL275	Property II (1.0)
LL278	Public International Law (1.0)
LL293	Tax and Tax Avoidance (1.0)
LL295	Media Law (1.0)
LL300	Competition Law (1.0) ~A
LL301	Global Commodities Law (1.0)
LL342	International Protection of Human Rights (1.0) #~B
LL399	Full-unit Dissertation on an approved legal topic (1.0) ~C

**Footnotes:** for LLB Selection List A ~A: LL300 is available to students in Year 3 only. ~B: LL342 can be taken in Year 3 only. ~C: LL399 is available to students in Year 3 only; it cannot be taken in the same year as LL398.

#### LLB Selection List B

IR326	The Rule of Law: A Global History (0.5) (not available 2022/23)
LL272	Outlines of Modern Criminology (0.5)
LL284	Topics in Sentencing and Criminal Justice (0.5)
LL398	Half-Unit Dissertation on an approved legal topic (0.5) ~A

**Footnotes:** for LLB Selection List B ~A: LL398 is available to students in Year 3; it may be taken in Year 2 in exceptional circumstances with permission of the Departmental Tutor; it cannot be taken in the same year as LL399.

#### Prerequisite Requirements and Mutually Exclusive Options

\* means available with permission

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

#### Accreditation:

The qualifying law degree (QLD) is recognised by the Solicitors Regulation Authority [www.sra.org.uk/consumers/consumers.page](http://www.sra.org.uk/consumers/consumers.page) (SRA) for the purposes of satisfying the academic stage of training. Accredited by the Bar Standards Board [www.barstandardsboard.org.uk/](http://www.barstandardsboard.org.uk/) for the purpose of a Qualifying Law Degree. For further information contact the Law Department [lawdepartment@lse.ac.uk](mailto:lawdepartment@lse.ac.uk).

## LLB in Laws

**Programme Code:** UBLL

**Department:** Law School

For students starting this programme of study in 2021/22

**Please note that places are limited on some optional courses.**

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

#### Paper Course number, title (unit value)

See note	LSE100	The LSE Course
	<b>Year 1</b>	
Paper 1	LL104	Law of Obligations (1.0)
Paper 2	LL105	Property I (0.5) <b>and</b> LL109 Introduction to the Legal System (0.5)
Paper 3	LL106	Public Law (1.0)
Paper 4	LL108	Criminal Law (1.0)
Skills course	LL100	Foundational Legal Skills (0.0)

## Year 2

Papers 5, 6 & 7 Courses to the value of 3.0 units from the following. Please note that a maximum of 1.0 unit can be selected from the Undergraduate Outside Options List over Years 2 and 3 and students cannot select courses that are on the exclusion list.

#### LLB Selection List A

#### Undergraduate Outside Options List (Years 2 & 3)

Paper 8 Courses to the value of 1.0 unit from the following. Please note that a maximum of 1.0 unit can be selected from the Undergraduate Outside Options List over Years 2 and 3, and students cannot select courses that are on the exclusion list.

#### LLB Selection List A

#### LLB Selection List B

#### Undergraduate Outside Options List (Years 2 & 3)

## Year 3

Paper 9 LL305 Jurisprudence (1.0)  
Paper 10 Courses to the value of 1.0 unit from the following. Students can take courses to the value of 1.0 unit from the Undergraduate Outside Options List in Year 3 but only if they did not take any Outside Options in Year 2.

#### LLB Selection List A

#### Undergraduate Outside Options List (Years 2 & 3)

Papers 11 & 12 Courses to the value of 2.0 unit from the following. Students can take courses to the value of 1.0 unit from the Undergraduate Outside Options List in Year 3 but only if they did not take any Outside Options in Year 2.

#### LLB Selection List A

#### LLB Selection List B

#### Undergraduate Outside Options List (Years 2 & 3)

**Notes:** LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

#### LLB Selection List A

AN226	Political and Legal Anthropology (1.0)
LL201	Law and State Power (1.0)
LL202	Commercial Contracts (1.0) #
LL203	Law of Business Associations (Company Law) (1.0) #
LL204	Advanced Torts (1.0) #
LL205	Medical Law (1.0)
LL207	Civil Liberties and Human Rights (1.0)
LL210	Information Technology and the Law (1.0) #
LL212	Conflict of Laws (1.0) (not available 2022/23)
LL221	Family Law (1.0)
LL232	Law and Institutions of the European Union (1.0)
LL233	Law of Evidence (1.0)
LL241	European Legal History (1.0)
LL250	Law and The Environment (1.0)
LL251	Intellectual Property Law (1.0)
LL253	The Law of Corporate Insolvency (1.0)
LL257	Employment Law (1.0)
LL259	Legal and Social Change since 1750 (1.0) (not available 2022/23)
LL275	Property II (1.0)
LL278	Public International Law (1.0)
LL293	Tax and Tax Avoidance (1.0)
LL295	Media Law (1.0)
LL300	Competition Law (1.0) ~A
LL301	Global Commodities Law (1.0)
LL342	International Protection of Human Rights (1.0) #~B
LL399	Full-unit Dissertation on an approved legal



topic (1.0) ~C

**Footnotes:** for LLB Selection List A ~A: LL300 is available to students in Year 3 only. ~B: LL342 can be taken in Year 3 only. ~C: LL399 is available to students in Year 3 only; it cannot be taken in the same year as LL398.

#### LLB Selection List B

IR326 The Rule of Law: A Global History (0.5) (not available 2022/23)

LL272 Outlines of Modern Criminology (0.5)

LL284 Topics in Sentencing and Criminal Justice (0.5)

LL398 Half-Unit Dissertation on an approved legal topic (0.5) ~A

**Footnotes:** for LLB Selection List B ~A: LL398 is available to students in Year 3; it may be taken in Year 2 in exceptional circumstances with permission of the Departmental Tutor; it cannot be taken in the same year as LL399.

#### Prerequisite Requirements and Mutually Exclusive Options

\* means available with permission

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

#### Accreditation:

The qualifying law degree (QLD) is recognised by the Solicitors Regulation Authority [www.sra.org.uk/consumers/consumers.page](http://www.sra.org.uk/consumers/consumers.page) (SRA) for the purposes of satisfying the academic stage of training. Accredited by the Bar Standards Board [www.barstandardsboard.org.uk/](http://www.barstandardsboard.org.uk/) for the purpose of a Qualifying Law Degree. For further information contact the Law Department [lawdepartment@lse.ac.uk](mailto:lawdepartment@lse.ac.uk).

## LLB in Laws

**Programme Code:** UBLL

**Department:** Law School

For students starting this programme of study in 2020/21

**Please note that places are limited on some optional courses.**

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

**Paper Course number, title (unit value)**

#### Year 1

Paper 1 LL104 Law of Obligations (1.0)

Paper 2 LL105 Property I (0.5) **and** LL109 Introduction to the Legal System (0.5)

Paper 3 LL106 Public Law (1.0)

Paper 4 LL108 Criminal Law (1.0)

Skills course LL100 Foundational Legal Skills (0.0)

#### Year 2

Papers 5, 6 & 7 Courses to the value of 3.0 units from the following.

Please note that a maximum of 1.0 unit can be selected from the Undergraduate Outside Options List over Years 2 and 3 and students cannot select courses that are on the exclusion list.

#### LLB Selection List A

#### Undergraduate Outside Options List (Years 2 & 3)

Paper 8 Courses to the value of 1.0 unit from the following. Please note that a maximum of 1.0 unit can be selected from the Undergraduate Outside Options List over Years 2 and 3, and students cannot select courses that are on the exclusion list.

#### LLB Selection List A

#### LLB Selection List B

#### Undergraduate Outside Options List (Years 2 & 3)

#### Year 3

Paper 9 LL305 Jurisprudence (1.0)

Paper 10 Courses to the value of 1.0 unit from the following.

Papers 11  
& 12

Students can take courses to the value of 1.0 unit from the Undergraduate Outside Options List in Year 3 but only if they did not take any Outside Options in Year 2.

#### LLB Selection List A

#### Undergraduate Outside Options List (Years 2 & 3)

Courses to the value of 2.0 unit from the following. Students can take courses to the value of 1.0 unit from the Undergraduate Outside Options List in Year 3 but only if they did not take any Outside Options in Year 2.

#### LLB Selection List A

#### LLB Selection List B

#### Undergraduate Outside Options List (Years 2 & 3)

#### LLB Selection List A

AN226 Political and Legal Anthropology (1.0)

LL201 Law and State Power (1.0)

LL202 Commercial Contracts (1.0) #

LL203 Law of Business Associations (Company Law) (1.0) #

LL204 Advanced Torts (1.0) #

LL205 Medical Law (1.0)

LL207 Civil Liberties and Human Rights (1.0)

LL210 Information Technology and the Law (1.0) #

LL212 Conflict of Laws (1.0) (not available 2022/23)

LL221 Family Law (1.0)

LL232 Law and Institutions of the European Union (1.0)

LL233 Law of Evidence (1.0)

LL241 European Legal History (1.0)

LL250 Law and The Environment (1.0)

LL251 Intellectual Property Law (1.0)

LL253 The Law of Corporate Insolvency (1.0)

LL257 Employment Law (1.0)

LL259 Legal and Social Change since 1750 (1.0) (not available 2022/23)

LL275 Property II (1.0)

LL278 Public International Law (1.0)

LL293 Tax and Tax Avoidance (1.0)

LL295 Media Law (1.0)

LL300 Competition Law (1.0) ~A

LL301 Global Commodities Law (1.0)

LL342 International Protection of Human Rights (1.0) #~B

LL399 Full-unit Dissertation on an approved legal topic (1.0) ~C

**Footnotes:** for LLB Selection List A ~A: LL300 is available to students in Year 3 only. ~B: LL342 can be taken in Year 3 only. ~C: LL399 is available to students in Year 3 only; it cannot be taken in the same year as LL398.

#### LLB Selection List B

IR326 The Rule of Law: A Global History (0.5) (not available 2022/23)

LL272 Outlines of Modern Criminology (0.5)

LL284 Topics in Sentencing and Criminal Justice (0.5)

LL398 Half-Unit Dissertation on an approved legal topic (0.5) ~A

**Footnotes:** for LLB Selection List B ~A: LL398 is available to students in Year 3; it may be taken in Year 2 in exceptional circumstances with permission of the Departmental Tutor; it cannot be taken in the same year as LL399.

#### Prerequisite Requirements and Mutually Exclusive Options

\* means available with permission

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

**Accreditation:**

The qualifying law degree (QLD) is recognised by the Solicitors Regulation Authority [www.sra.org.uk/consumers/consumers.page](http://www.sra.org.uk/consumers/consumers.page) (SRA) for the purposes of satisfying the academic stage of training. Accredited by the Bar Standards Board [www.barstandardsboard.org.uk/](http://www.barstandardsboard.org.uk/) for the purpose of a Qualifying Law Degree. For further information contact the Law Department [lawdepartment@lse.ac.uk](mailto:lawdepartment@lse.ac.uk).

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## BSc in Management

**Programme Code:** UBMG

**Department:** Management

For students starting this programme of study in 2022/23

Students who have taken and passed all courses in their first year of the BSc in Management programme will be offered the opportunity to apply to take an international exchange year between the second and third years of the programme. See the details at the bottom of this page for more information.

**Please note that places are limited on some optional courses.**

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

**Paper Course number, title (unit value)**

LSE100 LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

**Students will choose ONE of the three half-unit options below:**

LSE100A The LSE Course: How can we avert climate catastrophe? (0.5)

LSE100B The LSE Course: How can we control AI? (0.5)

LSE100C The LSE Course: How can we create a fair society? (0.5)

### Year 1

Paper 1 FM101 Finance (0.5)

**And** one of the following:

AC102 Elements of Financial Accounting (0.5) **or**

AC103 Elements of Management Accounting, Financial Management and Financial Institutions (0.5)

Paper 2 EC1A3 Microeconomics I (0.5) # **and** EC1B3

Macroeconomics I (0.5) #

Paper 3 MA107 Quantitative Methods (Mathematics) (0.5) # **and** ST107 Quantitative Methods (Statistics) (0.5) #

Paper 4 MG104 Operations Management (0.5) **and** MG105 Organisational Behaviour and Leadership (0.5)

### Year 2

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

MG212 Marketing (0.5)

MG213 Information Systems (0.5)

MG214 Human Resource Management (0.5) #

Paper 6 MG207 Managerial Economics (1.0) #

Paper 7 MG205 Econometrics: Theory and Applications (1.0) #

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

**Methods Electives List**

**Or**

**Applications Electives List**

### Year 3

Paper 9 MG301 Strategy (1.0) #

Paper 10 Courses to the value of 1.0 unit(s) from the following:

**Methods Electives List**

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

**Applications Electives List**

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

A

**Methods Electives List**

**Or**

**Applications Electives List**

**Or**

**Languages List**

**Methods Electives List**

AC102 Elements of Financial Accounting (0.5) AA

AC103 Elements of Management Accounting, Financial Management and Financial Institutions (0.5) AB

AC331 Contemporary Issues in Financial Accounting (0.5) #\*AC

AC332 Financial Statement Analysis and Valuation (0.5) #\*AD

EC2B3 Macroeconomics II (0.5) #

FM212 Principles of Finance (1.0) #

FM213 Principles of Finance (1.0) #AE

MA207 Further Quantitative Methods (Mathematics) (0.5) #

MA212 Further Mathematical Methods (1.0) #AF

MA213 Operations Research Techniques (0.5) #

MA301 Mathematical Game Theory (0.5) #AG

MA324 Mathematical Modelling and Simulation (0.5) #

MA330 Game Theory for Collective Decisions (0.5) #

MG206 Firms, Management and Competitive Advantage (0.5) #

MG302 Topics in Management Research (0.5) #AH

MG308 Simulation Modelling and Analysis (0.5) # (not available 2022/23)

MG310 Strategic Decision Making (0.5) #AI (not available 2022/23)

MG311 Foundations of Behavioural Decision Science (0.5) #AJ

MG317 Leading Organisational Change (0.5) #

**Footnotes:** for Methods Electives List AA: If not taken under Paper 1. AB: If not taken under Paper 1. AC: Third year only. AD: Third year only. AE: FM212 and FM213 are mutually exclusive and course choice depends on the Mathematics and Statistics courses taken by students in their first year. See course guides for further information. AF: Third year only. AG: Third year only. AH: Third year only. AI: Third year only. AJ: Third year only.

**Applications Electives List**

AC200 Accounting Theory and Practice (1.0) #BA

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

FM300 Corporate Finance, Investments and Financial Markets (1.0) #B1BB

MG209 E-business (0.5)

MG210 Corporate Social Responsibility and International Labour Standards (0.5) #

MG212 Marketing (0.5) BC

MG213 Information Systems (0.5) BD

MG214 Human Resource Management (0.5) #BE

MG228 Managing the Stone-Age Brain (0.5) (not available 2022/23)

MG303 International Business Strategy and

Emerging Markets (0.5) #B2BF

MG305 Innovation and Technology Management (0.5)

MG307 International Context of Management (0.5) #B3

MG312 Extreme Organisational Behaviour: Examining behaviour in non-normative organisational contexts (0.5) # (not

	available 2022/23)
MG315	Marketing Action Learning Project (0.5) #BG (not available 2022/23)
MG316	Brand Strategy (0.5)
MG318	Social Enterprise Design Fundamentals (0.5)
PH225	Business and Organisational Ethics (0.5)
ST205	Sample Surveys and Experiments (0.5) #
ST327	Market Research: An Integrated Approach (1.0) #BH

**Footnotes:** for Applications Electives List BA: Third year only. BB: Third year only. BC: If not already taken under Paper 5 BD: If not already taken under Paper 5 BE: If not already taken under Paper 5 BF: Third year only. BG: Third year only. BH: Third year only.

**Prerequisite Requirements and Mutually Exclusive Options** for Applications Electives ListB1: Before taking FM300 you must take FM212B2: MG303 can not be taken with MG307B3: MG307 can not be taken with MG303

#### Languages List

LN200	Russian Language and Society 4 (proficiency) (1.0) #
LN210	German Language and Society 4 (proficiency) (1.0) #
LN220	Spanish Language and Society 4 (proficiency) (1.0) #
LN230	French Language and Society 4 (proficiency) (1.0) #
LN240	Mandarin Language and Society 4 (Proficiency) (1.0) #
LN320	Spanish Language and Society 5 (mastery) (1.0) #
LN330	French Language and Society 5 (mastery) (1.0) #
LN340	Mandarin Language and Society 5 (Mastery) (1.0) #

#### Prerequisite Requirements and Mutually Exclusive Options

\* means available with permission

A: If not already taken under Papers 8, 10 or 11  
# means there may be prerequisites for this course. Please view the course guide for more information.

#### International Exchange Year

Students successful in securing a place on the optional exchange will spend a full academic year studying on one of the leading business programmes in Asia, Europe or the USA. Students carrying any failed or deferred assessments for first or second year courses studied at LSE will not be eligible for the exchange. The exchange year will not count towards the classification of the BSc in Management programme and courses studied abroad will not be credit bearing, however the exchange year will be recognised on students' LSE transcripts providing they meet the standards set by their host institution. Partner schools will issue a separate transcript to confirm marks and grades achieved on courses studied overseas. Students will not have the option to resit assessment they have failed or been unable to attempt while overseas. Following the exchange, students will return to LSE to complete the third year of the BSc in Management programme.

#### Note for prospective students:

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

for future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm](http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm).

## BSc in Management

**Programme Code:** UBMG

**Department:** Management

For students starting this programme of study in 2021/22

Students who have taken and passed all courses in their first year of the BSc in Management programme will be offered the opportunity to apply to take an international exchange year between the second and third years of the programme. See the details at the bottom of this page for more information.

**Please note that places are limited on some optional courses.**

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

**Paper Course number, title (unit value)**

See note LSE100 The LSE Course

#### Year 1

Paper 1 FM101 Finance (0.5)

**And** one of the following:

AC102 Elements of Financial Accounting (0.5) **or**

AC103 Elements of Management Accounting, Financial Management and Financial Institutions (0.5)

Paper 2 EC1A3 Microeconomics I (0.5) # **and** EC1B3 Macroeconomics I (0.5) #

Paper 3 MA107 Quantitative Methods (Mathematics) (0.5) # **and** ST107 Quantitative Methods (Statistics) (0.5) #

Paper 4 MG104 Operations Management (0.5) **and** MG105 Organisational Behaviour and Leadership (0.5)

#### Year 2

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

MG212 Marketing (0.5)

MG213 Information Systems (0.5)

MG214 Human Resource Management (0.5) #

Paper 6 MG207 Managerial Economics (1.0) #

Paper 7 MG205 Econometrics: Theory and Applications (1.0) #

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

**Methods Electives List**

**Or**

**Applications Electives List**

#### Year 3

Paper 9 MG301 Strategy (1.0) #

Paper 10 Courses to the value of 1.0 unit(s) from the following:

**Methods Electives List**

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

**Applications Electives List**

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

A

**Methods Electives List**

**Or**

**Applications Electives List**

**Or**

**Languages List**

#### Notes:

LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

#### Methods Electives List

AC102 Elements of Financial Accounting (0.5) AA

AC103 Elements of Management Accounting, Financial Management and Financial Institutions (0.5) AB

AC331 Contemporary Issues in Financial Accounting (0.5) #\*AC

AC332	Financial Statement Analysis and Valuation (0.5) #*AD
EC2B3	Macroeconomics II (0.5) #
FM212	Principles of Finance (1.0) #
FM213	Principles of Finance (1.0) #AE
MA207	Further Quantitative Methods (Mathematics) (0.5) #
MA212	Further Mathematical Methods (1.0) #AF
MA213	Operations Research Techniques (0.5) #
MA231	Operational Research Methods (1.0) # (withdrawn 2022/23)
MA301	Mathematical Game Theory (0.5) #AG
MA324	Mathematical Modelling and Simulation (0.5) #
MA330	Game Theory for Collective Decisions (0.5) #AH
MG206	Firms, Management and Competitive Advantage (0.5) #
MG302	Topics in Management Research (0.5) #AI
MG308	Simulation Modelling and Analysis (0.5) # (not available 2022/23)
MG310	Strategic Decision Making (0.5) #AJ (not available 2022/23)
MG311	Foundations of Behavioural Decision Science (0.5) #AK
MG317	Leading Organisational Change (0.5) #

**Footnotes:** for Methods Electives List AA: If not taken under Paper 1. AB: If not taken under Paper 1. AC: Third year only. AD: Third year only. AE: FM212 and FM213 are mutually exclusive and course choice depends on the Mathematics and Statistics courses taken by students in their first year. See course guides for further information. AF: Third year only. AG: Third year only. AH: Third year only. AI: Third year only. AJ: Third year only. AK: Third year only.

#### Applications Electives List

AC200	Accounting Theory and Practice (1.0) #BA
EH240	Business and Economic Performance since 1945: Britain in International Context (1.0)
FM300	Corporate Finance, Investments and Financial Markets (1.0) #B1BB
MG209	E-business (0.5)
MG210	Corporate Social Responsibility and International Labour Standards (0.5) #
MG212	Marketing (0.5) BC
MG213	Information Systems (0.5) BD
MG214	Human Resource Management (0.5) #BE
MG228	Managing the Stone-Age Brain (0.5)
MG303	International Business Strategy and Emerging Markets (0.5) #B2BF
MG305	Innovation and Technology Management (0.5)
MG307	International Context of Management (0.5) #B3
MG312	Extreme Organisational Behaviour: Examining behaviour in non-normative organisational contexts (0.5) # (not available 2022/23)
MG315	Marketing Action Learning Project (0.5) #BG (not available 2022/23)
MG316	Brand Strategy (0.5)
MG318	Social Enterprise Design Fundamentals (0.5)
PH225	Business and Organisational Ethics (0.5)
ST205	Sample Surveys and Experiments (0.5) #
ST327	Market Research: An Integrated Approach (1.0) #BH

**Footnotes:** for Applications Electives List BA: Third year only. BB: Third year only. BC: If not already taken under Paper 5 BD: If not already taken under Paper 5 BE: If not already taken under Paper 5 BF: Third year only. BG: Third year only. BH: Third year only.

#### Prerequisite Requirements and Mutually Exclusive

**Options** for Applications Electives ListB1: Before taking FM300 you must take FM212B2: MG303 can not be taken with MG307B3: MG307 can not be taken with MG303

#### Languages List

LN200	Russian Language and Society 4 (proficiency) (1.0) #
LN210	German Language and Society 4 (proficiency) (1.0) #
LN220	Spanish Language and Society 4 (proficiency) (1.0) #
LN230	French Language and Society 4 (proficiency) (1.0) #
LN240	Mandarin Language and Society 4 (Proficiency) (1.0) #
LN320	Spanish Language and Society 5 (mastery) (1.0) #
LN330	French Language and Society 5 (mastery) (1.0) #
LN340	Mandarin Language and Society 5 (Mastery) (1.0) #

#### Prerequisite Requirements and Mutually Exclusive Options

\* means available with permission

#### Footnotes:

A: If not already taken under Papers 8, 10 or 11 # means there may be prerequisites for this course. Please view the course guide for more information.

#### International Exchange Year

Students successful in securing a place on the optional exchange will spend a full academic year studying on one of the leading business programmes in Asia, Europe or the USA. Students carrying any failed or deferred assessments for first or second year courses studied at LSE will not be eligible for the exchange. The exchange year will not count towards the classification of the BSc in Management programme and courses studied abroad will not be credit bearing, however the exchange year will be recognised on students' LSE transcripts providing they meet the standards set by their host institution. Partner schools will issue a separate transcript to confirm marks and grades achieved on courses studied overseas. Students will not have the option to resit assessment they have failed or been unable to attempt while overseas. Following the exchange, students will return to LSE to complete the third year of the BSc in Management programme.

#### Note for prospective students:

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

## BSc in Management

**Programme Code:** UBMG

**Department:** Management

For students starting this programme of study in 2020/21

Students who have taken and passed all courses in their first year of the BSc in Management programme will be offered the opportunity to apply to take an international exchange year between the second and third years of the programme. See the details at the bottom of this page for more information.

**Please note that places are limited on some optional courses.**



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

<b>Paper</b>	<b>Course number, title (unit value)</b>
	<b>Year 1</b>
Paper 1	FM101 Finance (0.5) <b>And</b> one of the following: AC102 Elements of Financial Accounting (0.5) <b>or</b> AC103 Elements of Management Accounting, Financial Management and Financial Institutions (0.5)
Paper 2	EC100 Economics A (1.0) # (withdrawn 2021/22) <b>or</b> EC102 Economics B (1.0) #A (withdrawn 2021/22)
Paper 3	MA107 Quantitative Methods (Mathematics) (0.5) # <b>and</b> ST107 Quantitative Methods (Statistics) (0.5) #
Paper 4	MG104 Operations Management (0.5) <b>and</b> MG105 Organisational Behaviour and Leadership (0.5)
	<b>Year 2</b>
Paper 5	Courses to the value of 1.0 unit(s) from the following: MG212 Marketing (0.5) MG213 Information Systems (0.5) MG214 Human Resource Management (0.5) #
Paper 6	MG207 Managerial Economics (1.0) #
Paper 7	MG205 Econometrics: Theory and Applications (1.0) #
Paper 8	Courses to the value of 1.0 unit(s) from the following: <b>Methods Electives List</b> <b>Or</b> <b>Applications Electives List</b>
	<b>Year 3</b>
Paper 9	MG301 Strategy (1.0) #
Paper 10	Courses to the value of 1.0 unit(s) from the following: <b>Methods Electives List</b>
Paper 11	Courses to the value of 1.0 unit(s) from the following: <b>Applications Electives List</b>
Paper 12	Courses to the value of 1.0 unit(s) from the following: B <b>Methods Electives List</b> <b>Or</b> <b>Applications Electives List</b> <b>Or</b> <b>Languages List</b> <b>Methods Electives List</b> AC102 Elements of Financial Accounting (0.5) AA AC103 Elements of Management Accounting, Financial Management and Financial Institutions (0.5) AB AC330 Financial Accounting, Analysis and Valuation. (1.0) #AC (withdrawn 2020/21) AC331 Contemporary Issues in Financial Accounting (0.5) #*AD AC332 Financial Statement Analysis and Valuation (0.5) #*AE FM212 Principles of Finance (1.0) # FM213 Principles of Finance (1.0) #AF MA207 Further Quantitative Methods (Mathematics) (0.5) # MA212 Further Mathematical Methods (1.0) #AG MA213 Operations Research Techniques (0.5) # MA231 Operational Research Methods (1.0) # (withdrawn 2022/23) MA301 Mathematical Game Theory (0.5) #AH MA314 Algorithms and Programming (0.5) #AI (withdrawn 2021/22) MA324 Mathematical Modelling and Simulation (0.5) # MA330 Game Theory for Collective Decisions (0.5) # MG206 Firms, Management and Competitive

	Advantage (0.5) #
MG302	Topics in Management Research (0.5) #AJ
MG308	Simulation Modelling and Analysis (0.5) # (not available 2022/23)
MG310	Strategic Decision Making (0.5) #AK (not available 2022/23)
MG311	Foundations of Behavioural Decision Science (0.5) #AL
MG317	Leading Organisational Change (0.5) #
	<b>Footnotes:</b> for Methods Electives List AA: If not taken under Paper 1. AB: If not taken under Paper 1. AC: Third year only. AD: Third year only. AE: Third year only. AF: FM212 and FM213 are mutually exclusive and course choice depends on the Mathematics and Statistics courses taken by students in their first year. See course guides for further information. AG: Third year only. AH: Third year only. AI: Third year only. AJ: Third year only. AK: Third year only. AL: Third year only.
	<b>Applications Electives List</b>
AC200	Accounting Theory and Practice (1.0) #BA
EH240	Business and Economic Performance since 1945: Britain in International Context (1.0)
FM300	Corporate Finance, Investments and Financial Markets (1.0) #B1BB
MA331	Practical Optimisation Modelling (0.5) #BC (withdrawn 2020/21)
MG208	Business Transformation and Project Management (0.5) (withdrawn 2020/21)
MG209	E-business (0.5)
MG210	Corporate Social Responsibility and International Labour Standards (0.5) #
MG212	Marketing (0.5) BD
MG213	Information Systems (0.5) BE
MG214	Human Resource Management (0.5) #BF
MG228	Managing the Stone-Age Brain (0.5)
MG303	International Business Strategy and Emerging Markets (0.5) #B2BG
MG305	Innovation and Technology Management (0.5)
MG307	International Context of Management (0.5) #B3
MG312	Extreme Organisational Behaviour: Examining behaviour in non-normative organisational contexts (0.5) # (not available 2022/23)
MG315	Marketing Action Learning Project (0.5) #BH (not available 2022/23)
MG316	Brand Strategy (0.5)
MG318	Social Enterprise Design Fundamentals (0.5)
PH104	Formal Methods of Philosophical Argumentation (1.0) # (withdrawn 2020/21)
PH225	Business and Organisational Ethics (0.5)
ST205	Sample Surveys and Experiments (0.5) #
ST327	Market Research: An Integrated Approach (1.0) #BI
	<b>Footnotes:</b> for Applications Electives List BA: Third year only. BB: Third year only. BC: Third year only. BD: If not already taken under Paper 5 BE: If not already taken under Paper 5 BF: If not already taken under Paper 5 BG: Third year only. BH: Third year only. BI: Third year only.
	<b>Prerequisite Requirements and Mutually Exclusive Options</b> for Applications Electives ListB1: Before taking FM300 you must take FM212B2: MG303 can not be taken with MG307B3: MG307 can not be taken with MG303
	<b>Languages List</b>
LN200	Russian Language and Society 4 (proficiency) (1.0) #
LN210	German Language and Society 4 (proficiency) (1.0) #

LN220	Spanish Language and Society 4 (proficiency) (1.0) #
LN230	French Language and Society 4 (proficiency) (1.0) #
LN240	Mandarin Language and Society 4 (Proficiency) (1.0) #
LN320	Spanish Language and Society 5 (mastery) (1.0) #
LN330	French Language and Society 5 (mastery) (1.0) #
LN340	Mandarin Language and Society 5 (Mastery) (1.0) #

#### Prerequisite Requirements and Mutually Exclusive Options

\* means available with permission

#### Footnotes:

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

B: If not already taken under Papers 8, 10 or 11 # means there may be prerequisites for this course. Please view the course guide for more information.

#### International Exchange Year

Students successful in securing a place on the optional exchange will spend a full academic year studying on one of the leading business programmes in Asia, Europe or the USA. Students carrying any failed or deferred assessments for first or second year courses studied at LSE will not be eligible for the exchange. The exchange year will not count towards the classification of the BSc in Management programme and courses studied abroad will not be credit bearing, however the exchange year will be recognised on students' LSE transcripts providing they meet the standards set by their host institution. Partner schools will issue a separate transcript to confirm marks and grades achieved on courses studied overseas. Students will not have the option to resit assessment they have failed or been unable to attempt while overseas. Following the exchange, students will return to LSE to complete the third year of the BSc in Management programme.

#### Note for prospective students:

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

## BSc in Mathematics, Statistics and Business

**Programme Code:** UBMSB

**Department:** Statistics

For students starting this programme of study in 2022/23

This programme was previously titled **BSc in Business Mathematics and Statistics**.

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
LSE100	LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

#### Students will choose ONE of the three half-unit options below:

LSE100A	The LSE Course: How can we avert climate catastrophe? (0.5)
LSE100B	The LSE Course: How can we control AI? (0.5)
LSE100C	The LSE Course: How can we create a fair society? (0.5)

#### Year 1

Paper 1	ST102	Elementary Statistical Theory (1.0) #
Paper 2	MA100	Mathematical Methods (1.0) #
Paper 3	EC1A3	Microeconomics I (0.5) #

#### and one from:

EC1B3	Macroeconomics I (0.5) #
FM101	Finance (0.5)

#### Either:

Paper 4	MA103	Introduction to Abstract Mathematics (1.0) #
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#### Or

#### One half unit from:

AC102	Elements of Financial Accounting (0.5)
MA102	Mathematical Proof and Analysis (0.5) #
ST101	Programming for Data Science (0.5) #

#### Plus one half unit from:

AC103	Elements of Management Accounting, Financial Management and Financial Institutions (0.5)
EC1B3	Macroeconomics I (0.5) #
FM101	Finance (0.5)

#### Year 2

Paper 5	MA212	Further Mathematical Methods (1.0) #
Papers 6 & 7	ST202	Probability, Distribution Theory and Inference (1.0) # and ST211 Applied Regression (0.5) #

**And** courses to the value of 0.5 unit(s) from List 1 or List 2:

#### List 1 - For students who took MA103 under Paper 4:

MA203	Real Analysis (0.5) #
MA208	Optimisation Theory (0.5) #
MA209	Differential Equations (0.5) #
MA210	Discrete Mathematics (0.5) #
MA211	Algebra and Number Theory (0.5) #
MA213	Operations Research Techniques (0.5) #
MA214	Algorithms and Data Structures (0.5) #
ST205	Sample Surveys and Experiments (0.5) #
ST207	Databases (0.5) #*
ST226	Actuarial Investigations: Financial (0.5) #
ST227	Survival Models (0.5) #

#### List 2 - For students who did not take MA103 under Paper 4:

MA102	Mathematical Proof and Analysis (0.5) #
MA213	Operations Research Techniques (0.5) #
ST205	Sample Surveys and Experiments (0.5) #
ST207	Databases (0.5) #*
ST226	Actuarial Investigations: Financial (0.5) #
ST227	Survival Models (0.5) #

#### Or

ST206	Probability and Distribution Theory (0.5) # and ST211 Applied Regression (0.5) #
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**And** courses to the value of 1.0 unit from List 1 or List 2:

#### List 1 - For students who took MA103 under Paper 4:

MA203	Real Analysis (0.5) #
MA208	Optimisation Theory (0.5) #
MA209	Differential Equations (0.5) #
MA210	Discrete Mathematics (0.5) #
MA211	Algebra and Number Theory (0.5) #
MA213	Operations Research Techniques (0.5) #
MA214	Algorithms and Data Structures (0.5) #

ST205	Sample Surveys and Experiments (0.5) #
ST207	Databases (0.5) #*
ST226	Actuarial Investigations: Financial (0.5) #
ST227	Survival Models (0.5) #

**List 2 - For students who did not take MA103 under Paper 4:**

MA102	Mathematical Proof and Analysis (0.5) #
MA208	Optimisation Theory (0.5) #
MA209	Differential Equations (0.5) #
MA210	Discrete Mathematics (0.5) #
MA213	Operations Research Techniques (0.5) #
MA214	Algorithms and Data Structures (0.5) #
ST205	Sample Surveys and Experiments (0.5) #
ST207	Databases (0.5) #*
ST226	Actuarial Investigations: Financial (0.5) #
ST227	Survival Models (0.5) #

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

AC102	Elements of Financial Accounting (0.5)
AC103	Elements of Management Accounting, Financial Management and Financial Institutions (0.5)
AC200	Accounting Theory and Practice (1.0) #
EC2A3	Microeconomics II (0.5) #1
EC2B3	Macroeconomics II (0.5) #2
EC2C3	Econometrics I (0.5) #
EC2C4	Econometrics II (0.5) #3
FM213	Principles of Finance (1.0) #

**Undergraduate Outside Options List (Years 2 & 3) Year 3**

Paper 9 Courses to the value of 1.0 unit(s) from the following:  
**Paper 9 options list**

Paper 10 Courses to the value of 1.0 unit(s) from the following:  
**Paper 9 options list**

Paper 11 Courses to the value of 1.0 unit(s) from the following:  
**Paper 9 options list**

Paper 12 Courses to the value of 1.0 unit(s) from the following:  
**Paper 9 options list**

**Paper 10 options list**

**Paper 11 options list**

**Undergraduate Outside Options List (Years 2 & 3) Paper 9 options list**

ST300	Regression and Generalised Linear Models (0.5) #
ST301	Actuarial Mathematics (Life) (0.5) #~1
ST302	Stochastic Processes (0.5) #
ST304	Time Series and Forecasting (0.5) #
ST306	Actuarial Mathematics (General) (0.5) #~2
ST308	Bayesian Inference (0.5) #~A
ST326	Financial Statistics (0.5) #
ST330	Stochastic and Actuarial Methods in Finance (1.0) #~3~4~B

**Footnotes:** for Paper 9 options list ~A: ST202 is a desirable prerequisite for ST308. ~B: ST330 can only be taken if ST302 is taken under Paper 10.

**Prerequisite Requirements and Mutually Exclusive Options** for Paper 9 options list~1: Before taking ST301 you must take ST227~2: Before taking ST306 you must take ST202

Before taking ST306 you must take ST302~3: Before taking ST330 you must take ST302~4: ST330 can not be taken with FM321, FM322

**Paper 10 options list**

MA203	Real Analysis (0.5) #~1
MA208	Optimisation Theory (0.5) #~2~A
MA209	Differential Equations (0.5) #~3~B
MA210	Discrete Mathematics (0.5) #~4
MA211	Algebra and Number Theory (0.5) #~5
MA213	Operations Research Techniques (0.5) #

MA300 Game Theory (1.0) #~6 (withdrawn 2022/23)

MA301 Mathematical Game Theory (0.5) #~7

MA303 Chaos in Dynamical Systems (0.5) #~C (not available 2022/23)

MA315 Algebra and its Applications (0.5) #~8 (not available 2022/23)

MA316 Graph Theory (0.5) #

MA317 Complex Analysis (0.5) #

MA318 History of Mathematics in Finance and Economics (0.5) #

MA319 Partial Differential Equations (0.5) #~9

MA320 Mathematics of Networks (0.5) #

MA324 Mathematical Modelling and Simulation (0.5) #

MA330 Game Theory for Collective Decisions (0.5) #

MA333 Optimisation for Machine Learning (0.5) #

ST302 Stochastic Processes (0.5) #~D

ST303 Stochastic Simulation (0.5) #

ST307 Aspects of Market Research (0.5) #~10

ST310 Machine Learning (0.5) #\*

ST311 Artificial Intelligence (0.5) #

ST312 Applied Statistics Project (0.5) #

ST313 Ethics for Data Science (0.5) #

ST327 Market Research: An Integrated Approach (1.0) #~11

**Footnotes:** for Paper 10 options list ~A: MA203 is a desirable prerequisite for MA208. ~B: MA203 is a desirable prerequisite for MA209. ~C: MA103 is a desirable prerequisite for MA303. ~D: ST302 must be taken if ST330 was taken under Paper 9.

**Prerequisite Requirements and Mutually Exclusive Options**

for Paper 10 options list~1: Before taking MA203 you must take MA103~2: Before taking MA208 you must take MA103~3: Before taking MA209 you must take MA103~4: Before taking MA210 you must take MA103~5: Before taking MA211 you must take MA103~6: MA300 can not be taken with MA301~7: MA301 can not be taken with MA300~8: Before taking MA315 you must take MA103~9: Before taking MA319 you must take MA203~10: ST307 can not be taken with ST205, ST327~11: ST327 can not be taken with ST307

**Paper 11 options list**

AC200 Accounting Theory and Practice (1.0) #

AC331 Contemporary Issues in Financial Accounting (0.5) #

AC332 Financial Statement Analysis and Valuation (0.5) #

EC2A3 Microeconomics II (0.5) #

EC2B3 Macroeconomics II (0.5) #

EC2C3 Econometrics I (0.5) #

EC2C4 Econometrics II (0.5) #

EC302 Political Economy (1.0) #

EC310 Behavioural Economics (1.0) #

EC319 Games and Economic Behaviour (1.0) #

EC325 Public Economics (1.0) #

FM213 Principles of Finance (1.0) #

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

FM321 Risk Management and Modelling (0.5) #

FM322 Derivatives (0.5) #

**Footnotes:** for Paper 11 options list ~A: FM300 can be taken if FM213 has been taken under Paper 8.

**Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

1: Before taking EC2A3 you must take EC1A3

2: Before taking EC2B3 you must take EC1A3

Before taking EC2B3 you must take EC1B3

3: Before taking EC2C4 you must take EC2C3

**Footnotes:** A: Students may take certain courses from the Undergraduate Outside Options List, with the approval of the Course Tutor.

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

**Accreditation:**

Accredited by the Chartered Institute of Management Accountants (CIMA) for the purpose of exemption from some professional examinations through the Accredited degree accelerated route. Accredited by the Royal Statistical Society (RSS) for the purpose of eligibility for Graduate Statistician status. Further information is available from the BSc in Mathematics, Statistics, and Business homepage <https://www.lse.ac.uk/study-at-lse/Undergraduate/Degree-programmes-2021/BSc-Mathematics-Statistics-and-Business>.

Either AC100, AC102, AC103 or AC104 needs to be chosen for exemption of BA2 Fundamentals of Management Accounting.

Either AC100, AC102, AC103 or AC104 needs to be chosen for exemption of BA3 Fundamentals of Financial Accounting.

**Note for prospective students:**

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

## BSc in Mathematics, Statistics and Business

**Programme Code:** UBMSB

**Department:** Statistics

For students starting this programme of study in 2021/22

This programme was previously titled **BSc in Business Mathematics and Statistics**.

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course
<b>Year 1</b>	
Paper 1	ST102 Elementary Statistical Theory (1.0) #
Paper 2	MA100 Mathematical Methods (1.0) #
Paper 3	EC1A3 Microeconomics I (0.5) #
<b>and one from:</b>	
	EC1B3 Macroeconomics I (0.5) #
	FM101 Finance (0.5)
Paper 4	<b>Either:</b>
	MA103 Introduction to Abstract Mathematics (1.0) #
	<b>Or</b>
	<b>One half unit from:</b>
	AC102 Elements of Financial Accounting (0.5)
	MA102 Mathematical Proof and Analysis (0.5) #
	ST101 Programming for Data Science (0.5) #
	<b>Plus one half unit from:</b>
	AC103 Elements of Management Accounting, Financial Management and Financial Institutions (0.5)
	EC1B3 Macroeconomics I (0.5) #
	FM101 Finance (0.5)
Paper 5	<b>Year 2</b>
	MA212 Further Mathematical Methods (1.0) #

Papers 6 & 7 **Either**

ST202 Probability, Distribution Theory and Inference (1.0) # **and** ST211 Applied Regression (0.5) #

**And** courses to the value of 0.5 unit(s) from List 1 or List 2:

**List 1 - For students who took MA103 under Paper 4:**

MA203 Real Analysis (0.5) #  
 MA208 Optimisation Theory (0.5) #  
 MA209 Differential Equations (0.5) #  
 MA210 Discrete Mathematics (0.5) #  
 MA211 Algebra and Number Theory (0.5) #  
 MA213 Operations Research Techniques (0.5) #  
 MA214 Algorithms and Data Structures (0.5) #  
 ST205 Sample Surveys and Experiments (0.5) #  
 ST207 Databases (0.5) #\*  
 ST226 Actuarial Investigations: Financial (0.5) #  
 ST227 Survival Models (0.5) #

**List 2 - For students who did not take MA103 under Paper 4:**

MA102 Mathematical Proof and Analysis (0.5) #  
 MA213 Operations Research Techniques (0.5) #  
 ST205 Sample Surveys and Experiments (0.5) #  
 ST207 Databases (0.5) #\*  
 ST226 Actuarial Investigations: Financial (0.5) #  
 ST227 Survival Models (0.5) #

**Or**

ST206 Probability and Distribution Theory (0.5) # **and** ST211 Applied Regression (0.5) #

**And** courses to the value of 1.0 unit from List 1 or List 2:

**List 1 - For students who took MA103 under Paper 4:**

MA203 Real Analysis (0.5) #  
 MA208 Optimisation Theory (0.5) #  
 MA209 Differential Equations (0.5) #  
 MA210 Discrete Mathematics (0.5) #  
 MA211 Algebra and Number Theory (0.5) #  
 MA213 Operations Research Techniques (0.5) #  
 MA214 Algorithms and Data Structures (0.5) #  
 ST205 Sample Surveys and Experiments (0.5) #  
 ST207 Databases (0.5) #\*  
 ST226 Actuarial Investigations: Financial (0.5) #  
 ST227 Survival Models (0.5) #

**List 2 - For students who did not take MA103 under Paper 4:**

MA102 Mathematical Proof and Analysis (0.5) #  
 MA208 Optimisation Theory (0.5) #  
 MA209 Differential Equations (0.5) #  
 MA210 Discrete Mathematics (0.5) #  
 MA213 Operations Research Techniques (0.5) #  
 MA214 Algorithms and Data Structures (0.5) #  
 ST205 Sample Surveys and Experiments (0.5) #  
 ST207 Databases (0.5) #\*  
 ST226 Actuarial Investigations: Financial (0.5) #  
 ST227 Survival Models (0.5) #

Paper 8

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

A  
 AC102 Elements of Financial Accounting (0.5)  
 AC103 Elements of Management Accounting, Financial Management and Financial Institutions (0.5)  
 AC200 Accounting Theory and Practice (1.0) #  
 EC2A3 Macroeconomics II (0.5) #1  
 EC2B3 Macroeconomics II (0.5) #2  
 EC2C3 Econometrics I (0.5) #  
 EC2C4 Econometrics II (0.5) #3  
 FM213 Principles of Finance (1.0) #

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

**Year 3**

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

Paper 9



- Paper 10 **Paper 9 options list**  
Courses to the value of 1.0 unit(s) from the following:  
**Paper 9 options list**  
**Paper 10 options list**
- Paper 11 Courses to the value of 1.0 unit(s) from the following:  
**Paper 9 options list**  
**Paper 10 options list**  
**Paper 11 options list**
- Paper 12 Courses to the value of 1.0 unit(s) from the following:  
**Paper 9 options list**  
**Paper 10 options list**  
**Paper 11 options list**

**Notes:** LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

#### Paper 9 options list

- ST300 Regression and Generalised Linear Models (0.5) #  
ST301 Actuarial Mathematics (Life) (0.5) #~1  
ST302 Stochastic Processes (0.5) #  
T304 Time Series and Forecasting (0.5) #  
ST306 Actuarial Mathematics (General) (0.5) #~2  
ST308 Bayesian Inference (0.5) #~A  
ST326 Financial Statistics (0.5) #  
ST330 Stochastic and Actuarial Methods in Finance (1.0) #~3~4~B

**Footnotes:** for Paper 9 options list ~A: ST202 is a desirable prerequisite for ST308. ~B: ST330 can only be taken if ST302 is taken under Paper 10.

**Prerequisite Requirements and Mutually Exclusive Options** for Paper 9 options list~1: Before taking ST301 you must take ST227~2: Before taking ST306 you must take ST202  
Before taking ST306 you must take ST302~3: Before taking ST330 you must take ST302~4: ST330 can not be taken with FM321, FM322

#### Paper 10 options list

- MA203 Real Analysis (0.5) #~1  
MA208 Optimisation Theory (0.5) #~2~A  
MA209 Differential Equations (0.5) #~3~B  
MA210 Discrete Mathematics (0.5) #~4  
MA211 Algebra and Number Theory (0.5) #~5  
MA213 Operations Research Techniques (0.5) #  
MA300 Game Theory (1.0) #~6 (withdrawn 2022/23)  
MA301 Mathematical Game Theory (0.5) #~7  
MA303 Chaos in Dynamical Systems (0.5) #~C (not available 2022/23)  
MA315 Algebra and its Applications (0.5) #~8 (not available 2022/23)  
MA316 Graph Theory (0.5) #  
MA317 Complex Analysis (0.5) #  
MA318 History of Mathematics in Finance and Economics (0.5) #  
MA319 Partial Differential Equations (0.5) #~9  
MA320 Mathematics of Networks (0.5) #  
MA324 Mathematical Modelling and Simulation (0.5) #  
MA330 Game Theory for Collective Decisions (0.5) #  
MA333 Optimisation for Machine Learning (0.5) #  
ST302 Stochastic Processes (0.5) #~D  
ST303 Stochastic Simulation (0.5) #  
ST307 Aspects of Market Research (0.5) #~10  
ST310 Machine Learning (0.5) #\*  
ST311 Artificial Intelligence (0.5) #  
ST312 Applied Statistics Project (0.5) #

- ST313 Ethics for Data Science (0.5) #  
ST327 Market Research: An Integrated Approach (1.0) #~11

**Footnotes:** for Paper 10 options list ~A: MA203 is a desirable prerequisite for MA208. ~B: MA203 is a desirable prerequisite for MA209. ~C: MA103 is a desirable prerequisite for MA303. ~D: ST302 must be taken if ST330 was taken under Paper 9.

**Prerequisite Requirements and Mutually Exclusive Options** for Paper 10 options list~1: Before taking MA203 you must take MA103~2: Before taking MA208 you must take MA103~3: Before taking MA209 you must take MA103~4: Before taking MA210 you must take MA103~5: Before taking MA211 you must take MA103~6: MA300 can not be taken with MA301~7: MA301 can not be taken with MA300~8: Before taking MA315 you must take MA103~9: Before taking MA319 you must take MA203~10: ST307 can not be taken with ST205, ST327~11: ST327 can not be taken with ST307

#### Paper 11 options list

- AC200 Accounting Theory and Practice (1.0) #  
AC331 Contemporary Issues in Financial Accounting (0.5) #  
AC332 Financial Statement Analysis and Valuation (0.5) #  
EC2A3 Microeconomics II (0.5) #  
EC2B3 Macroeconomics II (0.5) #  
EC2C3 Econometrics I (0.5) #  
EC2C4 Econometrics II (0.5) #  
EC302 Political Economy (1.0) #  
EC310 Behavioural Economics (1.0) #  
EC319 Games and Economic Behaviour (1.0) #  
EC325 Public Economics (1.0) #  
FM213 Principles of Finance (1.0) #  
FM300 Corporate Finance, Investments and Financial Markets (1.0) #~A  
FM321 Risk Management and Modelling (0.5) #  
FM322 Derivatives (0.5) #

**Footnotes:** for Paper 11 options list ~A: FM300 can be taken if FM213 has been taken under Paper 8.

**Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

- 1: Before taking EC2A3 you must take EC1A3  
2: Before taking EC2B3 you must take EC1A3  
Before taking EC2B3 you must take EC1B3  
3: Before taking EC2C4 you must take EC2C3

**Footnotes:** A: Students may take certain courses from the Undergraduate Outside Options List, with the approval of the Course Tutor.  
# means there may be prerequisites for this course. Please view the course guide for more information.

#### Accreditation:

Accredited by the Chartered Institute of Management Accountants (CIMA) for the purpose of exemption from some professional examinations through the Accredited degree accelerated route. Accredited by the Royal Statistical Society (RSS) for the purpose of eligibility for Graduate Statistician status. Further information is available from the BSc in Mathematics, Statistics, and Business homepage <https://www.lse.ac.uk/study-at-lse/Undergraduate/Degree-programmes-2021/BSc-Mathematics-Statistics-and-Business>.

Either AC100, AC102, AC103 or AC104 needs to be chosen for exemption of BA2 Fundamentals of Management Accounting.

Either AC100, AC102, AC103 or AC104 needs to be chosen for exemption of BA3 Fundamentals of Financial Accounting.

**Note for prospective students:**

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

**BSc in Mathematics, Statistics and Business**

**Programme Code:** UBMSB

**Department:** Statistics

For students starting this programme of study in 2020/21

This programme was previously titled **BSc in Business Mathematics and Statistics**.

**Please note that places are limited on some optional courses.**

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

**Paper Course number, title (unit value)****Year 1**

Paper 1	ST102	Elementary Statistical Theory (1.0) #
Paper 2	MA100	Mathematical Methods (1.0) #
Paper 3	EC100	Economics A (1.0) # (withdrawn 2021/22)
		<b>or</b>
	EC102	Economics B (1.0) #A (withdrawn 2021/22)

**Paper 4 Either**

MA103 Introduction to Abstract Mathematics (1.0) #

**Or**

Two half unit courses from the following:

AC102 Elements of Financial Accounting (0.5)

AC103 Elements of Management Accounting, Financial Management and Financial Institutions (0.5)

FM101 Finance (0.5)

MA102 Mathematical Proof and Analysis (0.5) #

ST101 Programming for Data Science (0.5) #

**Year 2**

Paper 5 MA212 Further Mathematical Methods (1.0) #

**Papers 6 & 7 Either**

ST202 Probability, Distribution Theory and Inference (1.0) # **and** ST211 Applied Regression (0.5) #

**And** courses to the value of 0.5 unit(s) from List 1 or List 2:

**List 1 - For students who took MA103 under Paper 4:**

MA203	Real Analysis (0.5) #
MA208	Optimisation Theory (0.5) #
MA209	Differential Equations (0.5) #
MA210	Discrete Mathematics (0.5) #
MA211	Algebra and Number Theory (0.5) #
MA214	Algorithms and Data Structures (0.5) #
ST205	Sample Surveys and Experiments (0.5) #
ST207	Databases (0.5) #*
ST226	Actuarial Investigations: Financial (0.5) #
ST227	Survival Models (0.5) #

**List 2 - For students who did not take MA103 under Paper 4:**

MA102	Mathematical Proof and Analysis (0.5) #
ST205	Sample Surveys and Experiments (0.5) #
ST207	Databases (0.5) #*
ST226	Actuarial Investigations: Financial (0.5) #
ST227	Survival Models (0.5) #

**Or**

ST206 Probability and Distribution Theory (0.5) #

**and** ST211 Applied Regression (0.5) #

**And** courses to the value of 1.0 unit from List 1 or List 2:

**List 1 - For students who took MA103 under Paper 4:**

MA203	Real Analysis (0.5) #
MA208	Optimisation Theory (0.5) #
MA209	Differential Equations (0.5) #
MA210	Discrete Mathematics (0.5) #
MA211	Algebra and Number Theory (0.5) #
MA214	Algorithms and Data Structures (0.5) #
ST205	Sample Surveys and Experiments (0.5) #
ST207	Databases (0.5) #*
ST226	Actuarial Investigations: Financial (0.5) #
ST227	Survival Models (0.5) #

**List 2 - For students who did not take MA103 under Paper 4:**

MA102	Mathematical Proof and Analysis (0.5) #
MA208	Optimisation Theory (0.5) #
MA209	Differential Equations (0.5) #
MA210	Discrete Mathematics (0.5) #
MA214	Algorithms and Data Structures (0.5) #
ST205	Sample Surveys and Experiments (0.5) #
ST207	Databases (0.5) #*
ST226	Actuarial Investigations: Financial (0.5) #
ST227	Survival Models (0.5) #

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

**B**

AC102 Elements of Financial Accounting (0.5)

AC103 Elements of Management Accounting, Financial Management and Financial Institutions (0.5)

AC200 Accounting Theory and Practice (1.0) #

EC201 Microeconomic Principles I (1.0) #

EC202 Microeconomic Principles II (1.0) # (withdrawn 2022/23)

EC210 Macroeconomic Principles (1.0) #

EC221 Principles of Econometrics (1.0) # (withdrawn 2022/23)

FM213 Principles of Finance (1.0) #

**Undergraduate Outside Options List (Years 2 & 3)****Year 3**

Paper 9 Courses to the value of 1.0 unit(s) from the following:

**Paper 9 options list**

Paper 10 Courses to the value of 1.0 unit(s) from the following:

**Paper 9 options list****Paper 10 options list**

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

**Paper 9 options list****Paper 10 options list****Paper 11 options list**

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

**Paper 9 options list****Paper 10 options list****Paper 11 options list****Undergraduate Outside Options List (Years 2 & 3)****Paper 9 options list**

ST300 Regression and Generalised Linear Models (0.5) #

ST301 Actuarial Mathematics (Life) (0.5) #~1

ST302 Stochastic Processes (0.5) #

ST304 Time Series and Forecasting (0.5) #

ST306 Actuarial Mathematics (General) (0.5) #~2

ST308 Bayesian Inference (0.5) #~A

ST326 Financial Statistics (0.5) #

ST330 Stochastic and Actuarial Methods in Finance (1.0) #~3~4~B

**Footnotes:** for Paper 9 options list ~A: ST202 is a desirable prerequisite for ST308. ~B: ST330 can only be taken if ST302 is taken under Paper 10.

**Prerequisite Requirements and Mutually Exclusive**

**Options** for Paper 9 options list~1: Before taking ST301 you must take ST227~2: Before taking ST306 you must take ST202  
Before taking ST306 you must take ST302~3: Before taking ST330 you must take ST302~4: ST330 can not be taken with FM321, FM322

#### Paper 10 options list

MA203	Real Analysis (0.5) #~1
MA208	Optimisation Theory (0.5) #~2~A
MA209	Differential Equations (0.5) #~3~B
MA210	Discrete Mathematics (0.5) #~4
MA211	Algebra and Number Theory (0.5) #~5
MA213	Operations Research Techniques (0.5) #
MA300	Game Theory (1.0) #~6~C (withdrawn 2022/23)
MA301	Mathematical Game Theory (0.5) #~7
MA303	Chaos in Dynamical Systems (0.5) #~D (not available 2022/23)
MA314	Algorithms and Programming (0.5) #~8 (withdrawn 2021/22)
MA315	Algebra and its Applications (0.5) #~9 (not available 2022/23)
MA316	Graph Theory (0.5) #
MA317	Complex Analysis (0.5) #
MA318	History of Mathematics in Finance and Economics (0.5) #
MA319	Partial Differential Equations (0.5) #~10
MA320	Mathematics of Networks (0.5) #
MA324	Mathematical Modelling and Simulation (0.5) #
MA330	Game Theory for Collective Decisions (0.5) #
MA333	Optimisation for Machine Learning (0.5) #
ST302	Stochastic Processes (0.5) #~E
ST303	Stochastic Simulation (0.5) #
ST307	Aspects of Market Research (0.5) #~11
ST310	Machine Learning (0.5) #*
ST311	Artificial Intelligence (0.5) #
ST312	Applied Statistics Project (0.5) #
ST313	Ethics for Data Science (0.5) #
ST327	Market Research: An Integrated Approach (1.0) #~12

**Footnotes:** for Paper 10 options list ~A: MA203 is a desirable prerequisite for MA208. ~B: MA203 is a desirable prerequisite for MA209. ~C: EC201 or EC202 are desirable prerequisites for MA300. ~D: MA103 is a desirable prerequisite for MA303. ~E: ST302 must be taken if ST330 was taken under Paper 9.

#### Prerequisite Requirements and Mutually Exclusive Options

for Paper 10 options list~1: Before taking MA203 you must take MA103~2: Before taking MA208 you must take MA103~3: Before taking MA209 you must take MA103~4: Before taking MA210 you must take MA103~5: Before taking MA211 you must take MA103~6: MA300 can not be taken with MA301~7: MA301 can not be taken with MA300~8: Before taking MA314 you must take MA103~9: Before taking MA315 you must take MA103~10: Before taking MA319 you must take MA203~11: ST307 can not be taken with ST205, ST327~12: ST327 can not be taken with ST307

#### Paper 11 options list

AC200	Accounting Theory and Practice (1.0) #
AC330	Financial Accounting, Analysis and Valuation. (1.0) #~1 (withdrawn 2020/21)
AC331	Contemporary Issues in Financial Accounting (0.5) #
AC332	Financial Statement Analysis and Valuation (0.5) #

EC2C3	Econometrics I (0.5) #
EC2C4	Econometrics II (0.5) #
EC302	Political Economy (1.0) #~A
EC310	Behavioural Economics (1.0) #~B
EC319	Games and Economic Behaviour (1.0) #~C
EC325	Public Economics (1.0) #~D
FM213	Principles of Finance (1.0) #
FM300	Corporate Finance, Investments and Financial Markets (1.0) #~E
FM321	Risk Management and Modelling (0.5) #
FM322	Derivatives (0.5) #

**Footnotes:** for Paper 11 options list ~A: EC302 can be taken if either EC201 or EC202 has been taken under Paper 8. ~B: EC310 can be taken if EC202, or EC201 with a good mark, has been taken under Paper 8. ~C: EC319 can be taken if EC201 or EC202 has been taken under Paper 8. ~D: EC325 can be taken if EC201 or EC202 has been taken under Paper 8. ~E: FM300 can be taken if FM213 has been taken under Paper 8.

#### Prerequisite Requirements and Mutually Exclusive Options

for Paper 11 options list~1: Before taking AC330 you must take AC102

#### Prerequisite Requirements and Mutually Exclusive Options

\* means available with permission

#### Footnotes:

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

B: Students may take certain courses from the Undergraduate Outside Options List, with the approval of the Course Tutor.

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

#### Accreditation:

Accredited by the Chartered Institute of Management Accountants (CIMA) for the purpose of exemption from some professional examinations through the Accredited degree accelerated route. Accredited by the Royal Statistical Society (RSS) for the purpose of eligibility for Graduate Statistician status. Further information is available from the BSc in Mathematics, Statistics, and Business homepage [lse.ac.uk/Statistics/Study/BSc-programmes/BSc-Mathematics-Statistics-and-Business](http://lse.ac.uk/Statistics/Study/BSc-programmes/BSc-Mathematics-Statistics-and-Business).

Either EC100 or EC102 needs to be chosen for exemption of BA1 Fundamentals of Business Economics.

Either AC100, AC102, AC103 or AC104 needs to be chosen for exemption of BA2 Fundamentals of Management Accounting.

Either AC100, AC102, AC103 or AC104 needs to be chosen for exemption of BA3 Fundamentals of Financial Accounting.

#### Note for prospective students:

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

## BSc in Mathematics and Economics

**Programme Code:** UBMAEC

**Department:** Mathematics

For students starting this programme of study in 2022/23

**Please note that places are limited on some optional courses.**

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

<b>Paper</b>	<b>Course number, title (unit value)</b>
	LSE100 LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
	<b>Students will choose ONE of the three half-unit options below:</b>
	LSE100A The LSE Course: How can we avert climate catastrophe? (0.5)
	LSE100B The LSE Course: How can we control AI? (0.5)
	LSE100C The LSE Course: How can we create a fair society? (0.5)
	<b>Year 1</b>
Paper 1	EC1A3 Microeconomics I (0.5) # <b>and</b> EC1B3 Macroeconomics I (0.5) #
Paper 2	MA100 Mathematical Methods (1.0) #
Paper 3	ST102 Elementary Statistical Theory (1.0) #
Paper 4	MA103 Introduction to Abstract Mathematics (1.0) #
	<b>Year 2</b>
Paper 5	EC2A3 Microeconomics II (0.5) # <b>and</b> EC2B3 Macroeconomics II (0.5) #
Paper 6	MA212 Further Mathematical Methods (1.0) #
Paper 7	Courses to the value of 1.0 unit(s) from the following: <b>Either:</b> FM213 Principles of Finance (1.0) # <b>Or</b> EC2C3 Econometrics I (0.5) # <b>And either:</b> EC2C4 Econometrics II (0.5) # MA208 Optimisation Theory (0.5) # MA209 Differential Equations (0.5) # MA210 Discrete Mathematics (0.5) # MA211 Algebra and Number Theory (0.5) # MA213 Operations Research Techniques (0.5) # MA214 Algorithms and Data Structures (0.5) #
Paper 8	MA203 Real Analysis (0.5) # <b>And</b> courses to the value of 0.5 unit(s) from the following: MA208 Optimisation Theory (0.5) # MA209 Differential Equations (0.5) # MA210 Discrete Mathematics (0.5) # MA211 Algebra and Number Theory (0.5) #
	<b>Year 3</b>
Paper 9	Courses to the value of 1.0 unit(s) from the following: EC301 Advanced Economic Analysis (1.0) # EC302 Political Economy (1.0) # EC309 Econometric Theory (1.0) # EC310 Behavioural Economics (1.0) # EC313 Industrial Economics (1.0) # EC319 Games and Economic Behaviour (1.0) # EC321 Monetary Economics and Aggregate Fluctuations (1.0) # EC325 Public Economics (1.0) # EC333 Problems of Applied Econometrics (1.0) #
Paper 10	Courses to the value of 0.5 unit(s) from the following: A MA208 Optimisation Theory (0.5) # MA209 Differential Equations (0.5) # MA210 Discrete Mathematics (0.5) # MA211 Algebra and Number Theory (0.5) # MA213 Operations Research Techniques (0.5) # MA214 Algorithms and Data Structures (0.5) # MA301 Mathematical Game Theory (0.5) #1 MA303 Chaos in Dynamical Systems (0.5) # (not

	available 2022/23)
	MA315 Algebra and its Applications (0.5) # (not available 2022/23)
	MA316 Graph Theory (0.5) #
	MA317 Complex Analysis (0.5) #
	MA319 Partial Differential Equations (0.5) #
	MA320 Mathematics of Networks (0.5) #
	MA321 Measure Theoretic Probability (0.5) #
	MA322 Mathematics of Finance and Valuation (0.5) #
	MA324 Mathematical Modelling and Simulation (0.5) #2
	MA330 Game Theory for Collective Decisions (0.5) #
	MA333 Optimisation for Machine Learning (0.5) #
	MA334 Dissertation in Mathematics (0.5) #3
	<b>And</b> courses to the value of 0.5 unit(s) from the following:
	MA301 Mathematical Game Theory (0.5) #4
	MA303 Chaos in Dynamical Systems (0.5) # (not available 2022/23)
	MA315 Algebra and its Applications (0.5) # (not available 2022/23)
	MA316 Graph Theory (0.5) #
	MA317 Complex Analysis (0.5) #
	MA319 Partial Differential Equations (0.5) #
	MA320 Mathematics of Networks (0.5) #
	MA321 Measure Theoretic Probability (0.5) #
	MA322 Mathematics of Finance and Valuation (0.5) #
	MA324 Mathematical Modelling and Simulation (0.5) #5
	MA333 Optimisation for Machine Learning (0.5) #
	MA334 Dissertation in Mathematics (0.5) #6
Paper 11	If FM213 was taken under Paper 7: EC2C3 Econometrics I (0.5) # <b>and either:</b> EC2C4 Econometrics II (0.5) # MA208 Optimisation Theory (0.5) # MA209 Differential Equations (0.5) # MA210 Discrete Mathematics (0.5) # MA211 Algebra and Number Theory (0.5) # MA214 Algorithms and Data Structures (0.5) # <b>Or</b> If FM213 was not taken under Paper 7 then one of the following: FM213 Principles of Finance (1.0) # FM321 Risk Management and Modelling (0.5) # FM322 Derivatives (0.5) # MA330 Game Theory for Collective Decisions (0.5) #
	ST202 Probability, Distribution Theory and Inference (1.0) #
	ST313 Ethics for Data Science (0.5) #
	Any paper from the Paper 9 options list (no approval required), or another third year paper in Mathematics or Economics (MA3** or EC3**) with the approval of the Departmental Tutor:
	<b>Paper 9 options list</b>
	<b>Economics Third Year Options List</b>
	<b>Mathematics Third Year Options List</b>
Paper 12	Courses to the value of 1.0 unit(s) from the following: B MA318 History of Mathematics in Finance and Economics (0.5) #
	<b>Paper 9 options list</b>
	<b>Paper 10 options list</b>
	<b>Paper 11 options list</b>
	<b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>
	<b>Paper 9 options list</b>
	EC301 Advanced Economic Analysis (1.0) #



EC302	Political Economy (1.0) #
EC309	Econometric Theory (1.0) #
EC310	Behavioural Economics (1.0) #
EC313	Industrial Economics (1.0) #
EC319	Games and Economic Behaviour (1.0) #
EC321	Monetary Economics and Aggregate Fluctuations (1.0) #
EC325	Public Economics (1.0) #
EC333	Problems of Applied Econometrics (1.0) #

**Economics Third Year Options List**

EC301	Advanced Economic Analysis (1.0) #
EC302	Political Economy (1.0) #
EC307	Development Economics (1.0) #
EC309	Econometric Theory (1.0) #
EC310	Behavioural Economics (1.0) #
EC311	History of Economics: How Theories Change (1.0)
EC313	Industrial Economics (1.0) #
EC315	International Economics (1.0) #
EC317	Labour Economics (1.0) #
EC319	Games and Economic Behaviour (1.0) #
EC321	Monetary Economics and Aggregate Fluctuations (1.0) #
EC325	Public Economics (1.0) #
EC333	Problems of Applied Econometrics (1.0) #

**Paper 10 options list**

MA208	Optimisation Theory (0.5) #
MA209	Differential Equations (0.5) #
MA210	Discrete Mathematics (0.5) #
MA211	Algebra and Number Theory (0.5) #
MA213	Operations Research Techniques (0.5) #
MA214	Algorithms and Data Structures (0.5) #
MA301	Mathematical Game Theory (0.5) #7
MA303	Chaos in Dynamical Systems (0.5) # (not available 2022/23)
MA315	Algebra and its Applications (0.5) # (not available 2022/23)
MA316	Graph Theory (0.5) #
MA317	Complex Analysis (0.5) #
MA319	Partial Differential Equations (0.5) #
MA320	Mathematics of Networks (0.5) #
MA321	Measure Theoretic Probability (0.5) #
MA322	Mathematics of Finance and Valuation (0.5) #
MA324	Mathematical Modelling and Simulation (0.5) #
MA333	Optimisation for Machine Learning (0.5) #
MA334	Dissertation in Mathematics (0.5) #

**Paper 11 options list**

EC2C3	Econometrics I (0.5) #
EC2C4	Econometrics II (0.5) #
FM213	Principles of Finance (1.0) #
FM321	Risk Management and Modelling (0.5) #
FM322	Derivatives (0.5) #
MA208	Optimisation Theory (0.5) #
MA209	Differential Equations (0.5) #
MA210	Discrete Mathematics (0.5) #
MA211	Algebra and Number Theory (0.5) #
MA214	Algorithms and Data Structures (0.5) #
MA330	Game Theory for Collective Decisions (0.5) #
ST202	Probability, Distribution Theory and Inference (1.0) #
ST313	Ethics for Data Science (0.5) #

**Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

- 1: MA301 can not be taken with MA300  
2: MA324 can not be taken with MA334

- 3: MA334 can not be taken with MA324  
4: MA301 can not be taken with MA300  
5: MA324 can not be taken with MA334  
6: MA334 can not be taken with MA324  
7: MA301 can not be taken with MA300

**Footnotes:**

A: No more than one from MA324 and MA334 can be chosen.

B: No more than one from MA208, MA209, MA210 or MA211 can be taken in Year 3.

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

**BSc in Mathematics and Economics**

**Programme Code:** UBMAEC

**Department:** Mathematics

For students starting this programme of study in 2021/22

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course
	<b>Year 1</b>
Paper 1	EC1A3 Microeconomics I (0.5) # <b>and</b> EC1B3 Macroeconomics I (0.5) #
Paper 2	MA100 Mathematical Methods (1.0) #
Paper 3	ST102 Elementary Statistical Theory (1.0) #
Paper 4	MA103 Introduction to Abstract Mathematics (1.0) #
	<b>Year 2</b>
Paper 5	EC2A3 Microeconomics II (0.5) # <b>and</b> EC2B3 Macroeconomics II (0.5) #
Paper 6	MA212 Further Mathematical Methods (1.0) #
Paper 7	Courses to the value of 1.0 unit(s) from the following: <b>Either:</b> FM213 Principles of Finance (1.0) # <b>Or</b> EC2C3 Econometrics I (0.5) # <b>And either:</b> EC2C4 Econometrics II (0.5) # MA208 Optimisation Theory (0.5) # MA209 Differential Equations (0.5) # MA210 Discrete Mathematics (0.5) # MA211 Algebra and Number Theory (0.5) # MA213 Operations Research Techniques (0.5) # MA214 Algorithms and Data Structures (0.5) #
Paper 8	MA203 Real Analysis (0.5) # <b>And</b> courses to the value of 0.5 unit(s) from the following: MA208 Optimisation Theory (0.5) # MA209 Differential Equations (0.5) # MA210 Discrete Mathematics (0.5) # MA211 Algebra and Number Theory (0.5) #
	<b>Year 3</b>
Paper 9	Courses to the value of 1.0 unit(s) from the following: EC301 Advanced Economic Analysis (1.0) # EC302 Political Economy (1.0) # EC309 Econometric Theory (1.0) # EC310 Behavioural Economics (1.0) # EC313 Industrial Economics (1.0) # EC319 Games and Economic Behaviour (1.0) # EC321 Monetary Economics and Aggregate Fluctuations (1.0) # EC325 Public Economics (1.0) # EC333 Problems of Applied Econometrics (1.0) #
Paper 10	Courses to the value of 0.5 unit(s) from the following: A MA208 Optimisation Theory (0.5) # MA209 Differential Equations (0.5) # MA210 Discrete Mathematics (0.5) #

- MA211 Algebra and Number Theory (0.5) #  
 MA213 Operations Research Techniques (0.5) #  
 MA214 Algorithms and Data Structures (0.5) #  
 MA301 Mathematical Game Theory (0.5) #1  
 MA303 Chaos in Dynamical Systems (0.5) # (not available 2022/23)  
 MA315 Algebra and its Applications (0.5) # (not available 2022/23)  
 MA316 Graph Theory (0.5) #  
 MA317 Complex Analysis (0.5) #  
 MA319 Partial Differential Equations (0.5) #  
 MA320 Mathematics of Networks (0.5) #  
 MA321 Measure Theoretic Probability (0.5) #  
 MA322 Mathematics of Finance and Valuation (0.5) #  
 MA324 Mathematical Modelling and Simulation (0.5) #2  
 MA330 Game Theory for Collective Decisions (0.5) #  
 MA333 Optimisation for Machine Learning (0.5) #  
 MA334 Dissertation in Mathematics (0.5) #3

**And** courses to the value of 0.5 unit(s) from the following:

- MA301 Mathematical Game Theory (0.5) #4  
 MA303 Chaos in Dynamical Systems (0.5) # (not available 2022/23)  
 MA315 Algebra and its Applications (0.5) # (not available 2022/23)  
 MA316 Graph Theory (0.5) #  
 MA317 Complex Analysis (0.5) #  
 MA319 Partial Differential Equations (0.5) #  
 MA320 Mathematics of Networks (0.5) #  
 MA321 Measure Theoretic Probability (0.5) #  
 MA322 Mathematics of Finance and Valuation (0.5) #  
 MA324 Mathematical Modelling and Simulation (0.5) #5  
 MA333 Optimisation for Machine Learning (0.5) #  
 MA334 Dissertation in Mathematics (0.5) #6

Paper 11

If FM213 was taken under Paper 7:

- EC2C3 Econometrics I (0.5) #

**and either:**

- EC2C4 Econometrics II (0.5) #  
 MA208 Optimisation Theory (0.5) #  
 MA209 Differential Equations (0.5) #  
 MA210 Discrete Mathematics (0.5) #  
 MA211 Algebra and Number Theory (0.5) #  
 MA214 Algorithms and Data Structures (0.5) #

**Or**

If FM213 was not taken under Paper 7 then one of the following:

- FM213 Principles of Finance (1.0) #  
 FM321 Risk Management and Modelling (0.5) #  
 FM322 Derivatives (0.5) #  
 MA300 Game Theory (1.0) #7 (withdrawn 2022/23)  
 MA330 Game Theory for Collective Decisions (0.5) #

- ST202 Probability, Distribution Theory and Inference (1.0) #

- ST313 Ethics for Data Science (0.5) #

Any paper from the Paper 9 options list (no approval required), or another third year paper in Mathematics or Economics (MA3\*\* or EC3\*\*) with the approval of the Departmental Tutor:

**Paper 9 options list**

**Economics Third Year Options List**

**Mathematics Third Year Options List**

Paper 12

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

B

- MA231 Operational Research Methods (1.0) # (withdrawn 2022/23)  
 MA318 History of Mathematics in Finance and

Economics (0.5) #

**Paper 9 options list**

**Paper 10 options list**

**Paper 11 options list**

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

**Notes:**

LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

**Paper 9 options list**

- EC301 Advanced Economic Analysis (1.0) #  
 EC302 Political Economy (1.0) #  
 EC309 Econometric Theory (1.0) #  
 EC310 Behavioural Economics (1.0) #  
 EC313 Industrial Economics (1.0) #  
 EC319 Games and Economic Behaviour (1.0) #  
 EC321 Monetary Economics and Aggregate Fluctuations (1.0) #  
 EC325 Public Economics (1.0) #  
 EC333 Problems of Applied Econometrics (1.0) #

**Economics Third Year Options List**

- EC301 Advanced Economic Analysis (1.0) #  
 EC302 Political Economy (1.0) #  
 EC307 Development Economics (1.0) #  
 EC309 Econometric Theory (1.0) #  
 EC310 Behavioural Economics (1.0) #  
 EC311 History of Economics: How Theories Change (1.0)  
 EC313 Industrial Economics (1.0) #  
 EC315 International Economics (1.0) #  
 EC317 Labour Economics (1.0) #  
 EC319 Games and Economic Behaviour (1.0) #  
 EC321 Monetary Economics and Aggregate Fluctuations (1.0) #  
 EC325 Public Economics (1.0) #  
 EC333 Problems of Applied Econometrics (1.0) #

**Paper 10 options list**

- MA208 Optimisation Theory (0.5) #  
 MA209 Differential Equations (0.5) #  
 MA210 Discrete Mathematics (0.5) #  
 MA211 Algebra and Number Theory (0.5) #  
 MA213 Operations Research Techniques (0.5) #  
 MA214 Algorithms and Data Structures (0.5) #  
 MA301 Mathematical Game Theory (0.5) #8  
 MA303 Chaos in Dynamical Systems (0.5) # (not available 2022/23)  
 MA315 Algebra and its Applications (0.5) # (not available 2022/23)  
 MA316 Graph Theory (0.5) #  
 MA317 Complex Analysis (0.5) #  
 MA319 Partial Differential Equations (0.5) #  
 MA320 Mathematics of Networks (0.5) #  
 MA321 Measure Theoretic Probability (0.5) #  
 MA322 Mathematics of Finance and Valuation (0.5) #  
 MA324 Mathematical Modelling and Simulation (0.5) #  
 MA330 Game Theory for Collective Decisions (0.5) #  
 MA333 Optimisation for Machine Learning (0.5) #  
 MA334 Dissertation in Mathematics (0.5) #

**Paper 11 options list**

- EC2C3 Econometrics I (0.5) #  
 EC2C4 Econometrics II (0.5) #  
 FM213 Principles of Finance (1.0) #  
 FM321 Risk Management and Modelling (0.5) #  
 FM322 Derivatives (0.5) #

MA208	Optimisation Theory (0.5) #
MA209	Differential Equations (0.5) #
MA210	Discrete Mathematics (0.5) #
MA211	Algebra and Number Theory (0.5) #
MA214	Algorithms and Data Structures (0.5) #
MA300	Game Theory (1.0) #9 (withdrawn 2022/23)
MA330	Game Theory for Collective Decisions (0.5) #
ST202	Probability, Distribution Theory and Inference (1.0) #
ST313	Ethics for Data Science (0.5) #

#### Prerequisite Requirements and Mutually Exclusive Options

\* means available with permission

1: MA301 can not be taken with MA300

2: MA324 can not be taken with MA334

3: MA334 can not be taken with MA324

4: MA301 can not be taken with MA300

5: MA324 can not be taken with MA334

6: MA334 can not be taken with MA324

7: MA300 can not be taken with MA301

8: MA301 can not be taken with MA300

9: MA300 can not be taken with MA301

**Footnotes:** A: No more than one from MA324 and MA334 can be chosen.

B: No more than one from MA208, MA209, MA210 or MA211 can be taken in Year 3.

# means there may be prerequisites for this course.

Please view the course guide for more information.

## BSc in Mathematics and Economics

**Programme Code:** UBMAEC

**Department:** Mathematics

For students starting this programme of study in 2020/21

**Please note that places are limited on some optional courses.**

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

### Paper Course number, title (unit value)

	Year 1	
Paper 1	EC100	Economics A (1.0) # (withdrawn 2021/22)
		<b>or</b>
	EC102	Economics B (1.0) #A (withdrawn 2021/22)
Paper 2	MA100	Mathematical Methods (1.0) #
Paper 3	ST102	Elementary Statistical Theory (1.0) #
Paper 4	MA103	Introduction to Abstract Mathematics (1.0) #
	Year 2	
Paper 5	EC201	Microeconomic Principles I (1.0) # <b>or</b>
	EC202	Microeconomic Principles II (1.0) # (withdrawn 2022/23)
Paper 6	MA212	Further Mathematical Methods (1.0) #
Paper 7		Courses to the value of 1.0 unit(s) from the following:
	EC210	Macroeconomic Principles (1.0) #
	EC221	Principles of Econometrics (1.0) # (withdrawn 2022/23)
	FM213	Principles of Finance (1.0) #
Paper 8	MA203	Real Analysis (0.5) #
		<b>And</b> courses to the value of 0.5 unit(s) from the following:
	MA208	Optimisation Theory (0.5) #
	MA209	Differential Equations (0.5) #
	MA210	Discrete Mathematics (0.5) #
	MA211	Algebra and Number Theory (0.5) #
	Year 3	
Paper 9		Courses to the value of 1.0 unit(s) from the following:
	EC301	Advanced Economic Analysis (1.0) #1
	EC302	Political Economy (1.0) #
	EC309	Econometric Theory (1.0) #2
	EC310	Behavioural Economics (1.0) #

Paper 10

EC313	Industrial Economics (1.0) #
EC319	Games and Economic Behaviour (1.0) #
EC321	Monetary Economics and Aggregate Fluctuations (1.0) #3
EC325	Public Economics (1.0) #
EC333	Problems of Applied Econometrics (1.0) #4
	Courses to the value of 0.5 unit(s) from the following:
	B
MA208	Optimisation Theory (0.5) #
MA209	Differential Equations (0.5) #
MA210	Discrete Mathematics (0.5) #
MA211	Algebra and Number Theory (0.5) #
MA213	Operations Research Techniques (0.5) #
MA214	Algorithms and Data Structures (0.5) #
MA301	Mathematical Game Theory (0.5) #5
MA303	Chaos in Dynamical Systems (0.5) # (not available 2022/23)
MA305	Optimisation in Function Spaces (0.5) # (withdrawn 2020/21)
MA314	Algorithms and Programming (0.5) # (withdrawn 2021/22)
MA315	Algebra and its Applications (0.5) # (not available 2022/23)
MA316	Graph Theory (0.5) #
MA317	Complex Analysis (0.5) #
MA319	Partial Differential Equations (0.5) #
MA320	Mathematics of Networks (0.5) #
MA321	Measure Theoretic Probability (0.5) #
MA322	Mathematics of Finance and Valuation (0.5) #
MA324	Mathematical Modelling and Simulation (0.5) #6
MA330	Game Theory for Collective Decisions (0.5) #
MA333	Optimisation for Machine Learning (0.5) #
MA334	Dissertation in Mathematics (0.5) #7
	<b>And</b> courses to the value of 0.5 unit(s) from the following:
MA301	Mathematical Game Theory (0.5) #
MA303	Chaos in Dynamical Systems (0.5) # (not available 2022/23)
MA305	Optimisation in Function Spaces (0.5) # (withdrawn 2020/21)
MA314	Algorithms and Programming (0.5) # (withdrawn 2021/22)
MA315	Algebra and its Applications (0.5) # (not available 2022/23)
MA316	Graph Theory (0.5) #
MA317	Complex Analysis (0.5) #
MA319	Partial Differential Equations (0.5) #
MA320	Mathematics of Networks (0.5) #
MA321	Measure Theoretic Probability (0.5) #
MA322	Mathematics of Finance and Valuation (0.5) #
MA324	Mathematical Modelling and Simulation (0.5) #8
MA333	Optimisation for Machine Learning (0.5) #
MA334	Dissertation in Mathematics (0.5) #9
	If FM213 was taken at Paper 7 then one of the following:
EC2C3	Econometrics I (0.5) # <b>and</b> EC2C4
	Econometrics II (0.5) #
EC210	Macroeconomic Principles (1.0) may be taken instead of EC2C3 and EC2C4, students are advised to contact their academic mentor.
	<b>Or</b>
	If EC210 or EC221 was taken under Paper 7 then one from the following:
EC2C3	Econometrics I (0.5) # <b>and</b> EC2C4
	Econometrics II (0.5) #
EC210	Macroeconomic Principles (1.0) may

Paper 11

be taken instead of EC2C3 and EC2C4, students are advised to contact their academic mentor.

- FM213 Principles of Finance (1.0) #  
 FM321 Risk Management and Modelling (0.5) #  
 FM322 Derivatives (0.5) #  
 MA300 Game Theory (1.0) #10 (withdrawn 2022/23)  
 MA330 Game Theory for Collective Decisions (0.5) #  
 ST202 Probability, Distribution Theory and Inference (1.0) #  
 ST313 Ethics for Data Science (0.5) #

Any paper from the Paper 9 options list, or another third year paper in Mathematics or Economics (MA3\*\* or EC3\*\*) with the approval of the Departmental Tutor:

**Paper 9 options list**

**Economics Third Year Options List**

**Mathematics Third Year Options List**

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

- MA231 Operational Research Methods (1.0) # (withdrawn 2022/23)  
 MA318 History of Mathematics in Finance and Economics (0.5) #

**Paper 9 options list**

**Paper 10 options list**

**Paper 11 options list**

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

**Paper 9 options list**

- EC301 Advanced Economic Analysis (1.0) #11  
 EC302 Political Economy (1.0) #12  
 EC309 Econometric Theory (1.0) #  
 EC310 Behavioural Economics (1.0) #  
 EC313 Industrial Economics (1.0) #  
 EC319 Games and Economic Behaviour (1.0) #  
 EC321 Monetary Economics and Aggregate Fluctuations (1.0) #13  
 EC325 Public Economics (1.0) #  
 EC333 Problems of Applied Econometrics (1.0) #14

**Economics Third Year Options List**

- EC301 Advanced Economic Analysis (1.0) #  
 EC302 Political Economy (1.0) #  
 EC307 Development Economics (1.0) #  
 EC309 Econometric Theory (1.0) #  
 EC310 Behavioural Economics (1.0) #  
 EC311 History of Economics: How Theories Change (1.0)  
 EC313 Industrial Economics (1.0) #  
 EC315 International Economics (1.0) #  
 EC317 Labour Economics (1.0) #  
 EC319 Games and Economic Behaviour (1.0) #  
 EC321 Monetary Economics and Aggregate Fluctuations (1.0) #15  
 EC325 Public Economics (1.0) #  
 EC333 Problems of Applied Econometrics (1.0) #

**Paper 10 options list**

- MA208 Optimisation Theory (0.5) #  
 MA209 Differential Equations (0.5) #  
 MA210 Discrete Mathematics (0.5) #  
 MA211 Algebra and Number Theory (0.5) #  
 MA213 Operations Research Techniques (0.5) #  
 MA214 Algorithms and Data Structures (0.5) #  
 MA301 Mathematical Game Theory (0.5) #18  
 MA303 Chaos in Dynamical Systems (0.5) # (not available 2022/23)  
 MA305 Optimisation in Function Spaces (0.5) # (withdrawn 2020/21)

- MA314 Algorithms and Programming (0.5) # (withdrawn 2021/22)  
 MA315 Algebra and its Applications (0.5) # (not available 2022/23)  
 MA316 Graph Theory (0.5) #  
 MA317 Complex Analysis (0.5) #  
 MA319 Partial Differential Equations (0.5) #  
 MA320 Mathematics of Networks (0.5) #  
 MA324 Mathematical Modelling and Simulation (0.5) #  
 MA330 Game Theory for Collective Decisions (0.5) #  
 MA333 Optimisation for Machine Learning (0.5) #  
 MA334 Dissertation in Mathematics (0.5) #

**Paper 11 options list**

- EC2C3 Econometrics I (0.5) # and EC2C4 Econometrics II (0.5) #  
 FM213 Principles of Finance (1.0) #  
 FM321 Risk Management and Modelling (0.5) #  
 FM322 Derivatives (0.5) #  
 MA300 Game Theory (1.0) # (withdrawn 2022/23)  
 MA330 Game Theory for Collective Decisions (0.5) #  
 MA334 Dissertation in Mathematics (0.5) #  
 ST202 Probability, Distribution Theory and Inference (1.0) #  
 ST313 Ethics for Data Science (0.5) #

**Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

- 1: Before taking EC301 you must take EC210
- 2: Before taking EC309 you must take EC221
- 3: Before taking EC321 you must take EC210
- 4: Before taking EC333 you must take EC221
- 5: MA301 can not be taken with MA300
- 6: MA324 can not be taken with MA334
- 7: MA334 can not be taken with MA324
- 8: MA324 can not be taken with MA334
- 9: MA334 can not be taken with MA324
- 10: MA300 can not be taken with MA301
- 11: Before taking EC301 you must take EC210
- 12: Before taking EC302 you must take EC221
- 13: Before taking EC321 you must take EC210
- 14: Before taking EC333 you must take EC221
- 15: Before taking EC321 you must take EC210
- 16: MA300 can not be taken with MA301
- 17: MA301 can not be taken with MA300
- 18: MA301 can not be taken with MA300

**Footnotes:**

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

B: No more than one from MA324 and MA334 can be chosen.

C: No more than one from MA208, MA209, MA210 or MA211 can be taken in Year 3.

# means there may be prerequisites for this course.

Please view the course guide for more information.

**BSc in Mathematics with Economics**

**Programme Code:** UBMAWEC

**Department:** Mathematics

For students starting this programme of study in 2022/23

**Please note that places are limited on some optional courses.**

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

**Paper Course number, title (unit value)**

LSE100 LSE100 is a half unit taken by all students,



running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

**Students will choose ONE of the three half-unit options below:**

- LSE100A The LSE Course: How can we avert climate catastrophe? (0.5)  
 LSE100B The LSE Course: How can we control AI? (0.5)  
 LSE100C The LSE Course: How can we create a fair society? (0.5)

**Year 1**

- Paper 1 EC1A3 Microeconomics I (0.5) # **and** EC1B3 Macroeconomics I (0.5) #  
 Paper 2 MA100 Mathematical Methods (1.0) #  
 Paper 3 ST102 Elementary Statistical Theory (1.0) #  
 Paper 4 MA103 Introduction to Abstract Mathematics (1.0) #

**Year 2**

- Paper 5 EC2A3 Microeconomics II (0.5) # **and** EC2B3 Macroeconomics II (0.5) #  
 Paper 6 MA212 Further Mathematical Methods (1.0) #  
 Paper 7 MA203 Real Analysis (0.5) #

**And** courses to the value of 0.5 unit(s) from the following:

- MA208 Optimisation Theory (0.5) #  
 MA209 Differential Equations (0.5) #  
 MA210 Discrete Mathematics (0.5) #  
 MA211 Algebra and Number Theory (0.5) #

- Paper 8 Courses to the value of 1.0 unit(s) from the following if not taken under Paper 7: A

- FM213 Principles of Finance (1.0) #  
 MA208 Optimisation Theory (0.5) #  
 MA209 Differential Equations (0.5) #  
 MA210 Discrete Mathematics (0.5) #  
 MA211 Algebra and Number Theory (0.5) #  
 MA213 Operations Research Techniques (0.5) #  
 MA214 Algorithms and Data Structures (0.5) #  
 ST202 Probability, Distribution Theory and Inference (1.0) #

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

**Year 3**

- Paper 9 Courses to the value of 1.0 unit(s) from the following:

- EC2C3 Econometrics I (0.5) # **and** EC2C4 Econometrics II (0.5) #  
 EC301 Advanced Economic Analysis (1.0) #  
 EC302 Political Economy (1.0) #  
 EC310 Behavioural Economics (1.0) #  
 EC319 Games and Economic Behaviour (1.0) #  
 EC321 Monetary Economics and Aggregate Fluctuations (1.0) #  
 EC325 Public Economics (1.0) #

- Papers 10 & 11

Courses to the value of 2.0 unit(s) from the following:  
 B

- MA208 Optimisation Theory (0.5) #  
 MA209 Differential Equations (0.5) #  
 MA210 Discrete Mathematics (0.5) #  
 MA211 Algebra and Number Theory (0.5) #  
 MA213 Operations Research Techniques (0.5) #  
 MA214 Algorithms and Data Structures (0.5) #  
 MA301 Mathematical Game Theory (0.5) #  
 MA303 Chaos in Dynamical Systems (0.5) # (not available 2022/23)  
 MA315 Algebra and its Applications (0.5) # (not available 2022/23)  
 MA316 Graph Theory (0.5) #  
 MA317 Complex Analysis (0.5) #  
 MA318 History of Mathematics in Finance and

Economics (0.5) #

- MA319 Partial Differential Equations (0.5) #  
 MA320 Mathematics of Networks (0.5) #  
 MA321 Measure Theoretic Probability (0.5) #  
 MA322 Mathematics of Finance and Valuation (0.5) #1  
 MA324 Mathematical Modelling and Simulation (0.5) #2  
 MA330 Game Theory for Collective Decisions (0.5) #  
 MA333 Optimisation for Machine Learning (0.5) #  
 MA334 Dissertation in Mathematics (0.5) #3  
 ST300 Regression and Generalised Linear Models (0.5) #  
 ST302 Stochastic Processes (0.5) #4  
 ST304 Time Series and Forecasting (0.5) #  
 ST308 Bayesian Inference (0.5) #  
 ST310 Machine Learning (0.5) #  
 ST313 Ethics for Data Science (0.5) #

- Paper 12

If course(s) from the Undergraduate Outside Options List or FM213 were chosen under Paper 8, then courses to the value of 1.0 unit(s) from the following:

- MA208 Optimisation Theory (0.5) #  
 MA209 Differential Equations (0.5) #  
 MA210 Discrete Mathematics (0.5) #  
 MA211 Algebra and Number Theory (0.5) #  
 MA213 Operations Research Techniques (0.5) #  
 MA214 Algorithms and Data Structures (0.5) #  
 ST202 Probability, Distribution Theory and Inference (1.0) #  
 ST313 Ethics for Data Science (0.5) #

**Or**

If MA208, MA209, MA210, MA211, MA213, MA214 or ST202 were chosen under Paper 8, then courses to the value of 1.0 unit(s) from the following: C  
 FM213 Principles of Finance (1.0) #

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

\* means available with permission

- 1: MA322 can not be taken with ST302  
 2: MA324 can not be taken with MA334  
 3: MA334 can not be taken with MA324  
 4: ST302 can not be taken with MA322

**Footnotes:**

- A: Courses selected from the Undergraduate Outside Options List require the approval of the Departmental Tutor.  
 B: Courses selected in Papers 10 & 11 must include at most one MA2xx course, at most two STxxx courses, and at least one MA3xx course.  
 No more than one from MA324 and MA334 can be chosen.  
 C: Courses selected from the Undergraduate Outside Options List require the approval of the Departmental Tutor.  
 # means there may be prerequisites for this course. Please view the course guide for more information.

**BSc in Mathematics with Economics**

**Programme Code:** UBMAWEC

**Department:** Mathematics

For students starting this programme of study in 2021/22

**Please note that places are limited on some optional courses.**

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

**Paper Course number, title (unit value)**

See note LSE100 The LSE Course

**Year 1**

- Paper 1 EC1A3 Microeconomics I (0.5) # **and** EC1B3



	<b>Year 2</b>	
Paper 5	EC201	Microeconomic Principles I (1.0) # <b>or</b>
	EC202	Microeconomic Principles II (1.0) # (withdrawn 2022/23)
Paper 6	MA212	Further Mathematical Methods (1.0) #
Paper 7	MA203	Real Analysis (0.5) #
	<b>And</b>	courses to the value of 0.5 unit(s) from the following:
	MA208	Optimisation Theory (0.5) #
	MA209	Differential Equations (0.5) #
	MA210	Discrete Mathematics (0.5) #
	MA211	Algebra and Number Theory (0.5) #
Paper 8		Courses to the value of 1.0 unit(s) from the following if not taken under Paper 7: B
	FM213	Principles of Finance (1.0) #
	MA208	Optimisation Theory (0.5) #
	MA209	Differential Equations (0.5) #
	MA210	Discrete Mathematics (0.5) #
	MA211	Algebra and Number Theory (0.5) #
	MA214	Algorithms and Data Structures (0.5) #
	MA231	Operational Research Methods (1.0) # (withdrawn 2022/23)
	ST202	Probability, Distribution Theory and Inference (1.0) #
		<b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>
		<b>Year 3</b>
Paper 9		Courses to the value of 1.0 unit(s) from the following:
	EC2C3	Econometrics I (0.5) # <b>and</b> EC2C4 Econometrics II (0.5) #
	EC302	Political Economy (1.0) #
	EC310	Behavioural Economics (1.0) #
	EC319	Games and Economic Behaviour (1.0) #
	EC325	Public Economics (1.0) #
Papers 10 & 11		Courses to the value of 2.0 unit(s) from the following: C
	MA208	Optimisation Theory (0.5) #
	MA209	Differential Equations (0.5) #
	MA210	Discrete Mathematics (0.5) #
	MA211	Algebra and Number Theory (0.5) #
	MA213	Operations Research Techniques (0.5) #
	MA214	Algorithms and Data Structures (0.5) #
	MA231	Operational Research Methods (1.0) # (withdrawn 2022/23)
	MA300	Game Theory (1.0) # (withdrawn 2022/23)
	MA301	Mathematical Game Theory (0.5) #
	MA303	Chaos in Dynamical Systems (0.5) # (not available 2022/23)
	MA305	Optimisation in Function Spaces (0.5) # (withdrawn 2020/21)
	MA314	Algorithms and Programming (0.5) # (withdrawn 2021/22)
	MA315	Algebra and its Applications (0.5) # (not available 2022/23)
	MA316	Graph Theory (0.5) #
	MA317	Complex Analysis (0.5) #
	MA318	History of Mathematics in Finance and Economics (0.5) #
	MA319	Partial Differential Equations (0.5) #
	MA320	Mathematics of Networks (0.5) #
	MA321	Measure Theoretic Probability (0.5) #
	MA322	Mathematics of Finance and Valuation (0.5) #1
	MA324	Mathematical Modelling and Simulation (0.5) #2
	MA330	Game Theory for Collective Decisions (0.5) #
	MA333	Optimisation for Machine Learning (0.5) #
	MA334	Dissertation in Mathematics (0.5) #3
	ST300	Regression and Generalised Linear Models (0.5) #
	ST302	Stochastic Processes (0.5) #4

	ST304	Time Series and Forecasting (0.5) #
	ST308	Bayesian Inference (0.5) #
	ST310	Machine Learning (0.5) #
	ST313	Ethics for Data Science (0.5) #
Paper 12		If course(s) from the Undergraduate Outside Options List or FM213 were chosen under Paper 8, then courses to the value of 1.0 unit(s) from the following:
	MA208	Optimisation Theory (0.5) #
	MA209	Differential Equations (0.5) #
	MA210	Discrete Mathematics (0.5) #
	MA211	Algebra and Number Theory (0.5) #
	MA213	Operations Research Techniques (0.5) #
	MA214	Algorithms and Data Structures (0.5) #
	MA231	Operational Research Methods (1.0) # (withdrawn 2022/23)
	ST202	Probability, Distribution Theory and Inference (1.0) #
	ST313	Ethics for Data Science (0.5) #
	<b>Or</b>	
		If MA208, MA209, MA210, MA211, MA213, MA231 or ST202 were chosen under Paper 8, then courses to the value of 1.0 unit(s) from the following: D
		FM213 Principles of Finance (1.0) #
		<b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>
		<b>Prerequisite Requirements and Mutually Exclusive Options</b>

		* means available with permission
		1: MA322 can not be taken with ST302
		2: MA324 can not be taken with MA334
		3: MA334 can not be taken with MA324
		4: ST302 can not be taken with MA322
<b>Footnotes:</b>	A:	EC102 course allocation dependent on Economics A-level or equivalent background. See course guides for further information.
	B:	Courses selected from the Undergraduate Outside Options List require the approval of the Departmental Tutor.
	C:	Courses selected in Papers 10 & 11 must include at most one MA2xx course, at most two STxxx courses, and at least one MA3xx course.
		No more than one from MA324 and MA334 can be chosen.
	D:	Courses selected from the Undergraduate Outside Options List require the approval of the Departmental Tutor.
	#	means there may be prerequisites for this course. Please view the course guide for more information.

## BSc in Philosophy, Logic and Scientific Method

**Programme Code:** UBPHS3

**Department:** Philosophy, Logic & Scientific Method

For students starting this programme of study in 2022/23

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

**Please note that places are limited on some optional courses.**

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

**Paper**

**Course number, title (unit value)**

LSE100 LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

**Students will choose ONE of the three half-unit options below:**

LSE100A The LSE Course: How can we avert climate

		catastrophe? (0.5)
	LSE100B	The LSE Course: How can we control AI? (0.5)
	LSE100C	The LSE Course: How can we create a fair society? (0.5)
	<b>Year 1</b>	
Paper 1	PH103	The Big Questions: An Introduction to Philosophy (1.0) #
Paper 2	PH111	Introduction to Logic (0.5)
	<b>And either:</b>	
	PH105	Historical and Global Perspectives on Philosophy (0.5) <b>or</b>
	PH112	Intermediate Logic and Probability (0.5) #
Papers 3 & 4		Courses to the value of 2.0 unit(s) from the following: <b>Undergraduate Outside Options List (Year 1)</b>
	<b>Year 2</b>	
Paper 5	PH201	Philosophy of Science (1.0)
Papers 6 & 7		Courses to the value of 2.0 unit(s) from the following: <b>Philosophy Options List</b>
Paper 8		Courses to the value of 1.0 unit(s) from the following: <b>Philosophy Options List</b> <b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>
	<b>Year 3</b>	
Papers 9, 10 & 11		Courses to the value of 3.0 unit(s) from the following: <b>Philosophy Options List</b>
Paper 12		Courses to the value of 1.0 unit(s) from the following: <b>Philosophy Options List</b> <b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>

#### Philosophy Options List

LL305	Jurisprudence (1.0) A
LN253	European Literature and Philosophy (1.0) #
LN254	Literature and Aspects of Ethics (1.0) #
PH105	Historical and Global Perspectives on Philosophy (0.5) B
PH112	Intermediate Logic and Probability (0.5) #
PH203	Philosophy of the Social Sciences (1.0) #
PH214	Philosophy, Morals and Politics (1.0) #
PH217	Set Theory and Further Logic (1.0) #
PH222	Philosophy and Public Policy (1.0)
PH223	Mind and Metaphysics (0.5) #
PH224	Epistemology (0.5) #
PH225	Business and Organisational Ethics (0.5)
PH227	Genes, Brains and Society (0.5)
PH230	Einstein for Everyone: From time travel to the edge of the universe (0.5) #
PH232	Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes (0.5) #
PH238	Philosophy of Language (0.5) #
PH239	Anarchy, Authority and Evidence: Topics in Philosophy of Law (0.5)
PH311	Philosophy of Economics (1.0) #
PH333	Philosophy of Gender and Race (0.5)
PH399	Dissertation in Philosophy (1.0) C

#### Prerequisite Requirements and Mutually Exclusive Options

\* means available with permission

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

A: LL305 can be taken in the third year only.

B: PH105 can be taken in the first and second year only.

C: PH399 cannot be taken in Year 1 or Year 2.

#### Language Specialism:

Students who have taken and passed at least one language course in each year of their degree (i.e. 25% of their overall programme of study) will be offered the opportunity to receive a language specialism attached to their degree certificate and transcript. Students must take all courses in the same language (French, Spanish, German, Mandarin or Russian)

in order to qualify for the specialism. The three courses must also be consecutively harder in level, for example: beginner, intermediate and advanced. Students who choose to take language courses are not obligated to receive a specialism, but have the option if they wish. Degree certificates which include a language specialism will state the language in the title, for example: **BSc in Philosophy, Logic and Scientific Method (with French)**.

#### Note for prospective students:

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

## BSc in Philosophy, Logic and Scientific Method

**Programme Code:** UBPHS3

**Department:** Philosophy, Logic & Scientific Method

For students starting this programme of study in 2021/22

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

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course
	<b>Year 1</b>
Paper 1	PH103 The Big Questions: An Introduction to Philosophy (1.0) #
Paper 2	PH111 Introduction to Logic (0.5)
	<b>And either:</b>
	PH105 Historical and Global Perspectives on Philosophy (0.5) <b>or</b>
	PH112 Intermediate Logic and Probability (0.5) #
Papers 3 & 4	Courses to the value of 2.0 unit(s) from the following: <b>Undergraduate Outside Options List (Year 1)</b>
	<b>Year 2</b>
Paper 5	PH201 Philosophy of Science (1.0)
Papers 6 & 7	Courses to the value of 2.0 unit(s) from the following: <b>Philosophy Options List</b>
Paper 8	Courses to the value of 1.0 unit(s) from the following: <b>Philosophy Options List</b> <b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>
	<b>Year 3</b>
Papers 9, 10 & 11	Courses to the value of 3.0 unit(s) from the following: <b>Philosophy Options List</b>
Paper 12	Courses to the value of 1.0 unit(s) from the following: <b>Philosophy Options List</b> <b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>

#### Notes:

LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

#### Philosophy Options List

LL305	Jurisprudence (1.0) A
LN253	European Literature and Philosophy (1.0) #
LN254	Literature and Aspects of Ethics (1.0) #
PH105	Historical and Global Perspectives on

#### Footnotes:



	Philosophy (0.5) B
PH112	Intermediate Logic and Probability (0.5) #
PH203	Philosophy of the Social Sciences (1.0) #
PH214	Philosophy, Morals and Politics (1.0) #
PH217	Set Theory and Further Logic (1.0) #
PH222	Philosophy and Public Policy (1.0)
PH223	Mind and Metaphysics (0.5) #
PH224	Epistemology (0.5) #
PH225	Business and Organisational Ethics (0.5)
PH227	Genes, Brains and Society (0.5)
PH230	Einstein for Everyone: From time travel to the edge of the universe (0.5) #
PH232	Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes (0.5) #
PH238	Philosophy of Language (0.5) #
PH239	Anarchy, Authority and Evidence: Topics in Philosophy of Law (0.5)
PH311	Philosophy of Economics (1.0) #
PH333	Philosophy of Gender and Race (0.5)
PH399	Dissertation in Philosophy (1.0) C

**Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

A: LL305 can be taken in the third year only.

B: PH105 can be taken in the first and second year only.

C: PH399 cannot be taken in Year 1 or Year 2.

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

**Language Specialism:**

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

**Note for prospective students:**

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

## BSc in Philosophy, Logic and Scientific Method

**Programme Code:** UBPHS3

**Department:** Philosophy, Logic & Scientific Method

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

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
	<b>Year 1</b>
Paper 1	PH103 The Big Questions: An Introduction to Philosophy (1.0) #
Paper 2	PH111 Introduction to Logic (0.5)
	<b>And either:</b>
	PH105 Historical and Global Perspectives on Philosophy (0.5) <b>or</b>
	PH112 Intermediate Logic and Probability (0.5) #
Papers 3 & 4	Courses to the value of 2.0 unit(s) from the following: <b>Undergraduate Outside Options List (Year 1)</b>
	<b>Year 2</b>
Paper 5	PH201 Philosophy of Science (1.0)
Papers 6 & 7	Courses to the value of 2.0 unit(s) from the following: <b>Philosophy Options List</b>
Paper 8	Courses to the value of 1.0 unit(s) from the following: <b>Philosophy Options List</b>
	<b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>
	<b>Year 3</b>
Papers 9, 10 & 11	Courses to the value of 3.0 unit(s) from the following: <b>Philosophy Options List</b>
Paper 12	Courses to the value of 1.0 unit(s) from the following: <b>Philosophy Options List</b> <b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>
	<b>Philosophy Options List</b>
	LL305 Jurisprudence (1.0) A
	LN253 European Literature and Philosophy (1.0) #
	LN254 Literature and Aspects of Ethics (1.0) #
	PH105 Historical and Global Perspectives on Philosophy (0.5) B
	PH112 Intermediate Logic and Probability (0.5) #
	PH203 Philosophy of the Social Sciences (1.0) #
	PH214 Philosophy, Morals and Politics (1.0) #
	PH217 Set Theory and Further Logic (1.0) #
	PH221 Problems of Analytic Philosophy (1.0) # (withdrawn 2020/21)
	PH222 Philosophy and Public Policy (1.0)
	PH223 Mind and Metaphysics (0.5) #
	PH224 Epistemology (0.5) #
	PH225 Business and Organisational Ethics (0.5)
	PH227 Genes, Brains and Society (0.5)
	PH230 Einstein for Everyone: From time travel to the edge of the universe (0.5) #
	PH232 Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes (0.5) #
	PH238 Philosophy of Language (0.5) #
	PH239 Anarchy, Authority and Evidence: Topics in Philosophy of Law (0.5)
	PH311 Philosophy of Economics (1.0) #
	PH332 Effective Philanthropy: Ethics and Evidence (0.5) (withdrawn 2020/21)
	PH333 Philosophy of Gender and Race (0.5)
	PH399 Dissertation in Philosophy (1.0) C
	<b>Prerequisite Requirements and Mutually Exclusive Options</b>
	* means available with permission

**Footnotes:**

A: LL305 can be taken in the third year only.

B: PH105 can be taken in the first and second year only.

C: PH399 cannot be taken in Year 1 or Year 2.

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

**Language Specialism:**

Students who have taken and passed at least one language course in each year of their degree (i.e. 25% of their overall programme of study) will be offered the opportunity to receive a language specialism attached to their degree certificate and transcript. Students must take all courses in the same language (French, Spanish, German, Mandarin or Russian)

in order to qualify for the specialism. The three courses must also be consecutively harder in level, for example: beginner, intermediate and advanced. Students who choose to take language courses are not obligated to receive a specialism, but have the option if they wish. Degree certificates which include a language specialism will state the language in the title, for example: **BSc in Philosophy, Logic and Scientific Method (with French)**.

**Note for prospective students:**

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## BSc in Philosophy, Politics and Economics

**Programme Code:** UBPHPOLEC

**Department:** Philosophy, Logic & Scientific Method

For students starting this programme of study in 2022/23

**Four-year Classification Scheme for BA/BSc degrees for all students from the 2018/19 academic year** <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/BA-BSc-Four-Year-scheme-for-students-from-2018.19.pdf>

**Please note that places are limited on some optional courses.**

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

**Paper Course number, title (unit value)**

LSE100 LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

**Students will choose ONE of the three half-unit options below:**

LSE100A The LSE Course: How can we avert climate catastrophe? (0.5)

LSE100B The LSE Course: How can we control AI? (0.5)

LSE100C The LSE Course: How can we create a fair society? (0.5)

**Year 1**

Paper 1

**Either**

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

**Or**

Paper 2 MA100 Mathematical Methods (1.0) #  
 Paper 3 GV101 Introduction to Political Science (1.0)  
 Paper 3 PH103 The Big Questions: An Introduction to Philosophy (1.0) #A

Paper 4 EC1A3 Microeconomics I (0.5) # **and** EC1B3 Macroeconomics I (0.5) #

**Year 2**

Paper 5 If MA107 and ST107 were taken under Paper 1 then students may select the following:

GV249 Research Design in Political Science (1.0) (not available 2022/23)

**or**

EC2C3 Econometrics I (0.5) # **and** EC2C4 Econometrics II (0.5) #

**Or**

If MA100 was taken under Paper 1, then students must select the following:

ST102 Elementary Statistical Theory (1.0) #  
 Paper 6 GV100 Introduction to Political Theory (1.0)  
 Paper 7 EC241 PPE Interdisciplinary Research Seminar (0.5) **and** PH111 Introduction to Logic (0.5)  
 Paper 8 EC2A3 Microeconomics II (0.5) # **and** EC2B3 Macroeconomics II (0.5) #

**Year 3**

Paper 9 Courses to the value of 1.0 unit(s) from the following:

**Government List A**

**Government List B**

Paper 10 Courses to the value of 1.0 unit(s) from the following:

**Philosophy Options List**

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

**Economics Options List**

Paper 12 If MA107 and ST107 were taken under Paper 1, then courses to the value of 1.0 unit(s) from the following:

**Economics Options List**

**Philosophy Options List**

**Government List A**

**Government List B**

**Or**

If MA100 and ST102 were taken under Papers 1 and 5, then students must select the following:

EC2C3 Econometrics I (0.5) #

**and**

EC2C4 Econometrics II (0.5) #

Additional course

In addition, students will also take the following course in MT & LT:

PH340 PPE Research Seminar (0.0)

**Year 4**

Paper 13 PH341 Philosophy, Politics and Economics: Applications (1.0) #

Paper 14 GV342L Philosophy, Politics and Economics: Research Project (0.5) **and** GV342M Philosophy, Politics and Economics: Capstone (0.5)

Paper 15 Courses to the value of 1.0 unit(s) from the following:  
 H

**Economics Options List**

**Philosophy Options List**

**Government List B**

Paper 16 Courses to the value of 1.0 unit(s) from the following:  
 I

**Economics Options List**

**Philosophy Options List**

**Government List B**

**Or**

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

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

**Economics Options List**

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

**Philosophy Options List**

LL305 Jurisprudence (1.0) D  
 LN253 European Literature and Philosophy (1.0) #  
 LN254 Literature and Aspects of Ethics (1.0) #

PH105	Historical and Global Perspectives on Philosophy (0.5) E
PH112	Intermediate Logic and Probability (0.5) #
PH201	Philosophy of Science (1.0)
PH203	Philosophy of the Social Sciences (1.0) #
PH214	Philosophy, Morals and Politics (1.0) #
PH217	Set Theory and Further Logic (1.0) #
PH222	Philosophy and Public Policy (1.0)
PH223	Mind and Metaphysics (0.5) #1
PH224	Epistemology (0.5) #2
PH225	Business and Organisational Ethics (0.5)
PH227	Genes, Brains and Society (0.5)
PH230	Einstein for Everyone: From time travel to the edge of the universe (0.5) #
PH232	Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes (0.5) #
PH238	Philosophy of Language (0.5) #
PH239	Anarchy, Authority and Evidence: Topics in Philosophy of Law (0.5)
PH301	Rationality and Choice (1.0) #F
PH311	Philosophy of Economics (1.0) #
PH333	Philosophy of Gender and Race (0.5)
PH399	Dissertation in Philosophy (1.0) G

#### Prerequisite Requirements and Mutually Exclusive Options

\* means available with permission

1: PH223 can not be taken with PH221

2: PH224 can not be taken with PH221

#### Footnotes:

A: PH103 includes a supplementary five week Philosophy and Argumentative Writing Seminar.

B: GV319 can be taken in Year 3 only.

C: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.

D: LL305 can be taken in the third year only.

E: PH105 can be taken in Year 2 only.

F: PH301 is only available to students in Year 4 of the BSc in Philosophy, Politics and Economics.

G: PH399 cannot be taken in Year 1 or Year 2.

H: Selection from the Government, Philosophy or Economics Options Lists is subject to timetabling constraints.

I: Selection from the Government, Philosophy or Economics Options Lists is subject to timetabling constraints.

J: Courses selected from the Undergraduate Outside Options List require permission. Selection from the Undergraduate Outside Options List is subject to timetabling constraints.

# means there may be prerequisites for this course.

Please view the course guide for more information.

## BSc in Philosophy, Politics and Economics

**Programme Code:** UBPHPOLEC

**Department:** Philosophy, Logic & Scientific Method

For students starting this programme of study in 2021/22

**Please note that places are limited on some optional courses.**

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

**Paper Course number, title (unit value)**

See note LSE100 The LSE Course

#### Year 1

Paper 1 **Either**

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

**Or**

Paper 2	MA100 Mathematical Methods (1.0) #
Paper 3	GV101 Introduction to Political Science (1.0)
	PH103 The Big Questions: An Introduction to Philosophy (1.0) #A
Paper 4	EC1A3 Microeconomics I (0.5) # <b>and</b> EC1B3 Macroeconomics I (0.5) #

#### Year 2

Paper 5 If MA107 and ST107 were taken under Paper 1 then students may select courses to the value of 1.0 unit(s) the following:

GV225 Public Choice and Politics (1.0) #

GV248 Power and Politics in the Modern World: Comparative Perspectives (1.0) #

GV251 Government, Politics and Public Policy in the European Union (1.0) #

GV262 Contemporary Political Theory (1.0) #

GV263 Public Policy Analysis (1.0) #

GV264 Politics and Institutions in Europe (1.0) #

GV267 Global Political Thought (1.0) #

PH201 Philosophy of Science (1.0)

PH203 Philosophy of the Social Sciences (1.0) #

PH214 Philosophy, Morals and Politics (1.0) #

PH217 Set Theory and Further Logic (1.0) #

PH222 Philosophy and Public Policy (1.0)

PH223 Mind and Metaphysics (0.5) #

PH224 Epistemology (0.5) #

PH225 Business and Organisational Ethics (0.5)

PH227 Genes, Brains and Society (0.5)

PH230 Einstein for Everyone: From time travel to the edge of the universe (0.5) #

PH232 Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes (0.5) #

PH238 Philosophy of Language (0.5) #

PH239 Anarchy, Authority and Evidence: Topics in Philosophy of Law (0.5)

**Or**

EC2C3 Econometrics I (0.5) # **and** EC2C4

Econometrics II (0.5) #

**Or**

If MA100 was taken under Paper 1, then students must select the following:

ST102 Elementary Statistical Theory (1.0) #

GV100 Introduction to Political Theory (1.0)

EC241 PPE Interdisciplinary Research Seminar (0.5) **and** PH111 Introduction to Logic (0.5)

Paper 6

Paper 7

Paper 8

EC2A3 Microeconomics II (0.5) # **and** EC2B3

Macroeconomics II (0.5) #

#### Year 3

Paper 9

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

**Government List A**

**Government List B**

Paper 10

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

**Philosophy Options List**

Paper 11

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

**Economics Options List**

Paper 12

If MA107 and ST107 were taken under Paper 1, then courses to the value of 1.0 unit(s) from the following:

**Economics Options List**

**Philosophy Options List**

**Government List A**

**Government List B**

**Or**

If MA100 and ST102 were taken under Papers 1 and 5, then students must select the following:

EC2C3 Econometrics I (0.5) #

**and**

EC2C4 Econometrics II (0.5) #

Additional course

In addition, students will also take the following course in MT & LT:

PH340 PPE Research Seminar (0.0)

#### Year 4

Paper 13	PH341	Philosophy, Politics and Economics: Applications (1.0) #
Paper 14	GV342L	Philosophy, Politics and Economics: Research Project (0.5) <b>and</b> GV342M Philosophy, Politics and Economics: Capstone (0.5)
Paper 15		Courses to the value of 1.0 unit(s) from the following: H <b>Economics Options List</b> <b>Philosophy Options List</b> <b>Government List B</b>
Paper 16		Courses to the value of 1.0 unit(s) from the following: I <b>Economics Options List</b> <b>Philosophy Options List</b> <b>Government List B</b> <b>Or</b> Courses to the value of 1.0 unit(s) from the following: J <b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>

**Notes:** LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

**Economics Options List**

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

**Philosophy Options List**

LL305	Jurisprudence (1.0) D
LN253	European Literature and Philosophy (1.0) #
LN254	Literature and Aspects of Ethics (1.0) #
PH105	Historical and Global Perspectives on Philosophy (0.5) E
PH112	Intermediate Logic and Probability (0.5) #
PH201	Philosophy of Science (1.0)
PH203	Philosophy of the Social Sciences (1.0) #
PH214	Philosophy, Morals and Politics (1.0) #
PH217	Set Theory and Further Logic (1.0) #
PH222	Philosophy and Public Policy (1.0)
PH223	Mind and Metaphysics (0.5) #1
PH224	Epistemology (0.5) #2
PH225	Business and Organisational Ethics (0.5)
PH227	Genes, Brains and Society (0.5)
PH230	Einstein for Everyone: From time travel to the edge of the universe (0.5) #
PH232	Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes (0.5) #
PH238	Philosophy of Language (0.5) #
PH239	Anarchy, Authority and Evidence: Topics in Philosophy of Law (0.5)
PH301	Rationality and Choice (1.0) #F
PH311	Philosophy of Economics (1.0) #
PH333	Philosophy of Gender and Race (0.5)
PH399	Dissertation in Philosophy (1.0) G

**Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

1: PH223 can not be taken with PH221

2: PH224 can not be taken with PH221

<b>Footnotes:</b>	A: PH103 includes a supplementary five week Philosophy and Argumentative Writing Seminar.
	B: GV319 can be taken in Year 3 only.
	C: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.
	D: LL305 can be taken in the third year only.
	E: PH105 can be taken in Year 2 only.
	F: PH301 is only available to students in Year 4 of the BSc in Philosophy, Politics and Economics.
	G: PH399 cannot be taken in Year 1 or Year 2.
	H: Selection from the Government, Philosophy or Economics Options Lists is subject to timetabling constraints.
	I: Selection from the Government, Philosophy or Economics Options Lists is subject to timetabling constraints.
	J: Courses selected from the Undergraduate Outside Options List require permission. Selection from the Undergraduate Outside Options List is subject to timetabling constraints.
	# means there may be prerequisites for this course. Please view the course guide for more information.

**BSc in Philosophy, Politics and Economics**

**Programme Code:** UBPHPOLEC

**Department:** Philosophy, Logic & Scientific Method

For students starting this programme of study in 2020/21

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
	<b>Year 1</b>
Paper 1	<b>Either</b> MA107 Quantitative Methods (Mathematics) (0.5) # <b>and</b> ST107 Quantitative Methods (Statistics) (0.5) #
	<b>Or</b> MA100 Mathematical Methods (1.0) #
Paper 2	GV101 Introduction to Political Science (1.0)
Paper 3	PH103 The Big Questions: An Introduction to Philosophy (1.0) #A
Paper 4	EC100 Economics A (1.0) # (withdrawn 2021/22) <b>or</b> EC102 Economics B (1.0) #B (withdrawn 2021/22)
Paper 5	If MA107 and ST107 were taken under Paper 1 then students may select the following: GV249 Research Design in Political Science (1.0) (not available 2022/23) <b>Or</b> If MA107 and ST107 were taken under Paper 1 (and if a grade of 65 or above is achieved on both courses), then students may select the following: EC220 Introduction to Econometrics (1.0) # (withdrawn 2022/23) <b>Or</b> If MA100 was taken under Paper 1, then students must select the following: ST102 Elementary Statistical Theory (1.0) # GV100 Introduction to Political Theory (1.0)
Paper 6	EC241 PPE Interdisciplinary Research Seminar (0.5) <b>and</b> PH111 Introduction to Logic (0.5)
Paper 7	
Paper 8	If MA107 and ST107 were taken under Paper 1, then students must select the following: EC201 Microeconomic Principles I (1.0) # <b>Or</b>



	If MA100 was taken under Paper 1, then students must select one of the following: EC201 Microeconomic Principles I (1.0) # EC202 Microeconomic Principles II (1.0) # (withdrawn 2022/23)
Paper 9	<b>Year 3</b> Courses to the value of 1.0 unit(s) from the following: <b>Government List A</b> <b>Government List B</b>
Paper 10	Courses to the value of 1.0 unit(s) from the following: <b>Philosophy Options List</b>
Paper 11	EC210 Macroeconomic Principles (1.0) #
Paper 12	If MA107 and ST107 were taken under Paper 1, then courses to the value of 1.0 unit(s) from the following: <b>Economics Options List</b> <b>Philosophy Options List</b> <b>Government List A</b> <b>Government List B</b> <b>Or</b> If MA100 was taken under Paper 1, then students must select the following: EC2C3 Econometrics I (0.5) # <b>and</b> EC2C4 Econometrics II (0.5) #
Additional course	In addition, students will also take the following course in MT & LT: PH340 PPE Research Seminar (0.0)
Paper 13	<b>Year 4</b> PH341 Philosophy, Politics and Economics: Applications (1.0) #
Paper 14	GV342L Philosophy, Politics and Economics: Research Project (0.5) <b>and</b> GV342M Philosophy, Politics and Economics: Capstone (0.5)
Paper 15	Courses to the value of 1.0 unit(s) from the following: I <b>Economics Options List</b> <b>Philosophy Options List</b> <b>Government List B</b>
Paper 16	Courses to the value of 1.0 unit(s) from the following: J <b>Economics Options List</b> <b>Philosophy Options List</b> <b>Government List B</b> <b>Or</b> Courses to the value of 1.0 unit(s) from the following: K <b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>  <b>Economics Options List</b> EC301 Advanced Economic Analysis (1.0) # EC302 Political Economy (1.0) # EC307 Development Economics (1.0) # EC311 History of Economics: How Theories Change (1.0)  EC313 Industrial Economics (1.0) # EC315 International Economics (1.0) # EC317 Labour Economics (1.0) # EC321 Monetary Economics and Aggregate Fluctuations (1.0) # EC325 Public Economics (1.0) # EC333 Problems of Applied Econometrics (1.0) #  <b>Philosophy Options List</b> LL305 Jurisprudence (1.0) E LN253 European Literature and Philosophy (1.0) # LN254 Literature and Aspects of Ethics (1.0) # PH105 Historical and Global Perspectives on Philosophy (0.5) F PH112 Intermediate Logic and Probability (0.5) # PH201 Philosophy of Science (1.0)

PH203	Philosophy of the Social Sciences (1.0) #
PH214	Philosophy, Morals and Politics (1.0) #
PH217	Set Theory and Further Logic (1.0) #
PH221	Problems of Analytic Philosophy (1.0) # (withdrawn 2020/21)
PH222	Philosophy and Public Policy (1.0)
PH223	Mind and Metaphysics (0.5) #1
PH224	Epistemology (0.5) #2
PH225	Business and Organisational Ethics (0.5)
PH227	Genes, Brains and Society (0.5)
PH230	Einstein for Everyone: From time travel to the edge of the universe (0.5) #
PH232	Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes (0.5) #
PH238	Philosophy of Language (0.5) #
PH239	Anarchy, Authority and Evidence: Topics in Philosophy of Law (0.5)
PH301	Rationality and Choice (1.0) #G
PH311	Philosophy of Economics (1.0) #
PH332	Effective Philanthropy: Ethics and Evidence (0.5) (withdrawn 2020/21)
PH333	Philosophy of Gender and Race (0.5)
PH399	Dissertation in Philosophy (1.0) H

#### **Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

1: PH223 can not be taken with PH221

2: PH224 can not be taken with PH221

A: PH103 includes a supplementary five week

Philosophy and Argumentative Writing Seminar.

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

C: GV319 can be taken in Year 3 only.

D: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.

E: LL305 can be taken in the third year only.

F: PH105 can be taken in Year 2 only.

G: PH301 is only available to students in Year 4 of the BSc in Philosophy, Politics and Economics.

H: PH399 cannot be taken in Year 1 or Year 2.

I: Selection from the Government, Philosophy or Economics Options Lists is subject to timetabling constraints.

J: Selection from the Government, Philosophy or Economics Options Lists is subject to timetabling constraints.

K: Courses selected from the Undergraduate Outside Options List require permission. Selection from the Undergraduate Outside Options List is subject to timetabling constraints.

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

#### **Footnotes:**

## **BSc in Philosophy, Politics and Economics**

**Programme Code:** UBPHPOLEC

**Department:** Philosophy, Logic & Scientific Method

For students starting this programme of study in 2019/20

Four-year Classification Scheme for BA/BSc degrees for all students from the 2018/19 academic year <https://info.lse.ac.uk/staff/divisions/academc-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/BA-BSc-Four-Year-scheme-for-students-from-2018.19.pdf>

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)	
See note	LSE100 The LSE Course: Understanding the causes of things	
Paper 1	<p><b>Year 1</b> <b>Either</b> MA107 Quantitative Methods (Mathematics) (0.5) # <b>and</b> ST107 Quantitative Methods (Statistics) (0.5) #</p> <p><b>Or</b> MA100 Mathematical Methods (1.0) #</p>	
Paper 2	GV101 Introduction to Political Science (1.0)	
Paper 3	PH103 The Big Questions: An Introduction to Philosophy (1.0) #A	
Paper 4	<p>EC100 Economics A (1.0) # (withdrawn 2021/22)</p> <p><b>or</b> EC102 Economics B (1.0) #B (withdrawn 2021/22)</p>	
Paper 5	<p><b>Year 2</b> If MA107 and ST107 were taken under Paper 1 then students may select the following: GV249 Research Design in Political Science (1.0) (not available 2022/23)</p> <p><b>Or</b> If MA107 and ST107 were taken under Paper 1 (and if a grade of 65 or above is achieved on both courses), then students may select the following: EC220 Introduction to Econometrics (1.0) # (withdrawn 2022/23)</p> <p><b>Or</b> If MA100 was taken under Paper 1, then students must select the following: ST102 Elementary Statistical Theory (1.0) #</p>	
Paper 6	GV100 Introduction to Political Theory (1.0)	
Paper 7	PH111 Introduction to Logic (0.5) <b>and</b> EC241 PPE Interdisciplinary Research Seminar (0.5)	
Paper 8	<p>If MA107 and ST107 were taken under Paper 1, then students must select the following: EC201 Microeconomic Principles I (1.0) #</p> <p><b>Or</b> If MA100 was taken under Paper 1, then students must select one of the following: EC201 Microeconomic Principles I (1.0) # EC202 Microeconomic Principles II (1.0) # (withdrawn 2022/23)</p>	
Paper 9	<p><b>Year 3</b> Courses to the value of 1.0 unit(s) from the following: <b>Government List A</b> <b>Government List B</b></p>	
Paper 10	<p>Courses to the value of 1.0 unit(s) from the following: <b>Philosophy Options List</b></p>	
Paper 11	EC210 Macroeconomic Principles (1.0) #	
Paper 12	<p>If MA107 and ST107 were taken under Paper 1, then courses to the value of 1.0 unit(s) from the following: <b>Economics Options List</b> <b>Philosophy Options List</b> <b>Government List A</b> <b>Government List B</b></p> <p><b>Or</b> If MA100 was taken under Paper 1, then students must select one of the following: EC220 Introduction to Econometrics (1.0) # (withdrawn 2022/23) EC221 Principles of Econometrics (1.0) # (withdrawn 2022/23)</p>	
Additional course	In addition, students will also take the following course in MT & LT: PH340 PPE Research Seminar (0.0) H	
Paper 13	<p><b>Year 4</b> PH341 Philosophy, Politics and Economics: Applications (1.0) #</p>	
Paper 14	GV342 Philosophy, Politics and Economics: Capstone and Research Project (1.0)	
Paper 15	(withdrawn 2020/21) Courses to the value of 1.0 unit(s) from the following: <b>Economics Options List</b> <b>Philosophy Options List</b> <b>Government List B</b>	
Paper 16	<p>Courses to the value of 1.0 unit(s) from the following: <b>Economics Options List</b> <b>Philosophy Options List</b> <b>Government List B</b></p> <p><b>Or</b> Courses to the value of 1.0 unit(s) from the following: <b>Undergraduate Outside Options List (Years 2 &amp; 3)</b></p>	
<b>Notes:</b>	LSE100 is taken by all students in the Lent Term of Year 1. The course is compulsory but does not affect the final degree classification.	
	<p><b>Economics Options List</b> EC301 Advanced Economic Analysis (1.0) # EC302 Political Economy (1.0) # EC307 Development Economics (1.0) # EC311 History of Economics: How Theories Change (1.0) EC313 Industrial Economics (1.0) # EC315 International Economics (1.0) # EC317 Labour Economics (1.0) # EC321 Monetary Economics and Aggregate Fluctuations (1.0) # EC325 Public Economics (1.0) # EC333 Problems of Applied Econometrics (1.0) #</p> <p><b>Philosophy Options List</b> LL305 Jurisprudence (1.0) E LN253 European Literature and Philosophy (1.0) # LN254 Literature and Aspects of Ethics (1.0) # PH112 Intermediate Logic and Probability (0.5) # PH201 Philosophy of Science (1.0) PH203 Philosophy of the Social Sciences (1.0) # PH213 Scientific Revolutions: Philosophical and Historical Issues (1.0) # (withdrawn 2019/20) PH214 Philosophy, Morals and Politics (1.0) # PH217 Set Theory and Further Logic (1.0) # PH220 Scientific Method and Policy (1.0) (withdrawn 2019/20) PH221 Problems of Analytic Philosophy (1.0) # (withdrawn 2020/21) PH222 Philosophy and Public Policy (1.0) PH223 Mind and Metaphysics (0.5) #1 PH224 Epistemology (0.5) #2 PH225 Business and Organisational Ethics (0.5) PH227 Genes, Brains and Society (0.5) PH228 Emotion, Cognition and Behaviour: Science and Policy (0.5) (withdrawn 2019/20) PH230 Einstein for Everyone: From time travel to the edge of the universe (0.5) # PH232 Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes (0.5) # PH238 Philosophy of Language (0.5) # PH301 Rationality and Choice (1.0) #F PH311 Philosophy of Economics (1.0) # PH332 Effective Philanthropy: Ethics and Evidence (0.5) (withdrawn 2020/21) PH333 Philosophy of Gender and Race (0.5) PH399 Dissertation in Philosophy (1.0) G</p> <p><b>Prerequisite Requirements and Mutually Exclusive Options</b> * means available with permission 1: PH223 can not be taken with PH221 2: PH224 can not be taken with PH221 A: PH103 includes a supplementary five week Philosophy and Argumentative Writing Seminar. B: EC102 course allocation dependent on Economics</p>	
<b>Footnotes:</b>		

A-level or equivalent background. See course guides for further information.  
 C: GV319 can be taken in Year 3 only.  
 D: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.  
 E: LL305 can be taken in the third year only.  
 F: PH301 is only available to students in Year 4 of the BSc in Philosophy, Politics and Economics.  
 G: PH399 cannot be taken in Year 1 or Year 2.  
 H: EC240 and EC340 will be assessed in the same manner as LSE100. Marks of F, P, M, DI appear on the transcript but do not affect progression or the final degree classification.  
 I: Selection from the Government, Philosophy or Economics Options Lists is subject to timetabling constraints.  
 J: Selection from the Government, Philosophy or Economics Options Lists is subject to timetabling constraints.  
 K: Courses selected from the Undergraduate Outside Options List require permission. Selection from the Undergraduate Outside Options List is subject to timetabling constraints.  
 # means there may be prerequisites for this course. Please view the course guide for more information.

## BSc in Philosophy and Economics

**Programme Code:** UBPHEC

**Department:** Philosophy, Logic & Scientific Method

For students starting this programme of study in 2022/23

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
	<b>Students will choose ONE of the three half-unit options below:</b>
	LSE100A The LSE Course: How can we avert climate catastrophe? (0.5)
	LSE100B The LSE Course: How can we control AI? (0.5)
	LSE100C The LSE Course: How can we create a fair society? (0.5)
	<b>Year 1</b>
Paper 1	EC1A3 Microeconomics I (0.5) # <b>and</b> EC1B3 Macroeconomics I (0.5) #
Papers 2 & 3	<b>Either</b> MA100 Mathematical Methods (1.0) # <b>and</b> ST102 Elementary Statistical Theory (1.0) #
	<b>Or</b> MA107 Quantitative Methods (Mathematics) (0.5) # <b>and</b> PH111 Introduction to Logic (0.5) # <b>and</b> ST107 Quantitative Methods (Statistics) (0.5) #
	<b>And:</b> PH105 Historical and Global Perspectives on Philosophy (0.5) <b>or</b> PH112 Intermediate Logic and Probability (0.5) #
Paper 4	PH103 The Big Questions: An Introduction to Philosophy (1.0) #
	<b>Year 2</b>
Paper 5	Courses to the value of 1.0 unit(s) from the following:

Paper 6  
 If PH111 was not taken under Papers 2 & 3, then students must take:  
 PH111 Introduction to Logic (0.5) **and** PH112 Intermediate Logic and Probability (0.5) #

**Or**

If PH111 was taken under Paper 3, then courses to the value of 1.0 unit(s) from the following:

Paper 7  
 EC2A3 Microeconomics II (0.5) # **and** EC2B3 Macroeconomics II (0.5) #

Paper 8  
 EC2C3 Econometrics I (0.5) # **and** EC2C4 Econometrics II (0.5) #

**Year 3**

Paper 9  
 Courses to the value of 1.0 unit(s) from the following:  
**Philosophy Options List**

Paper 10  
 Courses to the value of 1.0 unit(s) from the following:  
**Undergraduate Outside Options List (Years 2 & 3)**

**Or**

Courses to the value of 1.0 unit(s) from the following:  
**Philosophy Options List**

**Or**

Courses to the value of 1.0 unit(s) from the following:  
**Economics Options List**

Paper 11  
 Courses to the value of 1.0 unit(s) from the following:  
**Economics Options List**

Paper 12  
 PH311 Philosophy of Economics (1.0) #

### Economics Options List

EC301 Advanced Economic Analysis (1.0) #  
 EC302 Political Economy (1.0) #  
 EC307 Development Economics (1.0) #  
 EC310 Behavioural Economics (1.0) #  
 EC311 History of Economics: How Theories Change (1.0)  
 EC315 International Economics (1.0) #  
 EC317 Labour Economics (1.0) #  
 EC319 Games and Economic Behaviour (1.0) #  
 EC321 Monetary Economics and Aggregate Fluctuations (1.0) #  
 EC325 Public Economics (1.0) #

### Philosophy Options List

LL305 Jurisprudence (1.0) A  
 LN253 European Literature and Philosophy (1.0) #  
 LN254 Literature and Aspects of Ethics (1.0) #  
 PH105 Historical and Global Perspectives on Philosophy (0.5) B  
 PH112 Intermediate Logic and Probability (0.5) #C  
 PH201 Philosophy of Science (1.0)  
 PH203 Philosophy of the Social Sciences (1.0) #  
 PH214 Philosophy, Morals and Politics (1.0) #  
 PH217 Set Theory and Further Logic (1.0) #  
 PH222 Philosophy and Public Policy (1.0)  
 PH223 Mind and Metaphysics (0.5) #1  
 PH224 Epistemology (0.5) #2  
 PH225 Business and Organisational Ethics (0.5)  
 PH227 Genes, Brains and Society (0.5)  
 PH230 Einstein for Everyone: From time travel to the edge of the universe (0.5) #  
 PH232 Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes (0.5) #  
 PH238 Philosophy of Language (0.5) #  
 PH239 Anarchy, Authority and Evidence: Topics in Philosophy of Law (0.5)  
 PH311 Philosophy of Economics (1.0) #  
 PH333 Philosophy of Gender and Race (0.5)  
 PH399 Dissertation in Philosophy (1.0) D

### Prerequisite Requirements and Mutually Exclusive Options

\* means available with permission

1: PH223 can not be taken with PH221

- Footnotes:**
- 2: PH224 can not be taken with PH221  
 A: LL305 can be taken in the third year only.  
 B: PH105 can be taken in the first and second year only.  
 C: PH112 cannot be taken by a student who has already taken PH101 or PH104.  
 D: PH399 cannot be taken in Year 1 or Year 2.  
 # means there may be prerequisites for this course.  
 Please view the course guide for more information.

## BSc in Philosophy and Economics

**Programme Code:** UBPHEC

**Department:** Philosophy, Logic & Scientific Method

For students starting this programme of study in 2021/22

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course
<b>Year 1</b>	
Paper 1	EC1A3 Microeconomics I (0.5) # <b>and</b> EC1B3 Macroeconomics I (0.5) #
Papers 2 & 3	<b>Either</b> MA100 Mathematical Methods (1.0) # <b>and</b> ST102 Elementary Statistical Theory (1.0) # <b>Or</b> MA107 Quantitative Methods (Mathematics) (0.5) # <b>and</b> PH111 Introduction to Logic (0.5) # <b>and</b> ST107 Quantitative Methods (Statistics) (0.5) # <b>And:</b> PH105 Historical and Global Perspectives on Philosophy (0.5) <b>or</b> PH112 Intermediate Logic and Probability (0.5) # PH103 The Big Questions: An Introduction to Philosophy (1.0) #
Paper 4	
<b>Year 2</b>	
Paper 5	Courses to the value of 1.0 unit(s) from the following: <b>Philosophy Options List</b>
Paper 6	If PH111 was not taken under Papers 2 & 3, then students must take: PH111 Introduction to Logic (0.5) <b>and</b> PH112 Intermediate Logic and Probability (0.5) # <b>Or</b> If PH111 was taken under Paper 3, then courses to the value of 1.0 unit(s) from the following: <b>Philosophy Options List</b>
Paper 7	EC2A3 Microeconomics II (0.5) # <b>and</b> EC2B3 Macroeconomics II (0.5) #
Paper 8	EC2C3 Econometrics I (0.5) # <b>and</b> EC2C4 Econometrics II (0.5) #
<b>Year 3</b>	
Paper 9	Courses to the value of 1.0 unit(s) from the following: <b>Philosophy Options List</b>
Paper 10	Courses to the value of 1.0 unit(s) from the following: <b>Undergraduate Outside Options List (Years 2 &amp; 3)</b> <b>Or</b> Courses to the value of 1.0 unit(s) from the following: <b>Philosophy Options List</b> <b>Or</b> Courses to the value of 1.0 unit(s) from the following: <b>Economics Options List</b>
Paper 11	Courses to the value of 1.0 unit(s) from the following: <b>Economics Options List</b>
Paper 12	PH311 Philosophy of Economics (1.0) #
<b>Notes:</b>	LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year

Average for purposes of classification.

### Economics Options List

EC301	Advanced Economic Analysis (1.0) #
EC302	Political Economy (1.0) #
EC307	Development Economics (1.0) #
EC310	Behavioural Economics (1.0) #
EC311	History of Economics: How Theories Change (1.0)
EC315	International Economics (1.0) #
EC317	Labour Economics (1.0) #
EC319	Games and Economic Behaviour (1.0) #
EC321	Monetary Economics and Aggregate Fluctuations (1.0) #
EC325	Public Economics (1.0) #

### Philosophy Options List

LL305	Jurisprudence (1.0) A
LN253	European Literature and Philosophy (1.0) #
LN254	Literature and Aspects of Ethics (1.0) #
PH105	Historical and Global Perspectives on Philosophy (0.5) B
PH112	Intermediate Logic and Probability (0.5) #C
PH201	Philosophy of Science (1.0)
PH203	Philosophy of the Social Sciences (1.0) #
PH214	Philosophy, Morals and Politics (1.0) #
PH217	Set Theory and Further Logic (1.0) #
PH222	Philosophy and Public Policy (1.0)
PH223	Mind and Metaphysics (0.5) #1
PH224	Epistemology (0.5) #2
PH225	Business and Organisational Ethics (0.5)
PH227	Genes, Brains and Society (0.5)
PH230	Einstein for Everyone: From time travel to the edge of the universe (0.5) #
PH232	Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes (0.5) #
PH238	Philosophy of Language (0.5) #
PH239	Anarchy, Authority and Evidence: Topics in Philosophy of Law (0.5)
PH311	Philosophy of Economics (1.0) #
PH333	Philosophy of Gender and Race (0.5)
PH399	Dissertation in Philosophy (1.0) D

### Prerequisite Requirements and Mutually Exclusive Options

\* means available with permission

1: PH223 can not be taken with PH221

2: PH224 can not be taken with PH221

A: LL305 can be taken in the third year only.

B: PH105 can be taken in the first and second year only.

C: PH112 cannot be taken by a student who has already taken PH101 or PH104.

D: PH399 cannot be taken in Year 1 or Year 2.

# means there may be prerequisites for this course.

Please view the course guide for more information.

### Footnotes:

## BSc in Philosophy and Economics

**Programme Code:** UBPHEC

**Department:** Philosophy, Logic & Scientific Method

For students starting this programme of study in 2020/21

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
<b>Year 1</b>	
Paper 1	EC100 Economics A (1.0) # (withdrawn 2021/22) <b>or</b>
	EC102 Economics B (1.0) #A (withdrawn 2021/22)
Papers 2 & 3	<b>Either</b>



	MA107	Quantitative Methods (Mathematics) (0.5) # <b>and</b> ST107 Quantitative Methods (Statistics) (0.5) # <b>and</b> PH111 Introduction to Logic (0.5)
	<b>And:</b>	
	PH105	Historical and Global Perspectives on Philosophy (0.5) <b>or</b>
	PH112	Intermediate Logic and Probability (0.5) #
	<b>Or</b>	
	MA100	Mathematical Methods (1.0) # <b>and</b> ST102 Elementary Statistical Theory (1.0) #
Paper 4	PH103	The Big Questions: An Introduction to Philosophy (1.0) #
	<b>Year 2</b>	
Paper 5		Courses to the value of 1.0 unit(s) from the following:
		<b>Philosophy Options List</b>
Paper 6		If PH111 was not taken under Papers 2 & 3, then students must take:
	PH111	Introduction to Logic (0.5) <b>and</b> PH112 Intermediate Logic and Probability (0.5) #
	<b>Or</b>	
		If PH111 was taken under Paper 3, then courses to the value of 1.0 unit(s) from the following:
		<b>Philosophy Options List</b>
Paper 7	EC201	Microeconomic Principles I (1.0) # <b>or</b>
	EC202	Microeconomic Principles II (1.0) # (withdrawn 2022/23)
Paper 8		One of the following options:
	EC210	Macroeconomic Principles (1.0) #
	<b>Or</b>	
		If a grade of 65 or above on both ST107 and MA107 has been received, or if MA100 and ST102 were taken in Year 1, then students can select the following:
	EC220	Introduction to Econometrics (1.0) # (withdrawn 2022/23)
	<b>Or</b>	
		If MA100 and ST102 were taken in Year 1, then students can select the following:
	EC221	Principles of Econometrics (1.0) # (withdrawn 2022/23)
	<b>Year 3</b>	
Paper 9		Courses to the value of 1.0 unit(s) from the following:
		<b>Philosophy Options List</b>
Paper 10		Courses to the value of 1.0 unit(s) from the following:
		<b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>
	<b>Or</b>	
		Courses to the value of 1.0 unit(s) from the following:
		<b>Philosophy Options List</b>
	<b>Or</b>	
		Courses to the value of 1.0 unit(s) from the following:
		<b>Economics Options List</b>
Paper 11		Courses to the value of 1.0 unit(s) from the following:
		<b>Economics Options List</b>
Paper 12	PH311	Philosophy of Economics (1.0) #
	<b>Economics Options List</b>	
	EC2C3	Econometrics I (0.5) # <b>and</b> EC2C4 Econometrics II (0.5) #
	EC301	Advanced Economic Analysis (1.0) #
	EC302	Political Economy (1.0) #
	EC307	Development Economics (1.0) #
	EC310	Behavioural Economics (1.0) #
	EC311	History of Economics: How Theories Change (1.0)
	EC315	International Economics (1.0) #
	EC317	Labour Economics (1.0) #
	EC319	Games and Economic Behaviour (1.0) #
	EC321	Monetary Economics and Aggregate Fluctuations (1.0) #
	EC325	Public Economics (1.0) #
	<b>Philosophy Options List</b>	

LL305	Jurisprudence (1.0) B
LN253	European Literature and Philosophy (1.0) #
LN254	Literature and Aspects of Ethics (1.0) #
PH105	Historical and Global Perspectives on Philosophy (0.5) C
PH112	Intermediate Logic and Probability (0.5) #
PH201	Philosophy of Science (1.0)
PH203	Philosophy of the Social Sciences (1.0) #
PH214	Philosophy, Morals and Politics (1.0) #
PH217	Set Theory and Further Logic (1.0) #
PH221	Problems of Analytic Philosophy (1.0) # (withdrawn 2020/21)
PH222	Philosophy and Public Policy (1.0)
PH223	Mind and Metaphysics (0.5) #1
PH224	Epistemology (0.5) #2
PH225	Business and Organisational Ethics (0.5)
PH227	Genes, Brains and Society (0.5)
PH230	Einstein for Everyone: From time travel to the edge of the universe (0.5) #
PH232	Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes (0.5) #
PH238	Philosophy of Language (0.5) #
PH239	Anarchy, Authority and Evidence: Topics in Philosophy of Law (0.5)
PH311	Philosophy of Economics (1.0) #
PH332	Effective Philanthropy: Ethics and Evidence (0.5) (withdrawn 2020/21)
PH333	Philosophy of Gender and Race (0.5)
PH399	Dissertation in Philosophy (1.0) D

#### Prerequisite Requirements and Mutually Exclusive Options

\* means available with permission

1: PH223 can not be taken with PH221

2: PH224 can not be taken with PH221

#### Footnotes:

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

B: LL305 can be taken in the third year only.

C: PH105 can be taken in Year 1 or Year 2 only.

D: PH399 cannot be taken in Year 1 or Year 2.

# means there may be prerequisites for this course.

Please view the course guide for more information.

## BSc in Politics

**Programme Code:** UBPOL

**Department:** Government

For students starting this programme of study in 2022/23

**Students who have taken and passed at least 3.0 units of courses in a specific discipline over the course of their degree, of which at least 1.0 unit is taken in Year 3, will be offered the opportunity to receive a specialism attached to their degree certificate and transcript. Students are not obligated to receive a specialism. Students must take all courses in the same discipline to qualify for the specialism. Degree certificates which include a specialism will state the specialism in the title. The specialisms available are as follows:**

**BSc in Politics (with Anthropology)**

**BSc in Politics (with International History)**

**BSc in Politics (with Sociology)**

**Please note that places are limited on some optional courses.**

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

**Paper Course number, title (unit value)**

LSE100	LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
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**Students will choose ONE of the three half-unit options below:**

LSE100A The LSE Course: How can we avert climate catastrophe? (0.5)

LSE100B The LSE Course: How can we control AI? (0.5)

LSE100C The LSE Course: How can we create a fair society? (0.5)

**Year 1**

Paper 1	GV100	Introduction to Political Theory (1.0)
Paper 2	GV101	Introduction to Political Science (1.0)
Paper 3	Courses to the value of 1.0 unit(s) from the following:	
	AN100	Being Human: Contemporary Themes in Social Anthropology (1.0)
	AN101	A History of Anthropological Theory (1.0)
	AN102	Ethnography through Mixed Media (1.0)
	EC1A3	Microeconomics I (0.5) # <b>and</b> EC1B3
		Macroeconomics I (0.5) #
	EC1A5	Microeconomics I (0.5) <b>and</b> EC1B5
		Macroeconomics I (0.5) #
	EH101	The Internationalisation of Economic Growth, 1870 to the present day (1.0)
	GY103	Contemporary Europe (1.0)
	HY113	From Empire to Independence: The Extra-European World in the Twentieth Century (1.0)
	HY116	International Politics since 1914: Peace and War (1.0)
	HY118	Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0)
	IR100	International Relations: Theories, Concepts and Debates (1.0)
	PH103	The Big Questions: An Introduction to Philosophy (1.0) #
	SO100	Key Concepts: Introduction to Social Theory (1.0)
	SO110	Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)
	SP110	Sociology and Social Policy (1.0) #
	SP111	Social Economics and Policy (1.0) #
Paper 4	Approved courses to the value of 1.0 unit from the following:	

**Undergraduate Outside Options List (Year 1)****Year 2**

Papers 5, 6 &amp; 7 Courses to the value of 3.0 unit(s) from the following:

**Government List A**

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

**Government List A****Undergraduate Outside Options List (Years 2 & 3)****Year 3**

Paper 9 Courses to the value of 1.0 unit(s) from the following:

**Government List B**

Paper 10 Courses to the value of 1.0 unit(s) from the following:

**Government List B**

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

**Government List B****Undergraduate Outside Options List (Years 2 & 3)**

Paper 12 GV390 Government Dissertation Option (1.0)

**Or**

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

**Government List B****Or**

Courses to the value of 1.0 unit from the following:

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

\* means available with permission

# means there may be prerequisites for this course.

Please view the course guide for more information.

A: GV319 can be taken in Year 3 only.

B: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government

List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.

**BSc in Politics****Programme Code:** UBPOL**Department:** Government

For students starting this programme of study in 2021/22

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

See note LSE100 The LSE Course

**Year 1**

Paper 1 GV100 Introduction to Political Theory (1.0)

Paper 2 GV101 Introduction to Political Science (1.0)

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

EC1A3 Microeconomics I (0.5) # **and** EC1B3

Macroeconomics I (0.5) #

EC1A5 Microeconomics I (0.5) **and** EC1B5

Macroeconomics I (0.5) #

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

GY103 Contemporary Europe (1.0)

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

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

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

IR100 International Relations: Theories, Concepts and Debates (1.0)

PH103 The Big Questions: An Introduction to Philosophy (1.0) #

SO100 Key Concepts: Introduction to Social Theory (1.0)

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

SP110 Sociology and Social Policy (1.0) #

SP111 Social Economics and Policy (1.0) #

Paper 4 Approved courses to the value of 1.0 unit from the following:

**Undergraduate Outside Options List (Year 1)****Year 2**

Papers 5, 6 &amp; 7 Courses to the value of 3.0 unit(s) from the following:

**Government List A**

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

**Government List A****Undergraduate Outside Options List (Years 2 & 3)****Year 3**

Paper 9 Courses to the value of 1.0 unit(s) from the following:

**Government List B**

Paper 10 Courses to the value of 1.0 unit(s) from the following:

**Government List B**

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

**Government List B****Undergraduate Outside Options List (Years 2 & 3)**

Paper 12 GV390 Government Dissertation Option (1.0)

**Or**

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

**Government List B****Or**

Courses to the value of 1.0 unit from the following:

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

**Notes:** LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year

**Footnotes:**

Average for purposes of classification.

**Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

**Footnotes:**

A: GV319 can be taken in Year 3 only.

B: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.

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

## BSc in Politics

**Programme Code:** UBPOL

**Department:** Government

For students starting this programme of study in 2020/21

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
	<b>Year 1</b>
Paper 1	GV100 Introduction to Political Theory (1.0)
Paper 2	GV101 Introduction to Political Science (1.0)
Paper 3	Courses to the value of 1.0 unit(s) from the following: EC100 Economics A (1.0) # (withdrawn 2021/22) EC102 Economics B (1.0) #A (withdrawn 2021/22) EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0) GY103 Contemporary Europe (1.0) HY113 From Empire to Independence: The Extra-European World in the Twentieth Century (1.0) HY116 International Politics since 1914: Peace and War (1.0) HY118 Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0) IR100 International Relations: Theories, Concepts and Debates (1.0) PH101 Logic (1.0) (withdrawn 2020/21) PH103 The Big Questions: An Introduction to Philosophy (1.0) # PH104 Formal Methods of Philosophical Argumentation (1.0) # (withdrawn 2020/21) SO100 Key Concepts: Introduction to Social Theory (1.0) SO110 Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0) SP100 Understanding International Social and Public Policy (1.0) SP110 Sociology and Social Policy (1.0) # SP111 Social Economics and Policy (1.0) #
Paper 4	Approved courses to the value of 1.0 unit from the following: <b>Undergraduate Outside Options List (Year 1)</b>
	<b>Year 2</b>
Papers 5, 6 & 7	Courses to the value of 3.0 unit(s) from the following: <b>Government List A</b>
Paper 8	Courses to the value of 1.0 unit from the following: <b>Government List A</b> <b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>
	<b>Year 3</b>
Paper 9	Courses to the value of 1.0 unit(s) from the following: <b>Government List B</b>
Paper 10	Courses to the value of 1.0 unit(s) from the following: <b>Government List B</b>
Paper 11	Courses to the value of 1.0 unit from the following: <b>Government List B</b> <b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>

Paper 12 GV390 Government Dissertation Option (1.0)

**Or**

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

**Government List B**

**Or**

Courses to the value of 1.0 unit from the following:

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

\* means available with permission

**Footnotes:**

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

B: GV319 can be taken in Year 3 only.

C: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.

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

## BSc in Politics and Data Science

**Programme Code:** UBPD5

**Department:** Government

For students starting this programme of study in 2022/23

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
	<b>Year 1</b>
	LSE100 LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
	<b>Students will choose ONE of the three half-unit options below:</b>
	LSE100A The LSE Course: How can we avert climate catastrophe? (0.5)
	LSE100B The LSE Course: How can we control AI? (0.5)
	LSE100C The LSE Course: How can we create a fair society? (0.5)
	<b>Year 1</b>
Paper 1	GV100 Introduction to Political Theory (1.0)
Paper 2	GV101 Introduction to Political Science (1.0)
Paper 3	ST102 Elementary Statistical Theory (1.0) #
Paper 4	ST101 Programming for Data Science (0.5) #
	<b>And</b>
	DS105L Data for Data Science (0.5) <b>or</b>
	DS105M Data for Data Science (0.5)
	<b>Year 2</b>
Paper 5	GV249 Research Design in Political Science (1.0) (not available 2022/23)
Paper 6	GV252 Politics and Policy of Data Science (0.5) # (not available 2022/23)
	Plus one 0.5 unit government course.
Papers 7 & 8	DS202 Data Science for Social Scientists (0.5) #
	<b>And</b>
	ST205 Sample Surveys and Experiments (0.5) #
	ST207 Databases (0.5) #
	ST211 Applied Regression (0.5) #
	<b>Year 3</b>
Paper 9	GV330 Data Science Applications to Politics Research (0.5) # <b>and</b> GV331 Capstone Data Science & Civic Engagement (0.5) # (not available 2022/23)
Paper 10	Courses to the value of 1.0 unit(s) from the following: GV319 Experimental Politics (0.5) # (not available

	2022/23)
Papers 11 & 12	GV332 Big Data in Politics: A Few Provocative Debates (0.5)
	<b>Government List B</b>
	Courses to the value of 2.0 unit(s) from the following:
	<b>Either</b>
	ST310 Machine Learning (0.5) #
	<b>or</b>
	ST311 Artificial Intelligence (0.5) #
	<b>And</b>
	Courses to the value of 1.5 units from: (if not already taken)
	MY360 Quantitative Text Analysis (0.5) #
	MY361 Social Network Analysis (0.5) #
	ST205 Sample Surveys and Experiments (0.5) #
	ST207 Databases (0.5) #
	ST211 Applied Regression (0.5) #
	ST310 Machine Learning (0.5) #
	ST311 Artificial Intelligence (0.5) #
	ST313 Ethics for Data Science (0.5) #
	Up to 0.5 unit from the Outside Option list.
	<b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>
	<b>Prerequisite Requirements and Mutually Exclusive Options</b>
	* means available with permission
<b>Footnotes:</b>	A: GV319 can be taken in Year 3 only.
	B: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.
	# means there may be prerequisites for this course. Please view the course guide for more information.

## BSc in Politics and Economics

**Programme Code:** UBPOLEC

**Department:** Government

For students starting this programme of study in 2022/23

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
LSE100	LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification. <b>Students will choose ONE of the three half-unit options below:</b>
	LSE100A The LSE Course: How can we avert climate catastrophe? (0.5)
	LSE100B The LSE Course: How can we control AI? (0.5)
	LSE100C The LSE Course: How can we create a fair society? (0.5)
	<b>Year 1</b>
Paper 1	GV100 Introduction to Political Theory (1.0)
Paper 2	GV101 Introduction to Political Science (1.0)
Paper 3	EC1A3 Microeconomics I (0.5) # <b>and</b> EC1B3 Macroeconomics I (0.5) #
Paper 4	MA107 Quantitative Methods (Mathematics) (0.5) # <b>and</b> ST107 Quantitative Methods (Statistics) (0.5) #
	<b>Year 2</b>
Paper 5	Courses to the value of 1.0 unit(s) from the following: <b>Government List A</b>
Paper 6	Courses to the value of 1.0 unit(s) from the following: <b>Government List A</b>

Papers 7 & 8	EC2A3 Microeconomics II (0.5) #
	EC2B3 Macroeconomics II (0.5) #
	EC2C3 Econometrics I (0.5) #
	EC2C4 Econometrics II (0.5) #
	<b>Year 3</b>
Paper 9	Courses to the value of 1.0 unit(s) from the following: <b>Government List B</b>
Paper 10	Courses to the value of 1.0 unit(s) from the following: <b>Economics List</b>
Paper 11	Courses to the value of 1.0 unit from the following: C <b>Government List B</b>
	<b>Or</b>
	<b>Economics List</b>
	<b>Or</b>
	<b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>
Paper 12	GV390 Government Dissertation Option (1.0)
	<b>Or</b>
	Courses to the value of 1.0 unit(s) from the following: <b>Economics List</b>
	<b>Government List B</b>
	<b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>
	<b>Economics List</b>
	EC301 Advanced Economic Analysis (1.0) #
	EC302 Political Economy (1.0) #
	EC307 Development Economics (1.0) #
	EC311 History of Economics: How Theories Change (1.0)
	EC315 International Economics (1.0) #
	EC321 Monetary Economics and Aggregate Fluctuations (1.0) #
	EC325 Public Economics (1.0) #
	<b>Prerequisite Requirements and Mutually Exclusive Options</b>
	* means available with permission
<b>Footnotes:</b>	A: GV319 can be taken in Year 3 only.
	B: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.
	C: Courses selected from the Undergraduate Outside Options List must be approved.
	# means there may be prerequisites for this course. Please view the course guide for more information.

## BSc in Politics and Economics

**Programme Code:** UBPOLEC

**Department:** Government

For students starting this programme of study in 2021/22

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course
	<b>Year 1</b>
Paper 1	GV100 Introduction to Political Theory (1.0)
Paper 2	GV101 Introduction to Political Science (1.0)
Paper 3	EC1A3 Microeconomics I (0.5) # <b>and</b> EC1B3 Macroeconomics I (0.5) #
Paper 4	MA107 Quantitative Methods (Mathematics) (0.5) # <b>and</b> ST107 Quantitative Methods (Statistics) (0.5) #
	<b>Year 2</b>
Paper 5	Courses to the value of 1.0 unit(s) from the following: <b>Government List A</b>
Paper 6	Courses to the value of 1.0 unit(s) from the following: <b>Government List A</b>
Papers 7 & 8	EC2A3 Microeconomics II (0.5) #
	EC2B3 Macroeconomics II (0.5) #



EC2C3 Econometrics I (0.5) #

EC2C4 Econometrics II (0.5) #

**Year 3**

Paper 9 Courses to the value of 1.0 unit(s) from the following:

**Government List B**

Paper 10 Courses to the value of 1.0 unit(s) from the following:

**Economics List**

Paper 11 Courses to the value of 1.0 unit from the following: C

**Government List B****Or****Economics List****Or****Undergraduate Outside Options List (Years 2 & 3)**

Paper 12 GV390 Government Dissertation Option (1.0)

**Or**

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

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

**Notes:** LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

**Economics List**

EC301 Advanced Economic Analysis (1.0) #

EC302 Political Economy (1.0) #

EC307 Development Economics (1.0) #

EC311 History of Economics: How Theories Change (1.0)

EC315 International Economics (1.0) #

EC321 Monetary Economics and Aggregate Fluctuations (1.0) #

EC325 Public Economics (1.0) #

**Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

**Footnotes:** A: GV319 can be taken in Year 3 only.  
B: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.

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

# means there may be prerequisites for this course.

Please view the course guide for more information.

**BSc in Politics and Economics****Programme Code:** UBPOLEC**Department:** Government

For students starting this programme of study in 2020/21

**Please note that places are limited on some optional courses.****Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.****Paper Course number, title (unit value)****Year 1**

Paper 1 GV100 Introduction to Political Theory (1.0)

Paper 2 GV101 Introduction to Political Science (1.0)

Paper 3 EC100 Economics A (1.0) # (withdrawn 2021/22)

**or**

Paper 4 EC102 Economics B (1.0) #A (withdrawn 2021/22)

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

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

**Government List A**

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

**Government List A**

Papers 7 &amp; 8 Courses to the value of 2.0 unit(s) from the following:

EC201 Microeconomic Principles I (1.0) #1

EC202 Microeconomic Principles II (1.0) # (withdrawn 2022/23)

EC210 Macroeconomic Principles (1.0) #

EC220 Introduction to Econometrics (1.0) #B (withdrawn 2022/23)

**Year 3**

Paper 9 Courses to the value of 1.0 unit(s) from the following:

**Government List B**

Paper 10 Courses to the value of 1.0 unit from the following:

EC2C3 Econometrics I (0.5) # **and** EC2C4 Econometrics II (0.5) #**Or**

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

**Economics List**

Paper 11 Courses to the value of 1.0 unit from the following: E

**Government List B****Or****Economics List****Or****Undergraduate Outside Options List (Years 2 & 3)**

Paper 12 GV390 Government Dissertation Option (1.0)

**Or**

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

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

EC301 Advanced Economic Analysis (1.0) #

EC302 Political Economy (1.0) #

EC307 Development Economics (1.0) #

EC311 History of Economics: How Theories Change (1.0)

EC315 International Economics (1.0) #

EC321 Monetary Economics and Aggregate Fluctuations (1.0) #

EC325 Public Economics (1.0) #

**Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

1: EC201 can not be taken with EC202

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

B: Access to EC220 is dependent on performance in ST107 and MA107 in Year 1.

C: GV319 can be taken in Year 3 only.

D: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.

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

# means there may be prerequisites for this course.

Please view the course guide for more information.

**BSc in Politics and History****Programme Code:** UBPOLHY**Department:** Government

For students starting this programme of study in 2021/22

**This programme has been retitled to BSc in History and Politics for 2022/23. Last year of entry 2021/22.****Please note that places are limited on some optional courses.****Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.**

<b>Paper</b>	<b>Course number, title (unit value)</b>
See note	LSE100 The LSE Course
<b>Year 1</b>	
Paper 1	GV100 Introduction to Political Theory (1.0)
Paper 2	GV101 Introduction to Political Science (1.0)
Papers 3 & 4	Courses to the value of 2.0 unit(s) from the following: HY113 From Empire to Independence: The Extra-European World in the Twentieth Century (1.0) HY116 International Politics since 1914: Peace and War (1.0) HY118 Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0) HY120 Historical Approaches to the Modern World (1.0)
<b>Year 2</b>	
Paper 5	Courses to the value of 1.0 unit(s) from the following: <b>Government List A</b>
Paper 6	Courses to the value of 1.0 unit(s) from the following: <b>Government List A</b>
Papers 7 & 8	Courses to the value of 2.0 unit(s) from the following: <b>History List A</b>
<b>Year 3</b>	
Paper 9	Courses to the value of 1.0 unit(s) from the following: <b>Government List B</b>
Paper 10	Courses to the value of 1.0 unit(s) from the following: <b>History List B</b>
Paper 11	Courses to the value of 1.0 unit from the following: C <b>Government List B</b> <b>History List B</b> <b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>
Paper 12	Courses to the value of 1.0 unit from the following: D GV390 Government Dissertation Option (1.0) HY300 Dissertation (1.0) <b>Government List B</b> <b>History List B</b> <b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>
<b>Notes:</b>	LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification. <b>Prerequisite Requirements and Mutually Exclusive Options</b> * means available with permission
<b>Footnotes:</b>	A: GV319 can be taken in Year 3 only. B: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations. C: Courses selected from the Undergraduate Outside Options list must be approved. D: Courses selected from the Undergraduate Outside Options List must be approved. # means there may be prerequisites for this course. Please view the course guide for more information.

## BSc in Politics and History

**Programme Code:** UBPOLHY

**Department:** Government

For students starting this programme of study in 2020/21

**Please note that places are limited on some optional courses.**

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

<b>Paper</b>	<b>Course number, title (unit value)</b>
<b>Year 1</b>	
Paper 1	GV100 Introduction to Political Theory (1.0)
Paper 2	GV101 Introduction to Political Science (1.0)

Papers 3 & 4	Courses to the value of 2.0 unit(s) from the following: HY113 From Empire to Independence: The Extra-European World in the Twentieth Century (1.0) HY116 International Politics since 1914: Peace and War (1.0) HY118 Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0) HY120 Historical Approaches to the Modern World (1.0)
Optional course	Students may also take the following optional unassessed course which runs during Weeks 3, 4, 5, 7 & 8 of Michaelmas Term only: HY119 Thinking Like A Historian (0.0) (withdrawn 2021/22)
<b>Year 2</b>	
Paper 5	Courses to the value of 1.0 unit(s) from the following: <b>Government List A</b>
Paper 6	Courses to the value of 1.0 unit(s) from the following: <b>Government List A</b>
Papers 7 & 8	Courses to the value of 2.0 unit(s) from the following: <b>History List A</b>
<b>Year 3</b>	
Paper 9	Courses to the value of 1.0 unit(s) from the following: <b>Government List B</b>
Paper 10	Courses to the value of 1.0 unit(s) from the following: <b>History List B</b>
Paper 11	Courses to the value of 1.0 unit from the following: C <b>Government List B</b> <b>History List B</b> <b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>
Paper 12	Courses to the value of 1.0 unit from the following: D GV390 Government Dissertation Option (1.0) HY300 Dissertation (1.0) <b>Government List B</b> <b>History List B</b> <b>Undergraduate Outside Options List (Years 2 &amp; 3)</b> <b>Prerequisite Requirements and Mutually Exclusive Options</b> * means available with permission
<b>Footnotes:</b>	A: GV319 can be taken in Year 3 only. B: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations. C: Courses selected from the Undergraduate Outside Options list must be approved. D: Courses selected from the Undergraduate Outside Options List must be approved. # means there may be prerequisites for this course. Please view the course guide for more information.

## BSc in Politics and International Relations

**Programme Code:** UBPOLIR

**Department:** Government

For students starting this programme of study in 2022/23

**Please note that places are limited on some optional courses.**

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

<b>Paper</b>	<b>Course number, title (unit value)</b>
LSE100	LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification. <b>Students will choose ONE of the three half-unit options below:</b>

	LSE100A	The LSE Course: How can we avert climate catastrophe? (0.5)
	LSE100B	The LSE Course: How can we control AI? (0.5)
	LSE100C	The LSE Course: How can we create a fair society? (0.5)
	<b>Year 1</b>	
Paper 1	GV100	Introduction to Political Theory (1.0)
Paper 2	GV101	Introduction to Political Science (1.0)
Paper 3	IR100	International Relations: Theories, Concepts and Debates (1.0)
Paper 4		Courses to the value of 1.0 unit(s) from the following:
	EC1A3	Microeconomics I (0.5) # <b>and</b> EC1B3 Macroeconomics I (0.5) #
	EC1A5	Microeconomics I (0.5) <b>and</b> EC1B5 Macroeconomics I (0.5) #
	EH101	The Internationalisation of Economic Growth, 1870 to the present day (1.0)
	GY103	Contemporary Europe (1.0)
	HY113	From Empire to Independence: The Extra-European World in the Twentieth Century (1.0)
	HY116	International Politics since 1914: Peace and War (1.0)
	HY118	Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0)
	IR101	Contemporary Issues in International Relations (1.0)
	PH103	The Big Questions: An Introduction to Philosophy (1.0) #
	SO100	Key Concepts: Introduction to Social Theory (1.0)
	SO110	Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)
	SP110	Sociology and Social Policy (1.0) #
	SP111	Social Economics and Policy (1.0) #
Optional course		In addition, students may also take the following optional non-assessed course which runs during Weeks 3, 4, 5, 7 & 8 of Michaelmas Term only: IR102 Thinking Globally: Studying International Relations (0.0)
	<b>Year 2</b>	
Paper 5		Courses to the value of 1.0 unit(s) from the following: <b>Government List A</b>
Paper 6		Courses to the value of 1.0 unit(s) from the following: <b>Government List A</b>
Paper 7		Courses to the value of 1.0 unit(s) from the following: IR200 International Political Theory (1.0) # IR202 Foreign Policy Analysis 1 (1.0) IR203 International Organisations (1.0) # IR205 International Security (1.0) IR206 International Political Economy (1.0)
Paper 8		Courses to the value of 1.0 unit(s) from the following (if not already taken under Paper 7): IR200 International Political Theory (1.0) # IR202 Foreign Policy Analysis 1 (1.0) IR203 International Organisations (1.0) # IR205 International Security (1.0) IR206 International Political Economy (1.0)
	<b>Year 3</b>	
Paper 9		Courses to the value of 1.0 unit(s) from the following: <b>Government List B</b>
Paper 10		Courses to the value of 1.0 unit(s) from the following: <b>International Relations Options List</b>
Paper 11		Courses to the value of 1.0 unit(s) from the following: <b>International Relations Options List</b> <b>Government List B</b> <b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>
Paper 12		Courses to the value of 1.0 unit from the following: C GV390 Government Dissertation Option (1.0) IR398 Dissertation (1.0)

**International Relations Options List****Government List B****Undergraduate Outside Options List (Years 2 & 3)****International Relations Options List**

IR205	International Security (1.0)
IR206	International Political Economy (1.0)
IR305	Strategic Aspects of International Relations (1.0)
IR312	Genocide (0.5)
IR313	Managing China's Rise in East Asia (0.5) (not available 2022/23)
IR314	Southeast Asia: Intra-regional Politics and Security (0.5)
IR315	International Relations of the Middle East (1.0) #
IR317	American Grand Strategy (0.5) #
IR318	Visual International Politics (0.5)
IR319	Empire and Conflict in World Politics (0.5) (not available 2022/23)
IR320	Europe's Institutional Order (0.5) # (not available 2022/23)
IR322	Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) (not available 2022/23)
IR323	Gendered/ing and International Politics (0.5) #
IR324	The Practices of Transitional Justice (0.5) # (not available 2022/23)
IR325	The Situations of the International Criminal Court (0.5) (not available 2022/23)
IR326	The Rule of Law: A Global History (0.5) (not available 2022/23)
IR349	Conflict and Peacebuilding (1.0) #
IR354	Governing International Political Economy: Lessons from the Past for the Future (0.5) # (not available 2022/23)
IR355	Economic Diplomacy (0.5) #
IR367	Global Environmental Politics (0.5) #
IR368	The Political Economy of Trade (0.5) #
IR369	Politics of Money in the World Economy (0.5) #
IR372	Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) (not available 2022/23)
IR373	China and the Global South (0.5) #
IR377	The Politics of Peace & Security in Sub-Saharan Africa (0.5)
IR378	Critical War Studies (0.5) (not available 2022/23)
IR379	Russia in World Politics (0.5) #
IR380	The Politics of Inequality and Development (0.5) #
IR395	The Politics of Displacement and Refuge (0.5)

**Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

A: GV319 can be taken in Year 3 only.

B: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.

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

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

**Footnotes:**

**BSc in Politics and International Relations****Programme Code:** UBPOLIR**Department:** Government

For students starting this programme of study in 2021/22

**Please note that places are limited on some optional courses.****Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course
	<b>Year 1</b>
Paper 1	GV100 Introduction to Political Theory (1.0)
Paper 2	GV101 Introduction to Political Science (1.0)
Paper 3	IR100 International Relations: Theories, Concepts and Debates (1.0)
Paper 4	Courses to the value of 1.0 unit(s) from the following:
	EC1A3 Microeconomics I (0.5) # <b>and</b> EC1B3 Macroeconomics I (0.5) #
	EC1A5 Microeconomics I (0.5) <b>and</b> EC1B5 Macroeconomics I (0.5) #
	EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0)
	GY103 Contemporary Europe (1.0)
	HY113 From Empire to Independence: The Extra-European World in the Twentieth Century (1.0)
	HY116 International Politics since 1914: Peace and War (1.0)
	HY118 Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0)
	IR101 Contemporary Issues in International Relations (1.0)
	PH103 The Big Questions: An Introduction to Philosophy (1.0) #
	SO100 Key Concepts: Introduction to Social Theory (1.0)
	SO110 Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)
	SP110 Sociology and Social Policy (1.0) #
	SP111 Social Economics and Policy (1.0) #
Optional course	In addition, students may also take the following optional non-assessed course which runs during Weeks 3, 4, 5, 7 & 8 of Michaelmas Term only: IR102 Thinking Globally: Studying International Relations (0.0)
	<b>Year 2</b>
Paper 5	Courses to the value of 1.0 unit(s) from the following: <b>Government List A</b>
Paper 6	Courses to the value of 1.0 unit(s) from the following: <b>Government List A</b>
Paper 7	Courses to the value of 1.0 unit(s) from the following: IR200 International Political Theory (1.0) # IR202 Foreign Policy Analysis 1 (1.0) IR203 International Organisations (1.0) # IR205 International Security (1.0) IR206 International Political Economy (1.0)
Paper 8	Courses to the value of 1.0 unit(s) from the following (if not already taken under Paper 7): IR200 International Political Theory (1.0) # IR202 Foreign Policy Analysis 1 (1.0) IR203 International Organisations (1.0) # IR205 International Security (1.0) IR206 International Political Economy (1.0)
	<b>Year 3</b>
Paper 9	Courses to the value of 1.0 unit(s) from the following: <b>Government List B</b>
Paper 10	Courses to the value of 1.0 unit(s) from the following: <b>International Relations Options List</b>
Paper 11	Courses to the value of 1.0 unit(s) from the following: <b>International Relations Options List</b> <b>Government List B</b>

Paper 12

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

Courses to the value of 1.0 unit from the following: C

GV390 Government Dissertation Option (1.0)

IR398 Dissertation (1.0)

**International Relations Options List****Government List B****Undergraduate Outside Options List (Years 2 & 3)**

LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

**International Relations Options List**

IR205 International Security (1.0)

IR206 International Political Economy (1.0)

IR305 Strategic Aspects of International Relations (1.0)

IR312 Genocide (0.5)

IR313 Managing China's Rise in East Asia (0.5) (not available 2022/23)

IR314 Southeast Asia: Intra-regional Politics and Security (0.5)

IR315 International Relations of the Middle East (1.0) #

IR317 American Grand Strategy (0.5) #

IR318 Visual International Politics (0.5)

IR319 Empire and Conflict in World Politics (0.5) (not available 2022/23)

IR320 Europe's Institutional Order (0.5) # (not available 2022/23)

IR322 Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) (not available 2022/23)

IR323 Gendered/ing and International Politics (0.5) #

IR324 The Practices of Transitional Justice (0.5) # (not available 2022/23)

IR325 The Situations of the International Criminal Court (0.5) (not available 2022/23)

IR326 The Rule of Law: A Global History (0.5) (not available 2022/23)

IR349 Conflict and Peacebuilding (1.0) #

IR354 Governing International Political Economy: Lessons from the Past for the Future (0.5) # (not available 2022/23)

IR355 Economic Diplomacy (0.5) #

IR367 Global Environmental Politics (0.5) #

IR368 The Political Economy of Trade (0.5) #

IR369 Politics of Money in the World Economy (0.5) #

IR372 Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) (not available 2022/23)

IR373 China and the Global South (0.5) #

IR377 The Politics of Peace &amp; Security in Sub-Saharan Africa (0.5)

IR378 Critical War Studies (0.5) (not available 2022/23)

IR379 Russia in World Politics (0.5) #

IR380 The Politics of Inequality and Development (0.5) #

IR395 The Politics of Displacement and Refuge (0.5)

**Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

A: GV319 can be taken in Year 3 only.

B: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.

**Notes:****Footnotes:**



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

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

## BSc in Politics and International Relations

**Programme Code:** UBPOLIR

**Department:** Government

For students starting this programme of study in 2020/21

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
<b>Year 1</b>	
Paper 1	GV100 Introduction to Political Theory (1.0)
Paper 2	GV101 Introduction to Political Science (1.0)
Paper 3	IR100 International Relations: Theories, Concepts and Debates (1.0)
Paper 4	Courses to the value of 1.0 unit(s) from the following: EC100 Economics A (1.0) # (withdrawn 2021/22) EC102 Economics B (1.0) #A (withdrawn 2021/22) EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0) GY103 Contemporary Europe (1.0) HY113 From Empire to Independence: The Extra-European World in the Twentieth Century (1.0) HY116 International Politics since 1914: Peace and War (1.0) HY118 Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0) IR101 Contemporary Issues in International Relations (1.0) PH101 Logic (1.0) (withdrawn 2020/21) PH103 The Big Questions: An Introduction to Philosophy (1.0) # PH104 Formal Methods of Philosophical Argumentation (1.0) # (withdrawn 2020/21) SO100 Key Concepts: Introduction to Social Theory (1.0) SO110 Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0) SP100 Understanding International Social and Public Policy (1.0) SP110 Sociology and Social Policy (1.0) # SP111 Social Economics and Policy (1.0) #
Optional course	In addition, students may also take the following optional non-assessed course which runs during Weeks 3, 4, 5, 7 & 8 of Michaelmas Term only: IR102 Thinking Globally: Studying International Relations (0.0)
<b>Year 2</b>	
Paper 5	Courses to the value of 1.0 unit(s) from the following: <b>Government List A</b>
Paper 6	Courses to the value of 1.0 unit(s) from the following: <b>Government List A</b>
Paper 7	Courses to the value of 1.0 unit(s) from the following: IR200 International Political Theory (1.0) # IR202 Foreign Policy Analysis 1 (1.0) IR203 International Organisations (1.0) # IR205 International Security (1.0) IR206 International Political Economy (1.0)
Paper 8	Courses to the value of 1.0 units(s) from the following (if not already taken under Paper 7): IR200 International Political Theory (1.0) # IR202 Foreign Policy Analysis 1 (1.0) IR203 International Organisations (1.0) # IR205 International Security (1.0)

IR206 International Political Economy (1.0)

### Year 3

Paper 9	Courses to the value of 1.0 unit(s) from the following: <b>Government List B</b>
Paper 10	Courses to the value of 1.0 unit(s) from the following: <b>International Relations Options List</b>
Paper 11	Courses to the value of 1.0 unit(s) from the following: <b>International Relations Options List</b> <b>Government List B</b> <b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>
Paper 12	Courses to the value of 1.0 unit from the following: D GV390 Government Dissertation Option (1.0) IR398 Dissertation (1.0) <b>International Relations Options List</b> <b>Government List B</b> <b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>
<b>International Relations Options List</b>	
	IR205 International Security (1.0)
	IR206 International Political Economy (1.0)
	IR305 Strategic Aspects of International Relations (1.0)
	IR312 Genocide (0.5)
	IR313 Managing China's Rise in East Asia (0.5) (not available 2022/23)
	IR314 Southeast Asia: Intra-regional Politics and Security (0.5)
	IR315 International Relations of the Middle East (1.0) #
	IR317 American Grand Strategy (0.5) #
	IR318 Visual International Politics (0.5)
	IR319 Empire and Conflict in World Politics (0.5) (not available 2022/23)
	IR320 Europe's Institutional Order (0.5) # (not available 2022/23)
	IR321 Revolutions and World Politics (0.5) (withdrawn 2021/22)
	IR322 Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) (not available 2022/23)
	IR323 Gendered/ing and International Politics (0.5) #
	IR324 The Practices of Transitional Justice (0.5) # (not available 2022/23)
	IR325 The Situations of the International Criminal Court (0.5) (not available 2022/23)
	IR326 The Rule of Law: A Global History (0.5) (not available 2022/23)
	IR347 Political Economy of International Labour Migration (0.5) (withdrawn 2021/22)
	IR349 Conflict and Peacebuilding (1.0) #
	IR354 Governing International Political Economy: Lessons from the Past for the Future (0.5) # (not available 2022/23)
	IR355 Economic Diplomacy (0.5) #
	IR367 Global Environmental Politics (0.5) #
	IR368 The Political Economy of Trade (0.5) #
	IR369 Politics of Money in the World Economy (0.5) #
	IR372 Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) (not available 2022/23)
	IR373 China and the Global South (0.5) #
	IR377 The Politics of Peace & Security in Sub-Saharan Africa (0.5)
	IR378 Critical War Studies (0.5) (not available 2022/23)
	IR379 Russia in World Politics (0.5) #
	IR380 The Politics of Inequality and Development (0.5) #
	IR395 The Politics of Displacement and Refugee (0.5)

**Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

**Footnotes:**

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

B: GV319 can be taken in Year 3 only.

C: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.

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

# means there may be prerequisites for this course.

Please view the course guide for more information.

**BSc in Politics and Philosophy****Programme Code:** UBPOLPH**Department:** Government

For students starting this programme of study in 2022/23

**Please note that places are limited on some optional courses.****Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

**Students will choose ONE of the three half-unit options below:**

LSE100A The LSE Course: How can we avert climate catastrophe? (0.5)

LSE100B The LSE Course: How can we control AI? (0.5)

LSE100C The LSE Course: How can we create a fair society? (0.5)

**Year 1**

Paper 1 GV100 Introduction to Political Theory (1.0)

Paper 2 GV101 Introduction to Political Science (1.0)

Paper 3 PH111 Introduction to Logic (0.5)

**And either:**PH105 Historical and Global Perspectives on Philosophy (0.5) **or**

PH112 Intermediate Logic and Probability (0.5) #

Paper 4 PH103 The Big Questions: An Introduction to Philosophy (1.0) #

**Year 2**

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

**Government List A**Paper 6 GV262 Contemporary Political Theory (1.0) # **or**

PH214 Philosophy, Morals and Politics (1.0) #

Paper 7 PH201 Philosophy of Science (1.0) **or**

PH203 Philosophy of the Social Sciences (1.0) #

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

PH201 Philosophy of Science (1.0)

PH203 Philosophy of the Social Sciences (1.0) #

PH223 Mind and Metaphysics (0.5) #

PH224 Epistemology (0.5) #

PH238 Philosophy of Language (0.5) #

PH239 Anarchy, Authority and Evidence: Topics in Philosophy of Law (0.5)

**Or**

If PH214 was taken under Paper 6, then courses to the value of 1.0 unit from the following:

**Government List A****Or**

If GV262 was taken under Paper 6, then courses to the value of 1.0 unit from the following:

**Philosophy Options List****Year 3**

Paper 9 Courses to the value of 1.0 unit(s) from the following:

**Government List B**

Paper 10 PH222 Philosophy and Public Policy (1.0)

Paper 11 Courses to the value of 1.0 unit from the following: E

**Philosophy Options List****Government List B****Undergraduate Outside Options List (Years 2 & 3)**

Paper 12 Courses to the value of 1.0 unit from the following: F

GV390 Government Dissertation Option (1.0)

PH399 Dissertation in Philosophy (1.0)

**Philosophy Options List****Government List B****Undergraduate Outside Options List (Years 2 & 3)****Philosophy Options List**

LL305 Jurisprudence (1.0) A

LN253 European Literature and Philosophy (1.0) #

LN254 Literature and Aspects of Ethics (1.0) #

PH105 Historical and Global Perspectives on Philosophy (0.5) B

PH112 Intermediate Logic and Probability (0.5) #

PH201 Philosophy of Science (1.0)

PH203 Philosophy of the Social Sciences (1.0) #

PH214 Philosophy, Morals and Politics (1.0) #

PH217 Set Theory and Further Logic (1.0) #

PH223 Mind and Metaphysics (0.5) #

PH224 Epistemology (0.5) #

PH225 Business and Organisational Ethics (0.5)

PH227 Genes, Brains and Society (0.5)

PH230 Einstein for Everyone: From time travel to the edge of the universe (0.5) #

PH232 Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes (0.5) #

PH238 Philosophy of Language (0.5) #

PH239 Anarchy, Authority and Evidence: Topics in Philosophy of Law (0.5)

PH311 Philosophy of Economics (1.0) #

PH333 Philosophy of Gender and Race (0.5)

**Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

**Footnotes:**

A: LL305 can be taken in the third year only.

B: PH105 can be taken in Year 1 and 2 only.

C: GV319 can be taken in Year 3 only.

D: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.

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

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

# means there may be prerequisites for this course.

Please view the course guide for more information.

**BSc in Politics and Philosophy****Programme Code:** UBPOLPH**Department:** Government

For students starting this programme of study in 2021/22

**Please note that places are limited on some optional courses.****Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and /or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course

	<b>Year 1</b>	
Paper 1	GV100	Introduction to Political Theory (1.0)
Paper 2	GV101	Introduction to Political Science (1.0)
Paper 3	PH111	Introduction to Logic (0.5)
	<b>And either:</b>	
	PH105	Historical and Global Perspectives on Philosophy (0.5) <b>or</b>
	PH112	Intermediate Logic and Probability (0.5) #
Paper 4	PH103	The Big Questions: An Introduction to Philosophy (1.0) #
	<b>Year 2</b>	
Paper 5	Courses to the value of 1.0 unit(s) from the following:	
	<b>Government List A</b>	
Paper 6	GV262	Contemporary Political Theory (1.0) # <b>or</b>
	PH214	Philosophy, Morals and Politics (1.0) #
Paper 7	PH201	Philosophy of Science (1.0) <b>or</b>
	PH203	Philosophy of the Social Sciences (1.0) #
Paper 8	Courses to the value of 1.0 unit(s) from the following:	
	PH201	Philosophy of Science (1.0)
	PH203	Philosophy of the Social Sciences (1.0) #
	PH223	Mind and Metaphysics (0.5) #
	PH224	Epistemology (0.5) #
	PH238	Philosophy of Language (0.5) #
	PH239	Anarchy, Authority and Evidence: Topics in Philosophy of Law (0.5)
	<b>Or</b>	
	If PH214 was taken under Paper 6, then courses to the value of 1.0 unit from the following:	
	<b>Government List A</b>	
	<b>Or</b>	
	If GV262 was taken under Paper 6, then courses to the value of 1.0 unit from the following:	
	<b>Philosophy Options List</b>	
	<b>Year 3</b>	
Paper 9	Courses to the value of 1.0 unit(s) from the following:	
	<b>Government List B</b>	
Paper 10	PH222	Philosophy and Public Policy (1.0)
Paper 11	Courses to the value of 1.0 unit from the following: E	
	<b>Philosophy Options List</b>	
	<b>Government List B</b>	
	<b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>	
Paper 12	Courses to the value of 1.0 unit from the following: F	
	GV390	Government Dissertation Option (1.0)
	PH399	Dissertation in Philosophy (1.0)
	<b>Philosophy Options List</b>	
	<b>Government List B</b>	
	<b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>	
<b>Notes:</b>	LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.	
	<b>Philosophy Options List</b>	
	LL305	Jurisprudence (1.0) A
	LN253	European Literature and Philosophy (1.0) #
	LN254	Literature and Aspects of Ethics (1.0) #
	PH105	Historical and Global Perspectives on Philosophy (0.5) B
	PH112	Intermediate Logic and Probability (0.5) #
	PH201	Philosophy of Science (1.0)
	PH203	Philosophy of the Social Sciences (1.0) #
	PH214	Philosophy, Morals and Politics (1.0) #
	PH217	Set Theory and Further Logic (1.0) #
	PH223	Mind and Metaphysics (0.5) #
	PH224	Epistemology (0.5) #
	PH225	Business and Organisational Ethics (0.5)
	PH227	Genes, Brains and Society (0.5)
	PH230	Einstein for Everyone: From time travel to the edge of the universe (0.5) #
	PH232	Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes (0.5) #

PH238	Philosophy of Language (0.5) #
PH239	Anarchy, Authority and Evidence: Topics in Philosophy of Law (0.5)
PH311	Philosophy of Economics (1.0) #
PH333	Philosophy of Gender and Race (0.5)

### **Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

A: LL305 can be taken in the third year only.

B: PH105 can be taken in Year 1 and 2 only.

C: GV319 can be taken in Year 3 only.

D: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.

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

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

# means there may be prerequisites for this course.

Please view the course guide for more information.

### **Footnotes:**

## **BSc in Politics and Philosophy**

**Programme Code:** UBPOLPH

**Department:** Government

For students starting this programme of study in 2020/21

**Please note that places are limited on some optional courses.**

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

### **Paper Course number, title (unit value)**

	<b>Year 1</b>	
Paper 1	GV100	Introduction to Political Theory (1.0)
Paper 2	GV101	Introduction to Political Science (1.0)
Paper 3	PH111	Introduction to Logic (0.5)
	<b>And either:</b>	
	PH105	Historical and Global Perspectives on Philosophy (0.5) <b>or</b>
	PH112	Intermediate Logic and Probability (0.5) #
Paper 4	PH103	The Big Questions: An Introduction to Philosophy (1.0) #
	<b>Year 2</b>	
Paper 5	Courses to the value of 1.0 unit(s) from the following:	
	<b>Government List A</b>	
Paper 6	GV262	Contemporary Political Theory (1.0) # <b>or</b>
	PH214	Philosophy, Morals and Politics (1.0) #
Paper 7	PH201	Philosophy of Science (1.0) <b>or</b>
	PH203	Philosophy of the Social Sciences (1.0) #
Paper 8	Courses to the value of 1.0 unit(s) from the following:	
	PH201	Philosophy of Science (1.0)
	PH203	Philosophy of the Social Sciences (1.0) #
	PH223	Mind and Metaphysics (0.5) #
	PH224	Epistemology (0.5) #
	PH238	Philosophy of Language (0.5) #
	PH239	Anarchy, Authority and Evidence: Topics in Philosophy of Law (0.5)
	<b>Or</b>	
	If PH214 was taken under Paper 6, then courses to the value of 1.0 unit from the following:	
	<b>Government List A</b>	
	<b>Or</b>	
	If GV262 was taken under Paper 6, then courses to the value of 1.0 unit from the following:	
	<b>Philosophy Options List</b>	
	<b>Year 3</b>	
Paper 9	Courses to the value of 1.0 unit(s) from the following:	
	<b>Government List B</b>	
Paper 10	PH222	Philosophy and Public Policy (1.0)
Paper 11	Courses to the value of 1.0 unit from the following: E	

**Philosophy Options List****Government List B****Undergraduate Outside Options List (Years 2 & 3)**

Paper 12

Courses to the value of 1.0 unit from the following: F

GV390 Government Dissertation Option (1.0)

PH399 Dissertation in Philosophy (1.0)

**Philosophy Options List****Government List B****Undergraduate Outside Options List (Years 2 & 3)****Philosophy Options List**

LL305 Jurisprudence (1.0) A

LN253 European Literature and Philosophy (1.0) #

LN254 Literature and Aspects of Ethics (1.0) #

PH105 Historical and Global Perspectives on Philosophy (0.5) B

PH112 Intermediate Logic and Probability (0.5) #

PH201 Philosophy of Science (1.0)

PH203 Philosophy of the Social Sciences (1.0) #

PH214 Philosophy, Morals and Politics (1.0) #

PH217 Set Theory and Further Logic (1.0) #

PH221 Problems of Analytic Philosophy (1.0) # (withdrawn 2020/21)

PH223 Mind and Metaphysics (0.5) #

PH224 Epistemology (0.5) #

PH225 Business and Organisational Ethics (0.5)

PH227 Genes, Brains and Society (0.5)

PH230 Einstein for Everyone: From time travel to the edge of the universe (0.5) #

PH232 Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes (0.5) #

PH238 Philosophy of Language (0.5) #

PH239 Anarchy, Authority and Evidence: Topics in Philosophy of Law (0.5)

PH311 Philosophy of Economics (1.0) #

PH332 Effective Philanthropy: Ethics and Evidence (0.5) (withdrawn 2020/21)

PH333 Philosophy of Gender and Race (0.5)

**Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

A: LL305 can be taken in the third year only.

B: PH105 can be taken in Year 1 and 2 only.

C: GV319 can be taken in Year 3 only.

D: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.

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

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

# means there may be prerequisites for this course.

Please view the course guide for more information.

**Footnotes:****BSc in Psychological and Behavioural Science****Programme Code:** UBPBS**Department:** Psychological and Behavioural Science

For students starting this programme of study in 2022/23

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

LSE100 LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year

Average for purposes of classification.

**Students will choose ONE of the three half-unit options below:**

LSE100A The LSE Course: How can we avert climate catastrophe? (0.5)

LSE100B The LSE Course: How can we control AI? (0.5)

LSE100C The LSE Course: How can we create a fair society? (0.5)

**Year 1**

Paper 1 PB101 Foundations of Psychological Science (1.0) #

Paper 2 PB100 Foundations of Behavioural Science (1.0) #

Paper 3 PB130 Statistics and Research Methods for Psychological and Behavioural Science (1.0)

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

AN100 Being Human: Contemporary Themes in Social Anthropology (1.0)

EC1A5 Microeconomics I (0.5) **and** EC1B5 Macroeconomics I (0.5) #

GV101 Introduction to Political Science (1.0)

PB102 Social Psychology (1.0) (not available 2022/23)

PH103 The Big Questions: An Introduction to Philosophy (1.0) #

SO100 Key Concepts: Introduction to Social Theory (1.0)

SP111 Social Economics and Policy (1.0) #

**Year 2**

Paper 5 PB230 Intermediate Statistics and Research Methods for Psychological and Behavioural Science (1.0) #

Paper 6 PB200 Biological Psychology (0.5) **and** PB201 Cognitive Psychology (0.5)Paper 7 PB202 Developmental Psychology (0.5) **and** PB204 Social Psychology: Individuals, Groups and Culture (0.5)

Paper 8 PB205 Individual Differences and Why They Matter (0.5)

And one half unit from the Undergraduate Outside Options List (Years 2 &amp;3) below:

**Undergraduate Outside Options List (Years 2 & 3)****Year 3**

Paper 9 PB310 Independent Research Project (1.0) #

Paper 10 PB300 Advances in Psychological and Behavioural Science (1.0)

Paper 11 DS202 Data Science for Social Scientists (0.5) #

And one of the following options:

PB301 Cognition and Culture (0.5) # (not available 2022/23)

PB302 Creativity and Innovation (0.5) # (not available 2022/23)

PB303 Organisations, Groups and Identity (0.5)

PB304 Organisational and Social Decision-Making (0.5)

PB307 Consumer Psychology for Sustainability (0.5)

PB308 Social Psychology of Economic Life (0.5)

PB312 Research Apprenticeship (0.5) #

PB314 Behavioural Science in an Age of New Technology (0.5)

Paper 12 One full unit or two half units chosen from (subject to appropriate pre-requisites) the options available for Paper 11; the selection list of preferred courses for Year 3; or the Undergraduate Outside Options List (Years 2 &amp; 3).

**Selection list of preferred courses for Year 3****Paper 11 options list****Undergraduate Outside Options List (Years 2 & 3)****Selection list of preferred courses for Year 3**

EC310 Behavioural Economics (1.0) #



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GV225	Public Choice and Politics (1.0) #
GV325	Topics in Political Economy (0.5) #
GY222	Applied Environmental Economics (1.0)
MA301	Mathematical Game Theory (0.5) #
MA330	Game Theory for Collective Decisions (0.5) #
MG310	Strategic Decision Making (0.5) # (not available 2022/23)
MG311	Foundations of Behavioural Decision Science (0.5) #

### Paper 11 options list

PB301	Cognition and Culture (0.5) # (not available 2022/23)
PB302	Creativity and Innovation (0.5) # (not available 2022/23)
PB303	Organisations, Groups and Identity (0.5)
PB304	Organisational and Social Decision-Making (0.5)
PB307	Consumer Psychology for Sustainability (0.5)
PB308	Social Psychology of Economic Life (0.5)
PB312	Research Apprenticeship (0.5) #
PB314	Behavioural Science in an Age of New Technology (0.5)

### Prerequisite Requirements and Mutually Exclusive Options

\* means available with permission

# means there may be prerequisites for this course. Please view the course guide for more information. The BSc in Psychological and Behavioural Science is accredited by the British Psychological Society <https://www.lse.ac.uk/PBS/Study/BSc/BPS-accreditation>. Students will be eligible for Graduate Basis for Chartered Membership if have gained a lower second classification (2:2) overall and passed PB310 Independent Research Project at the point of classification.

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

	Macroeconomics I (0.5) #
GV101	Introduction to Political Science (1.0)
PB102	Social Psychology (1.0) (not available 2022/23)
PH103	The Big Questions: An Introduction to Philosophy (1.0) #
SO100	Key Concepts: Introduction to Social Theory (1.0)
SP111	Social Economics and Policy (1.0) #

### Year 2

Paper 5	PB230	Intermediate Statistics and Research Methods for Psychological and Behavioural Science (1.0) #
Paper 6	PB200	Biological Psychology (0.5) <b>and</b> PB201 Cognitive Psychology (0.5)
Paper 7	PB202	Developmental Psychology (0.5) <b>and</b> PB204 Social Psychology: Individuals, Groups and Culture (0.5)
Paper 8	PB205	Individual Differences and Why They Matter (0.5)

And one half unit from the Undergraduate Outside Options List (Years 2 & 3) below:

### Undergraduate Outside Options List (Years 2 & 3)

#### Year 3

Paper 9	PB310	Independent Research Project (1.0) #
Paper 10	PB300	Advances in Psychological and Behavioural Science (1.0)
Paper 11	DS202	Data Science for Social Scientists (0.5) #
		And one of the following options:
	PB301	Cognition and Culture (0.5) # (not available 2022/23)
	PB302	Creativity and Innovation (0.5) # (not available 2022/23)
	PB303	Organisations, Groups and Identity (0.5)
	PB304	Organisational and Social Decision-Making (0.5)
	PB307	Consumer Psychology for Sustainability (0.5)
	PB308	Social Psychology of Economic Life (0.5)
	PB312	Research Apprenticeship (0.5) #
	PB314	Behavioural Science in an Age of New Technology (0.5)

Paper 12 One full unit or two half units chosen from (subject to appropriate pre-requisites) the options available for Paper 11; the selection list of preferred courses for Year 3; or the Undergraduate Outside Options List (Years 2 & 3).

### Selection list of preferred courses for Year 3

#### Paper 11 options list

#### Undergraduate Outside Options List (Years 2 & 3)

LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

#### Selection list of preferred courses for Year 3

EC310	Behavioural Economics (1.0) #
GV225	Public Choice and Politics (1.0) #
GV325	Topics in Political Economy (0.5) #
GY222	Applied Environmental Economics (1.0)
MA301	Mathematical Game Theory (0.5) #
MA330	Game Theory for Collective Decisions (0.5) #
MG310	Strategic Decision Making (0.5) # (not available 2022/23)
MG311	Foundations of Behavioural Decision Science (0.5) #

### Paper 11 options list

PB301	Cognition and Culture (0.5) # (not available 2022/23)
PB302	Creativity and Innovation (0.5) # (not available 2022/23)

### Notes:

## BSc in Psychological and Behavioural Science

**Programme Code:** UBPBS

**Department:** Psychological and Behavioural Science

For students starting this programme of study in 2021/22

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course
	<b>Year 1</b>
Paper 1	PB101 Foundations of Psychological Science (1.0) #
Paper 2	PB100 Foundations of Behavioural Science (1.0) #
Paper 3	PB130 Statistics and Research Methods for Psychological and Behavioural Science (1.0)
Paper 4	Courses to the value of 1.0 unit(s) from the following:
	AN100 Being Human: Contemporary Themes in Social Anthropology (1.0)
	EC1A5 Microeconomics I (0.5) <b>and</b> EC1B5

	available 2022/23)
PB303	Organisations, Groups and Identity (0.5)
PB304	Organisational and Social Decision-Making (0.5)
PB307	Consumer Psychology for Sustainability (0.5)
PB308	Social Psychology of Economic Life (0.5)
PB312	Research Apprenticeship (0.5) #
PB314	Behavioural Science in an Age of New Technology (0.5)

#### Prerequisite Requirements and Mutually Exclusive Options

\* means available with permission

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

The BSc in Psychological and Behavioural Science is accredited by the British Psychological Society <https://www.lse.ac.uk/PBS/Study/BSc/BPS-accreditation>. Students will be eligible for Graduate Basis for Chartered Membership if have gained a lower second classification (2:2) overall and passed PB310 Independent Research Project at the point of classification.

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

		Social Psychology: Individuals, Groups and Culture (0.5)
Paper 8	PB205	Individual Differences and Why They Matter (0.5)
		And one half unit from the Undergraduate Outside Options List (Years 2 & 3) below:
		<b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>
		<b>Year 3</b>
Paper 9	PB310	Independent Research Project (1.0) #
Paper 10	PB300	Advances in Psychological and Behavioural Science (1.0)
Paper 11	DS202	Data Science for Social Scientists (0.5) #
		And one of the following options:
	PB301	Cognition and Culture (0.5) # (not available 2022/23)
	PB302	Creativity and Innovation (0.5) # (not available 2022/23)
	PB303	Organisations, Groups and Identity (0.5)
	PB304	Organisational and Social Decision-Making (0.5)
	PB307	Consumer Psychology for Sustainability (0.5)
	PB308	Social Psychology of Economic Life (0.5)
	PB312	Research Apprenticeship (0.5) #
	PB314	Behavioural Science in an Age of New Technology (0.5)
Paper 12		One full unit or two half units chosen from (subject to appropriate pre-requisites) the options available for Paper 11; the selection list of preferred courses for Year 3; or the Undergraduate Outside Options List (Years 2 & 3).
		<b>Selection list of preferred courses for Year 3</b>
		<b>Paper 11 options list</b>
		<b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>

Selection list of preferred courses for **Year 3**

AN216	Cognition and Anthropology: Human Development in Cultural Environments (0.5) # (withdrawn 2020/21)
AN251	Cognition and Anthropology: Learning and Thinking in Relation to Social Institutions (0.5) # (withdrawn 2020/21)
EC310	Behavioural Economics (1.0) #
GV225	Public Choice and Politics (1.0) #
GV325	Topics in Political Economy (0.5) #
GY222	Applied Environmental Economics (1.0)
MA301	Mathematical Game Theory (0.5) #
MA330	Game Theory for Collective Decisions (0.5) #
MG310	Strategic Decision Making (0.5) # (not available 2022/23)
MG311	Foundations of Behavioural Decision Science (0.5) #

#### Paper 11 options list

PB301	Cognition and Culture (0.5) # (not available 2022/23)
PB302	Creativity and Innovation (0.5) # (not available 2022/23)
PB303	Organisations, Groups and Identity (0.5)
PB304	Organisational and Social Decision-Making (0.5)
PB307	Consumer Psychology for Sustainability (0.5)
PB308	Social Psychology of Economic Life (0.5)
PB312	Research Apprenticeship (0.5) #
PB314	Behavioural Science in an Age of New Technology (0.5)

#### Prerequisite Requirements and Mutually Exclusive Options

\* means available with permission

# means there may be prerequisites for this course.

## BSc in Psychological and Behavioural Science

**Programme Code:** UBPBS

**Department:** Psychological and Behavioural Science

For students starting this programme of study in 2020/21

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
	<b>Year 1</b>
Paper 1	PB101 Foundations of Psychological Science (1.0) #
Paper 2	PB100 Foundations of Behavioural Science (1.0) #
Paper 3	PB130 Statistics and Research Methods for Psychological and Behavioural Science (1.0)
Paper 4	One of the following options:
	AN100 Being Human: Contemporary Themes in Social Anthropology (1.0)
	EC100 Economics A (1.0) # (withdrawn 2021/22)
	EC102 Economics B (1.0) # (withdrawn 2021/22)
	GV101 Introduction to Political Science (1.0)
	PB102 Social Psychology (1.0) (not available 2022/23)
	PH103 The Big Questions: An Introduction to Philosophy (1.0) #
	SO100 Key Concepts: Introduction to Social Theory (1.0)
	SP111 Social Economics and Policy (1.0) #
	<b>Year 2</b>
Paper 5	PB230 Intermediate Statistics and Research Methods for Psychological and Behavioural Science (1.0) #
Paper 6	PB200 Biological Psychology (0.5) <b>and</b> PB201 Cognitive Psychology (0.5)
Paper 7	PB202 Developmental Psychology (0.5) <b>and</b> PB204

Please view the course guide for more information. The BSc in Psychological and Behavioural Science is accredited by the British Psychological Society <https://www.lse.ac.uk/PBS/Study/BSc/BPS-accreditation>. Students will be eligible for Graduate Basis for Chartered Membership if have gained a lower second classification (2:2) overall and passed PB310 Independent Research Project at the point of classification.

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

## BA in Social Anthropology

**Programme Code:** UBANA2

**Department:** Anthropology

For students starting this programme of study in 2022/23 Students on this programme have the opportunity to receive a language, International History, or Politics specialism attached to their degree certificate and transcript. See the details at the bottom of this page for more information.

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
	LSE100 LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

**Students will choose ONE of the three half-unit options below:**

LSE100A	The LSE Course: How can we avert climate catastrophe? (0.5)
LSE100B	The LSE Course: How can we control AI? (0.5)
LSE100C	The LSE Course: How can we create a fair society? (0.5)

### Year 1

Paper 1	AN100 Being Human: Contemporary Themes in Social Anthropology (1.0)
Paper 2	AN101 A History of Anthropological Theory (1.0)
Paper 3	AN102 Ethnography through Mixed Media (1.0)
Paper 4	Courses to the value of 1.0 unit(s) from the following:

**Note that in addition to this list of courses offered in outside departments, any available language course run by the Language Centre will also be approved. Approved Outside Options (Year 1)**

### Language Courses

**Language Specialism:** Students wishing to graduate with a language specialism should refer to the requirements set out in the Language Specialism footnote. G

**International History Specialism:** Students wishing to graduate with an International History specialism should refer to the requirements set out in the International History Specialism footnote. H

**Politics Specialism:** Students wishing to graduate with a Politics specialism should refer to the

requirements set out in the Politics Specialism footnote. I

### Year 2

Paper 5	AN200 The Anthropology of Kinship, Sex and Gender (1.0)
Paper 6	AN226 Political and Legal Anthropology (1.0)
Paper 7	AN256 Economic Anthropology (1): Production and Exchange (0.5) <b>and</b> AN298 Fieldwork in London: Learning Ethnographic Methods (0.5)

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

### Anthropology Selection List A

### Ethnographic options

### Or

Courses to the value of 1.0 unit(s) from the following, if the pre-requisite first year courses have been taken. (see Note)

### Language Courses

### Government List A

### History List A

### Note:

Students are strongly encouraged to take ethnographic options to the value of at least one half unit under Papers 8 and 12. See relevant **Footnotes:** for details of the **Language, International History and Politics** specialism requirements.

**Language Specialism:** Approved courses to the value of 1.0 unit can be selected from the Language Courses list. Language options may be chosen if they are a continuation of a language studied in Year 1, and must be above Level 1.

**International History Specialism:** Approved International History options to the value of 1.0 unit may be chosen if HY113 or HY116 or HY118 was taken in Year 1 and subject to availability.

**Politics Specialism:** Approved Government options to the value of 1.0 unit may be chosen if GV100 or GV101 was taken in Year 1.

### Year 3

Paper 9	AN303 Advanced Theory of Social Anthropology (0.5) <b># and</b> AN357 Economic Anthropology (2): Transformation and Globalisation (0.5)
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Paper 10	AN301 The Anthropology of Religion (1.0) <b>#</b>
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Paper 11	AN397 Special Essay Paper in Social Anthropology (1.0)
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Paper 12	Courses to the value of 1.0 unit(s) from the following:
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### Anthropology Selection List A

### Ethnographic options

### Or

Courses to the value of 1.0 unit(s) from the following, if the pre-requisite first and second year courses have been taken. (see Note)

### Language Courses

### Government List A

### Government List B

### History List A

### History List B

### Note:

Students are strongly encouraged to take ethnographic options to the value of at least one half unit under Paper 8 and 12. See relevant **Footnotes:** for details of the **Language, International History and Politics** specialism requirements.

**Language Specialism:** Approved courses to the value of 1.0 unit can be selected from the Language Courses list for students wishing to receive a language specialism attached to their degree certificate and transcript. Language options may be chosen if they are a continuation of a language studied in Years 1 and 2. Language options must be above Level 2.

**International History Specialism:** Approved International History courses to the value of 1.0 unit

can be selected, subject to availability, if HY113 or HY116 or HY118 was taken in Year 1 and HY courses to the value of 1.0 unit were taken in Year 2.

**Politics Specialism:** Approved Government courses to the value of 1.0 unit can be selected if GV100 or GV101 was taken in Year 1 and GV courses to the value of 1.0 unit were taken in Year 2.

#### Anthropology Selection List A

- AN221 The Anthropology of Christianity (0.5) # (not available 2022/23)
- AN237 The Anthropology of Development (0.5)
- AN243 Children and Youth in Contemporary Ethnography (0.5) #
- AN245 Borders and Boundaries: Ethnographic Approaches (0.5) (not available 2022/23)
- AN247 Anthropological Approaches to Questions of Being (0.5) (not available 2022/23)
- AN275 The Anthropology of Revolution (0.5) # (not available 2022/23)
- AN276 Anthropology and the Anthropocene (0.5)
- AN280 Public Anthropology (0.5) # (not available 2022/23)
- AN281 Health and Welfare: Anthropological Perspectives (0.5) (not available 2022/23)
- AN283 Anthropology, Art, and Poetics (0.5) # (not available 2022/23)
- AN284 Anthropological Approaches to Race, Racism, and Decolonisation (0.5)

#### Approved Outside Options (Year 1)

- GV100 Introduction to Political Theory (1.0)
- GV101 Introduction to Political Science (1.0)
- GY100 Introduction to Geography (1.0)
- GY121 Sustainable Development (1.0)
- HY113 From Empire to Independence: The Extra-European World in the Twentieth Century (1.0)
- HY116 International Politics since 1914: Peace and War (1.0)
- HY118 Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0)
- LN252 Contemporary Literature and Global Society (1.0) #
- LN270 Society and Language: Linguistics for Social Scientists (1.0)
- PB102 Social Psychology (1.0) (not available 2022/23)
- PH103 The Big Questions: An Introduction to Philosophy (1.0) #
- SO110 Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)

#### Ethnographic options

Courses to the value of 0.5 unit(s) from the following:

- AN205 The Anthropology of Melanesia (0.5)
- AN223 The Anthropology of Southeast Asia (0.5) (not available 2022/23)
- AN240 Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) (not available 2022/23)
- AN250 The Anthropology of South Asia (0.5) # (not available 2022/23)
- AN269 The Anthropology of Amazonia (0.5) # (not available 2022/23)
- AN277 Topics in the Anthropology of sub-Saharan Africa (0.5) # (not available 2022/23)
- AN282 Bangladesh and Beyond: Anthropological Perspectives (0.5) # (not available 2022/23)

#### Prerequisite Requirements and Mutually Exclusive Options

\* means available with permission

A: LN250 Not available to 2nd and 3rd year students

on the BA/BSc in Social Anthropology programmes.

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

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

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

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

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

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

H: **International History Specialism:** Students who have taken and passed at least one course from the Department of International History in each year of their degree (ie, 25 per cent of their overall programme of study) will be offered the opportunity to receive an International History specialism attached to their degree certificate and transcript. In order to qualify for the specialism, students must take HY113, HY116 or HY118 in their first year, courses to the value of one unit from International History List A in the second year, and courses to the value of one unit from International History List A or International History List B in the third year. Students who choose to take International History courses are not obligated to receive a specialism, but have the option if they wish. Degree certificates which include an International History specialism will state this in the title, i.e.: **BA in Social Anthropology (with International History).**

I: **Politics Specialism:** Students who have taken and passed at least one course from the Department of Government in each year of their degree (ie, 25 per cent of their overall programme of study) will be offered the opportunity to receive a Politics specialism attached to their degree certificate and transcript. In order to qualify for the specialism, students must take GV100 or GV101 in their first year, courses to the value of one unit from Government List A in the second year, and courses to the value of one unit from Government List A or Government List B in the third year. Students who choose to take Government courses are not obligated to receive a specialism, but have the option if they wish. Degree certificates which include a Politics specialism will state this in the title, i.e.: **BA in Social Anthropology (with Politics).**

J: GV319 can be taken in Year 3 only.

K: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.

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

**Level 1 courses are not permitted as part of this degree programme in Years 2 and 3.**

#### Footnotes:



## BA in Social Anthropology

**Programme Code:** UBANA2

**Department:** Anthropology

For students starting this programme of study in 2021/22

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

**Please note that places are limited on some optional courses.**

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

**Paper Course number, title (unit value)**

See note LSE100 The LSE Course

### Year 1

Paper 1 AN100 Being Human: Contemporary Themes in Social Anthropology (1.0)

Paper 2 AN101 A History of Anthropological Theory (1.0)

Paper 3 AN102 Ethnography through Mixed Media (1.0)

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

**Note that in addition to this list of courses offered in outside departments, any available language course run by the Language Centre will also be approved.**

**Approved Outside Options (Year 1)**

**Language Courses**

**Note:** Students wishing to graduate with a language specialism should refer to the requirements set out in the Language Specialism footnote. G

### Year 2

Paper 5 AN200 The Anthropology of Kinship, Sex and Gender (1.0)

Paper 6 AN226 Political and Legal Anthropology (1.0)

Paper 7 AN256 Economic Anthropology (1): Production and Exchange (0.5) **and** AN298 Fieldwork in London: Learning Ethnographic Methods (0.5)

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

**Anthropology Selection List A**

**Ethnographic options**

**Language Courses**

**Note:** Students are strongly encouraged to take ethnographic options to the value of at least one half unit under Papers 8 and 12. See **Footnotes:** for details of the language specialism requirement. H

### Year 3

Paper 9 AN303 Advanced Theory of Social Anthropology (0.5) # **and** AN357 Economic Anthropology (2): Transformation and Globalisation (0.5)

Paper 10 AN301 The Anthropology of Religion (1.0) #

Paper 11 AN397 Special Essay Paper in Social Anthropology (1.0)

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

MC300 Showcase Portfolio: Media Power and Communication Practice (0.5)

**Anthropology Selection List A**

**Ethnographic options**

**Language Courses**

**Note:** Students are strongly encouraged to take ethnographic options to the value of at least one half unit under Paper 8 and 12. See **Footnotes:** for details of the language specialism requirements. I

**Notes:** LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

**Anthropology Selection List A**

AN221 The Anthropology of Christianity (0.5) # (not available 2022/23)

AN237 The Anthropology of Development (0.5)

AN243 Children and Youth in Contemporary Ethnography (0.5) #

AN245 Borders and Boundaries: Ethnographic Approaches (0.5) (not available 2022/23)

AN247 Anthropological Approaches to Questions of Being (0.5) (not available 2022/23)

AN275 The Anthropology of Revolution (0.5) # (not available 2022/23)

AN276 Anthropology and the Anthropocene (0.5)

AN280 Public Anthropology (0.5) # (not available 2022/23)

AN281 Health and Welfare: Anthropological Perspectives (0.5) (not available 2022/23)

AN283 Anthropology, Art, and Poetics (0.5) # (not available 2022/23)

AN284 Anthropological Approaches to Race, Racism, and Decolonisation (0.5)

### Approved Outside Options (Year 1)

GV100 Introduction to Political Theory (1.0)

GV101 Introduction to Political Science (1.0)

GY100 Introduction to Geography (1.0)

GY121 Sustainable Development (1.0)

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

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

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

LN252 Contemporary Literature and Global Society (1.0) #

LN270 Society and Language: Linguistics for Social Scientists (1.0)

PB102 Social Psychology (1.0) (not available 2022/23)

PH103 The Big Questions: An Introduction to Philosophy (1.0) #

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

### Ethnographic options

Courses to the value of 0.5 unit(s) from the following:

AN205 The Anthropology of Melanesia (0.5)

AN223 The Anthropology of Southeast Asia (0.5) (not available 2022/23)

AN240 Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) (not available 2022/23)

AN250 The Anthropology of South Asia (0.5) # (not available 2022/23)

AN269 The Anthropology of Amazonia (0.5) # (not available 2022/23)

AN277 Topics in the Anthropology of sub-Saharan Africa (0.5) # (not available 2022/23)

AN282 Bangladesh and Beyond: Anthropological Perspectives (0.5) # (not available 2022/23)

### Footnotes:

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

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

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

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

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

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

G: **Language Specialism:** Students who have taken and passed one language course in each year of their degree (i.e. 25% of their overall programme of

study) will receive a language specialism attached to their degree certificate and transcript. Students must take all courses in the same language (French, Spanish, German, Mandarin or Russian) in order to qualify for the specialism. The three courses must also be consecutively harder in level, for example: beginner, intermediate and advanced. Students who choose language courses in each year according to these rules will receive a language specialism. Degree certificates which include a language specialism will state the language in the title, for example: BA in Social Anthropology (with French).

H: Approved courses to the value of 1.0 unit can be selected from the Language Courses list. Language options may be chosen if they are a continuation of a language studied in Year 1, and must be above Level 1.

I: Approved courses to the value of 1.0 unit can be selected from the Language Courses list for students wishing to receive a language specialism attached to their degree certificate and transcript. Language options may be chosen if they are a continuation of a language studied in Years 1 and 2. Language options must be above Level 2.

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

**Level 1 courses are not permitted as part of this degree programme in Years 2 and 3.**

## BA in Social Anthropology

**Programme Code:** UBANA2

**Department:** Anthropology

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

**Please note that places are limited on some optional courses.**

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

**Paper Course number, title (unit value)**

### Year 1

Paper 1	AN100	Being Human: Contemporary Themes in Social Anthropology (1.0)
Paper 2	AN101	A History of Anthropological Theory (1.0)
Paper 3	AN102	Ethnography through Mixed Media (1.0)
Paper 4		Courses to the value of 1.0 unit(s) from the following:

**Note that in addition to this list of courses offered in outside departments, any available language course run by the Language Centre will also be approved.**

**Approved Outside Options (Year 1)**

### Language Courses

**Note:** Students wishing to graduate with a language specialism should refer to the requirements set out in the Language Specialism footnote. G

### Year 2

Paper 5	AN200	The Anthropology of Kinship, Sex and Gender (1.0)
Paper 6	AN226	Political and Legal Anthropology (1.0)
Paper 7	AN256	Economic Anthropology (1): Production and Exchange (0.5) <b>and</b> AN298 Fieldwork in London: Learning Ethnographic Methods (0.5)
Paper 8		Courses to the value of 1.0 unit(s) from the following:

### Anthropology Selection List A

#### Ethnographic options

#### Language Courses

**Note:** Students are strongly encouraged to take ethnographic options to the value of at least one half unit under Papers 8 and 12. See **Footnotes:** for details

of the language specialism requirement. H

### Year 3

Paper 9	AN357	Economic Anthropology (2): Transformation and Globalisation (0.5) <b>and</b> AN303 Advanced Theory of Social Anthropology (0.5) #
Paper 10	AN301	The Anthropology of Religion (1.0) #
Paper 11	AN397	Special Essay Paper in Social Anthropology (1.0)
Paper 12		Courses to the value of 1.0 unit(s) from the following: MC300 Showcase Portfolio: Media Power and Communication Practice (0.5)

### Anthropology Selection List A

#### Ethnographic options

#### Language Courses

**Note:** Students are strongly encouraged to take ethnographic options to the value of at least one half unit under Paper 8 and 12. See **Footnotes:** for details of the language specialism requirements. I

### Anthropology Selection List A

AN216	Cognition and Anthropology: Human Development in Cultural Environments (0.5) # (withdrawn 2020/21)
AN221	The Anthropology of Christianity (0.5) # (not available 2022/23)
AN237	The Anthropology of Development (0.5)
AN243	Children and Youth in Contemporary Ethnography (0.5) #
AN245	Borders and Boundaries: Ethnographic Approaches (0.5) (not available 2022/23)
AN247	Anthropological Approaches to Questions of Being (0.5) (not available 2022/23)
AN251	Cognition and Anthropology: Learning and Thinking in Relation to Social Institutions (0.5) # (withdrawn 2020/21)
AN252	Anthropological Approaches to Value (0.5) (withdrawn 2021/22)
AN274	Subjectivity and Anthropology (0.5) # (withdrawn 2020/21)
AN275	The Anthropology of Revolution (0.5) # (not available 2022/23)
AN276	Anthropology and the Anthropocene (0.5)
AN278	Anthropology and Global History (0.5) (withdrawn 2021/22)
AN280	Public Anthropology (0.5) # (not available 2022/23)
AN281	Health and Welfare: Anthropological Perspectives (0.5) (not available 2022/23)
AN283	Anthropology, Art, and Poetics (0.5) # (not available 2022/23)
AN284	Anthropological Approaches to Race, Racism, and Decolonisation (0.5)

### Approved Outside Options (Year 1)

GV100	Introduction to Political Theory (1.0)
GV101	Introduction to Political Science (1.0)
GY100	Introduction to Geography (1.0)
GY121	Sustainable Development (1.0)
HY113	From Empire to Independence: The Extra-European World in the Twentieth Century (1.0)
HY116	International Politics since 1914: Peace and War (1.0)
HY118	Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0)
LN252	Contemporary Literature and Global Society (1.0) #
LN270	Society and Language: Linguistics for Social Scientists (1.0)
PB102	Social Psychology (1.0) (not available 2022/23)

- PH103 The Big Questions: An Introduction to Philosophy (1.0) #
- SO110 Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)

#### Ethnographic options

Courses to the value of 0.5 unit(s) from the following:

- AN205 The Anthropology of Melanesia (0.5)
- AN223 The Anthropology of Southeast Asia (0.5) (not available 2022/23)
- AN240 Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) (not available 2022/23)
- AN250 The Anthropology of South Asia (0.5) # (not available 2022/23)
- AN269 The Anthropology of Amazonia (0.5) # (not available 2022/23)
- AN277 Topics in the Anthropology of sub-Saharan Africa (0.5) # (not available 2022/23)
- AN282 Bangladesh and Beyond: Anthropological Perspectives (0.5) # (not available 2022/23)

#### Footnotes:

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

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

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

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

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

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

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

H: Approved courses to the value of 1.0 unit can be selected from the Language Courses list. Language options may be chosen if they are a continuation of a language studied in Year 1, and must be above Level 1.

I: Approved courses to the value of 1.0 unit can be selected from the Language Courses list for students wishing to receive a language specialism attached to their degree certificate and transcript. Language options may be chosen if they are a continuation of a language studied in Years 1 and 2. Language options must be above Level 2.

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

**Level 1 courses are not permitted as part of this degree programme in Years 2 and 3.**

## BSc in Social Anthropology

**Programme Code:** UBANS2

**Department:** Anthropology

For students starting this programme of study in 2022/23

Students on this programme have the opportunity to receive a language, International History, or Politics specialism attached to

their degree certificate and transcript. See the details at the bottom of this page for more information.

**Please note that places are limited on some optional courses.**

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

#### Paper

#### Course number, title (unit value)

LSE100 LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

**Students will choose ONE of the three half-unit options below:**

LSE100A The LSE Course: How can we avert climate catastrophe? (0.5)

LSE100B The LSE Course: How can we control AI? (0.5)

LSE100C The LSE Course: How can we create a fair society? (0.5)

#### Year 1

Paper 1 AN100 Being Human: Contemporary Themes in Social Anthropology (1.0)

Paper 2 AN101 A History of Anthropological Theory (1.0)

Paper 3 AN102 Ethnography through Mixed Media (1.0)

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

**Note that in addition to this list of courses offered in outside departments, any available language course run by the Language Centre will also be approved.**

**Approved Outside Options (Year 1)**

#### Language Courses

**Language Specialism:** Students wishing to graduate with a language specialism should refer to the requirements set out in the Language Specialism footnote. G

**International History Specialism:** Students wishing to graduate with an International History specialism should refer to the requirements set out in the International History Specialism footnote. H

**Politics Specialism:** Students wishing to graduate with a Politics specialism should refer to the requirements set out in the Politics Specialism footnote. I

#### Year 2

Paper 5 AN200 The Anthropology of Kinship, Sex and Gender (1.0)

Paper 6 AN226 Political and Legal Anthropology (1.0)

Paper 7 AN256 Economic Anthropology (1): Production and Exchange (0.5) **and** AN298 Fieldwork in London: Learning Ethnographic Methods (0.5)

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

**Anthropology Selection List A**

**Ethnographic options**

**Or**

Courses to the value of 1.0 unit(s) from the following, if the pre-requisite first year courses have been taken. (see Note)

**Language Courses**

**Government List A**

**History List A**

#### Note:

Students are strongly encouraged to take ethnographic options to the value of at least one half unit under Papers 8 and 12. See relevant

**Footnotes:** for details of the **Language, International History** and **Politics** specialism requirements.

**Language Specialism:** Approved courses to the value of 1.0 unit can be selected from the Language Courses list. Language options may be chosen if they are a continuation of a language studied in Year 1, and must be above Level 1.

**International History Specialism:** Approved

International History options to the value of 1.0 unit may be chosen if HY113 or HY116 or HY118 was taken in Year 1 and subject to availability.

**Politics Specialism:** Approved Government options to the value of 1.0 unit may be chosen if GV100 or GV101 was taken in Year 1.

**Year 3**

Paper 9	AN303	Advanced Theory of Social Anthropology (0.5) # <b>and</b> AN357 Economic Anthropology (2): Transformation and Globalisation (0.5)
Paper 10	AN301	The Anthropology of Religion (1.0) #
Paper 11	AN397	Special Essay Paper in Social Anthropology (1.0)

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

**Anthropology Selection List A****Ethnographic options****Or**

Courses to the value of 1.0 unit(s) from the following, if the pre-requisite first and second year courses have been taken. (see Note)

**Language Courses****Government List A****Government List B****History List A****History List B**

**Note:** Students are strongly encouraged to take ethnographic options to the value of at least one half unit under Papers 8 and 12. See **Footnotes:** for details of the **Language, International History** and **Politics** specialism requirements.

**Language Specialism:** Approved courses to the value of 1.0 unit can be selected from the Language Courses list for students wishing to receive a language specialism attached to their degree certificate and transcript. Language options may be chosen if they are a continuation of a language studied in Years 1 and 2. Language options must be above Level 2.

**International History Specialism:** Approved International History courses to the value of 1.0 unit can be selected, subject to availability, if HY113 or HY116 or HY118 was taken in Year 1 and HY courses to the value of 1.0 unit were taken in Year 2.

**Politics Specialism:** Approved Government courses to the value of 1.0 unit can be selected if GV100 or GV101 was taken in Year 1 and GV courses to the value of 1.0 unit were taken in **Year 2**

**Anthropology Selection List A**

AN221	The Anthropology of Christianity (0.5) # (not available 2022/23)
AN237	The Anthropology of Development (0.5)
AN243	Children and Youth in Contemporary Ethnography (0.5) #
AN245	Borders and Boundaries: Ethnographic Approaches (0.5) (not available 2022/23)
AN247	Anthropological Approaches to Questions of Being (0.5) (not available 2022/23)
AN275	The Anthropology of Revolution (0.5) # (not available 2022/23)
AN276	Anthropology and the Anthropocene (0.5)
AN280	Public Anthropology (0.5) # (not available 2022/23)
AN281	Health and Welfare: Anthropological Perspectives (0.5) (not available 2022/23)
AN283	Anthropology, Art, and Poetics (0.5) # (not available 2022/23)
AN284	Anthropological Approaches to Race, Racism, and Decolonisation (0.5)

**Approved Outside Options (Year 1)**

GV100	Introduction to Political Theory (1.0)
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GV101	Introduction to Political Science (1.0)
GY100	Introduction to Geography (1.0)
GY121	Sustainable Development (1.0)
HY113	From Empire to Independence: The Extra-European World in the Twentieth Century (1.0)
HY116	International Politics since 1914: Peace and War (1.0)
HY118	Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0)
LN252	Contemporary Literature and Global Society (1.0) #
LN270	Society and Language: Linguistics for Social Scientists (1.0)
PB102	Social Psychology (1.0) (not available 2022/23)
PH103	The Big Questions: An Introduction to Philosophy (1.0) #
SO110	Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)

**Ethnographic options**

Courses to the value of 0.5 unit(s) from the following:

AN205	The Anthropology of Melanesia (0.5)
AN223	The Anthropology of Southeast Asia (0.5) (not available 2022/23)
AN240	Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) (not available 2022/23)
AN250	The Anthropology of South Asia (0.5) # (not available 2022/23)
AN269	The Anthropology of Amazonia (0.5) # (not available 2022/23)
AN277	Topics in the Anthropology of sub-Saharan Africa (0.5) # (not available 2022/23)
AN282	Bangladesh and Beyond: Anthropological Perspectives (0.5) # (not available 2022/23)

**Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

**Footnotes:**  
 A: LN250 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
 B: LN251 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
 C: LN252 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
 D: LN253 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
 E: LN254 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
 F: LN270 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
 G: **Language Specialism:** Students who have taken and passed one language course in each year of their degree (i.e. 25% of their overall programme of study) will receive a language specialism attached to their degree certificate and transcript. Students must take all courses in the same language (French, Spanish, German, Mandarin or Russian) in order to qualify for the specialism. The three courses must also be consecutively harder in level, for example: beginner, intermediate and advanced. Students who choose language courses in each year according to these rules will receive a language specialism. Degree certificates which include a language specialism will state the language in the title, for example: **BSc in Social Anthropology (with French)**.  
 H: **International History Specialism:** Students who have taken and passed at least one course from the Department of International History in each year of their degree (ie, 25 per cent of their overall programme of study) will be offered the opportunity



to receive an International History specialism attached to their degree certificate and transcript. In order to qualify for the specialism, students must take HY113, HY116 or HY118 in their first year, courses to the value of one unit from International History List A in the second year, and courses to the value of one unit from International History List A or International History List B in the third year. Students who choose to take International History courses are not obligated to receive a specialism, but have the option if they wish. Degree certificates which include an International History specialism will state this in the title, i.e.: **BA in Social Anthropology (with International History)**.

I: **Politics Specialism:** Students who have taken and passed at least one course from the Department of Government in each year of their degree (ie, 25 per cent of their overall programme of study) will be offered the opportunity to receive a Politics specialism attached to their degree certificate and transcript. In order to qualify for the specialism, students must take GV100 or GV101 in their first year, courses to the value of one unit from Government List A in the second year, and courses to the value of one unit from Government List A or Government List B in the third year. Students who choose to take Government courses are not obligated to receive a specialism, but have the option if they wish. Degree certificates which include a Politics specialism will state this in the title, i.e.: **BA in Social Anthropology (with Politics)**.

J: GV319 can be taken in Year 3 only.

K: Only Available to students on the BSc in Philosophy, Politics and Economics as an option on Government List B. Students on other programmes may only select this course under Paper 12 of their programme regulations.

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

**Level 1 courses are not permitted as part of this degree programme in Years 2 and 3.**

**Note for prospective students:**

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

## BSc in Social Anthropology

**Programme Code:** UBANS2

**Department:** Anthropology

For students starting this programme of study in 2021/22 Students on this programme have the opportunity to receive a language specialism attached to their degree certificate and transcript. See the details at the bottom of this page for more information.

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
See note	LSE100 The LSE Course
	<b>Year 1</b>
Paper 1	AN100 Being Human: Contemporary Themes in Social Anthropology (1.0)

Paper 2	AN101 A History of Anthropological Theory (1.0)
Paper 3	AN102 Ethnography through Mixed Media (1.0)
Paper 4	Courses to the value of 1.0 unit(s) from the following: <b>Note that in addition to this list of courses offered in outside departments, any available language course run by the Language Centre will also be approved.</b> <b>Approved Outside Options (Year 1)</b> <b>Language Courses</b> Students wishing to graduate with a language specialism should refer to the requirements set out in the Language Specialism footnote. G
	<b>Year 2</b>
Paper 5	AN200 The Anthropology of Kinship, Sex and Gender (1.0)
Paper 6	AN226 Political and Legal Anthropology (1.0)
Paper 7	AN256 Economic Anthropology (1): Production and Exchange (0.5) <b>and</b> AN298 Fieldwork in London: Learning Ethnographic Methods (0.5)
Paper 8	Courses to the value of 1.0 unit(s) from the following: <b>Anthropology Selection List A</b> <b>Ethnographic options</b> <b>Language Courses</b> Students are strongly encouraged to take ethnographic options to the value of at least one half unit under Papers 8 and 12. See <b>Footnotes:</b> for details of the language specialism requirement. H
	<b>Year 3</b>
Paper 9	AN303 Advanced Theory of Social Anthropology (0.5) # <b>and</b> AN357 Economic Anthropology (2): Transformation and Globalisation (0.5)
Paper 10	AN301 The Anthropology of Religion (1.0) #
Paper 11	AN397 Special Essay Paper in Social Anthropology (1.0)
Paper 12	Courses to the value of 1.0 unit(s) from the following: MC300 Showcase Portfolio: Media Power and Communication Practice (0.5) <b>Anthropology Selection List A</b> <b>Ethnographic options</b> <b>Language Courses</b> Students are strongly encouraged to take ethnographic options to the value of at least one half unit under Papers 8 and 12. See <b>Footnotes:</b> for details of the language specialism requirement. I
	<b>Note:</b> LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.
	<b>Notes:</b>
	<b>Anthropology Selection List A</b>
	AN221 The Anthropology of Christianity (0.5) # (not available 2022/23)
	AN237 The Anthropology of Development (0.5)
	AN243 Children and Youth in Contemporary Ethnography (0.5) #
	AN245 Borders and Boundaries: Ethnographic Approaches (0.5) (not available 2022/23)
	AN247 Anthropological Approaches to Questions of Being (0.5) (not available 2022/23)
	AN275 The Anthropology of Revolution (0.5) # (not available 2022/23)
	AN276 Anthropology and the Anthropocene (0.5)
	AN280 Public Anthropology (0.5) # (not available 2022/23)
	AN281 Health and Welfare: Anthropological Perspectives (0.5) (not available 2022/23)
	AN283 Anthropology, Art, and Poetics (0.5) # (not available 2022/23)
	AN284 Anthropological Approaches to Race, Racism, and Decolonisation (0.5)

### Approved Outside Options (Year 1)

GV100	Introduction to Political Theory (1.0)
GV101	Introduction to Political Science (1.0)
GY100	Introduction to Geography (1.0)
GY121	Sustainable Development (1.0)
HY113	From Empire to Independence: The Extra-European World in the Twentieth Century (1.0)
HY116	International Politics since 1914: Peace and War (1.0)
HY118	Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0)
LN252	Contemporary Literature and Global Society (1.0) #
LN270	Society and Language: Linguistics for Social Scientists (1.0)
PB102	Social Psychology (1.0) (not available 2022/23)
PH103	The Big Questions: An Introduction to Philosophy (1.0) #
SO110	Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)

### Ethnographic options

Courses to the value of 0.5 unit(s) from the following:

AN205	The Anthropology of Melanesia (0.5)
AN223	The Anthropology of Southeast Asia (0.5) (not available 2022/23)
AN240	Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) (not available 2022/23)
AN250	The Anthropology of South Asia (0.5) # (not available 2022/23)
AN269	The Anthropology of Amazonia (0.5) # (not available 2022/23)
AN277	Topics in the Anthropology of sub-Saharan Africa (0.5) # (not available 2022/23)
AN282	Bangladesh and Beyond: Anthropological Perspectives (0.5) # (not available 2022/23)

### Footnotes:

A: LN250 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
 B: LN251 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
 C: LN252 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
 D: LN253 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
 E: LN254 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
 F: LN270 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
 G: **Language Specialism:** Students who have taken and passed one language course in each year of their degree (i.e. 25% of their overall programme of study) will receive a language specialism attached to their degree certificate and transcript. Students must take all courses in the same language (French, Spanish, German, Mandarin or Russian) in order to qualify for the specialism. The three courses must also be consecutively harder in level, for example: beginner, intermediate and advanced. Students who choose language courses in each year according to these rules will receive a language specialism. Degree certificates which include a language specialism will state the language in the title, for example: BSc in Social Anthropology (with French).  
 H: Approved courses to the value of 1.0 unit can be selected from the Language Courses list. Language options may be chosen if they are a continuation of a language studied in Year 1, and must be above Level 1.  
 I: Approved courses to the value of 1.0 unit can be selected from the Language Courses list for students wishing to receive a language specialism attached

to their degree certificate and transcript. Language options may be chosen if they are a continuation of a language studied in Years 1 and 2. Language options must be above Level 2.

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

**Level 1 courses are not permitted as part of this degree programme in Years 2 and 3.**

### Note for prospective students:

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

## BSc in Social Anthropology

**Programme Code:** UBANS2

**Department:** Anthropology

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

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
<b>Year 1</b>	
Paper 1	AN100 Being Human: Contemporary Themes in Social Anthropology (1.0)
Paper 2	AN101 A History of Anthropological Theory (1.0)
Paper 3	AN102 Ethnography through Mixed Media (1.0)
Paper 4	Courses to the value of 1.0 unit(s) from the following: <b>Note that in addition to this list of courses offered in outside departments, any available language course run by the Language Centre will also be approved.</b> <b>Approved Outside Options (Year 1)</b> <b>Language Courses</b>
<b>Note:</b>	Students wishing to graduate with a language specialism should refer to the requirements set out in the Language Specialism footnote. G
<b>Year 2</b>	
Paper 5	AN200 The Anthropology of Kinship, Sex and Gender (1.0)
Paper 6	AN226 Political and Legal Anthropology (1.0)
Paper 7	AN256 Economic Anthropology (1): Production and Exchange (0.5) <b>and</b> AN298 Fieldwork in London: Learning Ethnographic Methods (0.5)
Paper 8	Courses to the value of 1.0 unit(s) from the following: <b>Anthropology Selection List A</b> <b>Ethnographic options</b> <b>Language Courses</b>
<b>Note:</b>	Students are strongly encouraged to take ethnographic options to the value of at least one half unit under Papers 8 and 12. See <b>Footnotes:</b> for details of the language specialism requirement. I
<b>Year 3</b>	
Paper 9	AN303 Advanced Theory of Social Anthropology (0.5) # <b>and</b> AN357 Economic Anthropology (2): Transformation and Globalisation (0.5)
Paper 10	AN301 The Anthropology of Religion (1.0) #
Paper 11	AN397 Special Essay Paper in Social Anthropology

Paper 12 (1.0)  
Courses to the value of 1.0 unit(s) from the following:  
MC300 Showcase Portfolio: Media Power and  
Communication Practice (0.5)

**Anthropology Selection List A****Ethnographic options****Language Courses**

**Note:** Students are strongly encouraged to take ethnographic options to the value of at least one half unit under Papers 8 and 12. See **Footnotes:** for details of the language specialism requirement. J

**Anthropology Selection List A**

AN216 Cognition and Anthropology: Human Development in Cultural Environments (0.5) # (withdrawn 2020/21)  
AN221 The Anthropology of Christianity (0.5) # (not available 2022/23)  
AN237 The Anthropology of Development (0.5)  
AN243 Children and Youth in Contemporary Ethnography (0.5) #  
AN245 Borders and Boundaries: Ethnographic Approaches (0.5) (not available 2022/23)  
AN247 Anthropological Approaches to Questions of Being (0.5) (not available 2022/23)  
AN251 Cognition and Anthropology: Learning and Thinking in Relation to Social Institutions (0.5) # (withdrawn 2020/21)  
AN252 Anthropological Approaches to Value (0.5) (withdrawn 2021/22)  
AN274 Subjectivity and Anthropology (0.5) # (withdrawn 2020/21)  
AN275 The Anthropology of Revolution (0.5) # (not available 2022/23)  
AN276 Anthropology and the Anthropocene (0.5)  
AN278 Anthropology and Global History (0.5) (withdrawn 2021/22)  
AN280 Public Anthropology (0.5) # (not available 2022/23)  
AN281 Health and Welfare: Anthropological Perspectives (0.5) (not available 2022/23)  
AN283 Anthropology, Art, and Poetics (0.5) # (not available 2022/23)  
AN284 Anthropological Approaches to Race, Racism, and Decolonisation (0.5)

**Approved Outside Options (Year 1)**

GV100 Introduction to Political Theory (1.0)  
GV101 Introduction to Political Science (1.0)  
GY100 Introduction to Geography (1.0)  
GY121 Sustainable Development (1.0)  
HY113 From Empire to Independence: The Extra-European World in the Twentieth Century (1.0)  
HY116 International Politics since 1914: Peace and War (1.0)  
HY118 Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0)  
LN252 Contemporary Literature and Global Society (1.0) #  
LN270 Society and Language: Linguistics for Social Scientists (1.0)  
PB102 Social Psychology (1.0) (not available 2022/23)  
PH103 The Big Questions: An Introduction to Philosophy (1.0) #  
SO110 Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)

**Ethnographic options H**

Courses to the value of 0.5 unit(s) from the following:  
AN205 The Anthropology of Melanesia (0.5)  
AN223 The Anthropology of Southeast Asia (0.5)

(not available 2022/23)  
AN240 Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) (not available 2022/23)  
AN250 The Anthropology of South Asia (0.5) # (not available 2022/23)  
AN269 The Anthropology of Amazonia (0.5) # (not available 2022/23)  
AN277 Topics in the Anthropology of sub-Saharan Africa (0.5) # (not available 2022/23)  
AN282 Bangladesh and Beyond: Anthropological Perspectives (0.5) # (not available 2022/23)

**Footnotes:**

A: LN250 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
B: LN251 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
C: LN252 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
D: LN253 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
E: LN254 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
F: LN270 Not available to 2nd and 3rd year students on the BA/BSc in Social Anthropology programmes.  
G: **Language Specialism:** Students who have taken and passed one language course in each year of their degree (i.e. 25% of their overall programme of study) will receive a language specialism attached to their degree certificate and transcript. Students must take all courses in the same language (French, Spanish, German, Mandarin or Russian) in order to qualify for the specialism. The three courses must also be consecutively harder in level, for example: beginner, intermediate and advanced. Students who choose language courses in each year according to these rules will receive a language specialism. Degree certificates which include a language specialism will state the language in the title, for example: BSc in Social Anthropology (with French).  
H: AN282  
I: Approved courses to the value of 1.0 unit can be selected from the Language Courses list. Language options may be chosen if they are a continuation of a language studied in Year 1, and must be above Level 1.  
J: Approved courses to the value of 1.0 unit can be selected from the Language Courses list for students wishing to receive a language specialism attached to their degree certificate and transcript. Language options may be chosen if they are a continuation of a language studied in Years 1 and 2. Language options must be above Level 2.  
# means there may be prerequisites for this course. Please view the course guide for more information.  
**Level 1 courses are not permitted as part of this degree programme in Years 2 and 3.**  
**Note for prospective students:**  
For changes to undergraduate course and programme information for the next academic session, please see the undergraduate summary page for prospective students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm](http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGProspective.htm). Changes to course and programme information for future academic sessions can be found on the undergraduate summary page for future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm](http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedUGFuture.htm).

## BSc in Sociology

**Programme Code:** UBSO2

**Department:** Sociology

For students starting this programme of study in 2022/23 Students on this programme have the opportunity to receive a language specialism attached to their degree certificate and transcript. See the details at the bottom of this page for more information. <https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeBA-BSC-InOrAfter2007-08-OtherThanFourYear.pdf>

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
LSE100	LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification. <b>Students will choose ONE of the three half-unit options below:</b> LSE100A The LSE Course: How can we avert climate catastrophe? (0.5) LSE100B The LSE Course: How can we control AI? (0.5) LSE100C The LSE Course: How can we create a fair society? (0.5)
	<b>Year 1</b>
Paper 1	SO102 Data in Society: Researching Social Life (1.0)
Paper 2	SO100 Key Concepts: Introduction to Social Theory (1.0)
Paper 3	SO110 Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)
Paper 4	Courses to the value of 1.0 unit(s) from the following: <b>Undergraduate Outside Options List (Year 1)</b> <b>Or</b> Courses to the value of 1.0 units from the following, subject to approval by the candidate's Academic Mentor and the Departmental Tutor: <b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>
	<b>Year 2</b>
Paper 5	SO221 Researching London: Advanced Social Research Methods (1.0)
Paper 6	SO201 Key Concepts: Advanced Social Theory (1.0)
Paper 7	Courses to the value of 1.0 unit(s) from the following: <b>Sociology Options List</b>
Paper 8	Courses to the value of 1.0 unit(s) from the following: <b>Sociology Options List</b> <b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>
<b>Notes:</b>	Sociology students are not normally permitted to take level 1 (i.e. 1st year) courses in their 2nd and 3rd years of study apart from any available modern language degree course run by the Language Centre. Any requests to take other level 1 courses will be subject to approval by the student's Academic Mentor and the Departmental Tutor and you should, therefore, ensure you discuss the reasons for your request with them before submitting your course selection in LSE for You.
	<b>Year 3</b>
Paper 9	SO302 The Sociological Dissertation (1.0) #
Paper 10	Courses to the value of 1.0 unit(s) from the following: <b>Sociology Options List</b>
Paper 11	Courses to the value of 1.0 unit(s) from the following: <b>Sociology Options List</b>
Paper 12	Courses to the value of 1.0 unit(s) from the following: <b>Sociology Options List</b> <b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>

### Notes:

Sociology students are not normally permitted to take level 1 (i.e. 1st year) courses in their 2nd and 3rd years of study apart from any available modern language degree course run by the Language Centre. Any requests to take other level 1 courses will be subject to approval by the student's Academic Mentor and the Departmental Tutor and you should, therefore, ensure you discuss the reasons for your request with them before submitting your course selection in LSE for You.

### Sociology Options List

SO203	Political Sociology (1.0)
SO210	Crime, Deviance and Control (1.0) 1 (not available 2022/23)
SO232	Sociology of Health and Illness (0.5) #
SO234	Digital Technology, Speed and Culture (0.5) # (not available 2022/23)
SO235	The Sociology of Homicide (0.5)
SO236	Urban Society (0.5) (not available 2022/23)
SO237	Racial Borderscapes (0.5)
SO240	Crime, Deviance and Control (0.5) 2
SO244	The Sociology of Race and Empire (0.5)
SO248	Gender and Society (0.5)
SO309	Atrocity and Justice (0.5) # (not available 2022/23)
SO310	The Sociology of Elites (0.5) #
SO311	Law and Violence (0.5) A
SO312	Work, Inequality and Society (0.5) #
SO313	Material Culture and Everyday Life (0.5)
SO348	Family Diversity and Change (0.5)

### Prerequisite Requirements and Mutually Exclusive Options

\* means available with permission

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

1: SO210 can not be taken with SP271, SP270, SO240

2: SO240 can not be taken with SO210, SP270, SP271

A: SO311 is available to students in Year 3 only.

### Footnotes:

#### Language Specialism:

Students who have taken and passed a 1.0 unit language course in each year of their degree (i.e. 25% of their overall programme of study) will be offered the opportunity to receive a language specialism attached to their degree certificate and transcript. Students must take all courses in the same language (French, Spanish, German, Mandarin or Russian) in order to qualify for the specialism. The three courses must also be consecutively harder in level, for example: beginner, intermediate and advanced. Students who choose to take language courses are not obligated to receive a specialism, but have the option if they wish. Degree certificates which include a language specialism will state the language in the title, for example: **BSc in Sociology (with French)**.

## BSc in Sociology

**Programme Code:** UBSO2

**Department:** Sociology

For students starting this programme of study in 2021/22 Students on this programme have the opportunity to receive a language specialism attached to their degree certificate and transcript. See the details at the bottom of this page for more information. <https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeBA-BSC-InOrAfter2007-08-OtherThanFourYear.pdf>

**Please note that places are limited on some optional courses.**

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



**prerequisite requirements.**

<b>Paper</b>	<b>Course number, title (unit value)</b>
See note	LSE100 The LSE Course
<b>Year 1</b>	
Paper 1	SO102 Data in Society: Researching Social Life (1.0)
Paper 2	SO100 Key Concepts: Introduction to Social Theory (1.0)
Paper 3	SO110 Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)
Paper 4	Courses to the value of 1.0 unit(s) from the following: <b>Undergraduate Outside Options List (Year 1)</b> <b>Or</b> Courses to the value of 1.0 units from the following, subject to approval by the candidate's Academic Mentor and the Departmental Tutor: <b>Undergraduate Outside Options List (Years 2 &amp; 3)</b> <b>Year 2</b>
Paper 5	SO221 Researching London: Advanced Social Research Methods (1.0)
Paper 6	SO201 Key Concepts: Advanced Social Theory (1.0)
Paper 7	Courses to the value of 1.0 unit(s) from the following: <b>Sociology Options List</b>
Paper 8	Courses to the value of 1.0 unit(s) from the following: <b>Sociology Options List</b> <b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>

**Notes:** Sociology students are not normally permitted to take level 1 (i.e. 1st year) courses in their 2nd and 3rd years of study apart from any available modern language degree course run by the Language Centre. Any requests to take other level 1 courses will be subject to approval by the student's Academic Mentor and the Departmental Tutor and you should, therefore, ensure you discuss the reasons for your request with them before submitting your course selection in LSE for You.

Paper 9	SO302 The Sociological Dissertation (1.0) #
Paper 10	Courses to the value of 1.0 unit(s) from the following: <b>Sociology Options List</b>
Paper 11	Courses to the value of 1.0 unit(s) from the following: <b>Sociology Options List</b>
Paper 12	Courses to the value of 1.0 unit(s) from the following: <b>Sociology Options List</b> <b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>

**Notes:** Sociology students are not normally permitted to take level 1 (i.e. 1st year) courses in their 2nd and 3rd years of study apart from any available modern language degree course run by the Language Centre. Any requests to take other level 1 courses will be subject to approval by the student's Academic Mentor and the Departmental Tutor and you should, therefore, ensure you discuss the reasons for your request with them before submitting your course selection in LSE for You.

**Notes:** LSE100 is a half unit taken by all students, running across Michaelmas and Lent Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.

**Sociology Options List**

SO203	Political Sociology (1.0)
SO210	Crime, Deviance and Control (1.0) 1 (not available 2022/23)
SO232	Sociology of Health and Illness (0.5) #
SO234	Digital Technology, Speed and Culture (0.5) # (not available 2022/23)
SO235	The Sociology of Homicide (0.5)
SO236	Urban Society (0.5) (not available 2022/23)
SO237	Racial Borderscapes (0.5)

SO240	Crime, Deviance and Control (0.5) 2
SO244	The Sociology of Race and Empire (0.5)
SO248	Gender and Society (0.5)
SO309	Atrocity and Justice (0.5) # (not available 2022/23)
SO310	The Sociology of Elites (0.5) #
SO311	Law and Violence (0.5) A
SO312	Work, Inequality and Society (0.5) #
SO313	Material Culture and Everyday Life (0.5)
SO348	Family Diversity and Change (0.5)

**Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

1: SO210 can not be taken with SP271, SP270, SO240

2: SO240 can not be taken with SO210, SP270, SP271

A: SO311 is available to students in Year 3 only.

# means there may be prerequisites for this course.

Please view the course guide for more information.

**Language Specialism:** Students who have taken and passed a 1.0 unit language course in each year of their degree (i.e. 25% of their overall programme of study) will be offered the opportunity to receive a language specialism attached to their degree certificate and transcript. Students must take all courses in the same language (French, Spanish, German, Mandarin or Russian) in order to qualify for the specialism. The three courses must also be consecutively harder in level, for example: beginner, intermediate and advanced. Students who choose to take language courses are not obligated to receive a specialism, but have the option if they wish. Degree certificates which include a language specialism will state the language in the title, for example: **BSc in Sociology (with French)**.

**Footnotes:****BSc in Sociology**

**Programme Code:** UBSO2

**Department:** Sociology

For students starting this programme of study in 2020/21 Students on this programme have the opportunity to receive a language specialism attached to their degree certificate and transcript. See the details at the bottom of this page for more information. <https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeBA-BSC-InOrAfter2007-08-OtherThanFourYear.pdf>

**Please note that places are limited on some optional courses.**

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

<b>Paper</b>	<b>Course number, title (unit value)</b>
<b>Year 1</b>	
Paper 1	SO102 Data in Society: Researching Social Life (1.0)
Paper 2	SO100 Key Concepts: Introduction to Social Theory (1.0)
Paper 3	SO110 Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)
Paper 4	PB102 Social Psychology (1.0) (not available 2022/23)

**Or**

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

**Undergraduate Outside Options List (Year 1)**

**Or**

Courses to the value of 1.0 units from the following, subject to approval by the candidate's Academic Mentor and the Departmental Tutor:

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

**Year 2**

Paper 5	SO221 Researching London: Advanced Social
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Paper 6	SO201	Research Methods (1.0) Key Concepts: Advanced Social Theory (1.0)
Paper 7		Courses to the value of 1.0 unit(s) from the following: <b>Sociology Options List</b>
Paper 8		Courses to the value of 1.0 unit(s) from the following: <b>Sociology Options List</b> <b>Undergraduate Outside Options List (Years 2 &amp; 3)</b> <b>Year 3</b>
Paper 9	SO302	The Sociological Dissertation (1.0) #
Paper 10		Courses to the value of 1.0 unit(s) from the following: <b>Sociology Options List</b>
Paper 11		Courses to the value of 1.0 unit(s) from the following: <b>Sociology Options List</b>
Paper 12		Courses to the value of 1.0 unit(s) from the following: <b>Sociology Options List</b> <b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>
Notes		Sociology students are not normally permitted to take level 1 (i.e. 1st year) courses in their 2nd and 3rd years of study apart from any available modern language degree course run by the Language Centre. Any requests to take other level 1 courses will be subject to approval by the student's Academic Mentor and the Departmental Tutor and you should, therefore, ensure you discuss the reasons for your request with them before submitting your course selection in LSE for You.

**Sociology Options List**

SO203	Political Sociology (1.0)
SO208	Gender and Society (1.0) (withdrawn 2021/22)
SO210	Crime, Deviance and Control (1.0) 1 (not available 2022/23)
SO224	The Sociology of Race and Empire (1.0) (withdrawn 2021/22)
SO231	Knowledge, Power, and Social Change (0.5) (withdrawn 2020/21)
SO232	Sociology of Health and Illness (0.5) #
SO233	Reactionary Radicalism: Populism and Authoritarianism in the 21st Century (0.5) # (withdrawn 2020/21)
SO234	Digital Technology, Speed and Culture (0.5) # (not available 2022/23)
SO235	The Sociology of Homicide (0.5)
SO236	Urban Society (0.5) (not available 2022/23)
SO237	Racial Borderscapes (0.5)
SO240	Crime, Deviance and Control (0.5) 2
SO244	The Sociology of Race and Empire (0.5)
SO248	Gender and Society (0.5)
SO308	Personal Life, Intimacy and the Family (1.0) (withdrawn 2021/22)
SO309	Atrocity and Justice (0.5) # (not available 2022/23)
SO310	The Sociology of Elites (0.5) #
SO311	Law and Violence (0.5) A
SO312	Work, Inequality and Society (0.5) #
SO313	Material Culture and Everyday Life (0.5)
SO348	Family Diversity and Change (0.5)

**Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

1: SO210 can not be taken with SP271, SP270, SO240

2: SO240 can not be taken with SO210, SP271, SP270

A: SO311 is available to students in Year 3 only.

# means there may be prerequisites for this course.

Please view the course guide for more information.

**Language Specialism:** Students who have taken and passed a 1.0 unit language course in each year of their degree (i.e. 25% of their overall programme of study) will be offered the opportunity to receive a language specialism attached to their degree

certificate and transcript. Students must take all courses in the same language (French, Spanish, German, Mandarin or Russian) in order to qualify for the specialism. The three courses must also be consecutively harder in level, for example: beginner, intermediate and advanced. Students who choose to take language courses are not obligated to receive a specialism, but have the option if they wish. Degree certificates which include a language specialism will state the language in the title, for example: **BSc in Sociology (with French)**.

**General Course**

**Programme Code:** UOGC

**Department:** Undefined Department

For students starting this programme of study in 2022/23

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
	The courses below are available to General Course students
	Course List
	<b>Accounting</b>
AC102	Elements of Financial Accounting (0.5)
AC103	Elements of Management Accounting, Financial Management and Financial Institutions (0.5)
AC200	Accounting Theory and Practice (1.0) #*
AC311	Results Accountability and Management Control for Strategy Implementation (0.5) #*
AC312	Performance Measurement, Strategy, and Uncertainty (0.5) #*
AC331	Contemporary Issues in Financial Accounting (0.5) #*
AC332	Financial Statement Analysis and Valuation (0.5) #*
AC341	Corporate Governance, Risk Management and Financial Audit (0.5)
AC342	Accounting, Corporate Responsibility and Sustainability (0.5)
	<b>Anthropology</b>
AN100	Being Human: Contemporary Themes in Social Anthropology (1.0)
AN101	A History of Anthropological Theory (1.0)
AN102	Ethnography through Mixed Media (1.0)
AN200	The Anthropology of Kinship, Sex and Gender (1.0)
AN205	The Anthropology of Melanesia (0.5)
AN221	The Anthropology of Christianity (0.5) # (not available 2022/23)
AN223	The Anthropology of Southeast Asia (0.5) (not available 2022/23)
AN226	Political and Legal Anthropology (1.0)
AN237	The Anthropology of Development (0.5)
AN240	Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) (not available 2022/23)
AN243	Children and Youth in Contemporary Ethnography (0.5) #
AN245	Borders and Boundaries: Ethnographic Approaches (0.5) (not available 2022/23)
AN247	Anthropological Approaches to Questions of Being (0.5) (not available 2022/23)
AN250	The Anthropology of South Asia (0.5) # (not available 2022/23)
AN256	Economic Anthropology (1): Production and Exchange (0.5)

**Footnotes:**

AN269	The Anthropology of Amazonia (0.5) # (not available 2022/23)
AN275	The Anthropology of Revolution (0.5) # (not available 2022/23)
AN276	Anthropology and the Anthropocene (0.5) *
AN277	Topics in the Anthropology of sub-Saharan Africa (0.5) #* (not available 2022/23)
AN280	Public Anthropology (0.5) #* (not available 2022/23)
AN281	Health and Welfare: Anthropological Perspectives (0.5) (not available 2022/23)
AN301	The Anthropology of Religion (1.0) #*
AN303	Advanced Theory of Social Anthropology (0.5) #*
AN357	Economic Anthropology (2): Transformation and Globalisation (0.5)

**Data Science**

DS101L	Fundamentals of Data Science (0.5) 1
DS101M	Fundamentals of Data Science (0.5) 2
DS105L	Data for Data Science (0.5) 3
DS105M	Data for Data Science (0.5) 4
DS202	Data Science for Social Scientists (0.5) #

**Economics**

EC1A3	Microeconomics I (0.5) #5*
EC1A5	Microeconomics I (0.5) 6
EC1B3	Macroeconomics I (0.5) #7*
EC1B5	Macroeconomics I (0.5) #8
EC2A3	Microeconomics II (0.5) #*
EC2A5	Microeconomics II (0.5) #
EC2B3	Macroeconomics II (0.5) #*
EC2B5	Macroeconomics II (0.5) #
EC2C3	Econometrics I (0.5) #*
EC2C4	Econometrics II (0.5) #9*
EC301	Advanced Economic Analysis (1.0) #
EC302	Political Economy (1.0) #
EC307	Development Economics (1.0) #
EC309	Econometric Theory (1.0) #*
EC311	History of Economics: How Theories Change (1.0) *
EC313	Industrial Economics (1.0) #*
EC315	International Economics (1.0) #
EC317	Labour Economics (1.0) #
EC319	Games and Economic Behaviour (1.0) #
EC321	Monetary Economics and Aggregate Fluctuations (1.0) #*
EC325	Public Economics (1.0) #

**Economic History**

EH101	The Internationalisation of Economic Growth, 1870 to the present day (1.0)
EH102	Pre-industrial Economic History (1.0)
EH204	Money and Finance: From the Middle Ages to Modernity (1.0)
EH207	China since 1800: Culture, institutions and economic growth (1.0) #
EH209	The Family Economy in History: 1260 to the present day (1.0) #
EH211	Africa and the World Economy, 1500-2000 (1.0) (not available 2022/23)
EH225	Latin America and the International Economy (1.0) (not available 2022/23)
EH238	The Origins of Growth (1.0)
EH240	Business and Economic Performance since 1945: Britain in International Context (1.0)
EH312	Knowledge, Technology and Economy from the Middle Ages to Modernity (1.0) *
EH313	Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) * (not available 2022/23)
EH316	Atlantic World Slavery (1.0)

**European Institute**

EU3A1	The Politics and Policies of 'Brexit': The UK's changing relationship with the European
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Union (0.5) \* (not available 2022/23)

**Finance**

FM101	Finance (0.5)
FM212	Principles of Finance (1.0) #*
FM300	Corporate Finance, Investments and Financial Markets (1.0) #
FM321	Risk Management and Modelling (0.5) #*
FM322	Derivatives (0.5) #*

**Government**

GV100	Introduction to Political Theory (1.0)
GV101	Introduction to Political Science (1.0)
GV225	Public Choice and Politics (1.0) #
GV245	Democracy and Democratisation (1.0) # (not available 2022/23)
GV248	Power and Politics in the Modern World: Comparative Perspectives (1.0) #*
GV249	Research Design in Political Science (1.0) * (not available 2022/23)
GV251	Government, Politics and Public Policy in the European Union (1.0) #
GV262	Contemporary Political Theory (1.0) #
GV263	Public Policy Analysis (1.0) #
GV264	Politics and Institutions in Europe (1.0) #
GV302	Key Themes in the History of Political Thought (1.0) #*
GV307	Conflict and Cooperation: A Few Provocative Debates (0.5)
GV324	Applied Quantitative Methods for Political Science (0.5) #
GV325	Topics in Political Economy (0.5) #*
GV326	Conflict, War and Revolution - Approaches to Political Theory (1.0) #*
GV328	Middle East Politics in Transnational Perspective (0.5) *
GV329	Making Democracy Work (0.5) #*
GV330	Data Science Applications to Politics Research (0.5) #*
GV332	Big Data in Politics: A Few Provocative Debates (0.5) *
GV335	African Political Economy (0.5) (not available 2022/23)

**Geography & Environment**

GY100	Introduction to Geography (1.0)
GY103	Contemporary Europe (1.0)
GY120	Environmental Change: Past, Present and Future (1.0)
GY121	Sustainable Development (1.0)
GY140	Introduction to Geographical Research (1.0)
GY144	Human Geography and the City (1.0)
GY202	Introduction to Global Development (1.0)
GY205	Political Geographies (1.0)
GY206	Urban Geography and Globalisation (0.5)
GY207	Economy, Society and Place (0.5)
GY209	The Economic Geography of Trade, Production and Development (0.5) #
GY210	The Economics of Cities (0.5) #
GY220	Environment: Science and Society (1.0)
GY222	Applied Environmental Economics (1.0)
GY307	Regional Economic Development (0.5) *
GY308	The Economic Geography of Growth and Development (0.5) *
GY309	The Political Geography of Development (0.5)
GY310	Urban Politics (0.5)
GY311	The Political Economy of Urbanisation (0.5) *
GY313	Firms and Economic Geography: Location, Technology and Innovation (0.5) #*
GY314	The Economics of Housing Markets and Migration (0.5) #*
GY315	Geographies of Race (0.5)
GY316	Gender, Space and Power (0.5)

GY326	Sustainable Business and Finance (0.5)		
GY327	Global Environmental Governance (0.5)		
GY328	Political Ecology of Development (0.5)		
GY329	Applied Economics of Environment and Development (0.5) #		
GY331	Geographies of Global Migration (0.5) *		
<b>International History</b>			
HY113	From Empire to Independence: The Extra-European World in the Twentieth Century (1.0)		
HY116	International Politics since 1914: Peace and War (1.0)		
HY118	Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0) *		
HY200	The Rights of Man: the History of Human Rights Discourse from the Antigone to Amnesty International (1.0) *		
HY206	The International History of the Cold War, 1945-1989 (1.0)		
HY221	The History of Russia, 1676-1825 (1.0) (not available 2022/23)		
HY226	The Great War 1914-1918 (1.0) (not available 2022/23)		
HY232	War, Genocide and Nation Building. The History of South-Eastern Europe 1914-1990 (1.0)		
HY235	Modernity and the State in East Asia: China, Japan and Korea since 1840 (1.0)		
HY238	The Cold War and European Integration, 1947-1992 (1.0) (not available 2022/23)		
HY239	People, Power and Protest in Latin America, c.1895 to the present day (1.0) (not available 2022/23)		
HY240	From Empire to Commonwealth: war, race and imperialism in British History, 1780 to the present day (1.0) (not available 2022/23)		
HY241	What is History? Methods and Debates (1.0) *		
HY242	The Soviet Union: Domestic, International and Intellectual History (1.0)		
HY243	Islamic Empires, 1400 - 1800 (1.0)		
HY245	The United States and the World since 1776 (1.0)		
HY246	The Global Caribbean: Colonialism, Race and Revolutions 1780s-1980s (1.0)		
HY247	The History of Modern Turkey, 1789 to the Present (1.0)		
HY311	Limited War During the Cold War Era: The US in Korea (1950-53) and Vietnam (1954-75) (1.0) *		
HY315	The European Enlightenment, c.1680-1799 (1.0)		
HY319	Napoleon and Europe (1.0) * (not available 2022/23)		
HY320	The Cold War Endgame (1.0)		
HY322	Nazi Germany's War: Violence and Occupation in Europe, 1939-1945 (1.0)		
HY323	Travel, Pleasure and Politics: The European Grand Tour, 1670-1825 (1.0)		
HY327	The Anglo-American Special Relationship, 1939-89 (1.0) *		
HY328	The Arab-Israeli Conflict: Nationalism, Territory, Religion (1.0) *		
HY329	Independent India: Myths of Freedom and Development (1.0)		
HY330	From Tea to Opium: China and the Global Market in the Long Eighteenth Century (1.0)		
HY331	Henry Kissinger and the Global 1970s (1.0) (not available 2022/23)		
HY332	Interwar worlds: the cultural consequences of the First World War (1.0)		
HY333	Enslavement, commerce, and political formations in West Africa, c. 1550-1850 (1.0)		
HY334	Communication Revolutions in Latin America, c.1539 to the Present (1.0)		
HY335	History of Foreign Relations of the People's Republic of China, 1949-2008 (1.0)		
HY336	The United States and nuclear weapons from the Manhattan project to the end of the Cold War (1.0) *		
<b>International Relations</b>			
IR100	International Relations: Theories, Concepts and Debates (1.0) *		
IR200	International Political Theory (1.0) #*		
IR202	Foreign Policy Analysis 1 (1.0) *		
IR203	International Organisations (1.0) #*		
IR205	International Security (1.0) *		
IR206	International Political Economy (1.0) *		
IR305	Strategic Aspects of International Relations (1.0) *		
IR312	Genocide (0.5) *		
IR313	Managing China's Rise in East Asia (0.5) * (not available 2022/23)		
IR314	Southeast Asia: Intra-regional Politics and Security (0.5) *		
IR315	International Relations of the Middle East (1.0) #*		
IR317	American Grand Strategy (0.5) #*		
IR319	Empire and Conflict in World Politics (0.5) * (not available 2022/23)		
IR320	Europe's Institutional Order (0.5) #* (not available 2022/23)		
IR322	Sovereignty, Rights and Justice: Issues in International Political Theory (0.5) * (not available 2022/23)		
IR323	Gendered/ing and International Politics (0.5) #*		
IR324	The Practices of Transitional Justice (0.5) #* (not available 2022/23)		
IR325	The Situations of the International Criminal Court (0.5) * (not available 2022/23)		
IR326	The Rule of Law: A Global History (0.5) * (not available 2022/23)		
IR345	Global Politics of China (1.0) *		
IR349	Conflict and Peacebuilding (1.0) #*		
IR354	Governing International Political Economy: Lessons from the Past for the Future (0.5) #* (not available 2022/23)		
IR355	Economic Diplomacy (0.5) #*		
IR367	Global Environmental Politics (0.5) #*		
IR368	The Political Economy of Trade (0.5) #*		
IR369	Politics of Money in the World Economy (0.5) #*		
IR372	Nuclear Non-proliferation and World Politics (Special Topics in International Relations) (0.5) * (not available 2022/23)		
IR373	China and the Global South (0.5) #*		
IR377	The Politics of Peace & Security in Sub-Saharan Africa (0.5) *		
IR378	Critical War Studies (0.5) * (not available 2022/23)		
<b>Law</b>			
LL104	Law of Obligations (1.0)		
LL105	Property I (0.5)		
LL106	Public Law (1.0)		
LL108	Criminal Law (1.0)		
LL109	Introduction to the Legal System (0.5)		
LL201	Administrative Law (1.0) *		
LL203	Law of Business Associations (Company Law) (1.0) #*		
LL205	Medical Law (1.0) *		
LL207	Civil Liberties and Human Rights (1.0) *		



LL210	Information Technology and the Law (1.0) #*
LL212	Conflict of Laws (1.0) (not available 2022/23)
LL221	Family Law (1.0)
LL232	Law and Institutions of the European Union (1.0)
LL233	Law of Evidence (1.0)
LL241	European Legal History (1.0)
LL250	Law and The Environment (1.0)
LL251	Intellectual Property Law (1.0)
LL257	Employment Law (1.0) *
LL259	Legal and Social Change since 1750 (1.0) (not available 2022/23)
LL272	Outlines of Modern Criminology (0.5) *
LL275	Property II (1.0) *
LL278	Public International Law (1.0)
LL284	Topics in Sentencing and Criminal Justice (0.5)
LL293	Tax and Tax Avoidance (1.0)
LL295	Media Law (1.0)
LL300	Competition Law (1.0)
LL301	Global Commodities Law (1.0) *
LL305	Jurisprudence (1.0)
LL342	International Protection of Human Rights (1.0) #*

**Language Centre**

LN100	Russian Language and Society 3 (advanced) (1.0) #*
LN101	Russian Language and Society 1 (beginner) (1.0) #*
LN102	Russian Language and Society 2 (intermediate) (1.0) #*
LN104	Mandarin Language and Society Level 1 (Beginner) (1.0) #*
LN110	German Language and Society 3 (advanced) (1.0) #*
LN112	German Language and Society 2 (Intermediate) (1.0) #*
LN120	Spanish Language and Society 3 (advanced) (1.0) #*
LN121	Spanish Language and Society 1 (beginner) (1.0) #*
LN122	Spanish Language and Society 2 (intermediate) (1.0) #*
LN130	French Language and Society 3 (advanced) (1.0) #*
LN131	French Language and Society 1 (beginner) (1.0) #*
LN132	French Language and Society 2 (intermediate) (1.0) #*
LN140	Mandarin Language and Society 3 (Advanced) (1.0) #*
LN142	Mandarin Language and Society 2 (Intermediate) (1.0) #*
LN200	Russian Language and Society 4 (proficiency) (1.0) #*
LN210	German Language and Society 4 (proficiency) (1.0) #*
LN220	Spanish Language and Society 4 (proficiency) (1.0) #*
LN230	French Language and Society 4 (proficiency) (1.0) #*
LN240	Mandarin Language and Society 4 (Proficiency) (1.0) #*
LN250	English Literature and Society (1.0) #
LN251	Comparative Literature and 20th Century Political History (1.0) #
LN252	Contemporary Literature and Global Society (1.0) #
LN253	European Literature and Philosophy (1.0) #
LN254	Literature and Aspects of Ethics (1.0) #

LN270	Society and Language: Linguistics for Social Scientists (1.0)
LN320	Spanish Language and Society 5 (mastery) (1.0) #*
LN330	French Language and Society 5 (mastery) (1.0) #*
LN340	Mandarin Language and Society 5 (Mastery) (1.0) #*
LN342	Academic Chinese for International Relations (1.0) #*

**Mathematics**

MA100	Mathematical Methods (1.0) #
MA102	Mathematical Proof and Analysis (0.5) #*
MA103	Introduction to Abstract Mathematics (1.0) #*
MA107	Quantitative Methods (Mathematics) (0.5) #
MA203	Real Analysis (0.5) #*
MA207	Further Quantitative Methods (Mathematics) (0.5) #*
MA208	Optimisation Theory (0.5) #*
MA209	Differential Equations (0.5) #*
MA210	Discrete Mathematics (0.5) #*
MA211	Algebra and Number Theory (0.5) #*
MA212	Further Mathematical Methods (1.0) #*
MA213	Operations Research Techniques (0.5) #*
MA214	Algorithms and Data Structures (0.5) #*
MA222	Further Mathematical Methods (Linear Algebra) (0.5) #*
MA301	Mathematical Game Theory (0.5) #*
MA303	Chaos in Dynamical Systems (0.5) #* (not available 2022/23)
MA315	Algebra and its Applications (0.5) #* (not available 2022/23)
MA316	Graph Theory (0.5) #*
MA317	Complex Analysis (0.5) #*
MA318	History of Mathematics in Finance and Economics (0.5) #*
MA319	Partial Differential Equations (0.5) #*
MA320	Mathematics of Networks (0.5) #*
MA321	Measure Theoretic Probability (0.5) #*
MA322	Mathematics of Finance and Valuation (0.5) #*
MA323	Computational Methods in Financial Mathematics (0.5) #*
MA324	Mathematical Modelling and Simulation (0.5) #*
MA330	Game Theory for Collective Decisions (0.5) #*
MA333	Optimisation for Machine Learning (0.5) #*

**Management**

MG104	Operations Management (0.5)
MG105	Organisational Behaviour and Leadership (0.5)
MG205	Econometrics: Theory and Applications (1.0) #
MG206	Firms, Management and Competitive Advantage (0.5) #
MG207	Managerial Economics (1.0) #*
MG209	E-business (0.5)
MG210	Corporate Social Responsibility and International Labour Standards (0.5) #
MG212	Marketing (0.5)
MG213	Information Systems (0.5)
MG214	Human Resource Management (0.5) #*
MG228	Managing the Stone-Age Brain (0.5)
MG301	Strategy (1.0) #*
MG302	Topics in Management Research (0.5) #
MG303	International Business Strategy and Emerging Markets (0.5) #*
MG305	Innovation and Technology Management (0.5)
MG307	International Context of Management (0.5)

MG308	# Simulation Modelling and Analysis (0.5) # (not available 2022/23)	SO100	Key Concepts: Introduction to Social Theory (1.0)
MG310	Strategic Decision Making (0.5) # (not available 2022/23)	SO110	Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)
MG311	Foundations of Behavioural Decision Science (0.5) #	SO203	Political Sociology (1.0) *
MG312	Extreme Organisational Behaviour: Examining behaviour in non-normative organisational contexts (0.5) # (not available 2022/23)	SO210	Crime, Deviance and Control (1.0) * (not available 2022/23)
MG315	Marketing Action Learning Project (0.5) # (not available 2022/23)	SO232	Sociology of Health and Illness (0.5) #*
MG316	Brand Strategy (0.5) *	SO234	Digital Technology, Speed and Culture (0.5) #* (not available 2022/23)
<b>Methodology</b>		SO235	The Sociology of Homicide (0.5) *
MY360	Quantitative Text Analysis (0.5) #	SO236	Urban Society (0.5) * (not available 2022/23)
MY361	Social Network Analysis (0.5) #	SO237	Racial Borderscapes (0.5)
<b>Philosophy, Logic &amp; Scientific Method</b>		SO240	Crime, Deviance and Control (0.5) *
PH103	The Big Questions: An Introduction to Philosophy (1.0) #	SO244	The Sociology of Race and Empire (0.5) *
PH105	Historical and Global Perspectives on Philosophy (0.5)	SO248	Gender and Society (0.5) *
PH111	Introduction to Logic (0.5)	SO309	Atrocity and Justice (0.5) # (not available 2022/23)
PH112	Intermediate Logic and Probability (0.5) #	SO310	The Sociology of Elites (0.5) #*
PH201	Philosophy of Science (1.0)	SO311	Law and Violence (0.5) *
PH203	Philosophy of the Social Sciences (1.0) #*	SO312	Work, Inequality and Society (0.5) #*
PH214	Philosophy, Morals and Politics (1.0) #	SO313	Material Culture and Everyday Life (0.5) *
PH217	Set Theory and Further Logic (1.0) #*	SO348	Family Diversity and Change (0.5) *
PH222	Philosophy and Public Policy (1.0)	<b>Statistics</b>	
PH223	Mind and Metaphysics (0.5) #	ST101	Programming for Data Science (0.5) #*
PH224	Epistemology (0.5) #	ST102	Elementary Statistical Theory (1.0) #
PH225	Business and Organisational Ethics (0.5)	ST107	Quantitative Methods (Statistics) (0.5) #
PH227	Genes, Brains and Society (0.5)	ST109	Elementary Statistical Theory I (0.5) #
PH230	Einstein for Everyone: From time travel to the edge of the universe (0.5) #*	ST110	Elementary Statistical Theory II (0.5) #
PH232	Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes (0.5) #*	ST115	Managing and Visualising Data (0.5) #*
PH238	Philosophy of Language (0.5) #	ST201	Statistical Models and Data Analysis (0.5) #
PH311	Philosophy of Economics (1.0) #	ST202	Probability, Distribution Theory and Inference (1.0) #
PH333	Philosophy of Gender and Race (0.5)	ST205	Sample Surveys and Experiments (0.5) #
<b>Psychological and Behavioural Science</b>		ST206	Probability and Distribution Theory (0.5) #
PB100	Foundations of Behavioural Science (1.0) #*	ST207	Databases (0.5) #*
PB101	Foundations of Psychological Science (1.0) #*	ST213	Introduction to Pricing, Hedging and Optimization (0.5) #*
PB102	Social Psychology (1.0) (not available 2022/23)	ST227	Survival Models (0.5) #
PB301	Cognition and Culture (0.5) #* (not available 2022/23)	ST300	Regression and Generalised Linear Models (0.5) #
PB302	Creativity and Innovation (0.5) #* (not available 2022/23)	ST301	Actuarial Mathematics (Life) (0.5) #
<b>Social Policy</b>		ST302	Stochastic Processes (0.5) #
SP110	Sociology and Social Policy (1.0) #*	ST304	Time Series and Forecasting (0.5) #
SP111	Social Economics and Policy (1.0) #*	ST306	Actuarial Mathematics (General) (0.5) #
SP112	Politics of Social Policy Making (1.0) *	ST307	Aspects of Market Research (0.5) #
SP210	Development and Social Change (1.0) *	ST308	Bayesian Inference (0.5) #
SP230	Education Policy (1.0) *	ST309	Elementary Data Analytics (0.5) #*
SP231	Poverty, Inequality, and Social Policy (1.0) * (not available 2022/23)	ST310	Machine Learning (0.5) #*
SP232	Health and Social Care Policy (1.0) *	ST311	Artificial Intelligence (0.5) #*
SP271	Psychology of Crime and Criminal Justice (1.0) * (not available 2022/23)	ST326	Financial Statistics (0.5) #*
SP331	Sexuality, Everyday Lives and Social Policy in Developing Countries (0.5) *	ST327	Market Research: An Integrated Approach (1.0) #*
SP332	Social Security Policies (0.5) *	ST330	Stochastic and Actuarial Methods in Finance (1.0) #
SP333	NGOs, Social Policy and Development (0.5) *	<b>Prerequisite Requirements and Mutually Exclusive Options</b>	
SP335	Migration: Current Research, Critical Approaches (0.5) *	* means available with permission	
SP336	Behavioural Public Policy (0.5) *	1: DS101L can not be taken with DS101M	
SP372	Punishment and Penal Policy (0.5) *	2: DS101M can not be taken with DS101L	
SP374	Riots, Disorder and Urban Violence (0.5) #*	3: DS105L can not be taken with DS105M	
<b>Sociology</b>		4: DS105M can not be taken with DS105L	
		5: EC1A3 can not be taken with EC1A5	
		6: EC1A5 can not be taken with EC1A3	
		7: EC1B3 can not be taken with EC1B5	
		8: EC1B5 can not be taken with EC1B3	
		9: Before taking EC2C4 you must take EC2C3	
		# means there may be prerequisites for this course.	
		Please view the course guide for more information.	

**Erasmus Reciprocal Programme of Study****Programme Code:** UOEXERA**Department:** Undefined Department

For students starting this programme of study in 2022/23

**Please note that places are limited on some optional courses.****Admission onto any particular course is not guaranteed and can be subject to timetabling constraints and /or students meeting specific prerequisite requirements.**

<b>Paper</b>	<b>Course number, title (unit value)</b>
	The courses below are available to Erasmus students
	<b>Course List</b>
	<b>Accounting</b>
AC102	Elements of Financial Accounting (0.5)
AC103	Elements of Management Accounting, Financial Management and Financial Institutions (0.5)
AC200	Accounting Theory and Practice (1.0) #*
AC311	Results Accountability and Management Control for Strategy Implementation (0.5) #*
AC312	Performance Measurement, Strategy, and Uncertainty (0.5) #*
AC331	Contemporary Issues in Financial Accounting (0.5) #*
AC332	Financial Statement Analysis and Valuation (0.5) #*
AC341	Corporate Governance, Risk Management and Financial Audit (0.5)
AC342	Accounting, Corporate Responsibility and Sustainability (0.5)
	<b>Anthropology</b>
AN100	Being Human: Contemporary Themes in Social Anthropology (1.0)
AN101	A History of Anthropological Theory (1.0)
AN102	Ethnography through Mixed Media (1.0)
AN200	The Anthropology of Kinship, Sex and Gender (1.0)
AN205	The Anthropology of Melanesia (0.5)
AN221	The Anthropology of Christianity (0.5) # (not available 2022/23)
AN223	The Anthropology of Southeast Asia (0.5) (not available 2022/23)
AN226	Political and Legal Anthropology (1.0)
AN237	The Anthropology of Development (0.5)
AN240	Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) (not available 2022/23)
AN243	Children and Youth in Contemporary Ethnography (0.5) #
AN245	Borders and Boundaries: Ethnographic Approaches (0.5) (not available 2022/23)
AN247	Anthropological Approaches to Questions of Being (0.5) (not available 2022/23)
AN250	The Anthropology of South Asia (0.5) # (not available 2022/23)
AN256	Economic Anthropology (1): Production and Exchange (0.5)
AN269	The Anthropology of Amazonia (0.5) # (not available 2022/23)
AN275	The Anthropology of Revolution (0.5) # (not available 2022/23)
AN276	Anthropology and the Anthropocene (0.5) *
AN277	Topics in the Anthropology of sub-Saharan Africa (0.5) #* (not available 2022/23)
AN280	Public Anthropology (0.5) #* (not available 2022/23)
AN281	Health and Welfare: Anthropological Perspectives (0.5) (not available 2022/23)
AN284	Anthropological Approaches to Race, Racism, and Decolonisation (0.5)
AN301	The Anthropology of Religion (1.0) #*
AN303	Advanced Theory of Social Anthropology

(0.5) #\*

AN357 Economic Anthropology (2): Transformation and Globalisation (0.5)

**Data Science**

DS101L Fundamentals of Data Science (0.5) 1  
 DS101M Fundamentals of Data Science (0.5) 2  
 DS105L Data for Data Science (0.5) 3  
 DS105M Data for Data Science (0.5) 4  
 DS202 Data Science for Social Scientists (0.5) #

**Economics**

EC1A3 Microeconomics I (0.5) #5\*  
 EC1A5 Microeconomics I (0.5) 6  
 EC1B3 Macroeconomics I (0.5) #7\*  
 EC1B5 Macroeconomics I (0.5) #8  
 EC2A3 Microeconomics II (0.5) #  
 EC2A5 Microeconomics II (0.5) #  
 EC2B3 Macroeconomics II (0.5) #  
 EC2B5 Macroeconomics II (0.5) #  
 EC2C3 Econometrics I (0.5) #  
 EC2C4 Econometrics II (0.5) #9  
 EC301 Advanced Economic Analysis (1.0) #  
 EC302 Political Economy (1.0) #  
 EC307 Development Economics (1.0) #  
 EC309 Econometric Theory (1.0) #\*  
 EC311 History of Economics: How Theories Change (1.0) \*  
 EC313 Industrial Economics (1.0) #\*  
 EC315 International Economics (1.0) #  
 EC317 Labour Economics (1.0) #  
 EC319 Games and Economic Behaviour (1.0) #  
 EC321 Monetary Economics and Aggregate Fluctuations (1.0) #\*  
 EC325 Public Economics (1.0) #

**Economic History**

EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0)  
 EH102 Pre-industrial Economic History (1.0)  
 EH204 Money and Finance: From the Middle Ages to Modernity (1.0)  
 EH207 China since 1800: Culture, institutions and economic growth (1.0) #  
 EH209 The Family Economy in History: 1260 to the present day (1.0) #  
 EH211 Africa and the World Economy, 1500-2000 (1.0) (not available 2022/23)  
 EH214 Money and Finance: From the Middle Ages to the Eighteenth Century (0.5)  
 EH215 Money and Finance: From the Eighteenth Century to Modernity (0.5)  
 EH217 Chinese Economic History since 1800: A Chronology (0.5) #  
 EH218 Chinese Economic History since 1800: Economic Growth in a Historical Perspective (0.5) #  
 EH221 Boom and Bust: Macroeconomic History of the Modern World (1.0)  
 EH222 Economic History of the Middle East and North Africa (1.0)  
 EH225 Latin America and the International Economy (1.0) (not available 2022/23)  
 EH238 The Origins of Growth (1.0)  
 EH240 Business and Economic Performance since 1945: Britain in International Context (1.0)  
 EH312 Knowledge, Technology and Economy from the Middle Ages to Modernity (1.0) \*  
 EH313 Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) \* (not available 2022/23)  
 EH316 Atlantic World Slavery (1.0)

**European Institute**

EU3A1 The Politics and Policies of 'Brexit': The UK's changing relationship with the European

	Union (0.5) * (not available 2022/23)		
<b>Finance</b>			
FM101	Finance (0.5)	GY316	Gender, Space and Power (0.5)
FM212	Principles of Finance (1.0) #*	GY326	Sustainable Business and Finance (0.5)
FM300	Corporate Finance, Investments and Financial Markets (1.0) #	GY327	Global Environmental Governance (0.5)
FM321	Risk Management and Modelling (0.5) #*	GY328	Political Ecology of Development (0.5)
FM322	Derivatives (0.5) #*	GY329	Applied Economics of Environment and Development (0.5) #
<b>Government</b>		GY331	Geographies of Global Migration (0.5) *
GV100	Introduction to Political Theory (1.0)	<b>International History</b>	
GV101	Introduction to Political Science (1.0)	HY113	From Empire to Independence: The Extra-European World in the Twentieth Century (1.0)
GV225	Public Choice and Politics (1.0) #	HY116	International Politics since 1914: Peace and War (1.0)
GV245	Democracy and Democratisation (1.0) # (not available 2022/23)	HY118	Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0) *
GV248	Power and Politics in the Modern World: Comparative Perspectives (1.0) #*	HY200	The Rights of Man: the History of Human Rights Discourse from the Antigone to Amnesty International (1.0) *
GV249	Research Design in Political Science (1.0) * (not available 2022/23)	HY206	The International History of the Cold War, 1945-1989 (1.0)
GV251	Government, Politics and Public Policy in the European Union (1.0) #	HY221	The History of Russia, 1676-1825 (1.0) (not available 2022/23)
GV262	Contemporary Political Theory (1.0) #	HY226	The Great War 1914-1918 (1.0) (not available 2022/23)
GV263	Public Policy Analysis (1.0) #	HY232	War, Genocide and Nation Building. The History of South-Eastern Europe 1914-1990 (1.0)
GV264	Politics and Institutions in Europe (1.0) #	HY235	Modernity and the State in East Asia: China, Japan and Korea since 1840 (1.0)
GV267	Global Political Thought (1.0) #	HY238	The Cold War and European Integration, 1947-1992 (1.0) (not available 2022/23)
GV302	Key Themes in the History of Political Thought (1.0) #*	HY239	People, Power and Protest in Latin America, c.1895 to the present day (1.0) (not available 2022/23)
GV307	Conflict and Cooperation: A Few Provocative Debates (0.5)	HY240	From Empire to Commonwealth: war, race and imperialism in British History, 1780 to the present day (1.0) (not available 2022/23)
GV324	Applied Quantitative Methods for Political Science (0.5) #	HY241	What is History? Methods and Debates (1.0) *
GV325	Topics in Political Economy (0.5) #*	HY242	The Soviet Union: Domestic, International and Intellectual History (1.0)
GV326	Conflict, War and Revolution - Approaches to Political Theory (1.0) #*	HY243	Islamic Empires, 1400 - 1800 (1.0)
GV328	Middle East Politics in Transnational Perspective (0.5) *	HY245	The United States and the World since 1776 (1.0)
GV329	Making Democracy Work (0.5) #*	HY246	The Global Caribbean: Colonialism, Race and Revolutions 1780s-1980s (1.0)
GV330	Data Science Applications to Politics Research (0.5) #*	HY247	The History of Modern Turkey, 1789 to the Present (1.0)
GV332	Big Data in Politics: A Few Provocative Debates (0.5) *	HY311	Limited War During the Cold War Era: The US in Korea (1950-53) and Vietnam (1954-75) (1.0) *
GV335	African Political Economy (0.5) (not available 2022/23)	HY315	The European Enlightenment, c.1680-1799 (1.0)
<b>Geography &amp; Environment</b>		HY319	Napoleon and Europe (1.0) * (not available 2022/23)
GY100	Introduction to Geography (1.0)	HY320	The Cold War Endgame (1.0)
GY103	Contemporary Europe (1.0)	HY322	Nazi Germany's War: Violence and Occupation in Europe, 1939-1945 (1.0)
GY120	Environmental Change: Past, Present and Future (1.0)	HY323	Travel, Pleasure and Politics: The European Grand Tour, 1670-1825 (1.0)
GY121	Sustainable Development (1.0)	HY327	The Anglo-American Special Relationship, 1939-89 (1.0) *
GY140	Introduction to Geographical Research (1.0)	HY328	The Arab-Israeli Conflict: Nationalism, Territory, Religion (1.0) *
GY144	Human Geography and the City (1.0)	HY329	Independent India: Myths of Freedom and Development (1.0)
GY202	Introduction to Global Development (1.0)	HY330	From Tea to Opium: China and the Global Market in the Long Eighteenth Century (1.0)
GY205	Political Geographies (1.0)	HY331	Henry Kissinger and the Global 1970s (1.0) (not available 2022/23)
GY206	Urban Geography and Globalisation (0.5)	HY332	Interwar worlds: the cultural consequences
GY207	Economy, Society and Place (0.5)		
GY209	The Economic Geography of Trade, Production and Development (0.5) #		
GY210	The Economics of Cities (0.5) #		
GY220	Environment: Science and Society (1.0)		
GY222	Applied Environmental Economics (1.0)		
GY307	Regional Economic Development (0.5) *		
GY308	The Economic Geography of Growth and Development (0.5) *		
GY309	The Political Geography of Development (0.5)		
GY310	Urban Politics (0.5)		
GY311	The Political Economy of Urbanisation (0.5) *		
GY313	Firms and Economic Geography: Location, Technology and Innovation (0.5) #*		
GY314	The Economics of Housing Markets and Migration (0.5) #*		
GY315	Geographies of Race (0.5)		





LN251	Comparative Literature and 20th Century Political History (1.0) #	MG301	Strategy (1.0) #*
LN252	Contemporary Literature and Global Society (1.0) #	MG302	Topics in Management Research (0.5) #
LN253	European Literature and Philosophy (1.0) #	MG303	International Business Strategy and Emerging Markets (0.5) #*
LN254	Literature and Aspects of Ethics (1.0) #	MG305	Innovation and Technology Management (0.5)
LN270	Society and Language: Linguistics for Social Scientists (1.0)	MG307	International Context of Management (0.5) #
LN320	Spanish Language and Society 5 (mastery) (1.0) #*	MG308	Simulation Modelling and Analysis (0.5) # (not available 2022/23)
LN330	French Language and Society 5 (mastery) (1.0) #*	MG310	Strategic Decision Making (0.5) # (not available 2022/23)
LN340	Mandarin Language and Society 5 (Mastery) (1.0) #*	MG311	Foundations of Behavioural Decision Science (0.5) #
LN342	Academic Chinese for International Relations (1.0) #*	MG312	Extreme Organisational Behaviour: Examining behaviour in non-normative organisational contexts (0.5) # (not available 2022/23)
<b>Mathematics</b>		MG315	Marketing Action Learning Project (0.5) # (not available 2022/23)
MA100	Mathematical Methods (1.0) #	MG316	Brand Strategy (0.5) *
MA102	Mathematical Proof and Analysis (0.5) #*	MG317	Leading Organisational Change (0.5) #
MA103	Introduction to Abstract Mathematics (1.0) #*	<b>Methodology</b>	
MA107	Quantitative Methods (Mathematics) (0.5) #	MY360	Quantitative Text Analysis (0.5) #
MA203	Real Analysis (0.5) #*	MY361	Social Network Analysis (0.5) #
MA207	Further Quantitative Methods (Mathematics) (0.5) #*	<b>Philosophy, Logic &amp; Scientific Method</b>	
MA208	Optimisation Theory (0.5) #*	PH103	The Big Questions: An Introduction to Philosophy (1.0) #
MA209	Differential Equations (0.5) #*	PH105	Historical and Global Perspectives on Philosophy (0.5)
MA210	Discrete Mathematics (0.5) #*	PH111	Introduction to Logic (0.5)
MA211	Algebra and Number Theory (0.5) #*	PH112	Intermediate Logic and Probability (0.5) #
MA212	Further Mathematical Methods (1.0) #*	PH201	Philosophy of Science (1.0)
MA213	Operations Research Techniques (0.5) #*	PH203	Philosophy of the Social Sciences (1.0) #*
MA214	Algorithms and Data Structures (0.5) #*	PH214	Philosophy, Morals and Politics (1.0) #
MA222	Further Mathematical Methods (Linear Algebra) (0.5) #*	PH217	Set Theory and Further Logic (1.0) #*
MA301	Mathematical Game Theory (0.5) #*	PH222	Philosophy and Public Policy (1.0)
MA303	Chaos in Dynamical Systems (0.5) #* (not available 2022/23)	PH223	Mind and Metaphysics (0.5) #
MA315	Algebra and its Applications (0.5) #* (not available 2022/23)	PH224	Epistemology (0.5) #
MA316	Graph Theory (0.5) #*	PH225	Business and Organisational Ethics (0.5)
MA317	Complex Analysis (0.5) #*	PH227	Genes, Brains and Society (0.5)
MA318	History of Mathematics in Finance and Economics (0.5) #*	PH230	Einstein for Everyone: From time travel to the edge of the universe (0.5) #*
MA319	Partial Differential Equations (0.5) #*	PH232	Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes (0.5) #*
MA320	Mathematics of Networks (0.5) #*	PH238	Philosophy of Language (0.5) #
MA321	Measure Theoretic Probability (0.5) #*	PH239	Anarchy, Authority and Evidence: Topics in Philosophy of Law (0.5)
MA322	Mathematics of Finance and Valuation (0.5) #*	PH311	Philosophy of Economics (1.0) #
MA323	Computational Methods in Financial Mathematics (0.5) #*	PH333	Philosophy of Gender and Race (0.5)
MA324	Mathematical Modelling and Simulation (0.5) #*	<b>Psychological and Behavioural Science</b>	
MA330	Game Theory for Collective Decisions (0.5) #*	PB100	Foundations of Behavioural Science (1.0) #*
MA333	Optimisation for Machine Learning (0.5) #*	PB101	Foundations of Psychological Science (1.0) #*
<b>Management</b>		PB102	Social Psychology (1.0) (not available 2022/23)
MG104	Operations Management (0.5)	PB301	Cognition and Culture (0.5) #* (not available 2022/23)
MG105	Organisational Behaviour and Leadership (0.5)	PB302	Creativity and Innovation (0.5) #* (not available 2022/23)
MG205	Econometrics: Theory and Applications (1.0) #	<b>Social Policy</b>	
MG206	Firms, Management and Competitive Advantage (0.5) #	SP110	Sociology and Social Policy (1.0) #*
MG207	Managerial Economics (1.0) #*	SP111	Social Economics and Policy (1.0) #*
MG209	E-business (0.5)	SP112	Politics of Social Policy Making (1.0) *
MG210	Corporate Social Responsibility and International Labour Standards (0.5) #	SP210	Development and Social Change (1.0) *
MG212	Marketing (0.5)	SP230	Education Policy (1.0) *
MG213	Information Systems (0.5)	SP231	Poverty, Inequality, and Social Policy (1.0) * (not available 2022/23)
MG214	Human Resource Management (0.5) #*	SP232	Health and Social Care Policy (1.0) *
MG228	Managing the Stone-Age Brain (0.5)	SP271	Psychology of Crime and Criminal Justice (1.0) * (not available 2022/23)

SP314	Ethnicity, Race and Social Policy (0.5) *
SP331	Sexuality, Everyday Lives and Social Policy in Developing Countries (0.5) *
SP332	Social Security Policies (0.5) *
SP333	NGOs, Social Policy and Development (0.5) *
SP335	Migration: Current Research, Critical Approaches (0.5) *
SP336	Behavioural Public Policy (0.5) *
SP372	Punishment and Penal Policy (0.5) *
SP374	Riots, Disorder and Urban Violence (0.5) #*

**Sociology**

SO100	Key Concepts: Introduction to Social Theory (1.0)
SO110	Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)
SO203	Political Sociology (1.0) *
SO210	Crime, Deviance and Control (1.0) * (not available 2022/23)
SO232	Sociology of Health and Illness (0.5) #*
SO234	Digital Technology, Speed and Culture (0.5) #* (not available 2022/23)
SO235	The Sociology of Homicide (0.5) *
SO236	Urban Society (0.5) * (not available 2022/23)
SO237	Racial Borderscapes (0.5) *
SO240	Crime, Deviance and Control (0.5) *
SO244	The Sociology of Race and Empire (0.5) *
SO248	Gender and Society (0.5) *
SO309	Atrocity and Justice (0.5) # (not available 2022/23)
SO310	The Sociology of Elites (0.5) #*
SO311	Law and Violence (0.5) *
SO312	Work, Inequality and Society (0.5) #*
SO313	Material Culture and Everyday Life (0.5) *
SO348	Family Diversity and Change (0.5) *

**Statistics**

ST101	Programming for Data Science (0.5) #*
ST102	Elementary Statistical Theory (1.0) #
ST107	Quantitative Methods (Statistics) (0.5) #
ST109	Elementary Statistical Theory I (0.5) #
ST110	Elementary Statistical Theory II (0.5) #
ST115	Managing and Visualising Data (0.5) #*
ST201	Statistical Models and Data Analysis (0.5) #
ST202	Probability, Distribution Theory and Inference (1.0) #
ST205	Sample Surveys and Experiments (0.5) #
ST206	Probability and Distribution Theory (0.5) #
ST207	Databases (0.5) #*
ST213	Introduction to Pricing, Hedging and Optimization (0.5) #*
ST227	Survival Models (0.5) #
ST300	Regression and Generalised Linear Models (0.5) #
ST301	Actuarial Mathematics (Life) (0.5) #
ST302	Stochastic Processes (0.5) #
ST304	Time Series and Forecasting (0.5) #
ST306	Actuarial Mathematics (General) (0.5) #
ST307	Aspects of Market Research (0.5) #
ST308	Bayesian Inference (0.5) #
ST309	Elementary Data Analytics (0.5) #*
ST310	Machine Learning (0.5) #*
ST311	Artificial Intelligence (0.5) #*
ST313	Ethics for Data Science (0.5) #*
ST326	Financial Statistics (0.5) #*
ST327	Market Research: An Integrated Approach (1.0) #*
ST330	Stochastic and Actuarial Methods in Finance (1.0) #

**Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

1: DS101L can not be taken with DS101M

2: DS101M can not be taken with DS101L  
 3: DS105L can not be taken with DS105M  
 4: DS105M can not be taken with DS105L  
 5: EC1A3 can not be taken with EC1A5  
 6: EC1A5 can not be taken with EC1A3  
 7: EC1B3 can not be taken with EC1B5  
 8: EC1B5 can not be taken with EC1B3  
 9: Before taking EC2C4 you must take EC2C3  
 # means there may be prerequisites for this course.  
 Please view the course guide for more information.

**Exchange Programme for Students in Anthropology (Cape Town)****Programme Code:** UOEXAN5**Department:** Anthropology

For students starting this programme of study in 2022/23

A full year exchange programme for visiting Year Abroad exchange students in the Department of Anthropology.

Students from the University of Cape Town spend three terms at LSE and choose courses to the value of 4.0 units from the list below.

Your course choice will be made with the approval of your LSE

Department of Anthropology Academic Mentor. At least 50% of your full study load should be in Anthropology courses.

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

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

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

**Anthropology List**

Papers 3 &amp; 4 Courses to the value of 2.0 unit(s) from the following:

**Undergraduate Outside Options List (Years 2 & 3)****Anthropology List**

AN1E0	Being Human: Contemporary Themes in Social Anthropology (Anthropology Exchanges) (0.5)
AN200	The Anthropology of Kinship, Sex and Gender (1.0)
AN205	The Anthropology of Melanesia (0.5)
AN221	The Anthropology of Christianity (0.5) # (not available 2022/23)
AN223	The Anthropology of Southeast Asia (0.5) (not available 2022/23)
AN226	Political and Legal Anthropology (1.0)
AN237	The Anthropology of Development (0.5)
AN240	Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) (not available 2022/23)
AN243	Children and Youth in Contemporary Ethnography (0.5) #
AN245	Borders and Boundaries: Ethnographic Approaches (0.5) (not available 2022/23)
AN247	Anthropological Approaches to Questions of Being (0.5) (not available 2022/23)
AN250	The Anthropology of South Asia (0.5) # (not available 2022/23)
AN256	Economic Anthropology (1): Production and Exchange (0.5)
AN269	The Anthropology of Amazonia (0.5) # (not available 2022/23)
AN275	The Anthropology of Revolution (0.5) # (not available 2022/23)
AN276	Anthropology and the Anthropocene (0.5)
AN277	Topics in the Anthropology of sub-Saharan

AN280	Africa (0.5) # (not available 2022/23) Public Anthropology (0.5) # (not available 2022/23)
AN281	Health and Welfare: Anthropological Perspectives (0.5) (not available 2022/23)
AN282	Bangladesh and Beyond: Anthropological Perspectives (0.5) # (not available 2022/23)
AN283	Anthropology, Art, and Poetics (0.5) # (not available 2022/23)
AN284	Anthropological Approaches to Race, Racism, and Decolonisation (0.5)
AN298	Fieldwork in London: Learning Ethnographic Methods (0.5)
AN2E0	The Anthropology of Kinship, Sex and Gender (Anthropology Exchanges) (0.5)
AN2E6	Political and Legal Anthropology (Anthropology Exchanges) (0.5)
AN301	The Anthropology of Religion (1.0) #
AN303	Advanced Theory of Social Anthropology (0.5) #
AN357	Economic Anthropology (2): Transformation and Globalisation (0.5)
AN3E1	The Anthropology of Religion (Anthropology Exchanges) (0.5)

#### Prerequisite Requirements and Mutually Exclusive Options

\* means available with permission

# means there may be prerequisites for this course.

Please view the course guide for more information.

AN240	Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) (not available 2022/23)
AN243	Children and Youth in Contemporary Ethnography (0.5) #
AN245	Borders and Boundaries: Ethnographic Approaches (0.5) (not available 2022/23)
AN247	Anthropological Approaches to Questions of Being (0.5) (not available 2022/23)
AN250	The Anthropology of South Asia (0.5) # (not available 2022/23)
AN256	Economic Anthropology (1): Production and Exchange (0.5)
AN269	The Anthropology of Amazonia (0.5) # (not available 2022/23)
AN275	The Anthropology of Revolution (0.5) # (not available 2022/23)
AN276	Anthropology and the Anthropocene (0.5)
AN277	Topics in the Anthropology of sub-Saharan Africa (0.5) # (not available 2022/23)
AN280	Public Anthropology (0.5) # (not available 2022/23)
AN281	Health and Welfare: Anthropological Perspectives (0.5) (not available 2022/23)
AN282	Bangladesh and Beyond: Anthropological Perspectives (0.5) # (not available 2022/23)
AN283	Anthropology, Art, and Poetics (0.5) # (not available 2022/23)
AN284	Anthropological Approaches to Race, Racism, and Decolonisation (0.5)
AN298	Fieldwork in London: Learning Ethnographic Methods (0.5)
AN2E0	The Anthropology of Kinship, Sex and Gender (Anthropology Exchanges) (0.5)
AN2E6	Political and Legal Anthropology (Anthropology Exchanges) (0.5)
AN301	The Anthropology of Religion (1.0) #
AN303	Advanced Theory of Social Anthropology (0.5) #
AN357	Economic Anthropology (2): Transformation and Globalisation (0.5)
AN3E1	The Anthropology of Religion (Anthropology Exchanges) (0.5)

#### Prerequisite Requirements and Mutually Exclusive Options

\* means available with permission

# means there may be prerequisites for this course.

Please view the course guide for more information.

## Exchange Programme for Students in Anthropology (Fudan)

**Programme Code:** UOEXAN2

**Department:** Anthropology

For students starting this programme of study in 2022/23

A full year exchange programme for visiting Year Abroad exchange students in the Department of Anthropology.

Students from Fudan University spend three terms at LSE and choose courses to the value of 4.0 units from the list below.

Your course choice will be made with the approval of your LSE Department of Anthropology Academic Mentor. At least 50% of your full study load should be in Anthropology courses.

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

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
Papers 1 & 2	Courses to the value of 2.0 unit(s) from the following: <b>Anthropology List</b>
Papers 3 & 4	Courses to the value of 2.0 unit(s) from the following: <b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>

#### Anthropology List

AN1E0	Being Human: Contemporary Themes in Social Anthropology (Anthropology Exchanges) (0.5)
AN200	The Anthropology of Kinship, Sex and Gender (1.0)
AN205	The Anthropology of Melanesia (0.5)
AN221	The Anthropology of Christianity (0.5) # (not available 2022/23)
AN223	The Anthropology of Southeast Asia (0.5) (not available 2022/23)
AN226	Political and Legal Anthropology (1.0)
AN237	The Anthropology of Development (0.5)

## Exchange Programme for Students in Anthropology (Melbourne)

**Programme Code:** UOEXAN1

**Department:** Anthropology

For students starting this programme of study in 2022/23

A full year exchange programme for visiting Year Abroad exchange students in the Department of Anthropology.

Students from the University of Melbourne spend three terms at LSE and choose courses to the value of 4.0 units from the list below.

Your course choice will be made with the approval of your LSE Department of Anthropology Academic Mentor. At least 50% of your full study load should be in Anthropology courses.

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

**Please note that places are limited on some optional courses.**

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



Paper	Course number, title (unit value)
Papers 1 & 2	AN298 Fieldwork in London: Learning Ethnographic Methods (0.5) And courses to the value of 1.5 unit(s) from the following: <b>Anthropology List</b>
Papers 3 & 4	Courses to the value of 2.0 unit(s) from the following: <b>Anthropology List</b> <b>Undergraduate Outside Options List (Years 2 &amp; 3)</b> <b>Anthropology List</b>
	AN1E0 Being Human: Contemporary Themes in Social Anthropology (Anthropology Exchanges) (0.5)
	AN200 The Anthropology of Kinship, Sex and Gender (1.0)
	AN205 The Anthropology of Melanesia (0.5)
	AN221 The Anthropology of Christianity (0.5) # (not available 2022/23)
	AN223 The Anthropology of Southeast Asia (0.5) (not available 2022/23)
	AN226 Political and Legal Anthropology (1.0)
	AN237 The Anthropology of Development (0.5)
	AN240 Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) (not available 2022/23)
	AN243 Children and Youth in Contemporary Ethnography (0.5) #
	AN245 Borders and Boundaries: Ethnographic Approaches (0.5) (not available 2022/23)
	AN247 Anthropological Approaches to Questions of Being (0.5) (not available 2022/23)
	AN250 The Anthropology of South Asia (0.5) # (not available 2022/23)
	AN256 Economic Anthropology (1): Production and Exchange (0.5)
	AN269 The Anthropology of Amazonia (0.5) # (not available 2022/23)
	AN275 The Anthropology of Revolution (0.5) # (not available 2022/23)
	AN276 Anthropology and the Anthropocene (0.5)
	AN277 Topics in the Anthropology of sub-Saharan Africa (0.5) # (not available 2022/23)
	AN280 Public Anthropology (0.5) # (not available 2022/23)
	AN281 Health and Welfare: Anthropological Perspectives (0.5) (not available 2022/23)
	AN282 Bangladesh and Beyond: Anthropological Perspectives (0.5) # (not available 2022/23)
	AN283 Anthropology, Art, and Poetics (0.5) # (not available 2022/23)
	AN284 Anthropological Approaches to Race, Racism, and Decolonisation (0.5)
	AN2E0 The Anthropology of Kinship, Sex and Gender (Anthropology Exchanges) (0.5)
	AN2E6 Political and Legal Anthropology (Anthropology Exchanges) (0.5)
	AN301 The Anthropology of Religion (1.0) #
	AN303 Advanced Theory of Social Anthropology (0.5) #
	AN357 Economic Anthropology (2): Transformation and Globalisation (0.5)
	AN3E1 The Anthropology of Religion (Anthropology Exchanges) (0.5)

**Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

# means there may be prerequisites for this course.

Please view the course guide for more information.

**Exchange Programme for Students in Anthropology (Tokyo)**

**Programme Code:** UOEXAN3

**Department:** Anthropology

For students starting this programme of study in 2022/23

A full year exchange programme for visiting Year Abroad exchange students in the Department of Anthropology.

Students from the University of Tokyo spend three terms at LSE and choose courses to the value of 4.0 units from the list below.

Your course choice will be made with the approval of your LSE Department of Anthropology Academic Mentor. At least 50% of your full study load should be in Anthropology courses.

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

**Please note that places are limited on some optional courses.**

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

Paper	Course number, title (unit value)
Papers 1 & 2	Courses to the value of 2.0 unit(s) from the following: <b>Anthropology List</b>
Papers 3 & 4	Courses to the value of 2.0 unit(s) from the following: <b>Undergraduate Outside Options List (Years 2 &amp; 3)</b>

**Anthropology List**

AN1E0	Being Human: Contemporary Themes in Social Anthropology (Anthropology Exchanges) (0.5)
AN200	The Anthropology of Kinship, Sex and Gender (1.0)
AN205	The Anthropology of Melanesia (0.5)
AN221	The Anthropology of Christianity (0.5) # (not available 2022/23)
AN223	The Anthropology of Southeast Asia (0.5) (not available 2022/23)
AN226	Political and Legal Anthropology (1.0)
AN237	The Anthropology of Development (0.5)
AN240	Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) (not available 2022/23)
AN243	Children and Youth in Contemporary Ethnography (0.5) #
AN245	Borders and Boundaries: Ethnographic Approaches (0.5) (not available 2022/23)
AN247	Anthropological Approaches to Questions of Being (0.5) (not available 2022/23)
AN250	The Anthropology of South Asia (0.5) # (not available 2022/23)
AN256	Economic Anthropology (1): Production and Exchange (0.5)
AN269	The Anthropology of Amazonia (0.5) # (not available 2022/23)
AN275	The Anthropology of Revolution (0.5) # (not available 2022/23)
AN276	Anthropology and the Anthropocene (0.5)
AN277	Topics in the Anthropology of sub-Saharan Africa (0.5) # (not available 2022/23)
AN280	Public Anthropology (0.5) # (not available 2022/23)
AN281	Health and Welfare: Anthropological Perspectives (0.5) (not available 2022/23)
AN282	Bangladesh and Beyond: Anthropological Perspectives (0.5) # (not available 2022/23)
AN283	Anthropology, Art, and Poetics (0.5) # (not available 2022/23)
AN284	Anthropological Approaches to Race, Racism, and Decolonisation (0.5)
AN298	Fieldwork in London: Learning Ethnographic Methods (0.5)

AN2E0	The Anthropology of Kinship, Sex and Gender (Anthropology Exchanges) (0.5)
AN2E6	Political and Legal Anthropology (Anthropology Exchanges) (0.5)
AN301	The Anthropology of Religion (1.0) #
AN303	Advanced Theory of Social Anthropology (0.5) #
AN357	Economic Anthropology (2): Transformation and Globalisation (0.5)
AN3E1	The Anthropology of Religion (Anthropology Exchanges) (0.5)

**Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

# means there may be prerequisites for this course.

Please view the course guide for more information.

## Exchange Programme for Students from University of California, Berkeley

**Programme Code:** UOEXBE

**Department:** Undefined Department

For students starting this programme of study in 2022/23

**Please note that places are limited on some optional courses.**

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

### Paper

#### Course number, title (unit value)

The courses below are available to Berkeley students

#### Course List

##### Accounting

AC102	Elements of Financial Accounting (0.5)
AC103	Elements of Management Accounting, Financial Management and Financial Institutions (0.5)
AC200	Accounting Theory and Practice (1.0) #*
AC311	Results Accountability and Management Control for Strategy Implementation (0.5) #*
AC312	Performance Measurement, Strategy, and Uncertainty (0.5) #*
AC331	Contemporary Issues in Financial Accounting (0.5) #*
AC332	Financial Statement Analysis and Valuation (0.5) #*
AC341	Corporate Governance, Risk Management and Financial Audit (0.5)
AC342	Accounting, Corporate Responsibility and Sustainability (0.5)

##### Anthropology

AN100	Being Human: Contemporary Themes in Social Anthropology (1.0)
AN101	A History of Anthropological Theory (1.0)
AN102	Ethnography through Mixed Media (1.0)
AN200	The Anthropology of Kinship, Sex and Gender (1.0)
AN205	The Anthropology of Melanesia (0.5)
AN221	The Anthropology of Christianity (0.5) # (not available 2022/23)
AN223	The Anthropology of Southeast Asia (0.5) (not available 2022/23)
AN226	Political and Legal Anthropology (1.0)
AN237	The Anthropology of Development (0.5)
AN240	Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) (not available 2022/23)
AN243	Children and Youth in Contemporary Ethnography (0.5) #
AN245	Borders and Boundaries: Ethnographic Approaches (0.5) (not available 2022/23)
AN247	Anthropological Approaches to Questions

	of Being (0.5) (not available 2022/23)
AN250	The Anthropology of South Asia (0.5) # (not available 2022/23)
AN256	Economic Anthropology (1): Production and Exchange (0.5)
AN269	The Anthropology of Amazonia (0.5) # (not available 2022/23)
AN275	The Anthropology of Revolution (0.5) # (not available 2022/23)
AN276	Anthropology and the Anthropocene (0.5) *
AN277	Topics in the Anthropology of sub-Saharan Africa (0.5) #* (not available 2022/23)
AN280	Public Anthropology (0.5) #* (not available 2022/23)
AN281	Health and Welfare: Anthropological Perspectives (0.5) (not available 2022/23)
AN301	The Anthropology of Religion (1.0) #*
AN303	Advanced Theory of Social Anthropology (0.5) #*
AN357	Economic Anthropology (2): Transformation and Globalisation (0.5)

### Data Science

DS101L	Fundamentals of Data Science (0.5) 1
DS101M	Fundamentals of Data Science (0.5) 2
DS105L	Data for Data Science (0.5) 3
DS105M	Data for Data Science (0.5) 4
DS202	Data Science for Social Scientists (0.5) #

### Economics

EC1A3	Microeconomics I (0.5) #5*
EC1A5	Microeconomics I (0.5) 6
EC1B3	Macroeconomics I (0.5) #7*
EC1B5	Macroeconomics I (0.5) #8
EC2A3	Microeconomics II (0.5) #*
EC2A5	Microeconomics II (0.5) #
EC2B3	Macroeconomics II (0.5) #*
EC2B5	Macroeconomics II (0.5) #
EC2C3	Econometrics I (0.5) #*
EC2C4	Econometrics II (0.5) #9*
EC301	Advanced Economic Analysis (1.0) #
EC302	Political Economy (1.0) #
EC307	Development Economics (1.0) #
EC309	Econometric Theory (1.0) #*
EC311	History of Economics: How Theories Change (1.0) *
EC313	Industrial Economics (1.0) #*
EC315	International Economics (1.0) #
EC317	Labour Economics (1.0) #
EC319	Games and Economic Behaviour (1.0) #
EC321	Monetary Economics and Aggregate Fluctuations (1.0) #*
EC325	Public Economics (1.0) #

### Economic History

EH101	The Internationalisation of Economic Growth, 1870 to the present day (1.0)
EH102	Pre-industrial Economic History (1.0)
EH204	Money and Finance: From the Middle Ages to Modernity (1.0)
EH207	China since 1800: Culture, institutions and economic growth (1.0) #
EH209	The Family Economy in History: 1260 to the present day (1.0) #
EH211	Africa and the World Economy, 1500-2000 (1.0) (not available 2022/23)
EH225	Latin America and the International Economy (1.0) (not available 2022/23)
EH238	The Origins of Growth (1.0)
EH240	Business and Economic Performance since 1945: Britain in International Context (1.0)
EH312	Knowledge, Technology and Economy from the Middle Ages to Modernity (1.0) *
EH313	Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) * (not available

	2022/23)		
EH316	Atlantic World Slavery (1.0)		
<b>European Institute</b>			
EU3A1	The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union (0.5) * (not available 2022/23)		
<b>Finance</b>			
FM101	Finance (0.5)		
FM212	Principles of Finance (1.0) #*		
FM300	Corporate Finance, Investments and Financial Markets (1.0) #		
FM321	Risk Management and Modelling (0.5) #*		
FM322	Derivatives (0.5) #*		
<b>Government</b>			
GV100	Introduction to Political Theory (1.0)		
GV101	Introduction to Political Science (1.0)		
GV225	Public Choice and Politics (1.0) #		
GV245	Democracy and Democratisation (1.0) # (not available 2022/23)		
GV248	Power and Politics in the Modern World: Comparative Perspectives (1.0) #*		
GV249	Research Design in Political Science (1.0) * (not available 2022/23)		
GV251	Government, Politics and Public Policy in the European Union (1.0) #		
GV262	Contemporary Political Theory (1.0) #		
GV263	Public Policy Analysis (1.0) #		
GV264	Politics and Institutions in Europe (1.0) #		
GV307	Conflict and Cooperation: A Few Provocative Debates (0.5)		
GV324	Applied Quantitative Methods for Political Science (0.5) #		
GV325	Topics in Political Economy (0.5) #*		
GV326	Conflict, War and Revolution - Approaches to Political Theory (1.0) #*		
GV328	Middle East Politics in Transnational Perspective (0.5) *		
GV329	Making Democracy Work (0.5) #*		
GV330	Data Science Applications to Politics Research (0.5) #*		
GV332	Big Data in Politics: A Few Provocative Debates (0.5) *		
GV335	African Political Economy (0.5) * (not available 2022/23)		
<b>Geography &amp; Environment</b>			
GY100	Introduction to Geography (1.0)		
GY103	Contemporary Europe (1.0)		
GY120	Environmental Change: Past, Present and Future (1.0)		
GY121	Sustainable Development (1.0)		
GY140	Introduction to Geographical Research (1.0)		
GY144	Human Geography and the City (1.0)		
GY202	Introduction to Global Development (1.0)		
GY205	Political Geographies (1.0)		
GY206	Urban Geography and Globalisation (0.5)		
GY207	Economy, Society and Place (0.5)		
GY209	The Economic Geography of Trade, Production and Development (0.5) #		
GY210	The Economics of Cities (0.5) #		
GY220	Environment: Science and Society (1.0)		
GY222	Applied Environmental Economics (1.0)		
GY307	Regional Economic Development (0.5) *		
GY308	The Economic Geography of Growth and Development (0.5) *		
GY309	The Political Geography of Development (0.5)		
GY310	Urban Politics (0.5)		
GY311	The Political Economy of Urbanisation (0.5) *		
GY313	Firms and Economic Geography: Location, Technology and Innovation (0.5) #*		
GY314	The Economics of Housing Markets and Migration (0.5) #*		
GY315	Geographies of Race (0.5)		
GY316	Gender, Space and Power (0.5)		
GY326	Sustainable Business and Finance (0.5)		
GY327	Global Environmental Governance (0.5)		
GY328	Political Ecology of Development (0.5)		
GY329	Applied Economics of Environment and Development (0.5) #		
GY331	Geographies of Global Migration (0.5) *		
<b>International History</b>			
HY113	From Empire to Independence: The Extra-European World in the Twentieth Century (1.0)		
HY116	International Politics since 1914: Peace and War (1.0)		
HY118	Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0) *		
HY200	The Rights of Man: the History of Human Rights Discourse from the Antigone to Amnesty International (1.0) *		
HY206	The International History of the Cold War, 1945-1989 (1.0)		
HY221	The History of Russia, 1676-1825 (1.0) (not available 2022/23)		
HY226	The Great War 1914-1918 (1.0) (not available 2022/23)		
HY232	War, Genocide and Nation Building. The History of South-Eastern Europe 1914-1990 (1.0)		
HY235	Modernity and the State in East Asia: China, Japan and Korea since 1840 (1.0)		
HY238	The Cold War and European Integration, 1947-1992 (1.0) (not available 2022/23)		
HY239	People, Power and Protest in Latin America, c.1895 to the present day (1.0) (not available 2022/23)		
HY240	From Empire to Commonwealth: war, race and imperialism in British History, 1780 to the present day (1.0) (not available 2022/23)		
HY241	What is History? Methods and Debates (1.0) *		
HY242	The Soviet Union: Domestic, International and Intellectual History (1.0)		
HY243	Islamic Empires, 1400 - 1800 (1.0)		
HY245	The United States and the World since 1776 (1.0)		
HY246	The Global Caribbean: Colonialism, Race and Revolutions 1780s-1980s (1.0)		
HY247	The History of Modern Turkey, 1789 to the Present (1.0)		
HY311	Limited War During the Cold War Era: The US in Korea (1950-53) and Vietnam (1954-75) (1.0) *		
HY315	The European Enlightenment, c.1680-1799 (1.0)		
HY319	Napoleon and Europe (1.0) * (not available 2022/23)		
HY320	The Cold War Endgame (1.0)		
HY322	Nazi Germany's War: Violence and Occupation in Europe, 1939-1945 (1.0)		
HY323	Travel, Pleasure and Politics: The European Grand Tour, 1670-1825 (1.0)		
HY327	The Anglo-American Special Relationship, 1939-89 (1.0) *		
HY328	The Arab-Israeli Conflict: Nationalism, Territory, Religion (1.0) *		
HY329	Independent India: Myths of Freedom and Development (1.0)		
HY330	From Tea to Opium: China and the Global Market in the Long Eighteenth Century (1.0)		
HY331	Henry Kissinger and the Global 1970s (1.0) (not available 2022/23)		





LN253	European Literature and Philosophy (1.0) #
LN254	Literature and Aspects of Ethics (1.0) #
LN270	Society and Language: Linguistics for Social Scientists (1.0)
LN320	Spanish Language and Society 5 (mastery) (1.0) #*
LN330	French Language and Society 5 (mastery) (1.0) #*
LN340	Mandarin Language and Society 5 (Mastery) (1.0) #*
LN342	Academic Chinese for International Relations (1.0) #*

**Mathematics**

MA100	Mathematical Methods (1.0) #
MA102	Mathematical Proof and Analysis (0.5) #*
MA103	Introduction to Abstract Mathematics (1.0) #*
MA107	Quantitative Methods (Mathematics) (0.5) #
MA203	Real Analysis (0.5) #*
MA207	Further Quantitative Methods (Mathematics) (0.5) #*
MA208	Optimisation Theory (0.5) #*
MA209	Differential Equations (0.5) #*
MA210	Discrete Mathematics (0.5) #*
MA211	Algebra and Number Theory (0.5) #*
MA212	Further Mathematical Methods (1.0) #*
MA213	Operations Research Techniques (0.5) #*
MA214	Algorithms and Data Structures (0.5) #*
MA222	Further Mathematical Methods (Linear Algebra) (0.5) #*
MA301	Mathematical Game Theory (0.5) #*
MA303	Chaos in Dynamical Systems (0.5) #* (not available 2022/23)
MA315	Algebra and its Applications (0.5) #* (not available 2022/23)
MA316	Graph Theory (0.5) #*
MA317	Complex Analysis (0.5) #*
MA318	History of Mathematics in Finance and Economics (0.5) #*
MA319	Partial Differential Equations (0.5) #*
MA320	Mathematics of Networks (0.5) #*
MA321	Measure Theoretic Probability (0.5) #*
MA322	Mathematics of Finance and Valuation (0.5) #*
MA323	Computational Methods in Financial Mathematics (0.5) #*
MA324	Mathematical Modelling and Simulation (0.5) #*
MA330	Game Theory for Collective Decisions (0.5) #*
MA333	Optimisation for Machine Learning (0.5) #*

**Management**

MG104	Operations Management (0.5)
MG105	Organisational Behaviour and Leadership (0.5)
MG205	Econometrics: Theory and Applications (1.0) #
MG206	Firms, Management and Competitive Advantage (0.5) #
MG207	Managerial Economics (1.0) #*
MG209	E-business (0.5)
MG210	Corporate Social Responsibility and International Labour Standards (0.5) #
MG212	Marketing (0.5)
MG213	Information Systems (0.5)
MG214	Human Resource Management (0.5) #*
MG228	Managing the Stone-Age Brain (0.5)
MG301	Strategy (1.0) #*
MG302	Topics in Management Research (0.5) #
MG303	International Business Strategy and Emerging Markets (0.5) #*

MG305	Innovation and Technology Management (0.5)
MG307	International Context of Management (0.5) #
MG308	Simulation Modelling and Analysis (0.5) # (not available 2022/23)
MG310	Strategic Decision Making (0.5) # (not available 2022/23)
MG311	Foundations of Behavioural Decision Science (0.5) #
MG312	Extreme Organisational Behaviour: Examining behaviour in non-normative organisational contexts (0.5) # (not available 2022/23)
MG315	Marketing Action Learning Project (0.5) # (not available 2022/23)
MG316	Brand Strategy (0.5) *

**Methodology**

MY360	Quantitative Text Analysis (0.5) #
MY361	Social Network Analysis (0.5) #

**Philosophy, Logic & Scientific Method**

PH103	The Big Questions: An Introduction to Philosophy (1.0) #
PH105	Historical and Global Perspectives on Philosophy (0.5)
PH111	Introduction to Logic (0.5)
PH112	Intermediate Logic and Probability (0.5) #
PH201	Philosophy of Science (1.0)
PH203	Philosophy of the Social Sciences (1.0) #*
PH214	Philosophy, Morals and Politics (1.0) #
PH217	Set Theory and Further Logic (1.0) #*
PH222	Philosophy and Public Policy (1.0)
PH223	Mind and Metaphysics (0.5) #
PH224	Epistemology (0.5) #
PH225	Business and Organisational Ethics (0.5)
PH227	Genes, Brains and Society (0.5)
PH230	Einstein for Everyone: From time travel to the edge of the universe (0.5) #*
PH232	Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes (0.5) #*
PH238	Philosophy of Language (0.5) #
PH311	Philosophy of Economics (1.0) #
PH333	Philosophy of Gender and Race (0.5)

**Psychological and Behavioural Science**

PB100	Foundations of Behavioural Science (1.0) #*
PB101	Foundations of Psychological Science (1.0) #*
PB102	Social Psychology (1.0) (not available 2022/23)
PB301	Cognition and Culture (0.5) #* (not available 2022/23)
PB302	Creativity and Innovation (0.5) #* (not available 2022/23)

**Social Policy**

SP110	Sociology and Social Policy (1.0) #*
SP111	Social Economics and Policy (1.0) #*
SP112	Politics of Social Policy Making (1.0) *
SP210	Development and Social Change (1.0) *
SP230	Education Policy (1.0) *
SP231	Poverty, Inequality, and Social Policy (1.0) * (not available 2022/23)
SP232	Health and Social Care Policy (1.0) *
SP271	Psychology of Crime and Criminal Justice (1.0) * (not available 2022/23)
SP331	Sexuality, Everyday Lives and Social Policy in Developing Countries (0.5) *
SP332	Social Security Policies (0.5) *
SP333	NGOs, Social Policy and Development (0.5) *
SP335	Migration: Current Research, Critical Approaches (0.5) *

- SP336 Behavioural Public Policy (0.5) \*  
 SP372 Punishment and Penal Policy (0.5) \*  
 SP374 Riots, Disorder and Urban Violence (0.5) #\*

**Sociology**

- SO100 Key Concepts: Introduction to Social Theory (1.0)  
 SO110 Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)  
 SO203 Political Sociology (1.0) \*  
 SO210 Crime, Deviance and Control (1.0) \* (not available 2022/23)  
 SO232 Sociology of Health and Illness (0.5) #\*  
 SO234 Digital Technology, Speed and Culture (0.5) #\* (not available 2022/23)  
 SO235 The Sociology of Homicide (0.5) \*  
 SO236 Urban Society (0.5) \* (not available 2022/23)  
 SO237 Racial Borderlands (0.5) \*  
 SO240 Crime, Deviance and Control (0.5) \*  
 SO244 The Sociology of Race and Empire (0.5) \*  
 SO248 Gender and Society (0.5) \*  
 SO309 Atrocity and Justice (0.5) # (not available 2022/23)  
 SO310 The Sociology of Elites (0.5) #\*  
 SO311 Law and Violence (0.5) \*  
 SO312 Work, Inequality and Society (0.5) #\*  
 SO313 Material Culture and Everyday Life (0.5) \*  
 SO348 Family Diversity and Change (0.5) \*

**Statistics**

- ST101 Programming for Data Science (0.5) #\*  
 ST102 Elementary Statistical Theory (1.0) #  
 ST107 Quantitative Methods (Statistics) (0.5) #  
 ST109 Elementary Statistical Theory I (0.5) #  
 ST110 Elementary Statistical Theory II (0.5) #  
 ST115 Managing and Visualising Data (0.5) #\*  
 ST201 Statistical Models and Data Analysis (0.5) #  
 ST202 Probability, Distribution Theory and Inference (1.0) #  
 ST205 Sample Surveys and Experiments (0.5) #  
 ST206 Probability and Distribution Theory (0.5) #  
 ST207 Databases (0.5) #\*  
 ST213 Introduction to Pricing, Hedging and Optimization (0.5) #\*  
 ST227 Survival Models (0.5) #  
 ST300 Regression and Generalised Linear Models (0.5) #  
 ST301 Actuarial Mathematics (Life) (0.5) #  
 ST302 Stochastic Processes (0.5) #  
 ST304 Time Series and Forecasting (0.5) #  
 ST306 Actuarial Mathematics (General) (0.5) #  
 ST307 Aspects of Market Research (0.5) #  
 ST308 Bayesian Inference (0.5) #  
 ST309 Elementary Data Analytics (0.5) #\*  
 ST310 Machine Learning (0.5) #\*  
 ST311 Artificial Intelligence (0.5) #\*  
 ST326 Financial Statistics (0.5) #\*  
 ST327 Market Research: An Integrated Approach (1.0) #\*  
 ST330 Stochastic and Actuarial Methods in Finance (1.0) #

**Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

- 1: DS101L can not be taken with DS101M
- 2: DS101M can not be taken with DS101L
- 3: DS105L can not be taken with DS105M
- 4: DS105M can not be taken with DS105L
- 5: EC1A3 can not be taken with EC1A5
- 6: EC1A5 can not be taken with EC1A3
- 7: EC1B3 can not be taken with EC1B5
- 8: EC1B5 can not be taken with EC1B3
- 9: Before taking EC2C4 you must take EC2C3

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

**Undergraduate Outside Options List (Year 1)**

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

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

The courses available as outside options where regulations permit are:

**Outside Options for students in Year 1:**

- AC102 Elements of Financial Accounting (0.5)  
 AC103 Elements of Management Accounting, Financial Management and Financial Institutions (0.5)  
 AN100 Being Human: Contemporary Themes in Social Anthropology (1.0)  
 AN101 A History of Anthropological Theory (1.0)  
 AN102 Ethnography through Mixed Media (1.0)  
 DS101L Fundamentals of Data Science (0.5) ~1  
 DS101M Fundamentals of Data Science (0.5) ~2 (not available 2022/23)  
 DS105L Data for Data Science (0.5) ~3  
 DS105M Data for Data Science (0.5) ~4  
 DS202 Data Science for Social Scientists (0.5) #  
 EC1A3 Microeconomics I (0.5) # ~5 \*  
 EC1A5 Microeconomics I (0.5) ~6  
 EC1B3 Macroeconomics I (0.5) # ~7 \*  
 EC1B5 Macroeconomics I (0.5) # ~8  
 EH101 The Internationalisation of Economic Growth, 1870 to the present day (1.0)  
 EH102 Pre-industrial Economic History (1.0) \*  
 FM101 Finance (0.5)  
 GV100 Introduction to Political Theory (1.0)  
 GV101 Introduction to Political Science (1.0)  
 GY100 Introduction to Geography (1.0)  
 GY103 Contemporary Europe (1.0)  
 GY120 Environmental Change: Past, Present and Future (1.0)  
 GY121 Sustainable Development (1.0)  
 GY140 Introduction to Geographical Research (1.0)  
 HY113 From Empire to Independence: The Extra-European World in the Twentieth Century (1.0)  
 HY116 International Politics since 1914: Peace and War (1.0)  
 HY118 Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800 (1.0) ~A  
 LL104 Law of Obligations (1.0)  
 LL105 Property I (0.5)  
 LL106 Public Law (1.0)  
 LL108 Criminal Law (1.0)  
 LL109 Introduction to the Legal System (0.5) ~B  
 LN100 Russian Language and Society 3 (advanced) (1.0) #  
 LN101 Russian Language and Society 1 (beginner) (1.0) #  
 LN102 Russian Language and Society 2 (intermediate) (1.0) #  
 LN104 Mandarin Language and Society Level 1 (Beginner) (1.0) #  
 LN110 German Language and Society 3 (advanced) (1.0) #  
 LN112 German Language and Society 2 (Intermediate) (1.0) #  
 LN120 Spanish Language and Society 3 (advanced) (1.0) #  
 LN121 Spanish Language and Society 1 (beginner) (1.0) #  
 LN122 Spanish Language and Society 2 (intermediate) (1.0) #  
 LN130 French Language and Society 3 (advanced) (1.0) #  
 LN131 French Language and Society 1 (beginner) (1.0) #  
 LN132 French Language and Society 2 (intermediate) (1.0) #  
 LN140 Mandarin Language and Society 3 (Advanced) (1.0) #

LN142	Mandarin Language and Society 2 (Intermediate) (1.0) #
LN200	Russian Language and Society 4 (proficiency) (1.0) #
LN210	German Language and Society 4 (proficiency) (1.0) #
LN220	Spanish Language and Society 4 (proficiency) (1.0) #
LN230	French Language and Society 4 (proficiency) (1.0) #
LN240	Mandarin Language and Society 4 (Proficiency) (1.0) #
LN250	English Literature and Society (1.0) #
LN251	Comparative Literature and 20th Century Political History (1.0) #
LN252	Contemporary Literature and Global Society (1.0) #
LN253	European Literature and Philosophy (1.0) #
LN254	Literature and Aspects of Ethics (1.0) #
LN270	Society and Language: Linguistics for Social Scientists (1.0)
LN320	Spanish Language and Society 5 (mastery) (1.0) #
LN330	French Language and Society 5 (mastery) (1.0) #
LN340	Mandarin Language and Society 5 (Mastery) (1.0) #
LN342	Academic Chinese for International Relations (1.0) # *
MA100	Mathematical Methods (1.0) #
MA102	Mathematical Proof and Analysis (0.5) #
MA103	Introduction to Abstract Mathematics (1.0) #
MA107	Quantitative Methods (Mathematics) (0.5) # *
MG104	Operations Management (0.5) ~C
MG105	Organisational Behaviour and Leadership (0.5) ~D
PB100	Foundations of Behavioural Science (1.0) # *
PB101	Foundations of Psychological Science (1.0) # * ~E
PB102	Social Psychology (1.0) (not available 2022/23)
PH103	The Big Questions: An Introduction to Philosophy (1.0) #
PH105	Historical and Global Perspectives on Philosophy (0.5)
PH111	Introduction to Logic (0.5) ~9
PH112	Intermediate Logic and Probability (0.5) # ~10
SO100	Key Concepts: Introduction to Social Theory (1.0) ~F
SO110	Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0) ~G
SP110	Sociology and Social Policy (1.0) #
SP111	Social Economics and Policy (1.0) #
SP112	Politics of Social Policy Making (1.0)
ST101	Programming for Data Science (0.5) # *
ST102	Elementary Statistical Theory (1.0) # ~11
ST107	Quantitative Methods (Statistics) (0.5) # ~12
ST109	Elementary Statistical Theory I (0.5) # ~14
ST110	Elementary Statistical Theory II (0.5) # ~15
ST115	Managing and Visualising Data (0.5) # *

## Undergraduate Outside Options List (Years 2 & 3)

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

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

An outside paper may be selected from the Undergraduate Course Guides, subject to the approval of the candidate's tutor and to the successful completion of prerequisites where necessary, with the following exceptions:

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

The courses available as outside options where regulations permit are:

### Outside Options for students in Year 2 and Year 3:

AC102	Elements of Financial Accounting (0.5)
AC103	Elements of Management Accounting, Financial Management and Financial Institutions (0.5)
AC200	Accounting Theory and Practice (1.0) # *
AC311	Results Accountability and Management Control for Strategy Implementation (0.5) # * ~A
AC312	Performance Measurement, Strategy, and Uncertainty (0.5) # * ~B
AC331	Contemporary Issues in Financial Accounting (0.5) # * ~C
AC332	Financial Statement Analysis and Valuation (0.5) # * ~D
AC341	Corporate Governance, Risk Management and Financial Audit (0.5) ~E
AC342	Accounting, Corporate Responsibility and Sustainability (0.5) ~F
AN100	Being Human: Contemporary Themes in Social Anthropology (1.0)
AN101	A History of Anthropological Theory (1.0)
AN102	Ethnography through Mixed Media (1.0)
AN200	The Anthropology of Kinship, Sex and Gender (1.0)
AN205	The Anthropology of Melanesia (0.5)
AN221	The Anthropology of Christianity (0.5) # (not available 2022/23)
AN223	The Anthropology of Southeast Asia (0.5) (not available 2022/23)
AN226	Political and Legal Anthropology (1.0)
AN237	The Anthropology of Development (0.5)
AN240	Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) (not available 2022/23)
AN243	Children and Youth in Contemporary Ethnography (0.5) #
AN245	Borders and Boundaries: Ethnographic Approaches (0.5) (not available 2022/23)
AN247	Anthropological Approaches to Questions of Being (0.5) (not available 2022/23)
AN250	The Anthropology of South Asia (0.5) # (not available 2022/23)
AN256	Economic Anthropology (1): Production and Exchange (0.5)
AN269	The Anthropology of Amazonia (0.5) # (not available 2022/23)
AN275	The Anthropology of Revolution (0.5) # (not available 2022/23)
AN276	Anthropology and the Anthropocene (0.5) *
AN277	Topics in the Anthropology of sub-Saharan Africa (0.5) # * (not available 2022/23)
AN280	Public Anthropology (0.5) # * (not available 2022/23)
AN281	Health and Welfare: Anthropological Perspectives (0.5)

	(not available 2022/23)	FM212	Principles of Finance (1.0) #
AN284	Anthropological Approaches to Race, Racism, and Decolonisation (0.5)	FM300	Corporate Finance, Investments and Financial Markets (1.0) #
AN357	Economic Anthropology (2): Transformation and Globalisation (0.5)	FM321	Risk Management and Modelling (0.5) # *
DS101L	Fundamentals of Data Science (0.5) ~1	FM322	Derivatives (0.5) # *
DS101M	Fundamentals of Data Science (0.5) ~2 (not available 2022/23)	GV100	Introduction to Political Theory (1.0)
DS105L	Data for Data Science (0.5) ~3	GV101	Introduction to Political Science (1.0)
DS105M	Data for Data Science (0.5) ~4	GV225	Public Choice and Politics (1.0) #
DS202	Data Science for Social Scientists (0.5) # ~5	GV245	Democracy and Democratisation (1.0) # (not available 2022/23)
EC1A3	Microeconomics I (0.5) # ~6 *	GV248	Power and Politics in the Modern World: Comparative Perspectives (1.0) # *
EC1A5	Microeconomics I (0.5) ~7	GV249	Research Design in Political Science (1.0) * (not available 2022/23)
EC1B3	Macroeconomics I (0.5) # ~8 *	GV251	Government, Politics and Public Policy in the European Union (1.0) #
EC1B5	Macroeconomics I (0.5) # ~9	GV262	Contemporary Political Theory (1.0) #
EC2A3	Microeconomics II (0.5) # ~10 ~11	GV263	Public Policy Analysis (1.0) # *
EC2A5	Microeconomics II (0.5) # ~12 ~13	GV264	Politics and Institutions in Europe (1.0) #
EC2B3	Macroeconomics II (0.5) # ~14	GV267	Global Political Thought (1.0) #
EC2B5	Macroeconomics II (0.5) # ~15	GV307	Conflict and Cooperation: A Few Provocative Debates (0.5)
EC2C3	Econometrics I (0.5) #	GV312	Advanced Topics in Government: Executive Politics (1.0) # * (not available 2022/23)
EC2C4	Econometrics II (0.5) # ~16	GV313	Politics of Trade in Comparative Perspective (0.5) # *
EC301	Advanced Economic Analysis (1.0) #	GV316	Advanced Issues in Applied Political Theory (0.5) # *
EC302	Political Economy (1.0) #	GV318	Building Democracies from Conflict? Violence, Power-Sharing and Institutional Design (0.5) # *
EC307	Development Economics (1.0) #	GV321	Concepts and Controversies in Political Theory (0.5) # *
EC309	Econometric Theory (1.0) # *	GV324	Applied Quantitative Methods for Political Science (0.5) #
EC310	Behavioural Economics (1.0) #	GV325	Topics in Political Economy (0.5) # *
EC311	History of Economics: How Theories Change (1.0) *	GV326	Conflict, War and Revolution - Approaches to Political Theory (1.0) # *
EC313	Industrial Economics (1.0) #	GV329	Making Democracy Work (0.5) # *
EC315	International Economics (1.0) #	GV330	Data Science Applications to Politics Research (0.5) # *
EC317	Labour Economics (1.0) #	GV332	Big Data in Politics: A Few Provocative Debates (0.5) # * ~J
EC319	Games and Economic Behaviour (1.0) #	GV335	African Political Economy (0.5) ~K (not available 2022/23)
EC321	Monetary Economics and Aggregate Fluctuations (1.0) # *	GY100	Introduction to Geography (1.0)
EC325	Public Economics (1.0) #	GY103	Contemporary Europe (1.0)
EC333	Problems of Applied Econometrics (1.0) # *	GY120	Environmental Change: Past, Present and Future (1.0)
EH101	The Internationalisation of Economic Growth, 1870 to the present day (1.0)	GY121	Sustainable Development (1.0)
EH102	Pre-industrial Economic History (1.0) *	GY140	Introduction to Geographical Research (1.0)
EH204	Money and Finance: From the Middle Ages to Modernity (1.0)	GY202	Introduction to Global Development (1.0)
EH207	China since 1800: Culture, institutions and economic growth (1.0) #	GY205	Political Geographies (1.0)
EH209	The Family Economy in History: 1260 to the present day (1.0) #	GY206	Urban Geography and Globalisation (0.5)
EH211	Africa and the World Economy, 1500-2000 (1.0) (not available 2022/23)	GY207	Economy, Society and Place (0.5)
EH214	Money and Finance: From the Middle Ages to the Eighteenth Century (0.5)	GY209	The Economic Geography of Trade, Production and Development (0.5) #
EH215	Money and Finance: From the Eighteenth Century to Modernity (0.5)	GY210	The Economics of Cities (0.5) #
EH217	Chinese Economic History since 1800: A Chronology (0.5) #	GY220	Environment: Science and Society (1.0)
EH218	Chinese Economic History since 1800: Economic Growth in a Historical Perspective (0.5) #	GY222	Applied Environmental Economics (1.0)
EH221	Boom and Bust: Macroeconomic History of the Modern World (1.0)	GY307	Regional Economic Development (0.5) *
EH222	Economic History of the Middle East and North Africa (1.0)	GY308	The Economic Geography of Growth and Development (0.5) *
EH225	Latin America and the International Economy (1.0) (not available 2022/23)	GY309	The Political Geography of Development (0.5)
EH238	The Origins of Growth (1.0)	GY310	Urban Politics (0.5)
EH240	Business and Economic Performance since 1945: Britain in International Context (1.0)	GY311	The Political Economy of Urbanisation (0.5) *
EH312	Knowledge, Technology and Economy from the Middle Ages to Modernity (1.0) * ~G	GY313	Firms and Economic Geography: Location, Technology and Innovation (0.5) # *
EH313	Economic History Lab: Cities, Economy and Society, 1550-1750 (1.0) * (not available 2022/23)	GY314	The Economics of Housing Markets and Migration (0.5) # *
EH316	Atlantic World Slavery (1.0) * ~H	GY315	Geographies of Race (0.5)
EU3A1	The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union (0.5) * ~I (not available 2022/23)	GY316	Gender, Space and Power (0.5)
FM101	Finance (0.5)	GY326	Sustainable Business and Finance (0.5) *
		GY327	Global Environmental Governance (0.5)
		GY328	Political Ecology of Development (0.5)
		GY329	Applied Economics of Environment and Development (0.5) #
		GY331	Geographies of Global Migration (0.5) *
		HY113	From Empire to Independence: The Extra-European World in the Twentieth Century (1.0)



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HY116	International Politics since 1914: Peace and War (1.0)	LL233	Law of Evidence (1.0) *
HY200	The Rights of Man: the History of Human Rights Discourse from the Antigone to Amnesty International (1.0) *	LL241	European Legal History (1.0)
HY206	The International History of the Cold War, 1945-1989 (1.0)	LL250	Law and The Environment (1.0)
HY221	The History of Russia, 1676-1825 (1.0) (not available 2022/23)	LL251	Intellectual Property Law (1.0)
HY226	The Great War 1914-1918 (1.0) (not available 2022/23)	LL257	Employment Law (1.0) *
HY232	War, Genocide and Nation Building. The History of South-Eastern Europe 1914-1990 (1.0)	LL259	Legal and Social Change since 1750 (1.0) (not available 2022/23)
HY235	Modernity and the State in East Asia: China, Japan and Korea since 1840 (1.0)	LL272	Outlines of Modern Criminology (0.5) *
HY238	The Cold War and European Integration, 1947-1992 (1.0) (not available 2022/23)	LL275	Property II (1.0) *
HY239	People, Power and Protest in Latin America, c.1895 to the present day (1.0) (not available 2022/23)	LL278	Public International Law (1.0)
HY240	From Empire to Commonwealth: war, race and imperialism in British History, 1780 to the present day (1.0) (not available 2022/23)	LL284	Topics in Sentencing and Criminal Justice (0.5) *
HY241	What is History? Methods and Debates (1.0)	LL293	Tax and Tax Avoidance (1.0)
HY242	The Soviet Union: Domestic, International and Intellectual History (1.0)	LL295	Media Law (1.0)
HY243	Islamic Empires, 1400 - 1800 (1.0)	LL300	Competition Law (1.0)
HY245	The United States and the World since 1776 (1.0) *	LL301	Global Commodities Law (1.0) *
HY246	The Global Caribbean: Colonialism, Race and Revolutions 1780s-1980s (1.0) *	LL305	Jurisprudence (1.0) *
HY247	The History of Modern Turkey, 1789 to the Present (1.0) *	LL342	International Protection of Human Rights (1.0) # * ~L
HY311	Limited War During the Cold War Era: The US in Korea (1950-53) and Vietnam (1954-75) (1.0) *	LN100	Russian Language and Society 3 (advanced) (1.0) #
HY315	The European Enlightenment, c.1680-1799 (1.0)	LN101	Russian Language and Society 1 (beginner) (1.0) #
HY319	Napoleon and Europe (1.0) * (not available 2022/23)	LN102	Russian Language and Society 2 (intermediate) (1.0) #
HY320	The Cold War Endgame (1.0)	LN104	Mandarin Language and Society Level 1 (Beginner) (1.0) #
HY322	Nazi Germany's War: Violence and Occupation in Europe, 1939-1945 (1.0)	LN110	German Language and Society 3 (advanced) (1.0) #
HY323	Travel, Pleasure and Politics: The European Grand Tour, 1670-1825 (1.0)	LN112	German Language and Society 2 (Intermediate) (1.0) #
HY327	The Anglo-American Special Relationship, 1939-89 (1.0) *	LN120	Spanish Language and Society 3 (advanced) (1.0) #
HY329	Independent India: Myths of Freedom and Development (1.0)	LN121	Spanish Language and Society 1 (beginner) (1.0) #
HY330	From Tea to Opium: China and the Global Market in the Long Eighteenth Century (1.0)	LN122	Spanish Language and Society 2 (intermediate) (1.0) #
HY331	Henry Kissinger and the Global 1970s (1.0) * (not available 2022/23)	LN130	French Language and Society 3 (advanced) (1.0) #
HY332	Interwar worlds: the cultural consequences of the First World War (1.0) *	LN131	French Language and Society 1 (beginner) (1.0) #
HY333	Enslavement, commerce, and political formations in West Africa, c. 1550-1850 (1.0) *	LN132	French Language and Society 2 (intermediate) (1.0) #
HY334	Communication Revolutions in Latin America, c.1539 to the Present (1.0)	LN140	Mandarin Language and Society 3 (Advanced) (1.0) #
HY335	History of Foreign Relations of the People's Republic of China, 1949-2008 (1.0)	LN142	Mandarin Language and Society 2 (Intermediate) (1.0) #
HY336	The United States and nuclear weapons from the Manhattan project to the end of the Cold War (1.0) *	LN200	Russian Language and Society 4 (proficiency) (1.0) #
IR200	International Political Theory (1.0) # *	LN210	German Language and Society 4 (proficiency) (1.0) #
IR202	Foreign Policy Analysis 1 (1.0) *	LN220	Spanish Language and Society 4 (proficiency) (1.0) #
IR203	International Organisations (1.0) # *	LN230	French Language and Society 4 (proficiency) (1.0) #
IR205	International Security (1.0) *	LN240	Mandarin Language and Society 4 (Proficiency) (1.0) #
IR206	International Political Economy (1.0) *	LN250	English Literature and Society (1.0) #
LL104	Law of Obligations (1.0)	LN251	Comparative Literature and 20th Century Political History (1.0) #
LL105	Property I (0.5)	LN252	Contemporary Literature and Global Society (1.0) #
LL106	Public Law (1.0)	LN253	European Literature and Philosophy (1.0) #
LL108	Criminal Law (1.0)	LN254	Literature and Aspects of Ethics (1.0) #
LL201	Law and State Power (1.0)	LN270	Society and Language: Linguistics for Social Scientists (1.0)
LL202	Commercial Contracts (1.0) # *	LN320	Spanish Language and Society 5 (mastery) (1.0) #
LL203	Law of Business Associations (Company Law) (1.0) # *	LN330	French Language and Society 5 (mastery) (1.0) #
LL204	Advanced Torts (1.0) # *	LN340	Mandarin Language and Society 5 (Mastery) (1.0) #
LL205	Medical Law (1.0) *	LN342	Academic Chinese for International Relations (1.0) # *
LL207	Civil Liberties and Human Rights (1.0) *	MA100	Mathematical Methods (1.0) #
LL210	Information Technology and the Law (1.0) # *	MA102	Mathematical Proof and Analysis (0.5) #
LL212	Conflict of Laws (1.0) * (not available 2022/23)	MA103	Introduction to Abstract Mathematics (1.0) #
LL221	Family Law (1.0) *	MA107	Quantitative Methods (Mathematics) (0.5) # *
LL232	Law and Institutions of the European Union (1.0)	MA203	Real Analysis (0.5) #
		MA207	Further Quantitative Methods (Mathematics) (0.5) #
		MA208	Optimisation Theory (0.5) #
		MA209	Differential Equations (0.5) #
		MA210	Discrete Mathematics (0.5) #
		MA211	Algebra and Number Theory (0.5) #
		MA212	Further Mathematical Methods (1.0) #
		MA213	Operations Research Techniques (0.5) #
		MA214	Algorithms and Data Structures (0.5) #
		MA222	Further Mathematical Methods (Linear Algebra) (0.5) #
		MA301	Mathematical Game Theory (0.5) #
		MA303	Chaos in Dynamical Systems (0.5) # (not available 2022/23)
		MA315	Algebra and its Applications (0.5) # * (not available 2022/23)
		MA316	Graph Theory (0.5) #
		MA317	Complex Analysis (0.5) #
		MA318	History of Mathematics in Finance and Economics (0.5) #
		MA319	Partial Differential Equations (0.5) # *
		MA320	Mathematics of Networks (0.5) # *

MA321	Measure Theoretic Probability (0.5) # ~M	SP210	Development and Social Change (1.0)
MA322	Mathematics of Finance and Valuation (0.5) # ~N	SP230	Education Policy (1.0)
MA324	Mathematical Modelling and Simulation (0.5) # *	SP231	Poverty, Inequality, and Social Policy (1.0) (not available 2022/23)
MA330	Game Theory for Collective Decisions (0.5) #	SP232	Health and Social Care Policy (1.0)
MA333	Optimisation for Machine Learning (0.5) #	SP271	Psychology of Crime and Criminal Justice (1.0) (not available 2022/23)
MC300	Showcase Portfolio: Media Power and Communication Practice (0.5)	SP314	Ethnicity, Race and Social Policy (0.5) ~U
MG205	Econometrics: Theory and Applications (1.0) # ~17	SP331	Sexuality, Everyday Lives and Social Policy in Developing Countries (0.5) ~V
MG206	Firms, Management and Competitive Advantage (0.5) #	SP332	Social Security Policies (0.5) ~W
MG207	Managerial Economics (1.0) #	SP333	NGOs, Social Policy and Development (0.5) ~X
MG209	E-business (0.5)	SP335	Migration: Current Research, Critical Approaches (0.5) ~Y
MG210	Corporate Social Responsibility and International Labour Standards (0.5) #	SP336	Behavioural Public Policy (0.5) ~Z
MG212	Marketing (0.5)	SP372	Punishment and Penal Policy (0.5) ~?
MG213	Information Systems (0.5)	SP374	Riots, Disorder and Urban Violence (0.5) # ~?
MG214	Human Resource Management (0.5) # *	ST101	Programming for Data Science (0.5) # *
MG228	Managing the Stone-Age Brain (0.5)	ST102	Elementary Statistical Theory (1.0) # ~20
MG301	Strategy (1.0) # ~O	ST107	Quantitative Methods (Statistics) (0.5) # ~21
MG302	Topics in Management Research (0.5) # ~P	ST109	Elementary Statistical Theory I (0.5) # ~22
MG303	International Business Strategy and Emerging Markets (0.5) # * ~Q	ST110	Elementary Statistical Theory II (0.5) # ~23
MG305	Innovation and Technology Management (0.5)	ST115	Managing and Visualising Data (0.5) # *
MG307	International Context of Management (0.5) #	ST201	Statistical Models and Data Analysis (0.5) # ~24
MG308	Simulation Modelling and Analysis (0.5) # (not available 2022/23)	ST202	Probability, Distribution Theory and Inference (1.0) #
MG310	Strategic Decision Making (0.5) # (not available 2022/23)	ST205	Sample Surveys and Experiments (0.5) # ~25
MG311	Foundations of Behavioural Decision Science (0.5) #	ST206	Probability and Distribution Theory (0.5) #
MG312	Extreme Organisational Behaviour: Examining behaviour in non-normative organisational contexts (0.5) # (not available 2022/23)	ST207	Databases (0.5) # *
MG315	Marketing Action Learning Project (0.5) # (not available 2022/23)	ST211	Applied Regression (0.5) # ~26 *
MG316	Brand Strategy (0.5) *	ST213	Introduction to Pricing, Hedging and Optimization (0.5) #
MG317	Leading Organisational Change (0.5) # *	ST226	Actuarial Investigations: Financial (0.5) #
MY360	Quantitative Text Analysis (0.5) #	ST227	Survival Models (0.5) #
MY361	Social Network Analysis (0.5) #	ST300	Regression and Generalised Linear Models (0.5) #
PB100	Foundations of Behavioural Science (1.0) # *	ST301	Actuarial Mathematics (Life) (0.5) #
PB101	Foundations of Psychological Science (1.0) # *	ST302	Stochastic Processes (0.5) #
PB102	Social Psychology (1.0) (not available 2022/23)	ST303	Stochastic Simulation (0.5) # * ~?
PB301	Cognition and Culture (0.5) # * (not available 2022/23)	ST304	Time Series and Forecasting (0.5) #
PB302	Creativity and Innovation (0.5) # * (not available 2022/23)	ST306	Actuarial Mathematics (General) (0.5) #
PH103	The Big Questions: An Introduction to Philosophy (1.0) #	ST307	Aspects of Market Research (0.5) # ~27
PH105	Historical and Global Perspectives on Philosophy (0.5)	ST308	Bayesian Inference (0.5) #
PH111	Introduction to Logic (0.5) ~18	ST309	Elementary Data Analytics (0.5) # ~28
PH112	Intermediate Logic and Probability (0.5) # ~19	ST310	Machine Learning (0.5) # ~29
PH201	Philosophy of Science (1.0)	ST311	Artificial Intelligence (0.5) # *
PH203	Philosophy of the Social Sciences (1.0) # *	ST313	Ethics for Data Science (0.5) # * ~?
PH214	Philosophy, Morals and Politics (1.0) #	ST326	Financial Statistics (0.5) # * ~?
PH217	Set Theory and Further Logic (1.0) # *	ST327	Market Research: An Integrated Approach (1.0) #
PH222	Philosophy and Public Policy (1.0)		
PH223	Mind and Metaphysics (0.5) #		
PH224	Epistemology (0.5) #		
PH227	Genes, Brains and Society (0.5)		
PH230	Einstein for Everyone: From time travel to the edge of the universe (0.5) # *		
PH232	Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes (0.5) # *		
PH238	Philosophy of Language (0.5) #		
PH239	Anarchy, Authority and Evidence: Topics in Philosophy of Law (0.5)		
PH311	Philosophy of Economics (1.0) #		
PH333	Philosophy of Gender and Race (0.5)		
SO100	Key Concepts: Introduction to Social Theory (1.0)		
SO110	Power, Inequality, and Difference: Contemporary Themes in Sociology (1.0)		
SO203	Political Sociology (1.0) *		
SO234	Digital Technology, Speed and Culture (0.5) # * (not available 2022/23)		
SO309	Atrocity and Justice (0.5) # * (not available 2022/23)		
SP110	Sociology and Social Policy (1.0) # ~R		
SP111	Social Economics and Policy (1.0) # ~S		
SP112	Politics of Social Policy Making (1.0) ~T		

## Mutually exclusive options

The following courses may not be taken together i.e. students can only take one or other of the listed courses (and as programme regulations permit):

Course	Mutually exclusive course(s)
<b>AC100</b> Elements of Accounting and Finance	<b>FM101</b> Finance <b>AC103</b> Elements of Management Accounting, Financial Management and Financial Institutions <b>AC102</b> Elements of Financial Accounting
<b>AC102</b> Elements of Financial Accounting	<b>AC100</b> Elements of Accounting and Finance
<b>AC103</b> Elements of Management Accounting,	<b>AC100</b> Elements of Accounting and Finance Financial Management and Financial Institutions
<b>AC200</b> Accounting Theory and Practice	<b>AC211</b> Managerial Accounting <b>AC330</b> Financial Accounting, Analysis and Valuation
<b>AC211</b> Managerial Accounting	<b>AC200</b> Accounting Theory and Practice <b>AC312</b> Performance Measurement, Strategy, and Uncertainty
<b>AC312</b> Performance Measurement,	<b>AC211</b> Managerial Accounting Strategy, and Uncertainty
<b>AC330</b> Financial Accounting, Analysis and Valuation.	<b>AC331</b> Contemporary Issues in Financial Accounting <b>AC200</b> Accounting Theory and Practice <b>AC332</b> Financial Statement Analysis and Valuation
<b>AC331</b> Contemporary Issues in Financial Accounting	<b>AC330</b> Financial Accounting, Analysis and Valuation
<b>AC332</b> Financial Statement Analysis and Valuation	<b>AC330</b> Financial Accounting, Analysis and Valuation
<b>DS101L</b> Fundamentals of Data Science	<b>DS101M</b> Fundamentals of Data Science
<b>DS101M</b> Fundamentals of Data Science	<b>DS101L</b> Fundamentals of Data Science
<b>DS105L</b> Data for Data Science	<b>DS105M</b> Data for Data Science
<b>DS105M</b> Data for Data Science	<b>DS105L</b> Data for Data Science
<b>DS202</b> Data Science for Social Scientists	<b>ST201</b> Statistical Models and Data Analysis
<b>EC100</b> Economics A	<b>EC102</b> Economics B <b>EC1A3</b> Microeconomics I <b>EC1A5</b> Microeconomics I <b>EC1B3</b> Macroeconomics I <b>EC1B5</b> Macroeconomics I

<b>EC102</b> Economics B	<b>EC100</b> Economics A
	<b>EC1A5</b> Microeconomics I
	<b>EC1B3</b> Macroeconomics I
	<b>EC1B5</b> Macroeconomics I
	<b>EC1A3</b> Microeconomics I
<b>EC1A3</b> Microeconomics I	<b>EC100</b> Economics A
	<b>EC102</b> Economics B
	<b>EC1A5</b> Microeconomics I
<b>EC1A5</b> Microeconomics I	<b>EC100</b> Economics A
	<b>EC102</b> Economics B
	<b>EC1A3</b> Microeconomics I
<b>EC1B3</b> Macroeconomics I	<b>EC100</b> Economics A
	<b>EC102</b> Economics B
	<b>EC1B5</b> Macroeconomics I
<b>EC1B5</b> Macroeconomics I	<b>EC100</b> Economics A
	<b>EC102</b> Economics B
	<b>EC1B3</b> Macroeconomics I
<b>EC201</b> Microeconomic Principles I	<b>MG207</b> Managerial Economics
	<b>EC202</b> Microeconomic Principles II
<b>EC202</b> Microeconomic Principles II	<b>MG207</b> Managerial Economics
	<b>EC201</b> Microeconomic Principles I
<b>EC220</b> Introduction to Econometrics	<b>ST203</b> Statistics for Management Sciences
	<b>ST205</b> Sample Surveys and Experiments
	<b>MG205</b> Econometrics: Theory and Applications
	<b>EC221</b> Principles of Econometrics
	<b>ST201</b> Statistical Models and Data Analysis
<b>EC221</b> Principles of Econometrics	<b>ST201</b> Statistical Models and Data Analysis
	<b>MG205</b> Econometrics: Theory and Applications
	<b>EC220</b> Introduction to Econometrics
	<b>ST203</b> Statistics for Management Sciences
	<b>ST205</b> Sample Surveys and Experiments
<b>FM101</b> Finance	<b>AC100</b> Elements of Accounting and Finance
<b>FM212</b> Principles of Finance	<b>FM213</b> Principles of Finance
<b>FM213</b> Principles of Finance	<b>FM212</b> Principles of Finance
<b>IR312</b> Genocide	<b>S0309</b> Atrocity and Justice



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**MA100** Mathematical Methods

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**MA107** Quantitative Methods (Mathematics)

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**MA110** Basic Quantitative Methods

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**MA207** Further Quantitative Methods (Mathematics)

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**MA300** Game Theory

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**MA301** Game Theory

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**MG205** Econometrics: Theory and Applications

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**MG207** Managerial Economics

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**MG303** International Business Strategy and Emerging Markets

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**MG307** International Context of Management

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**SO208** Gender and Society

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**SO210** Crime, Deviance and Control

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**SO224** The Sociology of Race and Empire

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**SO240** Crime, Deviance and Control

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**SO244** The Sociology of Race and Empire

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**SO248** Gender and Society

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**SO308** Personal Life, Intimacy and the Family

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**SO309** Atrocity and Justice

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**SO348** Family Diversity and Change

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**MA207** Further Quantitative Methods (Mathematics)

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**MA110** Basic Quantitative Methods

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**MA107** Quantitative Methods (Mathematics)

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**MA110** Basic Quantitative Methods

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**MA100** Mathematical Methods

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**MA107** Quantitative Methods (Mathematics)

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**MA100** Mathematical Methods

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**MA100** Mathematical Methods

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**MA301** Game Theory I

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**MA300** Game Theory

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**EC220** Introduction to Econometrics

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**EC221** Principles of Econometrics

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**EC201** Microeconomic Principles I

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**EC202** Microeconomic Principles II

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**MG307** International Context of Management

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**MG303** International Business Strategy and Emerging Markets

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**SO248** Gender and Society

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**SP270** Understanding Crime and Punishment

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**SP271** Psychology of Crime and Criminal Justice

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**SO240** Crime, Deviance and Control

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**SO244** The Sociology of Race and Empire

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**SP270** Understanding Crime and Punishment

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**SP271** Psychology of Crime and Criminal Justice

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**SO210** Crime, Deviance and Control

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**SO224** The Sociology of Race and Empire

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**SO208** Gender and Society

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**SO348** Family Diversity and Change

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**IR312** Genocide

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**SO308** Personal Life, Intimacy and the Family

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**SP270** Understanding Crime and Punishment

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**SP271** Psychology of Crime and Criminal Justice

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**ST102** Elementary Statistical Theory

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**ST107** Quantitative Methods (Statistics)

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**ST108** Statistical Methods for the Social Sciences

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**ST109** Elementary Statistical Theory I

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**ST110** Elementary Statistical Theory II

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**ST201** Statistical Models and Data Analysis

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**ST203** Statistics for Management Sciences

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**ST205** Sample Surveys and Experiments

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**SO210** Crime, Deviance and Control

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**SO240** Crime, Deviance and Control

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**SO240** Crime, Deviance and Control

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**SO210** Crime, Deviance and Control

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**ST107** Quantitative Methods (Statistics)

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**ST109** Elementary Statistical Theory I

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**ST110** Elementary Statistical Theory II

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**ST108** Statistical Methods for the Social Sciences

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**ST110** Elementary Statistical Theory II

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**ST102** Elementary Statistical Theory

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**ST109** Elementary Statistical Theory I

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**ST108** Statistical Methods for the Social Sciences

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**ST109** Elementary Statistical Theory I

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**ST110** Elementary Statistical Theory II

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**ST102** Elementary Statistical Theory

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**ST107** Quantitative Methods (Statistics)

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**ST102** Elementary Statistical Theory

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**ST107** Quantitative Methods (Statistics)

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**ST108** Statistical Methods for the Social Sciences

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**ST107** Quantitative Methods (Statistics)

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**ST102** Elementary Statistical Theory

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**ST108** Statistical Methods for the Social Sciences

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**EC221** Principles of Econometrics

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**ST211** Applied Regression

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**ST203** Statistics for Management Sciences

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**EC220** Introduction to Econometrics

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**DS202** Data Science for Social Scientists

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**EC220** Introduction to Econometrics

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**ST205** Sample Surveys and Experiments

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**ST201** Statistical Models and Data Analysis

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**EC221** Principles of Econometrics

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**EC220** Introduction to Econometrics

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**ST203** Statistics for Management Sciences

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**ST307** Aspects of Market Research

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**EC221** Principles of Econometrics

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**ST211** Applied Regression

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**ST307** Aspects of Market Research

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**ST309** Elementary Data Analytics

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**ST310** Machine Learning

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**ST327** Market Research: An Integrated Approach

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**ST201** Statistical Models and Data Analysis

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**ST205** Sample Surveys and Experiments

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**ST327** Market Research: An Integrated Approach

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**ST310** Machine Learning

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**ST309** Elementary Data Analytics

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**ST307** Aspects of Market Research

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# **Undergraduate Course Guides**





## Undergraduate Course Guides

### AC100

#### Elements of Accounting and Finance

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jacob Ott MAR 3.31, Dr Elisabetta Bertero MAR 7.32, Dr Farooq Mahmood, Mrs Chris Constantinou

**Availability:** This course is compulsory on the BSc in Accounting and Finance. This course is not available as an outside option nor to General Course students.

**Course content:** This is a one-unit course that introduces students to fundamental principles of accounting and finance. The course consists of three parts: financial accounting (for external reporting), management accounting (for internal decision making), and finance (to provide funding).

**Financial Accounting:** The course starts with a discussion of the framework of financial accounting: its nature, intents and purposes, and the context and environment in which it operates. This includes, and eventually entails, the need for, and various sources of, accounting regulation and “accounting standards”. AC100 also unpacks various core financial accounting concepts and conventions. The course also looks into the processes used to record, summarise, and present financial accounting information as well as, crucially, its interpretation. Thus, and essentially, this part of the course focuses on the preparation, interpretation, and limitations of company financial statements for external reporting, and the regulatory framework in which financial reports are prepared.

**Management Accounting:** This part of AC100 moves into internal decision making and starts with an introduction to management and cost accounting. This includes the discussion of key concepts of cost calculation and various techniques of costing (such as absorption and variable costing approaches), as well as other alternative costing systems relevant for decision making. The aim is to help students understand how accounting information can help managers to make crucial decisions, such as about the pricing of products or services, or even whether to offer or discontinue a product or service, or whether to expand the product/service range or to invest in new product development. In summary, this part of the course focuses on the basic knowledge of management accounting—specifically, costing.

**Finance:** The final part of AC100 provides a brief introduction to key concepts in finance and an overview of the financial system. It presents how households and firms approach financial decisions and some techniques to evaluate these decisions. It also discusses what function the financial system plays in an economy.

**Teaching:** This course is delivered through a combination of weekly lectures and classes in the Michaelmas, Lent, and Summer terms. Each teaching session contains a variety of technical content and practical exercises. This year, some or all of this teaching may be delivered using a combination of online virtual interactive (synchronous) lectures and classes as an alternative to face-to-face teaching due to social-distancing or other pandemic-related restrictions that may need to be observed.

**Formative coursework:** There will be several online tests (“quizzes”) to test the student’s knowledge and progress on a formative basis for feedback. Written answers to numerical problems and discussion questions will be expected weekly; some of the written work will be collected during classes for marking and feedback.

**Indicative reading:** A detailed reading list will be made available on Moodle for each part of the course nearer the time of its scheduled start. Illustrative texts include Libby, R., Libby, P.A., and Hodge, F. (2023) *ISE Financial Accounting*, 11th edition, McGraw Hill; Atrill, P. and McLaney, E. (2018) *Management Accounting for Decision Makers*, 9th edition, Pearson; Atrill, P. (2017) *Financial Management for Decision Makers*, 8th edition, Pearson; Hillier et al (2017) *Fundamentals of Corporate Finance*, European Edition,

McGraw–Hill; and Cecchetti et al (2017) *Money, banking and financial markets*, McGraw–Hill.

**Assessment:** Exam (70%, duration: 3 hours, reading time: 15 minutes) in the summer exam period.

Class participation (10%) in the MT and LT.

Case analysis (10%) and online assessment (10%) in the LT.

The exam duration is 3 hours and 15 minutes. The first 15 minutes will be reading time.

### AC102 Half Unit

#### Elements of Financial Accounting

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Gulnaz Khamidullina MAR 3.14

**Availability:** This course is available on the BSc in Actuarial Science, BSc in Business Mathematics and Statistics, BSc in Finance, BSc in Management and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** This is a half-unit course that introduces students to fundamental principles of financial accounting for the purposes of external reporting. The course starts with a discussion of the framework of financial accounting: its nature, intents and purposes, and the context and environment in which it operates.

This includes, and eventually entails, the need for, and various sources of, accounting regulation and accounting standards.

AC102 unpacks various core financial accounting concepts and conventions, but the course also looks into the processes used to record, summarise, and present financial accounting information as well as, crucially, its interpretation. This course thus essentially focuses on the preparation, interpretation, and limitations of company financial statements for external reporting, and the regulatory framework in which financial reports are prepared.

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

**Formative coursework:** Written answers to numerical problems and discussion questions will be expected weekly. The course also involves two formative assessments.

**Indicative reading:** Detailed reading lists will be made available at the beginning of the course. Illustrative texts include Peter Atrill and Eddie McLaney *Financial Accounting for Decision Makers*, 9th ed, Pearson, 2019.

**Assessment:** Exam (100%, duration: 1 hour and 30 minutes, reading time: 15 minutes) in the summer exam period.

The exam duration is 1 hour and 45 minutes. The first 15 minutes will be reading time.

### AC103 Half Unit

#### Elements of Management Accounting, Financial Management and Financial Institutions

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Gulnaz Khamidullina MAR 3.14 (Course Leader), Dr Farooq Mahmood (Lecturer)

**Availability:** This course is available on the BSc in Actuarial Science, BSc in Business Mathematics and Statistics, BSc in Management and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** This is a half-unit course that introduces students

to fundamental principles of management accounting, financial management and, because it allows the study of some core financial concepts, the accounts of pension funds and insurance companies.

AC103 begins by focusing on internal decision making by way of an introduction to cost and management accounting. This includes a discussion of key concepts of cost calculation and various costing systems relevant for decision making. The aim is to help students understand how accounting information can help managers make crucial decisions, such as about the pricing of products or services, or even whether to offer or discontinue a product or service, or whether to expand the product/service range or to invest in new product development. AC103 then develops into some key concepts of financial management including the role of the financial system in relation to sources of finance. AC103 finally introduces the accounting of pension funds and insurance companies as they also play an increasingly important role in the financial system.

**Teaching:** 22 hours of lectures and 10 hours of classes in the LT. 2 hours of lectures and 1 hour of classes in the ST.

**Formative coursework:** Written answers to numerical problems and discussion questions will be expected weekly; some will be collected during classes for marking and feedback. The course also involves two formative assessments.

**Indicative reading:** Detailed reading lists will be made available at the beginning of the course in a syllabus. Illustrative text includes Mahmood, F, *Elements of Management Accounting, Financial Management and Financial Institutions*, Pearson, 2020.

**Assessment:** Exam (100%, duration: 1 hour and 30 minutes, reading time: 15 minutes) in the summer exam period. The exam duration is 1 hour and 45 minutes. The first 15 minutes will be reading time.

## AC200

### Accounting Theory and Practice

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Pik Kun Liew MAR 3.11 and Dr Per Ahblom MAR 3.18

**Availability:** This course is compulsory on the BSc in Accounting and Finance. This course is available on the BSc in Management, BSc in Mathematics, Statistics and Business and Diploma in Accounting and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Please seek permission from the BSc in Accounting and Finance Programme Director.

This course is not capped.

**Pre-requisites:** Students must have completed either

- (1) *Elements of Accounting and Finance* (AC100), or
- (2) *Elements of Financial Accounting* (AC102) and *Elements of Management Accounting, Financial Management and Financial Institutions* (AC103), or
- (3) equivalent.

**Course content:** This is a one-unit course that builds on the foundation laid by the first-year accounting courses. AC200 is also intended to provide students with the conceptual knowledge and technical skills necessary for final-year courses in accounting. The course considers the major theoretical and practical approaches to accounting and consists of two main components: financial accounting and management accounting.

*Financial Accounting:* The course begins with an evaluation of the regulatory environment in which financial accounting operates. This part of the course focuses on the preparation and analysis of the published financial statements of public interest entities operating on their own, or within group structures. The function and content of published financial statements, the issues posed by consolidated accounts, and the analysis of accounting information to evaluate corporate performance will also be examined. A range of specific areas of financial accounting issues will be looked

at, for example, segmental reporting, issues in foreign-currency translations, how corporations report their provision of pension for employees, and problems associated with the treatment of taxation. However, the exact composition of the topics may vary from year to year driven by the latest developments in financial reporting, standard-setting and related debates.

*Management Accounting:* The course then explores theoretical concepts, practices, designs and wider issues of cost and management accounting. The characteristics and use of various systems and models, such as cost-driver analysis and activity-based costing, in organisational decision-making at both operating and strategic levels will be introduced and critically evaluated. This part of the course also considers ways in which non-financial information can be used to complement financial accounting information in order to enable a more holistic approach aimed at providing relevant and useful information to management for the purposes of planning, decision-making, and organisational control.

**Teaching:** Teaching is delivered in weekly three-hour seminars over 10 weeks across Michaelmas Term (MT Weeks 1-10) and Lent Term (LT Weeks 1-5, and Weeks 7-11 where Week 6 is a reading week). There will be no teaching in Week 11 of MT but students will be required to participate in a three-hour summative assessment session this week as scheduled in the timetable. There will be a two-hour revision session in Week 1 of the Summer Term. Seminars contain a variety of concept-focused content, practical exercises, and case analyses.

**Formative coursework:** Students are expected to come to each seminar prepared where the assigned course materials have been read and attempted. There will also be several online quizzes to assess student's knowledge and progress in both terms on a formative basis for feedback. Feedback on performance and progress will be provided during seminars, on selected written homework assignments, and during academic support and feedback hours.

**Indicative reading:** Detailed course programmes and reading lists will be made available via Moodle and Reading List @ LSE (<https://lse.rl.talis.com/courses/ac200.html>) before the first seminar of each term. A range of academic papers, professional reports and news articles will be used in the course.

**Assessment:** Exam (60%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

Presentation (15%) in the MT.

Project (15%) in the LT.

Class participation (10%) in the MT and LT.

Further details of all aspects of assessment and coursework, as well as feedback, will be made available on Moodle nearer the scheduled start time of the course and will be updated as the course progresses with specific instructions, guidance, and feedback.

## AC311 Half Unit

### Results Accountability and Management Control for Strategy Implementation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Oscar Timmermans MAR 3.33

**Availability:** This course is available on the BSc in Accounting and Finance, BSc in Econometrics and Mathematical Economics, BSc in Economics and Diploma in Accounting and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Available to students on other undergraduate/Diploma programmes with the permission of the BSc Programme Director.

**Pre-requisites:** Students must have completed Elements of Accounting and Finance (AC100) or Elements of Management Accounting, Financial Management and Financial Institutions (AC103). Accounting Theory and Practice (AC200) is recommended to complement either AC100 or AC103, but not

required.

AC311 can be taken together with Performance Measurement, Strategy, and Uncertainty (AC312) in the Lent Term, which focuses in more depth on one aspect of management control systems, namely performance measurement. In this course (AC311), however, performance measurement is just one aspect of a broader management control focus that entails results controls, incentive systems and various other organizational design features (e.g., responsibility centres, planning and budgeting, and inter-organisational controls). Students interested in careers in management consulting may benefit from taking both AC311 and AC312. Nevertheless, each course is also valuable as a standalone option.

**Course content:** AC311 examines results accountability and organizational control issues, focusing on how both financial and non-financial “results-oriented” practices underpin decision rights, planning and budgeting, and performance measurement and incentive systems, among other key organizational design features, to guide and ensure “strategy-aligned” decision-making in decentralized organizations. In other words, AC311 seeks to broaden and deepen your conceptual and technical understanding of accounting as it is used for management purposes—to implement strategy and ensure that everyone’s objectives and decisions are aligned with the organization’s objectives by way of the key concept of results accountability.

The emphasis in AC311 is on financial controls, which are prevalent at managerial levels in all but the smallest organizations. Using financial controls requires managers to make decisions about: (1) responsibility structures (e.g., cost centers, profit centers); (2) performance measures and targets/benchmarks (e.g., market, financial, and/or nonfinancial measures and targets); (3) performance evaluations, which take into consideration these performance measures and targets/benchmarks; and (4) rewards (including incentive-compensation). The course is issue-oriented, with current and emerging topics as its major focus.

Aided by case studies and academic research, AC311 provides students with valuable insights into how financial results control systems vary across contexts, and how several situational factors, including organizational structure, culture, decision-making processes, and behavioral variables influence the design of financial results control systems. Some cases involve real-world data and the use of data analytics for strategic decision-making to address these management control problems.

The course is intended as an overview for those who will make business decisions, evaluate organizational performance, or evaluate others (and/or be evaluated) through the use of financial and non-financial information. And because management control is a core function of management, all students interested in business or management can benefit from this course. However, the course should be particularly useful for those who are, or aspire to be, managers, management consultants, financial specialists (e.g., controllers, budget analysts, auditors) or human resource specialists (e.g., compensation consultants).

**Teaching:** Teaching is delivered in two weekly 90-minute sessions over 10 weeks across Michaelmas Term.

The course consists of 10 principal topics delivered in two parts each week across Michaelmas term. The first part of each week provides an introduction, positioning, and conceptual analysis of the key foundational elements of each topic. Students are expected to attend the session, together with having done the suggested readings for the week.

The second part each week offers a further discussion and expansion of the issues through case study analysis and real-world applications. The case study analyses and discussions permit the exploration of management control issues in a broad range of settings (e.g., large and small firms, manufacturing and service firms, multinational firms, startups and firms in distress, among others). The case method of instruction, however, requires good advance preparation by the students, and every student, onsite or online, should be ready to contribute to the case discussion.

This course has a reading week in Week 6 of Michaelmas term.

**Formative coursework:** The course makes extensive use of case studies. Students are expected to contribute to the case discussions by having read the case study and related materials in advance of the session and by participating in the discussion and offering their own analysis, views and/or perspectives on the issue at hand during the session.

**Indicative reading:** The main textbook for AC311 is: K. Merchant; W. Van der Stede; 2017. *Management control systems: Performance measurement, evaluation and incentives* (4th ed.). Pearson Education Limited.

In addition to the textbook, additional materials are accessible via Moodle.

**Assessment:** Group project (25%) in the MT.

Take-home assessment (75%) in the LT.

This comprises two elements:

A group project (during MT) 25%

An integrated assessment (take home assessment 1 week before LT week 0) 75%

Further details of all aspects of assessment and coursework, as well as feedback, will be made available on Moodle nearer the scheduled start time of the course and will be updated as the course progresses with specific instructions, guidance, and feedback.

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## AC312 Half Unit Performance Measurement, Strategy, and Uncertainty

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Tommaso Palermo MAR 3.23

**Availability:** This course is available on the BSc in Accounting and Finance, BSc in Econometrics and Mathematical Economics, BSc in Economics and Diploma in Accounting and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Available to students on other undergraduate/Diploma programmes with the permission of the Accounting Departmental Tutor.

**Pre-requisites:** Students must have completed *Elements of Accounting and Finance* (AC100) or *Elements of Management Accounting, Financial Management and Financial Institutions* (AC103).

Accounting Theory and Practice (AC200) is recommended to complement either AC100 or AC103, but not required.

This course can be taken together with Results Accountability and Management Control for Strategy Implementation (AC311). While AC311 provides an in-depth overview of management control systems in decentralized organizations, AC312 focuses more specifically on one aspect of management control systems, namely performance measurement and the way in which performance measurement is evolving in contemporary organizations to deal with strategy formulation and decision-making under conditions of uncertainty.

**Course content:** This course examines practical problems that managers and employees are likely to confront in their work in a variety of organizational contexts. The fundamental issue is: how do you know when you have performed *well*? This question draws attention to the way in which performance is measured, visualised and assessed via performance measurement tools and frameworks, how performance measures and other sources of data are related to strategy formulation and decision-making, and the way in which strategy formulation and performance measurement can be adapted to confront increasingly volatile and uncertain business contexts.

The course addresses these themes in two parts. The first identifies key concepts and tools of performance measurement and how they can be used, through means including monitoring, reporting, and contracting, to influence behaviour. This part of



the course includes practical exercises such as the design of an interactive performance dashboard and the development of a strategy and a balanced scorecard to be applied to a real-world case. The second part examines different approaches to deal with uncertainty as part of strategy formulation and performance measurement, including for example: the design and use of risk management processes; and how organisations can exploit large datasets to better understand and possibly predict key performance outcomes. As for the first part of the course, key concepts are put into practice via exercises and case discussions revolving around the use of data analytics, risk mapping and risk indicators design.

Aided by academic literature, examples taken from the financial and popular press, and case studies, AC312 provides students with valuable insights into how performance measurement approaches can vary across contexts, and how several situational factors, including business context, organisational structure, culture and behavioural variables influence them. Some cases will involve real-world data and the potential use of data analytics for strategy formulation, performance measurement and decision-making.

**Teaching:** 30 hours of seminars in the LT.

Comprising 10 weeks of twice-weekly 1.5 hour sessions. There will be a reading week in Week 6.

**Formative coursework:** The course makes extensive use of case studies. Students are expected to contribute to the case discussions in each session. Students are asked to work in group on one case analysis and present their output for formative assessment in week 5.

**Indicative reading:** No single book covers the entire course.

Indicative readings include:

- COSO (2010). Developing key risk indicators to strengthen Enterprise Risk Management.
- Ittner, C.D. and Larcker, D.F. (2003). Coming up short on nonfinancial performance measurement. *Harvard Business Review*, November, 88-95.
- Kaplan, R. S. and McMillan, D. (2021). Reimagining the Balanced Scorecard for the ESG Era. *Harvard Business Review*, February, 1-10.
- Mikes, A. and Kaplan, R.S. (2015). When one size doesn't fit all: Evolving directions in the research and practice of Enterprise Risk Management. *Journal of Applied Corporate Finance* 27 (1), 27-30.

The following books provide an overview of key themes addressed in the course:

- Bhimani, A., Horngren, C.T., Datar, S.M., Rajan, M. (2019) *Management and Cost Accounting*, 7th Edition, Pearson Publishing.
- Neely, A. (Ed.). (2007). *Business performance measurement: Unifying theory and integrating practice*, Cambridge University Press.
- Schildt, H. (2020). *The data imperative: How digitalization is reshaping management, organizing, and work*. Oxford University Press.

**Assessment:** Take-home assessment (75%) and group project (25%).

Assessment consists of two components: take-home assessment: an individual take-home examination (75%); and a group project involving an analysis of a case (25%). Further details of all aspects of assessment and coursework will be made available on Moodle nearer the scheduled start time of the course and will be updated as the course progresses with specific instructions, guidance, and feedback.

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## AC331 Half Unit

### Contemporary Issues in Financial Accounting

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jose Carabias Palmeiro MAR 3.41, Dr Jeroen Koenraadt MAR 3.34

**Availability:** This course is compulsory on the BSc in Accounting

and Finance. This course is available on the BSc in Management, BSc in Mathematics, Statistics and Business and Diploma in Accounting and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** Students must have completed *Elements of Accounting and Finance* (AC100) **or** *Elements of Financial Accounting* (AC102).

Accounting Theory and Practice (AC200) is recommended to complement either AC100 or AC102, but not required.

**Course content:** AC331 considers key areas of topical interest and the impact of accounting standards on financial statements in an IFRS context. Specifically, the course critically analyses accounting practices and processes from the point of view of investors. The course will examine on revenue recognition, tangible and intangible assets, the reporting of financial instruments, off-balance-sheet accounting, stock-based compensation, as well as, issues related to the differential approaches to measurement including historical cost and fair values. However, the exact composition of the topics may vary from year to year driven by the latest developments in financial reporting, standard-setting and related debates.

The course aims to enhance students' understanding of contemporary issues in financial accounting. Throughout the course, taken-for-granted "wisdoms" will be critically evaluated and challenged. Finally, this course encourages and prepares students to become informed players on the debate around financial accounting and reporting issues.

**Teaching:** This course is delivered through a combination of weekly lectures and classes in the Michaelmas Term. Teaching sessions contain a variety of conceptual content, case analyses and practical exercises.

**Formative coursework:** Students should prepare weekly written work for class discussion. One specified piece of written work will be collected for marking.

**Indicative reading:** Detailed reading lists of books and journal articles will be provided during the course. No one book covers the entire course. Recommended books include:

- Beaver, W.H. (1998) *Financial Reporting: An Accounting Revolution*, 3rd edition, Pearson;
- Lewis and Pendril (2004) *Advanced Financial Accounting*, 7th edition, Financial Times Prentice Hall;
- Penman, S. (2013) *Financial Statement Analysis and Security Valuation*, 5th edition, McGrawHill

As well as accounting standards, firms' press releases, analysts' reports and academic research papers.

**Assessment:** Exam (75%, duration: 2 hours, reading time: 15 minutes) in the January exam period.

Group project (25%) in the MT.

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## AC332 Half Unit

### Financial Statement Analysis and Valuation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Stefano Cascino MAR 3.37

**Availability:** This course is available on the BSc in Accounting and Finance, BSc in Management, BSc in Mathematics, Statistics and Business and Diploma in Accounting and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Available to students on other undergraduate/Diploma programmes with the permission of the Accounting Departmental Tutor.

**Pre-requisites:** Students must have completed *Elements of Accounting and Finance* (AC100) **or** *Elements of Financial Accounting* (AC102).

Accounting Theory and Practice (AC200) is recommended to complement either AC100 or AC102, but not required.

Prior knowledge of statistical software packages (e.g., Stata) as well as prior coding (i.e., programming) experience is desirable

although not required.

**Course content:** AC332 introduces and develops an economic framework for business analysis and corporate valuation. The main focus is on integrating key concepts of economics, accounting, and finance in order to effectively evaluate the information content of financial reports; develop up-to-date applied knowledge of fundamental valuation techniques; and successfully implement investment strategies.

The aim of the course is to help students to become “sophisticated users” of financial accounting information from a *fundamental analysis* perspective. The course consists of four integrated parts: (i) strategy analysis; (ii) accounting analysis; (iii) financial analysis; and (iv) forecasting and valuation. Students are expected to develop financial-analysis and valuation-related skills to support the interpretation, evaluation, and use of accounting information from the viewpoint of major users of financial reports (i.e., equity investors, corporate lenders, etc.). Ultimately, students will be able to analyze a wide variety of financial reporting issues and discuss their valuation implications within the context of the relevant academic literature.

As recent trends in *big data* and *predictive analytics* are disrupting the way in which equity analysts, portfolio managers, credit-rating agencies, and regulators collect and analyze companies’ financial disclosures, students will also learn how to perform meaningful analyses on real-world data by using spreadsheets (e.g., MS Excel) and/or statistical software packages (e.g. Stata).

**Teaching:** 33 hours of seminars in the LT.

Teaching is delivered in two one and a half hour sessions each week.

The pedagogical approach in each session is interactive, often involving case study analyses and group discussions. This mode of teaching requires good advance preparation by the students; hence, every student should be ready to contribute to the discussion when called upon. Active participation is expected and encouraged.

**Formative coursework:** The course makes extensive use of real-world case studies. Students are expected to contribute to the case discussions in each session.

**Indicative reading:** There is no required textbook for this course.

- Illustrative textbooks covering specific parts of the course include:
- Palepu K. G., P. M. Healy, and E. Peek (2019), *Business Analysis and Valuation: IFRS Edition* (Cengage Learning), 5th edition.
  - Penman, S. H. (2013), *Financial Statement Analysis and Security Valuation* (McGraw-Hill), 5th edition.

**Assessment:** Exam (70%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

Group project (20%) and group presentation (10%).

Assessment consist of three components, two based on group work and the other on individual work:

- **Group project** (20%) in the Lent Term. The group project involves the preparation of an “analyst report,” for which students are expected to collect and analyze data on publicly listed companies. The project is meant to test: (i) students’ understanding of the core concepts of fundamental analysis and valuation; (ii) students’ ability to collect, manipulate, and analyze (big) data with the aid of spreadsheets (e.g., MS Excel) and/or statistical software packages (e.g. Stata).
- **Group presentation** (10%) in Lent Term. The group presentation gives students the opportunity to share the findings of their group projects with the rest of their class as if they were presenting the results of their analyses in a formal business environment (e.g., to sell their research to institutional investors).
- **Final exam** (70%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

## AC341 Half Unit

### Corporate Governance, Risk Management and Financial Audit

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Julia Morley MAR 3.22, supported by Dr Renuka Fernando

**Availability:** This course is available on the BSc in Accounting and Finance, BSc in Econometrics and Mathematical Economics, BSc in Economics and Diploma in Accounting and Finance. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** What constrains the behaviour of profit-seeking corporations? What are the regulations that seek to prevent corporate disasters? This course attempts to answer these questions by critically examining the institutional and legal landscape of governance and accountability in which corporations operate. It takes students on a deep dive into the day-to-day practices of those charged with financial control and risk management within the organization. In addressing the financial accountability of corporations to their external stakeholders, the course critically evaluates the theory and practice of external financial audit, highlighting the structure of the market for audit, the practices of audit firms and the limits to the effectiveness of audit.

Some of the questions we will be asking are:

- How does an organization’s purpose affect its governance?
- What disclosures are companies required to make concerning governance?
- How do organizations try to control operational and financial risk?
- What do studies about corporate disasters tell us about risk management? (e.g., the cases of Challenger and Boeing 737 Max)
- To what extent does current risk management address global phenomena such as pandemics?
- Given recent financial collapses (e.g. Carillion), what’s the point in corporate financial audit?
- How should auditors respond if the viability of many businesses is uncertain (e.g. as a result of Covid-19)?
- How might technology disrupt the market for risk management and corporate financial audit?

The course will critically evaluate academic studies and practitioner guidance to establish the “rules of the game” for corporate governance and accountability, but will also examine media coverage of corporate governance and auditing. Senior practitioners will speak to students during the course, offering insights into the practice of risk management and auditing. It should be noted that the course is grounded in the social sciences – it does not provide practical training in the application of risk management or auditing techniques and is not recognised for exemptions by the professional accountancy bodies.

**Teaching:** 30 hours of seminars in the MT, delivered as twice-weekly 1.5-hour sessions. There will be a reading week in week 6.

**Formative coursework:** Students will submit one 750-word essay in week 3 on which they will receive written feedback.

**Indicative reading:** No one book covers the entire syllabus. In addition to professional and academic journals, reading will cover the following:

- Andersen (2019). *The Routledge Companion to Strategic Risk Management* (Routledge Companions in Business, Management and Accounting).
- Power (2016). *Riskwork: Essays on the Organizational Life of Risk Management*. Oxford University Press.
- Gray, Manson & Crawford (2019). *The Audit Process: Principles, Practice and Cases* (Cengage 7th Edition).
- Power (1999). *The Audit Society: Rituals of Verification*. Oxford University Press.

Students will also be provided with relevant examples of corporate and other reports and referred to relevant websites.

A detailed course outline and reading list will be made available at the beginning of the course.

**Assessment:** Project (40%) in the MT Week 11.

Take-home assessment (60%) in the MT.

Details of the assignment and project will be made available on Moodle nearer the scheduled start time of the course.

## AC342 Half Unit

### Accounting, Corporate Responsibility and Sustainability

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Julia Morley (MAR 3.22), Dr Xi Li (MAR 3.40) and Dr Aneesh Raghunandan (MAR 3.39)

**Availability:** This course is available on the BSc in Accounting and Finance, BSc in Econometrics and Mathematical Economics, BSc in Economics and Diploma in Accounting and Finance. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** The course seeks to provide an introduction to the key issues that are emerging on the 'extended' role of accounting in society. AC342 considers the broader accountability framework of businesses, and related environmental and social accounting issues. Major concepts and practices relating to sustainability and societal responsibility such as the "triple-bottom-line" considerations of financial viability, environmental accountability and social responsibility, will be discussed and critically assessed. The course also examines the complexities that characterise the relationships between accounting, organisations and society, and between shareholders and a wide range of stakeholders. The course takes a broad approach to the role of accounting and provides students with valuable insights, aided by real-life examples and case studies, on the issues of organisational sustainability and (corporate) social responsibility.

The course aims to develop students' knowledge of the relationships between accounting and society. Specifically, and crucially, it aims to provide students with critical awareness of the accountabilities and responsibilities of organisations and those involved in their viability and legitimacy, either as managers or investors, regulators or overseers, and the role of accounting in securing such accountability and responsibility.

**Teaching:** 30 hours of seminars in the LT.

Comprising 10 weeks of twice-weekly 1.5 hour sessions. There will be a reading week in week 6.

**Formative coursework:** The course invites students to critically reflect on recent developments in the field of corporate responsibility and sustainability accounting and comment on the correlated documents such as corporate reports and programmes, press releases, experts' opinions. Some issues are tackled through case studies.

Students are expected to contribute to discussions in each session.

**Indicative reading:** No one book covers the entire syllabus. In addition to professional and academic journals, reading will cover the following:

- Bellucci, M. and Manetti, G. (2018) *Stakeholder Engagement and Sustainability Reporting (Finance, Governance and Sustainability)*, Routledge;
- Henriques, A. (2007) *Corporate Truth: The Limits to Transparency*, Earthscan, Taylor & Francis;
- Hopwood, A., Unerman, J. and Fries, J. (2010) *Accounting for Sustainability: Practical Insights*, Earthscan;
- Laine, M., Tregidga, H. and Unerman, J. (2021) *Sustainability Accounting and Accountability* (3rd ed.), Routledge;
- Rendtorff, J.D. (2019) *Philosophy of Management and Sustainability: Rethinking Business Ethics and Social Responsibility in Sustainable Development*, Routledge.

Students will also be referred to relevant examples of corporate and other reports, and websites. Detailed course programmes and reading lists will be distributed at the first lecture of the course.

**Assessment:** Coursework (60%) in the period between LT and ST. Group project (40%) in the LT.

Assessment consists of two components:

- **One group project (40%):** to be submitted during the Lent Term, and
- **One individual assessment (60%):** to be submitted during the week before the start of Summer Term.

Further details of all aspects of assessment and coursework, as well as feedback, will be made available on Moodle nearer the scheduled start time of the course and will be updated as the course progresses with specific instructions, guidance, and feedback.

## AN100

### Being Human: Contemporary Themes in Social Anthropology

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Clara Devlieger and Dr Gisa Weszkalnys

**Availability:** This course is compulsory on the BA in Anthropology and Law, BA in Social Anthropology and BSc in Social Anthropology. This course is available on the BA in Geography, BSc in Economic History and Geography, BSc in Environment and Development, BSc in Politics and BSc in Psychological and Behavioural Science. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** This course provides a general introduction to Social Anthropology as the comparative study of human societies and cultures. Students will be introduced to key themes and debates in the history of the discipline. Ethnographic case studies will be drawn from work on a variety of societies, including hunter-gatherers, farmers, industrial labourers, and urban city-dwellers. The Michaelmas Term will explore the relationship between nature and culture, drawing on classic and contemporary debates about human difference and similarity. The term is divided into three blocks: 1) Culture, fieldwork and history; 2) Becoming people; 3) Bodies and Difference. Some questions considered during the term may include:

What distinguishes social anthropology from other social science disciplines? What does 'thinking like an anthropologist' involve? What is 'culture', and how are anthropological concerns shaped by the particular history and method of the discipline? How does language shape thought and action? How do societies 'make' the individuals of which they are composed? Why are human life stages so often characterised by rituals, and what do these rituals reveal about understandings of life? What does it mean to be a 'person' in society? How are bodily differences between people thought about in different contexts? How does culture shape our bodies and the health of those bodies?

The Lent Term will address different kinds of relations between and among people, animals and things, and how these are mediated in different ways. The term is also divided into three blocks: 1) Relations, 2) Place, 3) Technology. Some questions considered during the term include:

Is it valid to distinguish between people and things? What are the politics of human animal relations? To what extent is place a product of power? Can people only be dispossessed of material belongings? In what ways does technology mediate and reinvent expressions of race and racism? Do infrastructures only become visible on breakdown?

**Teaching:** 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT.

The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of both the MT and LT.

**Formative coursework:** Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays. Anthropology students taking this course will have an opportunity to submit one tutorial essay for this course to their academic mentor in the MT and one in the LT. For non-Anthropology students taking this course, a formative essay may be submitted to the course teacher in the MT



and in the LT.

**Indicative reading:** M Engelke, *Think Like an Anthropologist* (2017)

R Astuti et al (eds.), *Questions of Anthropology* (2007)

M Carrithers, *Why Humans Have Cultures* (1992)

T Eriksen, *Small Places, Large Issues: An Introduction to Social and Cultural Anthropology* (2001)

M Bloch, *Prey into Hunter* (1996)

L Tuhiwai Smith *Decolonizing Methodologies: Research and Indigenous Peoples* (1999)

B Larkin, *Signal and Noise: Media, Infrastructure, and Urban Culture in Nigeria* (2008)

R. Govindrajana, *Animal Intimacies: Interspecies Relatedness in India's Central Himalayas* (2018)

K. Stewart, *A Space on the Side of the Road: Cultural Poetics in an "Other" America* (1996)

**Assessment:** Essay (50%, 2500 words) in the LT.

Essay (50%, 2500 words) in the ST.

## AN101

### A History of Anthropological Theory

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Fuad Marco Devecchi Musallam OLD 6.08 and Dr Mukulika Banerjee OLD 5.09

**Availability:** This course is compulsory on the BA in Anthropology and Law, BA in Social Anthropology and BSc in Social Anthropology. This course is available on the BSc in Politics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** This course discusses important aspects of anthropological theory in relation to ethnographic research. It covers the development of anthropological thought from the second half of the 19th century to today. Anthropology is situated within its context, including the social conditions of scholarship, as well as the histories of empires, nation-states, and capitalism. The course is intended to give students a sound grasp of central theoretical concepts and of their significance for empirical research.

**Teaching:** 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT.

The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of both MT and LT.

**Formative coursework:** Students are expected to prepare discussion material for presentation in the classes. Anthropology students taking this course will have an opportunity to submit one tutorial essay for this course to their academic mentor in the MT and one in the LT. For non-Anthropology students taking this course, a formative essay may be submitted to the course teacher in the MT and in the LT.

**Indicative reading:** Alan Barnard, *History and Theory in Anthropology*; Matthew Engelke, *Think Like an Anthropologist*; Adam Kuper, *Anthropology and Anthropologists*; George W. Stocking, *Observers Observed: Essays on Ethnographic Fieldwork*. Detailed reading lists are provided at the beginning of the course.

**Assessment:** Exam (100%, duration: 3 hours) in the summer exam period.

## AN102

### Ethnography through Mixed Media

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Andrea Pia OLD 6.09 and Dr Megan Laws OLD 1.13

**Availability:** This course is compulsory on the BA in Social Anthropology and BSc in Social Anthropology. This course is available on the BSc in Politics. This course is available as an

outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** This course provides training in the reading and interpretation of multimodal anthropology (with a focus on text, photography, film, sound, and games). It introduces students to detailed, holistic study of social and cultural practices within specific geographic and historical contexts and develops skills in bringing together the various elements of cultural and social life analysed by anthropologists. By the end of each term, successful students will have both a detailed knowledge of three important texts and media and have a rounded view of the three settings studied.

They will also have developed the capacity to think critically about ethnographic writing and filmmaking, and about anthropological engagements with other media such as games, photography, and sound. In addition, the course aims to enable students to examine in detail the process by which ethnographic media are produced through the close analysis of three book-length ethnographic accounts (or the equivalent) in the MT and by providing students with practical training in the production of photo, audio, and video materials in the LT. Students will study a film (or other visual or auditory material) associated with each text or topic each term.

In the MT, students will be required to read the three full set monographs, approximately a third of each monograph (two-four chapters) each week. In the LT, students will be required to read two to three academic chapters or articles each week (with more time given to practical work). It will be essential to do this in order to pass this course. The emphasis in classes and seminars will be on developing students' abilities to read and analyse texts, and to compare and contrast them to other material offered on the course. Supplementary readings or viewings may be provided during the term.

In the MT, students will be provided with basic training in coming up with a research project, taking photographs, recording audio, and shooting video. In the LT, students will be provided with basic training in ethics and risk and in post-production in photography, sound, and film. Over the course of the two terms, students will then be required to work in groups to develop their own media projects. This will be facilitated by a series of basic tasks to take photographs, record audio, shoot video, and work together to edit these into multimedia pieces.

**Teaching:** In the MT, there are 17 hours of lectures (of which 9 hours are multimedia sessions), 4.5 hours of seminars, 7 hours of classes, and 3 hours of practical training sessions.

In the LT, there 9 hours of lectures (of which 6 hours are multimedia sessions), 3 hours of seminars, 8 hours of classes, and 6 hours of practical training sessions.

The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of both MT and LT.

The practical training sessions will be run in collaboration with Darren Moon, Senior Learning Technologist of the Eden Centre for Education Enhancement at the LSE.

**Formative coursework:** Students will have the opportunity to submit up to four position pieces (two position pieces in the MT and two position pieces in the LT). Only the three position pieces with the highest marks will count towards the student's final grade for the course. Students are not required to submit all four position pieces but are encouraged to do so to allow one position pieces to count as formative coursework.

**Indicative reading:** Detailed reading lists (including this year's set texts) will be provided at the beginning of the course.

For a general introduction to issues covered in the course, see the following:

- Engelke, M., ed. 2009. *The Objects of Evidence: Anthropological Approaches to the Production of Knowledge*. Oxford: Wiley-Blackwell.
- Cox, R., Irving, A., and Christopher Wright. 2016. *Beyond text? Critical practices and sensory anthropology*. Manchester: Manchester University Press.
- MacDougall, D. 2006. *The Corporeal Image: Film, Ethnography, and the Senses*. Princeton University Press.
- Grimshaw, A., and A. Ravetz. 2009. *Observational Cinema*:



Anthropology, Film, and the Exploration of Social Life. Bloomington: Indiana University Press.

- MacDonald, S. 2013. *American Ethnographic Film and Personal Documentary: The Cambridge Turn*. Berkeley: University of California Press.
- Marcus, G. E., and M. M. J. Fischer. 1986. *Anthropology as Cultural Critique: An Experimental Moment in the Human Sciences*. Chicago: University of Chicago Press.
- Wolf, M. 1992. *A Thrice-Told Tale: Feminism, Postmodernism, and Ethnographic Responsibility*. Stanford: Stanford University Press.

**Assessment:** Coursework (100%, 4500 words) in the MT and LT. All students will produce a portfolio of position pieces (worth 100% of the total mark), submitting a total of two position pieces in the MT and two position pieces in the LT. Position pieces should refer to the media (including text) covered on the course and relate these to the cycles covered in the lectures and classes. In the LT, students should also refer to their own photo, audio, or video productions in their position pieces. Portfolios will be assessed periodically throughout the year, with the final grade determined after the end of Lent Term.

Students who submit fewer than three position pieces will receive a mark of zero for each missed assessment. The overall mark will be the average of the three position pieces with the highest grades, including any zeroes for missed assessments.

Students who submit at least one position piece and fail the course will be expected to add to their portfolio at resit in order to achieve a pass.

Students who do not submit any position pieces (0 out of 4), will be awarded a Zero Absent for the whole course and cannot be awarded the degree until they submit sufficient work at resit to complete the course.

## AN1E0 Half Unit

### Being Human: Contemporary Themes in Social Anthropology (Anthropology Exchanges)

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Gisa Weszkalnys

**Availability:** This course is available on the Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is not available as an outside option nor to General Course students.

**Course content:** This course provides a general introduction to Social Anthropology as the comparative study of human societies and cultures. Students will be introduced to key themes and debates in the history of the discipline. Ethnographic case studies will be drawn from work on a variety of societies, including hunter-gatherers, farmers, industrial labourers, and urban city-dwellers. The Lent Term will address the different types of relations people have with other beings, with places, and with a variety of technologies and infrastructures, and what how these are mediated by and produce forms of power, identity, and differences. The term is also divided into three blocks: 1) Relations, 2) Place, 3) Technology. Some of the questions considered during the term include:

Is it valid to distinguish between people and things? What are the politics of human animal relations? To what extent is place a product of power? Can people only be dispossessed of material belongings? In what ways does technology mediate and reinvent expressions of race and racism? Do infrastructures only become visible on breakdown?

**Teaching:** 10 hours of lectures and 10 hours of classes in the LT. This year, some or all of this teaching will be delivered through a combination of virtual lectures, classes and online interactive activities. The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of LT.

**Formative coursework:** Students are expected to prepare

discussion material for presentation in the classes and are required to write assessment essays. Anthropology students taking this course will have an opportunity to submit one tutorial essay for this course to their academic mentor in the LT. For non-Anthropology students taking this course, a formative essay may be submitted to the course teacher in the LT.

**Indicative reading:** M Engelke, *Think Like an Anthropologist* (2017) R. Govindrajana, *Animal Intimacies: Interspecies Relatedness in India's Central Himalayas* (2018)

**Assessment:** Essay (100%, 2500 words) in the ST.

## AN200

### The Anthropology of Kinship, Sex and Gender

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Teodor Zidaru-Barbulescu OLD 5.06A and Dr Mayanka Mukherji OLD 6.14

**Availability:** This course is compulsory on the BA in Social Anthropology and BSc in Social Anthropology. This course is available on the BA in Anthropology and Law, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** This course provides an examination of the cultural frameworks and social aspects of kinship systems, gender roles, personhood and human sexuality, analysed through ethnographic examples from a diverse range of settings. It aims to equip students with the analytical tools to engage in theoretical debates concerning core concepts such as 'kinship', 'marriage', 'gender', 'sex', 'the person', and the relationship between 'nature' and 'culture', as well as exploring how the experiences of kinship, sex and gender vary according to the regimes of politics, law and materiality in which they are embedded. The course charts the history of anthropological debates on kinship, relatedness, sex and gender, and familiarises students with a range of contemporary approaches to these themes, placing ethnographic materials into a critical dialogue with recent developments in feminist theory, queer theory, the anthropology of colonialism, cognitive science, and psychoanalysis.

**Teaching:** 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT.

The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of both MT and LT.

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

**Indicative reading:** Carsten, J. *After Kinship* (2003); Chodorow, N. *The Power of Feelings: Personal Meaning in Psychoanalysis, Gender and Culture* (1999); Donnan, H. and Magowan, F. *The Anthropology of Sex* (2010); Levi-Strauss, C. *The Elementary Structures of Kinship* (1969); Moore, H. L. *A Passion for Difference: Essays in Anthropology and Gender* (1994); Schneider, D. *A Critique of the Study of Kinship* (1984); Stone, L. *Kinship and Gender: An Introduction* (2006).

**Assessment:** Essay (50%, 3000 words) in the LT.

Essay (50%, 3000 words) in the ST.

## AN205 Half Unit

### The Anthropology of Melanesia

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Michael W. Scott, OLD 1.17

**Availability:** This course is available on the BA in Anthropology and Law, BA in Social Anthropology, BSc in Social Anthropology,

Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** This course provides an introduction to selected themes in the anthropology of the region in the Southwest Pacific Ocean known as Melanesia. It gives students a grounding in the contemporary anthropology of the region, primarily through a close reading of three book-length ethnographies.

The three ethnographies, which are all new since 2013, are Christopher Wright's *The Echo of Things*, an account of what photography means to people in the western Solomon Islands; Alice Street's *Biomedicine in an Unstable Place*, an analysis of how persons and diseases are made visible or invisible in a hospital on the north coast of Papua New Guinea; and Maggie Wilson's *A True Child of Papua New Guinea* (edited by Rosita Henry), the part-memoir/part-'ethnographic biography' of a woman who lived between 'two worlds', that of her mother, a New Guinea Highlander, and that of her father, an Australian colonist.

These ethnographies not only provide students with focused accounts of three very different contexts in Melanesia, they also address histories, dynamics, and concerns familiar to people living throughout the region. Furthermore, because the three authors draw on different intellectual antecedents and disciplinary traditions, their work provides an entree into the most influential theoretical debates animating Pacific anthropology today.

Topics to be traced throughout the course include personhood and bodies, kinship and sociality, religion and cosmology, technology and infrastructure, belonging and development, globalization, and the state. Engagement with these three books will be enhanced and supplemented by other readings (including works by Pacific Islanders), ethnographic films, and a visit to the British Museum.

**Teaching:** 10 hours of lectures and 10 hours of classes in the LT. This course has a reading week in Week 6 of LT.

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

**Indicative reading:** Christopher Wright, *The Echo of Things: The Lives of Photographs in the Solomon Islands* (2013); Alice Street, *Biomedicine in an Unstable Place: Infrastructure and Personhood in a Papua New Guinean Hospital* (2014); Maggie Wilson (edited with additions by Rosita Henry), *A True Child of Papua New Guinea: Memoir of a Life in Two Worlds* (2019).

**Assessment:** Essay (100%, 3000 words) in the ST. The assessed essay must be between 2,500 – 3,000 words in length.

## AN221 Half Unit Not available in 2022/23

### The Anthropology of Christianity

This information is for the 2022/23 session.

**Teacher responsible:** Dr Fenella Cannell OLD 5.07

**Availability:** This course is available on the BA in Anthropology and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** This course is intended for second and third year anthropologists, therefore students normally have at least one year's foundational anthropology. External students are welcome to join the course and often do so; depending on disciplinary background, external students may benefit from some additional contextual reading (please consult the course teacher.)

**Course content:** The ethnography of local Christianities in the

light of differing cultural and social situations including colonial conditions. The relationship between Christianity and the discipline of anthropology. The course will examine a number of anthropological and historical studies of local forms of Christianity, from a range including local forms of Catholicism, Mormonism, contemporary and historical Protestantisms including American Protestant forms and 'heretical' and other unorthodox Christianities. The course asks why anthropologists shied away from analysing Christianity long after studies of other world religions, such as Islam, Hinduism and Buddhism, had become widely established. It looks at the relationship between Christianity and the history of anthropological thought, and locates the place of Christianity in the writings of Mauss, Durkheim, Foucault and others, in order to defamiliarise the religion which Europeans and Americans especially often take for granted. Issues examined may include the nature and experience of belief, conversion and the appropriation of Christian doctrines by local populations, the problems of writing about religion, Christianity and the state, the nature of religious confession, Christian texts, and Scriptural reading practices, Christian objects and materialities, Christianity and women's religious and social experience (from Medieval women mystics to women priests), inquisitions and heretical beliefs, priests and alternative forms of mediation with divine power, miraculous saints, incorrupt bodies and 'non-eaters' and changing ideas about death, Heaven and Hell. Where possible, the course will include a student fieldwork weekend and forms of reflection and reporting on that experience. Please check with the course teacher in any given year whether this is planned as part of the year's programme.

**Teaching:** 10 hours of lectures and 10 hours of classes in the LT.

This year, some or all of this teaching will be delivered through a combination of virtual lectures, classes and online interactive activities. The contact hours listed above are the minimum expected. There will be a reading week in Week 6 of the LT.

**Formative coursework:** Students will be expected to produce one essay in the LT.

**Indicative reading:** M Bloch, *From Blessing to Violence: History and Ideology in the Circumcision Ritual of the Merina of Madagascar*; F Cannell, *Catholicism, Spirit Mediums and the Ideal of Beauty in a Bicolano Community, Philippines* (PhD thesis, University of London); W Christian, *Person and God in a Spanish Valley* (reprint 1988); J Comaroff, *Body of Power, Spirit of Resistance*; J de Pina Cabral, *Sons of Adam, Daughters of Eve: the Peasant World View in the Alto Minho*; R Ileteo, *Pasyon and Revolution: Popular Movements in the Philippines, 1840-1910*; J Nash, *We Eat the Mines and the Mines Eat us: Dependency and Exploitation in Bolivian Tin Mines*; M Taussig, *The Devil and Commodity Fetishism in South America*. Detailed reading lists are provided at the beginning of the course.

**Assessment:** Essay (100%, 3000 words) in the ST.

## AN223 Half Unit Not available in 2022/23

### The Anthropology of Southeast Asia

This information is for the 2022/23 session.

**Teacher responsible:** Dr Nicholas Long OLD 6.14

**Availability:** This course is available on the BA in Anthropology and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** This course will introduce students to selected theoretical and ethnographic issues in the history and contemporary life of Southeast Asia (including Burma/Myanmar, Cambodia, Indonesia, Laos, Malaysia, Singapore, Thailand, The Philippines, and Vietnam).

The alleged distinctiveness of Southeast Asian gender relations,

political leadership, and experiences of self and emotion have led to ethnographic studies of the region making major contributions to the anthropology of the state, sovereignty, globalisation, gender, identity, violence, and mental health. By providing a strong grounding in regional ethnographic materials, this course will equip students to critically evaluate such contributions and to consider possible further contributions that studies of Southeast Asia might make to anthropological debates. The course will also examine how anthropologists have responded to the interpretive challenges presented by selected aspects of Southeast Asia's social and political life, such as the legacies of mass violence (e.g. the Cambodian genocide, the Vietnam War, or Indonesia's massacre of suspected communists), its ethnic and religious pluralism, and the impact of international tourism.

The course also contains a strong visual anthropology element: each week's lecture will be paired with a film screening, and students will be encouraged to examine whether and how this visual material contributes to, or indeed reframes, the theoretical debates at hand.

Upon successful completion of the course, students will be able to:

1. Describe the key features of Southeast Asian social and cultural systems, and identify their similarities and differences with social and cultural systems in other world regions.
2. Describe key events and patterns in Southeast Asia's history, and evaluate the extent to which these influence contemporary social phenomena in the region.
3. Describe and evaluate the most influential paradigms that have been developed in anthropological studies of Southeast Asia over the past 60 years.
4. Apply anthropological concepts and theories to ethnographic materials from Southeast Asia, and evaluate the results.
5. Apply anthropological research findings and theories to social and policy issues in Southeast Asia.
6. Locate and use research findings from Southeast Asia in order to participate in, or advance the terms of, wider disciplinary debates.

**Teaching:** 10 hours of lectures and 10 hours of classes in the MT. 1 hour of lectures in the ST.

Film screenings will also take place throughout the term. There is a reading week for this course in Week 6 MT.

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

**Indicative reading:** Useful histories of Southeast Asia / Southeast Asian anthropology

M.C. Ricklefs, B. Lockhart, A. Lau, P. Reyes, and M.A. Thwin, *A New History of Southeast Asia* (2010);

V.T. King and W.D. Wilder, *The Modern Anthropology of South-East Asia: An introduction* (2003).

Ethnographies

Barker, J., E. Harms, and J. Lindquist, eds. 2014. *Figures of Southeast Asian Modernity*. Honolulu: University of Hawai'i Press.

Hinton, A. L. 2005. *Why Did They Kill? Cambodia in the Shadow of Genocide*. Berkeley: University of California Press.

Keeler, W. 1987. *Javanese Shadow Plays, Javanese Selves*.

Princeton: Princeton University Press.

Langford, J. M. 2013. *Consoling Ghosts: Stories of Medicine and Mourning from Southeast Asians in Exile*. Minneapolis: University of Minnesota Press.

Long, N. J. 2013. *Being Malay in Indonesia: Histories, Hopes and Citizenship in the Riau Archipelago*. Copenhagen: NIAS Press.

Peletz, M. G. 2009. *Gender Pluralism: Southeast Asia since Early Modern Times*. London & New York: Routledge.

Schwenkel, C. 2009. *The American War in Contemporary Vietnam: Transnational Remembrance and Representation*. Bloomington: Indiana University Press.

Scott, J. C. 2009. *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*. New Haven & London: Yale University Press.

Sloane, P. 1999. *Islam, Modernity and Entrepreneurship among the Malays*. Basingstoke: Macmillan.

Detailed reading lists are provided at the beginning of the course.

**Assessment:** Coursework (100%, 4000 words) in the LT.

Students will be asked to write a research essay on a topic covered in the course, and a synoptic essay speaking to themes that connect multiple weeks of the course. Each of these should be up to 2000 words in length, and will comprise 50% of the final mark.

## AN226

### Political and Legal Anthropology

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Mathijs Pelkmans OLD 5.08 and Dr Harry Walker OLD 5.06B

**Availability:** This course is compulsory on the BA in Anthropology and Law, BA in Social Anthropology and BSc in Social Anthropology. This course is available on the Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne), Exchange Programme for Students in Anthropology (Tokyo) and LLB in Laws. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** The anthropological analysis of political and legal institutions as revealed in relevant theoretical debates and with reference to selected ethnography. The development of political and legal anthropology and their key concepts including forms of authority; forms of knowledge and power; political competition and conflict; colonial transformation of indigenous norms; writing legal ethnography of the 'other'; folk concepts of justice; the theory of legal pluralism; accommodation of religious practices in secular laws of European states.

**Teaching:** 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT.

The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of MT and LT.

**Formative coursework:** Students are expected to prepare discussion material for presentation in the classes, and to submit one essay in the MT and one mock exam question in the LT to their class teacher on which they will receive formative feedback.

**Indicative reading:** Appadurai, A, 2006, *Fear of small numbers: an essay on the geography of anger*; Blok, A, 1988, *The Mafia of a Sicilian Village 1860-1960: a study of violent peasant entrepreneurs*; Bryant, R, & Reeves, M, 2021, *The Everyday Lives of Sovereignty*; Clastres, P, 1987, *Society against the state: essays in political anthropology*; Mbembe, A, 2001, *On the Postcolony*; Navaro, Y, 2021, *The make-believe space: affective geography in a postwar polity*. Tuckett, A, 2018, *Rules, Paper, Status: Migrants and Precarious Bureaucracy in Contemporary Italy*; Moore, S F, 1978, *Law as Process*; Malinowski, B, 1916, *Crime and Custom in Savage Society*; Bohannan, P, 1957, *Justice and Judgement among the Tiv*; Comaroff J and Roberts S, 1981, *Rules and Processes*. Detailed reading lists are provided at the beginning of the course.

**Assessment:** Exam (100%, duration: 3 hours) in the summer exam period.

## AN237 Half Unit

### The Anthropology of Development

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Katherine Gardner

**Availability:** This course is available on the BA in Anthropology and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is available as an outside option to students on other



programmes where regulations permit and to General Course students.

**Course content:** This course explores how anthropologists have evaluated, criticised and contributed to development. Focussing on both 'Big D' development (schemes of improvement or projects) and 'little d' development (change which occurs as the result of economic growth or modernisation) the course shows how anthropological insights have been used to change practices from within as well as critique development from the outside. From anthropological work which seeks pragmatic engagement to that which deconstructs development as an oppressive and power laden discourse, the course aims to give students a broad background to the field. Topics covered include the role of the state; local politics and power relations; gender and empowerment; development as discourse and 'aidnography'; neo liberalism and global capital; corporate social responsibility; markets and micro credit; and the relationship between 'tradition' and modernity. Throughout, the course will draw upon a broad range of ethnographic examples.

**Teaching:** 10 hours of lectures and 10 hours of classes in the MT. 1 hour of lectures in the ST.

The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of MT.

**Formative coursework:** Students are expected to prepare discussion material for presentation in the classes based on the core ethnographies covered in the course. Formative work will include a mock exam question.

**Indicative reading:** Gardner and Lewis 2015, *Anthropology and Development: Twenty First Century Challenges*; Ferguson, J. 1990 *The Anti-Politics Machine: Development, Depoliticisation and Bureaucratic Power in Lesotho*; Cambridge University Press; Li, T, 2014 *Land's End: Capitalist Relations on an Indigenous Frontier*; Karim, L., 2011 *Micro-Finance and its Discontents: Women and Debt in Bangladesh*; Elyachar, J. 2005; *Markets of Dispossession: NGOs, the Market and the State in Cairo*; Scherz, C. 2014. *Having People, Having Heart: Charity, Sustainable Development, and Problems of Dependence in Central Uganda*; Scott, J. 1998, *Seeing Like a State: How Certain Schemes to Improve the Human Condition have Failed*.

Detailed reading lists are provided at the beginning of the course.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

## AN240 Half Unit Not available in 2022/23

### Investigating the Philippines - New Approaches and Ethnographic Contexts

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Fenella Cannell OLD 6.07

**Availability:** This course is available on the BA in Anthropology and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course is most suitable for second and third year students but interested first year external students may seek an exemption. Also available to General Course students.

**Course content:** This course offers the chance to look at the ethnography of one country in more detail than is usual for regional courses. It considers topics taken from the ethnography of the lowland and highland Philippines, with a focus on exciting new high quality writing, drawing on the recent renaissance in Philippine Studies. The course will balance works by expert non-Filipino ethnographers with the new writing of 'native ethnographies' by Filipino scholars resident both in the Philippines themselves and

in the US. The course will be framed within the colonial, religious and social history of the archipelago, and will consider both new interpretations of Philippine history, and topics on contemporary social issues, as well as using classic works on the Philippines. Teaching each week will normally be organised around the reading of one outstanding ethnography, allowing students to look closely at particular cases. Topics in any year are likely to be drawn from the following list (although obviously only ten topics can be offered in one year); Migration, 'mail-order' brides, and the Philippine diaspora; New religious movements: Philippine colonialism and the processes of conversion: Healing, spirit possession, midwifery and local medicine: The contemporary Catholic Church; Violence in the Philippines; Ecology, landscape and environmental politics: Kinship and its transformations; Gender, Philippine queer theory and Philippine transvestitism: Ritual, drama and local performance traditions: Philippine architecture and material culture.: Philippine cinema: Colonial politics, tribal politics and issues of self-representation: Magic, sorcery and "anitismo"; Tourism, symbolic economies and the impact of international capitalism.

**Teaching:** 10 hours of lectures and 10 hours of classes in the LT. There will be a reading week in Week 6 of the LT.

**Formative coursework:** Students are expected to prepare discussion material for classes/seminars. Students taking this course will be expected to produce one essay in the LT.

**Indicative reading:** Selected/ indicative texts: Renato Rosaldo *Ilongot Headhunters*; Vicente Rafael *Contracting Christianity*; Fenella Cannell *Power and Intimacy in the Christian Philippines*; Sally-Ann Ness *Where Asia Smiles*; Heather L. Claussen, *Unconventional Sisterhood*; J.Neil C. Garcia *Philippine Gay Culture: the Last Thirty Years*; M. F. Manalansan *Global Divas: Filipino Gay Men in the Diaspora*; Vicente Rafael *White Love and Other Events in Filipino History*; Evelyn Tan *Cullemar Babaylanism in Negros*; Benito M Vergera *Displaying Filipinos: Photography and Colonialism in Early 20th Century Philippines*; Renaldo Clemena *Ileto Pasyon and Revolution*; K.F. Wiegele, *Investing in Miracles: El Shaddai and the Transformation of Popular Catholicism in the Philippines*; Nicole Constable *Maid to Order in Hong Kong*; Albert Alejo *Generating Energies in Mount Apo: Cultural Politics in a Contested Environment*; Catherine Ceniza Choy *Empire of Care: Nursing and Migration in Filipino American History*; Esther C.M. Yau and Kyung Hyun Kim *Asia/Pacific Cinema*; Caroline S. Hau, *Necessary Fictions; Philippine Literature and the Nation*. Detailed reading lists are provided at the beginning of the course.

**Assessment:** Essay (100%, 3000 words) in the LT.

Students will complete written work on one or more topics from the course, with a total word count of 3,000 words. Specific guidance and advice will be given during the course but for example, students may choose to pursue one topic in depth and with the use of additional and external materials, or to write on two topics more closely related to the course work and course outline. Further guidance and a range of suggested topics and questions will be provided during the course.

## AN243 Half Unit

### Children and Youth in Contemporary Ethnography

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Catherine Allerton OLD 6.13

**Availability:** This course is available on the BA in Anthropology and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** Undergraduates taking this course should normally



have completed an introductory course in anthropology unless granted exemption by the course teacher.

**Course content:** This course explores the paradoxes and contexts of social science work on children and youth through an intensive focus on contemporary ethnographies exploring children's social worlds. This ethnographic work is multi-disciplinary (emerging from anthropology, geography, sociology, media studies), and builds both on earlier ethnographies of childhood from the mid-twentieth-century onwards, and on growing theoretical interest in cross-cultural understandings of 'the child' and their competencies. In the first half of the course, we investigate 5 central paradoxes that emerge through a consideration of children and childhood. These are: 1) Universal/ Constructed; 2) Being/ Becoming; 3) Structure/ Agency; 4) Protection/ Participation; and 5) Representation/ Reality. These paradoxes allow us to consider important questions such as: What does it mean to see childhood as a 'construction'? How has ethnographic work questioned universal frameworks for child development? How should we understand children's agency? How successfully can 'child rights' be achieved in different cultural contexts? Why should children's perspectives be taken more seriously in the social sciences? In the second half of the course, we turn to 5 key contexts for ethnographic analyses of children's lives. These are: the street, school, work, play and war. How have the lives of 'street children' been approached and understood? What do critical ethnographies of schooling tell us about its role in reproducing inequalities? What, if anything, is the difference between beneficial child work and harmful 'child labour'? How can we recognise and theorise children's play? And how have ethnographic accounts documented both trauma and resilience in the context of 'child soldiering'?

**Teaching:** 10 hours of lectures and 10 hours of classes in the LT. This course has a reading week in Week 6 of the LT. Film screenings in the Lent Term.

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

**Indicative reading:** RA LeVine and RS New (eds) 2008. *Anthropology and child development: a cross-cultural reader*; N Scheper-Hughes and C Sargent (eds) 1998. *Small wars: the cultural politics of childhood*; KF Olwig and E Gullov (eds) 2003. *Children's Places: Cross-cultural perspectives*; D Durham and J Cole (eds) 2006. *Generations and globalization: youth, age and family in the new world economy*; M Liebel. 2004. *A will of their own: cross cultural perspectives on working children*; V Amit-Talai and H Wulff (eds) 1995. *Youth cultures: a cross-cultural perspective*; A James. 1993. *Childhood identities: self and social relationships in the experience of the child*; J Boyden and J de Berry (eds) 2004. *Children and youth on the frontline: ethnography, armed conflict and displacement*; BA Levinson, DE Foley and DC Holland (eds) 1996. *The cultural production of the educated person: critical ethnographies of schooling and local practice*; H Montgomery. 2009. *An introduction to childhood: anthropological perspectives on children's lives*.

**Assessment:** Essay (100%, 3000 words) in the ST.

## AN245 Half Unit Not available in 2022/23 Borders and Boundaries: Ethnographic Approaches

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Mathijs Pelkmans OLD 5.08

**Availability:** This course is available on the BA in Anthropology and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** How do territorial borders influence human behaviour and thinking, and how, in turn, do people create, manage, and manipulate such borders? These questions have become pressing with the intensification and politicisation of global interconnectedness. While a few decades ago the tearing down of the Berlin Wall seemed to herald a border-less world, today the loudest politicians promise to create "huge, great, great, beautiful walls." This course studies the numerous tensions accompanying global interconnectedness. Why is it so difficult to make borders impermeable? How do smuggling networks operate? What does the world look like from the perspective of undocumented migrants? What are the effects of new border fortification technologies? What is it like to live in a gated community? Are people boundary-drawing creatures? Why do borders play a central role in images of utopia? Why is it silly yet productive to ask: where is the border between Europe and Asia? These and other questions will be discussed by situating ourselves ethnographically in the borderlands, potentially making us realise that "the frontier is all around us."

**Teaching:** 10 hours of lectures and 10 hours of classes in the MT. This year, some or all of this teaching will be delivered through a combination of virtual lectures, classes and online interactive activities. The contact hours listed above are the minimum expected.

This course has a reading week in Week 6 of MT.

**Formative coursework:** Students are expected to prepare discussion materials for presentation in the classes. Students will be expected to produce 1 essay in the MT.

**Indicative reading:**

- Andersson, R. (2014). *Illegality, Inc.: Clandestine migration and the business of bordering Europe*;
- Berdahl, D. (1999). *Where the world ended: Re-unification and identity in the German borderland*;
- Hastings, D., and T. Wilson (1999). *Borders: Frontiers of identity, nation and state*;
- Khosravi, S. (2010). *'Illegal' traveller: an auto-ethnography of borders*;
- Low, S. (2004). *Behind the gates: Life, security, and the pursuit of happiness in fortress America*;
- Pelkmans, M. (2006). *Defending the border: identity, religion, and modernity in the Republic of Georgia*;
- Reeves, M. (2014). *Border work: spatial lives of the state in rural Central Asia*.

**Assessment:** Take-home assessment (100%) in the MT.

The take home exam will be held the week following the end of the MT.

## AN247 Half Unit Not available in 2022/23 Anthropological Approaches to Questions of Being

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Michael Scott OLD 6.16

**Availability:** This course is available on the BA in Anthropology and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** In Western thought, the study of the nature of being itself (Greek *ontos*), including theories about how things come into being and how they are related to one another, is known as ontology. Building on, but broadening the scope of this Western tradition, the growing anthropological literature on questions of being seeks to convey ethnographically and conceptualize theoretically the many different ontologies, or lived realities, that

shape social practices in diverse historical, geographic, and cultural contexts. This literature also urges us to reconsider reflexively what anthropology is, does, and might become.

Twenty-first century anthropology has seen an 'ontological turn' or 'turns', or more broadly, the emergence of anthropologies of ontology. Increasingly, a variety of anthropological discourses invoking the concept of ontology have come into dialogue, yet ontology-oriented approaches remain diverse. Over the past decade, these discourses have been sites of divisive debate, strong contestation, pointed polemic, and at times personal critique. While this has generated a lot of interest, arguably these debates have created more heat than light. In the wake of these debates, and keeping them in view, this course aims to illuminate current work around ontology by reading three recent and influential books, each of which takes a distinctive anthropological approach to questions of being.

Morten Axel Pedersen's ethnography, *Not Quite Shamans* (2011), explores spirits, shamans – or the relative lack of shamans – and postsocialism among the Darhad people of northern Mongolia. Pedersen focuses on the ontological uncertainties that can attend sweeping social transformations; in so doing, he challenges us to rethink the assumptions about being that inform mainstream anthropological analyses.

Marisol de la Cadena's ethnography, *Earth Beings* (2015), offers a person-centred, conversation-driven account of people, place, and indigenous cosmopolitics in the Andes. De la Cadena engages with the Quechua people's political struggles in ways that prompts us to question modernity's dominant nature/human dualism. Giving us access to a context where mountains are wilful actors, she invites us to reconceptualize politics as ontological disagreement.

Stuart McLean's book, *Fictionalizing Anthropology* (2017), develops a comparative approach to anthropology by juxtaposing diverse folkloric, historical, literary, and ethnographic accounts – primarily from the North Atlantic. McLean seeks to persuade us that storytelling is a mode of 'ontological poesis'; it does not simply reflect – or even reflect on – aspects of the world as given; it participates in the very making of worlds. In the same way, he suggests, the stories anthropologists tell and the comparisons they make may be ontologically generative, part of the becoming of new possibilities for human and other-than-human being.

These three works – focused on very different contexts, using very different modes of research, and written in very different styles – introduce students to the central questions, dynamics, and debates that constitute anthropological approaches to questions of being.

**Teaching:** 10 hours of lectures and 10 hours of classes in the MT. There will be a reading week in Week 6 of the LT.

**Formative coursework:** Students will be expected to produce 1 essay in the MT

**Indicative reading:** Morten Axel Pedersen, *Not Quite Shamans: Spirit Worlds and Political Lives in Northern Mongolia* (2011); Marisol de la Cadena, *Earth Beings: Ecologies of Practice across Andean Worlds* (2015); Stuart McLean, *Fictionalizing Anthropology: Encounters and Fabulations at the Edges of the Human* (2017).

**Assessment:** Essay (100%, 3000 words) in the LT.

## AN250 Half Unit Not available in 2022/23

### The Anthropology of South Asia

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Rebecca Bowers

**Availability:** This course is available on the BA in Anthropology and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** You are required to be enrolled in a degree

programme at LSE in which you are trained to write essays and read qualitative research. You may be asked to submit written work to determine your ability for this course.

**Course content:** This course will aim to address issues of citizenship, inequality and social justice, religious faith and practices, migration and labour and consumption patterns in rural and urban South Asia. The course will cover both classic and current literature and weekly sessions will be organised thematically. South Asia is an ideal setting to examine many paradoxes that exist elsewhere - alongside some of the highest rates of economic growth there is growing inequality, there is a growing middle class but high rates of precarious poverty, the countries remain largely rural yet they will hold the largest urban population in the world in less than ten years and so on. In order to understand these paradoxes, it is essential that issues of macro economic policy, social inequality, infrastructural development, political mobilisation and popular culture, mobilisation along religious lines in each country and the rise of the 'threatened majorities' that behave like minority populations - be examined in greater detail. Using a rich body of anthropological research on South Asia, this course will examine several of these issues and more in this course. The literature on India is the largest available but every attempt will be made to cover the anthropological literature on Pakistan, Nepal, Sri Lanka and Bangladesh alongside.

**Teaching:** 10 hours of lectures and 10 hours of classes in the MT. This course will have a series of optional online film screenings in the MT. The course has a reading week in Week 6 of the MT.

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

**Indicative reading:** Please read at least TWO of the following background readings before the start of the course and certainly by the end of the second week of the course: Sunil Khilnani, *The Idea of India*; Ramachandra Guha, *India After Gandhi*; Corbridge, S. and Harris, J., *Reinventing India: Liberalization, Hindu Politics and Popular Democracy*; Rana Dasgupta, *Capital: The Eruption of Delhi*; Ammara Maqsood, *The New Pakistani Middle class*; Delwar Hussain, *Boundaries Undermined: The ruins of progress on Bangladesh-India Border*

*Fiction: Vikram Seth, A Suitable Boy; Rohinton Mistry, A Fine Balance; Bapsi Sidhwa, Ice Candy Man; Neel Mukherjee, The Lives of Others; Daniyal Mueenuddin, In Other Rooms, Other Wonders; Arundhati Roy, The God of Small Things; Saadat Hasan Manto, Toba Tek Singh: Stories*

You will be required to present your thoughts on the background readings you have done in Week 2 class/seminar.

**Assessment:** Take-home assessment (100%) in the MT.

The take home exam will be held the week following the end of the MT.

## AN256 Half Unit

### Economic Anthropology (1): Production and Exchange

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Alpa Shah OLD 6.17A

**Availability:** This course is compulsory on the BA in Social Anthropology and BSc in Social Anthropology. This course is available on the BA in Anthropology and Law, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** What is the economy? We will explore how the history of capitalism has been inextricably tied to producing an idea of the economy as a distinctive domain of life and how anthropologists have persistently challenged this understanding,

showing how economic life is inextricably tied to religion, politics and kinship, for instance. We will show the radical possibilities of social relations that anthropologists have offered by studying communities that appear to be 'the original affluent society', seemingly not affected by capitalist societies, or incorporated on their own terms. At the same time, we will examine the impact of capitalism and the inequalities it has brought on diverse people around the world, looking at the role of colonialism and empire, industrialisation and neoliberalisation, which includes regimes of production, accumulation and dispossession. Central to our examination will be understanding processes and experiences of exploitation, oppression and domination. We will unveil the invisible work of the many that is never valued but gets hidden in precarity, by migration regimes and within households. We will highlight the ways in which gender, race, ethnicity, caste and class need to be central to any analysis of the economy. At all times, we will look for people's creative responses to the situations they find themselves in, whether it is through acquiescence, reincorporation, religious conversion, weapons of the weak or outright rejection and revolt.

**Teaching:** 10 hours of lectures and 10 hours of classes in the MT. 1 hour of lectures in the ST.

The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of MT.

**Formative coursework:** Students will be expected to produce 1 piece of coursework in the MT.

**Indicative reading: A few ethnographies to whet your appetite:**

Bronislaw Malinowski (1964) *Argonauts of the Western Pacific*; Marshall Sahlins (1974) *Stone Age Economics*; Marcel Mauss (1990 [1925]). *The Gift: the form and reason for exchange in archaic societies*; Sidney Mintz (1985) *Sweetness and Power: The Place of Sugar in Modern History*; June Nash (1979) *We Eat the Mines and the Mines Eat Us: dependency and exploitation in Bolivia's tin mines*; Michael Taussig (1980) *The Devil and Commodity Fetishism in South America*; Jonathan Parry (2020) *Classes of Labour in a Central Indian Steel Town*; Maria Mies (1982) *The Lace Makers of Narsapur: Indian Housewives produce for the World Market*; Carol Stack (1974) *All Our Kin*; Claude Meillassoux (1981) *Maidens, Meat and Money: capitalism and the domestic community*; Jan Breman (1974) *Patronage and Exploitation: changing agrarian relations in South Gujarat India*; Alpa Shah, Jens Lerche, Richard Axelby, Brendan Donegan, Dale Benbabaali, Jayaseelan Raj and Vikramaditya Thakur (2018) *Ground Down by Growth: Tribe, Caste, Class and Inequality in 21st Century India*; Tania Murray Li (2014) *Land's End: Capitalist Relations on the Indigenous Frontier*.

**A few general overview texts:** James G. Carrier and Don Kalb (eds) (2015) *Anthropologies of Class: Power, Practice, and Inequality*; Richard Wilk and Lisa Cliggett (1996) *Economics and Cultures: Foundations of Economic Anthropology*; James Carrier (ed) (2005) *A Handbook of Economic Anthropology*

**Other general introductory texts:** Stephen Gudeman (2001) *The Anthropology of Economy*; Chris Hann and Keith Hart (2011) *Economic Anthropology*; Susana Narotzky (1997) *New Directions in Economic Anthropology*; Jonathan Parry and Maurice Bloch (Eds) (1989), *Money and the Morality of Exchange*; Stuart Plattner (ed) (1989) *Economic Anthropology*; James Carrier (2019) *A Research Agenda for Economic Anthropology*.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

## AN269 Half Unit Not available in 2022/23

### The Anthropology of Amazonia

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Harry Walker OLD 5.06B

**Availability:** This course is available on the BA in Anthropology and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange

Programme for Students in Anthropology (Tokyo). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** Unless granted an exemption by the course teacher, students taking this course should have completed an introductory course in anthropology.

**Course content:** The course will introduce students to selected themes in the anthropology of Amazonia. It will provide a grounding in the ethnographic literature of the region while seeking to engage with current theoretical debates, highlighting their potential importance to the discipline of anthropology. Topics to be covered include history, indigenous social movements; sexuality and gender; trade and inter-ethnic relations; politics and power; illness, well-being and death. Students will be encouraged to reflect on the broader relationship between ethnography and theory, to challenge common stereotypes of Amazonia and its inhabitants, and to explore ways in which the region has inscribed itself on the imagination of anthropologists and laypersons alike.

**Teaching:** 10 hours of lectures and 10 hours of classes in the MT. This course has a reading week in Week 6 of MT.

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

**Indicative reading:** Clastres, Pierre. 1987. *Society Against the State: Essays in Political Anthropology*.

Overing, Joanna. & Alan Passes (eds). 2000. *The Anthropology of Love and Anger: The Aesthetics of Conviviality in Native Amazonia*. Walker, Harry. 2012. *Under a Watchful Eye: Self, Power and Intimacy in Amazonia*.

Descola, Philippe. 1994. *In the Society of Nature: A Native Ecology in Amazonia*.

Gow, Peter. 2002. *An Amazonian Myth and its History*.

Fisher, William H. 2000. *Rainforest Exchanges: Industry and Community on an Amazonian Frontier*.

Seeger, Anthony. 2004. *Why Suyá Sing: A Musical Anthropology of an Amazonian People*.

Gregor, Thomas. 1985. *Anxious Pleasures: The Sexual Lives of an Amazonian People*.

Lévi-Strauss, Claude. 1984. *Tristes Tropiques*.

Conklin, Beth. 2001. *Consuming Grief: Compassionate Cannibalism in an Amazonian Society*.

**Assessment:** Take-home assessment (100%) in the MT.

The take home exam will be held the week following the end of the MT.

## AN275 Half Unit Not available in 2022/23

### The Anthropology of Revolution

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Alpa Shah OLD 6.17A

**Availability:** This course is available on the BA in Anthropology and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Optional for BA/BSc Social Anthropology and BA Anthropology and Law. Also available to students on other degree programmes as an outside option, and to General Course students.

**Pre-requisites:** Unless granted an exemption by the course teacher, students taking this course should have completed an introductory course in anthropology (AN100 Introduction to Social Anthropology).

**Course content:** This course will focus on the study of revolution from an anthropological perspective. It will concentrate on three different types of revolutionary struggle, in three different continents, through three different types of ethnographies: the Zapatista indigenous movement in Mexico, the Zimbabwean anti-colonial struggle, and the Maoist movement in South Asia.



In each case, students will be encouraged to critically consider the varying degrees of involvement of the anthropologist in the movements concerned, the theoretical premises of the anthropologists and how these affect the politics and ethics of writing. In this process, students will deepen their understandings of the theoretical debates around production and reproduction, social transformation, religion and secularism, activism and anthropology, and violence and ethics in radical social change. The course will demonstrate that although anthropologists were once criticised for 'missing the revolution' on their doorstep, in fact their long term engagement with communities who come to be affected by revolutionary struggles has much to offer to the theoretical and practical work of radical social transformation.

**Teaching:** 10 hours of lectures and 10 hours of classes in the LT. This course has a reading week in Week 6 of LT.

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

**Indicative reading:** This course will be based on the close reading of the following three ethnographic monographs:

Earle, Duncan, & Simonelli, Jeanne. (2005). *Uprising of Hope: Sharing the Zapatista Journey to Alternative Development*. Walnut Creek: Altamira Press.

Lan, David. (1985). *Guns and Rain: guerrillas and spirit mediums in Zimbabwe*. Berkeley: University of California Press.

Shah, Alpa (2018) *Nightmarch: Among India's Revolutionary Guerrillas*. London: Hurst Publishers

**Assessment:** Take-home assessment (100%) in the LT.

The take home exam will be held the week following the end of the LT.

## AN276 Half Unit

### Anthropology and the Anthropocene

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Gisa Weszkalnys

**Availability:** This course is available on the BA in Anthropology and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** In August 2016, scientists participating in the Anthropocene Working Group put forward an official recommendation to rename our present time interval 'the Anthropocene'. It postulates that humans now exert recognisable influences on the earth's bio- and geophysical systems sufficient to warrant the naming of a distinct geological epoch encompassing the earth's present, recent past, and indefinite future. The Anthropocene thus echoes contemporary anxieties about climate change, the deterioration of global ecologies, and other environmental crises on unprecedented scales, as well as humans' capacity to devise adequate solutions to the problems they face. The scholarly and popular debate on the Anthropocene has exploded in recent years, with anthropologists contributing both theoretical and important ethnographic insight into how people apprehend and deal with the repercussions of anthropogenic environmental change. It now seems that the continued successful existence of humanity on this planet will require us to live differently both with each other and with the earth: 'We will go onwards in a different mode of humanity or not at all' (Val Plumwood 2007).

In this course, we will approach the Anthropocene as a contested category, with evident political and ethical implications. We will begin by examining the dramatic changes in the relationship between humans and their natural environments brought about by industrialisation, specifically, the increased exploitation of natural resources as well as the production and use of fossil fuels

on a large scale. We will attend to the practices and cosmologies of people who in their everyday lives – for example, by digging, polluting, and wasting – participate in the work of anthropogenic alterations, drawing on case studies from across the world.

We will consider alternative labels, such as the Capitalocene, Plantationocene, Plasticene, Eurocene, Misanthropocene, and Neologocene, each of which tells a different origin story for what Donna Haraway has called 'the trouble'. However, we then move to ask whether the Anthropocene might be less a marker of an epochal transformation than a signal of a profound anti-political shift in discussions about the future of the planet. We will inspect the scientific and non-scientific controversies the Anthropocene has provoked, and the particular forms of power, authority, reason, imagination, and subjectivity it has generated.

Students will be expected to engage with a variety of resources, including online publications, blogs, documentary and feature films, and other media, and an emergent interdisciplinary literature, spanning the social and natural sciences, which we will read in relation to a more long-standing engagement with the environment within the anthropological discipline. This will lead us to interrogate established binaries of human/nonhuman, subject/object, and nature/culture, and, significantly, to ask about the critical valence of anthropologists' enquiry into the 'anthropos' for an age so profoundly shaped by humans. What methods and modes of analysis are required to comprehend the diverse human/non-human interactions and seemingly incommensurable scales that the Anthropocene invokes? What types of collaboration, knowledge, and mutual care does an anthropocenic outlook make possible? How can we anchor the manifold theoretical proposals that have been put forward not just in ethnographic examples but also in own 'experiments for living'?

**Teaching:** 7 hours of lectures, 7 hours of classes and 6 hours of workshops in the MT.

The course is comprised of three cycles of three weeks plus an additional, concluding week. Each cycle consists of two weeks taught in the traditional lecture/class format, and a third week with a two-hour workshop in a larger group. While the one-hour classes will focus on core readings set by the lecturer, the two-hour workshop will, in addition, offer space for viewing other resources (films, online material), discussing students independently researched material, student presentations, etc.

**Formative coursework:** Students will be expected to produce 1 presentation and 1 other piece of coursework in the MT.

**Indicative reading:** N. Clark and B. Szerszynski (2020) *Planetary Social Thought: The Anthropocene challenge to the social sciences*  
J. Cruikshank (2005) *Do Glaciers Listen? Local Knowledge, Colonial Encounters, and Social Imagination*

D. Haraway (2016) *Staying with the Trouble: Making Kin in the Chthulucene*

K. Hetherington (2019) *Infrastructure, Environment, and Life in the Anthropocene*

V. Ialenti (2020) *Deep Time Reckoning: How Future Thinking Can Help Earth Now*

E. Kohn (2013) *How Forests Think: Toward an Anthropology beyond the Human*

D. McDermott Hughes (2017) *Energy without Conscience: Oil, Climate Change, and Complicity*

N.C. Kawa (2016) *Amazonia in the Anthropocene: People, Soils, Plants, Forests*

J. Salazar Parreñas (2018) *Decolonizing Extinction: The Work of Care in Orangutan Rehabilitation*

A. Tsing et al. (2017) *Arts of Living on a Damaged Planet*

**Assessment:** Essay (100%, 3000 words) in the LT.

## AN277 Half Unit Not available in 2022/23

### Topics in the Anthropology of sub-Saharan Africa

**This information is for the 2022/23 session.**



**Teacher responsible:** Dr Stephanie Postar

**Availability:** This course is available on the BA in Anthropology and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

In deciding whether to admit students from the General Course and/or other departments, consideration will be given to preliminary/general training in anthropology and/or cognate social science disciplines.

**Pre-requisites:** Students must have completed Being Human: Contemporary Themes in Social Anthropology (AN100) and A History of Anthropological Theory (AN101).

It is preferred that students will normally have done preliminary/first-year courses in Anthropology as noted above, but there is some flexibility (eg in the case of General Course students). Students should consult the course lecturer.

**Course content:** This course gives students a critical understanding of ethnographic and theoretical writing on sub-Saharan Africa. Grounded in some classic debates around tradition and modernity (kinship-based polities vs states; studies on occult knowledge vs rationally-oriented political economy approaches; 'objective' class vs forms of identification such as tribe or race), it explores questions about how the sub-continent's societies orient themselves, and respond to new precarities, in a postcolonial and neoliberal age. How are changing urban realities experienced and expressed in popular culture? How are the politics of land and belonging being reshaped? Do youth have a future of work in post-industrial Africa - and what new gender identities are they developing? Are there specifically African forms of knowledge? What is postcolonial about the 'postcolony'? Is Europe 'evolving towards Africa', as has been maintained? The course also thinks through the role of fiction, non-ethnographic writing and non-academic voices in shaping anthropology on the sub-continent.

**Teaching:** 10 hours of lectures and 10 hours of classes in the LT. This year, some or all of this teaching will be delivered through a combination of virtual lectures, classes and online interactive activities. The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of LT.

**Formative coursework:** Students will be expected to produce 1 piece of coursework in the LT.

Students will be asked to write one formative review during term time, to be evaluated by and discussed with the course lecturer. The formative review will allow for students' individuality and expression and allow them to bring their own interest in current debates into interplay with course materials.

**Indicative reading:** Adebani, Wale. 2017. *The Political Economy of Everyday Life in Africa: Beyond the Margins*. Oxford: James Currey.

Comaroff, J and JL. 2012. Theory from the South or, How Euro-America is Evolving Toward Africa *Anthropological Forum* 22 (2). Englund, Harri. 2006. *Prisoners of Freedom. Human Rights and the African Poor*. Berkeley: UC Press.

Geschiere, Peter. 2013. *Witchcraft, Intimacy and Trust: Africa in comparison*. Chicago: University of Chicago Press.

Guyer, Jane. 2014. *Marginal Gains: monetary transactions in Atlantic Africa*. Chicago: University of Chicago Press.

Mbembe, A. 2001. *On the Postcolony*. Berkeley, University of California Press.

Moore, H. L. 2013. *Still life: hopes, desires and satisfactions*. London, John Wiley & Sons.

Piot, Charles 1999. *Remotely Global: village modernity in West Africa*. Chicago: University of Chicago Press.

**Assessment:** Take-home assessment (100%) in the LT.

The take home exam will be held the week following the end of the LT.

## AN280 Half Unit Not available in 2022/23

### Public Anthropology

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Andrea Pia

**Availability:** This course is available on the BA in Anthropology and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

In deciding whether to admit students from the General Course and/or other departments, consideration will be given to preliminary/general training in anthropology and/or cognate social science disciplines.

**Pre-requisites:** Students must have completed Being Human: Contemporary Themes in Social Anthropology (AN100) and A History of Anthropological Theory (AN101).

It is preferred that students will normally have done preliminary/first-year courses in Anthropology as noted above, but there is some flexibility (e.g. in the case of General Course students). Students should consult the course lecturer.

**Course content:** What and how does anthropology contribute to public life? Do anthropologists have a responsibility to meaningfully contribute to communities beyond the academy that make the study of anthropology possible? This module explores the challenges, difficulties, and stakes of having ethnographic research encounter various publics, ranging from journalists, legal experts, and policymakers to activist groups, local populations, and other scholars. Students of this module engage critically with a variety of media (books, newspaper articles, documentaries, podcasts, social platforms and interactive digital tools) with a view of analysing the ways in which anthropological ideas are conveyed to broader audiences, reflecting on how to improve their representation and effectiveness, and proposing new ways of disseminating these ideas to different publics.

**Teaching:** 6 hours of lectures, 3 hours of seminars, 8 hours of classes and 12 hours of workshops in the LT.

The course is divided into ten weeks, consisting of a combination of lectures/movie workshops/classes. Each week students read excerpts from selected ethnographic texts across geographical areas that have spurred public interest for the sensitiveness of their subject matter or the questionability of their research ethics. Workshops introduce students to the public buzzes generated by these studies and ask them to reflect on the politics and situatedness of ethnographic research and on the relatability of its findings. In some of the seminars a 'local expert' will be present to serve as a resource in the discussion of the issues.

The focus of this module is on the relationship between anthropological theory, the power fields in which it is inserted and its diverse publics. The types of questions this module address are both of critical and applied nature: to what extent can ethnographic studies of the food production system, waste management and water and energy provisions make global social infrastructures fairer? To what extent structure/agency debates in anthropology (and cognate disciplines) may move public perceptions of criminality and marginality towards more sympathetic positions? How effective have ethnographic-based critiques of trickle-down economics and social mobility really been, and why? How can anthropological accounts of systemic inequality take root into public representations of otherness?

The course ends by examining recent anthropological proposals within academia for a more vocal and engaged anthropology. It asks student to critically reflect on whether the discipline's colonial past may still weigh on today's attempts at engaging new publics. What disciplinary benchmarks of successful engagement should anthropologists set up for their own scholarship?

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

Students will have the opportunity to write a (unmarked) formative essay on a 'public issue' of their choosing (in week 5) and will be invited to discuss feedback during office hours.

**Indicative reading:** Low, Setha and Sally Engle Merry 2010. *Engaged Anthropology: Diversity and Dilemmas*, *Current Anthropology* 51(2): S203-226.

Sanford, Victoria and Asale Angel-Ajani 2006. *Engaged Observer: Anthropology, Advocacy, and Activism*. Rutgers.

Scheper-Hughes, Nancy 2009. *Making anthropology public*. *Anthropology Today* 25(3): 1-3.

Beck, Sam and Carl Maida 2015 *Public Anthropology in a Borderless World*. Berghahn Books.

Fassin, Didier 2017. *If Truth Be Told: The Politics of Public Ethnography*. Duke University Press.

Borofsky, Rob. 2005. *Yanomami: The Fierce Controversy and What We Can Learn from It*. University of California Press.

Pachirat, Timothy 2013. *Every Twelve Seconds: Industrialized Slaughter and the Politics of Sight*. Yale University Press.

Lora-Wainwright, Anna 2017. *Resigned Activism: Living with Pollution in Rural China*, MIT Press.

Powell, Dana 2018. *Landscapes of Power: Politics of Energy in the Navajo Nation*. Duke University Press.

Von Schnitzler, Antina 2016. *Democracy's Infrastructure: Techno-Politics and Protest after Apartheid*. Princeton University Press.

Goffman, Alice 2014. *On the Run: Fugitive Life in an American City*. University of Chicago Press.

Fassin, Didier 2013. *Enforcing Order: An ethnography of Urban Policing*. Blackwell's.

**Assessment:** Take-home assessment (100%).

The take-home exam asks students to answer one question from a set of synoptic questions which will cover all ten weeks of teaching. The take home exam will be submitted after the end of LT.

## AN281 Half Unit Not available in 2022/23 Health and Welfare: Anthropological Perspectives

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Clara Devlieger OLD 6.08

**Availability:** This course is available on the BA in Anthropology and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** This course will focus on the study of health and welfare from an anthropological perspective. The course departs from a focus on biomedicine, examining how anthropologists have analysed the individualising medical gaze and the consequences of biopolitics. We consider how understandings of illness, care and healing are socially defined in different socio-cultural contexts, paying attention to issues such as disease, old age, disability, and mental health. Such issues of health are increasingly shifting towards broader conceptions of 'well-being'. As we progress, therefore, we turn to examine how such ideas of health increasingly intersect with the policies and values of welfare, as the political management of well-being. Welfare is both a description of life, as well as a form of intervention that aims to improve those lives. We therefore consider how ethnographic approaches to redistributive work touch on issues concerned with what it means to fare well and how that might be secured in a world defined by inequalities. Ethnographic case studies here may include ethnographies of austerity, dependency and sharing.

**Teaching:** 10 hours of lectures and 10 hours of classes in the LT. This course has a reading week in Week 6 of LT.

**Formative coursework:** Students will be expected to produce 1 presentation and 1 other piece of coursework in the LT.

**Indicative reading:** Corsin Jiménez, Alberto, ed. 2008. *Culture and Well-Being: Anthropological Approaches to Freedom and Political Ethics*. London; Ann Arbor, MI: Pluto Press.

Fairhead, J. 2016. "Understanding Social Resistance to Ebola Response in Guinea". *African Studies Review*, 59(3), 7-31.

Ferguson, James. 2013. "Cosmologies of Welfare." In *Radical Egalitarianism: Local realities, Global Relations*, edited by Felicity Aulino, Miriam Goheen and S. J. Tambiah, New York: Fordham University Press.

Igreja, V., Diaslambranca, B., & Richters, A. 2008. "Gamba Spirits, Gender Relations, and Healing in Post civil war Gorongosa, Mozambique". *Journal of the Royal Anthropological Institute*, 14(2), 353-371.

Langer, Susanne and Susanne Højlund. 2011. "An Anthropology of Welfare: Journeying Towards the Good Life." *Anthropology in Action* 18(3), 1-9.

Livingston, J. 2012. *Improvising Medicine: An African Oncology Ward in an Emerging Cancer Epidemic*. Duke University Press.

Martin, E. 2007. *Bipolar Expeditions: Mania and Depression in American Culture*. Princeton N.J.: Princeton University Press.

Song, Jesook. 2009. *South Koreans in the Debt Crisis: The Creation of a Neoliberal Welfare Society*. Durham, NC: Duke University Press.

**Assessment:** Essay (100%, 3000 words) in the LT.

## AN284 Half Unit Anthropological Approaches to Race, Racism, and Decolonisation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Imani Strong and Prof Laura Bear

**Availability:** This course is available on the BA in Anthropology and Law, BA in Social Anthropology, BSc in Social Anthropology, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** This course is a call to action—in the tradition of the movements and literatures it examines—that will provide students with a foundational understanding of race and contemporary racism, as well as approaches and theories central to their potential transformation. The course will focus on the discipline's historical and present theoretical orientations to race, explore alternative modes and questions in the practice of anthropology raised by anthropologists and theorists of colour, and provide an understanding of the policies—institutional, economic, social, and bureaucratic—that maintain both an academic and social racial status quo. Explicitly asking students to engage with the concept of antiracist and decolonial futures for anthropology, the course centres non-white/non-Western thought and thinkers, "activist" anthropology as a norm, and racial subjectivities as central to theory and practice.

The course will ask:

- What has been the role of the anthropologists of colour in forming the basis of what is commonly thought of as anthropological theory? What can we learn from their theories and methods?
- How can we understand contemporary racisms and how, positioned in the legacy of anthropology's contribution to its construction, can anthropology become an antiracist tool?
- Where can anthropology intervene on policy or re-orient theory to engage an antiracist epistemology in a transformative way? What is the scope of a so-called "activist" anthropology?
- What are the potential futures for anthropology as a discipline actively engaged in decolonising theory and methods?

**Teaching:** 10 hours of lectures and 10 hours of classes in the MT. This course has a reading week in Week 6 of MT.

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

Students will have the opportunity to write a 1,500-word formative essay in the MY. Feedback will be provided online, and/or during office hours.

**Indicative reading:**

- Allen, Jafari Sinclair and Jobson, Ryan Cecil. 2016. The Decolonizing Generation: (Race and) Theory in Anthropology since the Eighties. *Current Anthropology*. 57(2):129-148
- Baker, Lee. 1998. From savage to negro: anthropology and the construction of race, 1896-1954. University of California Press.
- Buck, Pem Davidson. 2012. "Whither whiteness? Empire, state, and the re-ordering of whiteness." *Transforming Anthropology*, Vol. 20, Number 2, pp. 105–117
- Clarke, Kamari Maxine. 2019. Affective Justice: The Racialized Imaginaries of International Justice. *PoLAR: Political and Legal Anthropology Review*. 42: 2. 244-267.
- Elliot-Cooper, Adam. 2018. The struggle that cannot be named: violence, space and the re-articulation of anti-racism in post-Duggan Britain, *Ethnic and Racial Studies*, 41:14, 2445-2463,
- Fanon, Frantz. 1963. *The Wretched of the Earth*. New York: Grove Press.
- Harrison, Faye V. 1992. The Du Boisian legacy in anthropology. *Critique of Anthropology* 12(3):239–260.
- Jacobs-Huey, Lanita. 2002. The natives are gazing and talking back: reviewing the problematics of positionality, voice, and accountability among "Native" anthropologists. *American Anthropologist* 104(3):791–804.
- Mbembe, Achille. 2013. Introduction: The Becoming Black of the World. In *Critique of Black Reason*. Duck University Press.
- Rosa, J. and Díaz, V. 2020. Raciologies: Rethinking Anthropological Accounts of Institutional Racism and Enactments of White Supremacy in the United States. *American Anthropologist*, 122: 120-132.
- Stoler, A. L. 2002. 'Genealogies of the Intimate: Movements in Colonial Studies', in *Carnal knowledge and imperial power: race and the intimate in colonial rule*. Berkeley: University of California Press, pp. 1–21.
- Táíwó, Olúfémi O., and Beba Cibralic. 2020. "The Case for Climate Reparations." *Foreign Policy*.
- Takezawa, Yasuko. 2011. "Toward a New Approach to Race and Racial Representations: Perspectives from Asia." In *Racial Representations in Asia*. Kyoto University Press.
- Twine, France Winddance. 1998. Chapter 3: Mapping the Ideological Terrain of Racism. in *Racism in a racial democracy: the maintenance of white supremacy in Brazil*, New Brunswick, N.J.: Rutgers University Press.

**Assessment:** Essay (100%, 3000 words) in the LT.

All UG students will be required to submit a 3,000 word policy proposal, which will be due in the first week of the subsequent term.

Students will be able to choose between:

- a) a policy essay utilizing ethnographic evidence for an anti-racist/ decolonial intervention on a particular institution explored during the course,
- b) a design for an anti-racist social movement or campaign, or;
- c) a traditional theoretical essay taking race as the analytical lens for examination of an institution or policy addressed in the course.

## AN298 Half Unit

### Fieldwork in London: Learning Ethnographic Methods

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Yazan Doughan

**Availability:** This course is compulsory on the BA in Social Anthropology, BSc in Social Anthropology and Exchange Programme for Students in Anthropology (Melbourne). This course is available on the BA in Anthropology and Law, Exchange

Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan) and Exchange Programme for Students in Anthropology (Tokyo). This course is not available as an outside option nor to General Course students.

**Course content:** The aim of this course is to guide and support students as they identify, execute and write-up their own ethnographic project. In parallel with their research activities, students will develop research skills for the collection, analysis and representation of ethnographic data. The course will provide training in ethnographic observation, participation, listening, questioning, interviewing, analysing and writing. One session will be dedicated to discussing a range of ethical dilemmas that may emerge during the course of ethnographic research.

Students will demonstrate their research skills by applying them to the research questions pursued in their ethnographic project. They will write a 4,500 to 5,000-word essay reporting on their research activities and findings.

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

The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of LT.

**Formative coursework:** A short description of the student's proposed research project will be discussed in LT week 1 in a student-led workshop. Students will then produce a 1000-word report due between weeks 5 and 7, describing the progress made on the research, including a sample ethnographic description and an explanation of the methods used to date. Students will receive feedback on the report within two weeks of submission.

**Indicative reading:** Amit, Vered. *Constructing the Field: Ethnographic Fieldwork in the Contemporary World* (2003); DeWalt, K.M. & DeWalt, B.M *Participant Observation: A guide for fieldworkers* (2010); Bernard. H.R. *Research Methods in Anthropology*, 5th edition (2011).

**Assessment:** Essay (100%, 5000 words) in the ST.

## AN2E0 Half Unit

### The Anthropology of Kinship, Sex and Gender (Anthropology Exchanges)

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Mayanka Mukherji

**Availability:** This course is available on the Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is not available as an outside option nor to General Course students.

**Course content:** This course provides an examination of the cultural frameworks and social aspects of kinship systems and gender roles, analysed through ethnographic examples from a diverse range of settings. It aims to equip students with the analytical tools to engage in theoretical debates concerning core concepts such as 'kinship', 'care', 'gender', 'the body', and the relationship between 'nature' and 'culture', as well as exploring how the experiences of kinship, sex and gender vary according to the regimes of politics, law and materiality in which they are embedded. The course considers how the practices and meanings of kinship, sex and gender are entangled with culturally and historically specific ideas of bodily control, pollution, beauty, race, nationalism, modernity, and care. In the first half of the term, we consider Bodies and Reproduction; in the second half, we focus on Materialities, Movements and Care.

**Teaching:** 10 hours of lectures and 10 hours of classes in the LT.

The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of LT.

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

**Indicative reading:** Carsten, J. *After Kinship* (2003); Donnan, H. and Magowan, F. *The Anthropology of Sex* (2010);



Moore, H. L. *A Passion for Difference: Essays in Anthropology and Gender* (1994);  
 Stone, L. *Kinship and Gender: An Introduction* (2006);  
 S. Franklin and S. McKinnon, *Relative Values: Reconfiguring Kinship Studies* (2001);  
 G.R. Bentley and R. Mace, *Substitute Parents: Biological and Social Perspectives on Alloparenting Across Human Societies* (2009).  
**Assessment:** Essay (100%, 3000 words) in the ST.

## AN2E6 Half Unit

### Political and Legal Anthropology (Anthropology Exchanges)

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Harry Walker

**Availability:** This course is available on the Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is not available as an outside option nor to General Course students.

**Course content:** The anthropological analysis of legal institutions as revealed in relevant theoretical debates and with reference to selected ethnography. The development of legal anthropology and their key concepts including forms of authority; forms of knowledge and power; political competition and conflict; colonial transformation of indigenous norms; writing legal ethnography of the 'other'; folk concepts of justice; the theory of legal pluralism; accommodation of religious practices in secular laws of European states.

**Teaching:** 10 hours of lectures and 10 hours of classes in the LT. This year, some or all of this teaching will be delivered through a combination of virtual lectures, classes and online interactive activities. The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of LT.

**Formative coursework:** Students are expected to prepare discussion material for presentation in the classes, and to submit one mock exam question in the LT to their class teacher on which they will receive formative feedback.

**Indicative reading:** Moore, S F, 1978, Law as Process; Malinowski, B, 1916, Crime and Custom in Savage Society; Bohannan, P, 1957, Justice and Judgement among the Tiv; Comaroff J and Roberts S, 1981, Rules and Processes. Detailed reading lists are provided at the beginning of the course.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

## AN301

### The Anthropology of Religion

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Fenella Cannell  
 Dr Yazan Doughan

**Availability:** This course is compulsory on the BA in Social Anthropology and BSc in Social Anthropology. This course is available on the BA in Anthropology and Law, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is not available as an outside option. This course is available with permission to General Course students.

**Pre-requisites:** Students should have a substantial background in Social Anthropology.

**Course content:** This course covers current approaches to and reconsiderations of classic topics in the anthropology of religion, such as: myth, ritual, belief and doubt, supernatural experience, ethical self-cultivation, asceticism, sacrifice, authority and

charisma. In the Michaelmas term, students will be introduced to debates concerning the ways in which 'religion' is said to influence or shape personal experience and collective public life in both western and non-western contexts. Students will explore some of the key concepts that inform contemporary understandings of religion as a force in the world, the history of these concepts, how they enter into various political and ethical projects, and the extent to which they predefine 'religion' as an object of anthropological study. Specific areas of focus may include: the relationship between 'religion' and 'secularism'; conceptions of 'religious freedom'; conversion; inter-religious conflict; the ethnography of religious minorities; the anthropology of religious movements; and the comparative anthropology of 'religions'. In the Lent term, students will be asked to rethink the category of 'religion' and its role in anthropological analysis. The guiding underlying approach will be to ask; what is the study of 'religion' for the social sciences, and what are the potentials and limitations of different answers to that question. We will also be asking where (if anywhere) religion is located as category, practice and experience for a range of interlocutors, and in different kinds of analytic writing. Topics facilitating this project may include some of the following: shamanism, spirit mediumship, death rituals and ritual theory, magic and witchcraft, 'spirituality' and new religious movements, religion and kinship, ghosts, spirits and ancestors, cosmology, faith-healing, life-cycle rituals, human-nonhuman relations, and religion in diaspora and social change, religion and 'ethics', problems of suffering and critical approaches to religion, violence and inequality, encounters with the divine and sacred, religion, capitalism and the fetish, religion, gender and the body, religion and development, implicit religion. Examples will be drawn both western and non-western contexts, and from both 'salvation religions' such as Hinduism, Judaism and Christianity, and other including so-called 'animist' contexts.

**Teaching:** 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT.

The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of the MT and LT.

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

**Indicative reading:** Talal Asad 2009, *Genealogies of Religion: Discipline and Reasons of Power in Christianity and Islam*; Tomoko Masuzawa 2005, *The Invention of World Religions: Or, How European Universalism Was Preserved in the Language of Pluralism*; Hussein A. Agrama 2012, *Questioning Secularism: Islam, Sovereignty, and the Rule of Law in Modern Egypt*; Mayanthi Fernando 2014, *The Republic Unsettled: Muslim French and the Contradictions of Secularism*; Webb Keane 2007, *Christian Moderns: Freedom and Fetish in the Mission Encounter*; W. F. Sullivan, E. S. Hurd, et al. (eds.) 2015, *Politics of Religious Freedom*; Courtney Bender 2010, *The New Metaphysicals: Spirituality and the American Religious Imagination*; Leigh Eric Schmidt 2000, *Hearing Things: Religion, Illusion, and the American Enlightenment*; S. J. Tambiah 1992, *Buddhism Betrayed?: Religion, Politics, and Violence in Sri Lanka*; A. Abramson and M. Holbraad (eds.) 2014, *Framing Cosmologies: The Anthropology of Worlds*; G. Bateson and M. C. Bateson 1987, *Angels Fear: Towards an Epistemology of the Sacred*; B. Kapferer (ed.) 2002, *Beyond Rationalism: Rethinking Magic, Witchcraft and Sorcery*; L. Lévy-Bruhl 1926, *How Natives Think*; P. Ingman, T. Utrianinen, et al. (eds.) 2016, *The Relational Dynamics of Enchantment and Sacralization: Changing the Terms of the Religion Versus Secularity Debate*; D. C. Posthumus 2018, *All My Relatives: Exploring Lakota Ontology, Belief, and Ritual*; H. Whitehouse and J. Laidlaw (eds.) 2007, *Religion, Anthropology, and Cognitive Science*; R. Willerslev 2007, *Soul Hunters: Hunting, Animism, and Personhood among the Siberian Yukaghirs*; D. E. Young and J-G. Goulet (eds.) 1994, *Being Changed: The Anthropology of Extraordinary Experience*. Detailed reading lists provided at the start of each term.

**Assessment:** Essay (50%, 3500 words) in the LT. Essay (50%, 3500 words) in the ST.



**AN303 Half Unit****Advanced Theory of Social Anthropology**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Fenella Cannell

**Availability:** This course is compulsory on the BA in Social Anthropology and BSc in Social Anthropology. This course is available on the BA in Anthropology and Law, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is not available as an outside option. This course is available with permission to General Course students. Places are limited and the course may only be suitable for external students in unusual cases. Any student who wishes to make an exceptional request to be considered should please contact the course teachers for advice on suitability and availability of places.

**Pre-requisites:** Students should have a substantial background in Social Anthropology.

**Course content:** The aim of this course is to train students to engage critically with classic and contemporary texts in the discipline, thereby deepening understandings of current trends and emerging debates. It will examine the theoretical implications of particular anthropological approaches by surveying their origins, their strengths and their critique. The course will take the form of lectures and classes conducted as an intensive reading group in which approximately three texts will be discussed and analysed in depth, along with supplementary reading material where appropriate. Students will be expected to develop their own critical responses to each text, as well as an appreciation of the context in which it was written and its contribution to relevant theoretical discussions and debates. Students taking this course will develop their capacity to meet the distinctive demands of reading and analysing longer (typically book-length) texts. This course offers a step towards graduate-level skills of independent work, and places emphasis on the active role of the students in identifying their own lines of analysis in relation to a set text.

**Teaching:** 4 hours of lectures and 20 hours of classes in the MT. Lectures provide a general introduction to the text and relevant issues or debates, which may include background and contextual issues, comparative materials (published, visual, primary text etc as appropriate) and in some instances debates about what is at stake in the different ways in which we learn to think and write. The contact hours listed above are the minimum expected. This course has a reading week in Week 6 in MT.

**Indicative reading:**

- Gillian Feeley-Harnik. Selection of articles, including chapters in S.Mckinnon and F. Cannell eds. (2013) *Vital Relations* and in S. Franklin and S.Mckinnon eds. (2001) *Relative Values*.
- Deirdre de la Cruz. *Mother figured: Marian apparitions and the making of a Filipino universal*.
- Emily Martin *Bipolar expeditions*

**Assessment:** Coursework (100%, 3000 words) in the MT.

All students will produce a portfolio of position pieces (worth 100% of the total mark), to which they are expected to make a contribution after each of the three cycles. Portfolios will be assessed periodically during and after MT. Students who submit fewer than two position pieces will receive a mark of zero for each missed assessment. The overall mark will be the average of the two position pieces with the highest grades, including any zeros for missed assessments. Students who submit at least one position piece and fail the course and are not eligible to graduate will be expected to add to their portfolio at resit in order to achieve a pass. Students who do not submit any position pieces (0 out of 3), will be awarded a Zero Absent for the whole course and cannot be awarded the degree until they submit sufficient work at resit to complete the course. In addition to following the guidance that will be given in lectures and classes, students are welcome to come and discuss their

summative coursework plans individually with the course teacher in office hours.

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

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Rebecca Bowers OLD 6.17A

**Availability:** This course is compulsory on the BA in Social Anthropology and BSc in Social Anthropology. This course is available on the BA in Anthropology and Law, Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** This course explores the limits and potentials of contemporary global capitalism. We all know that we live in a global economy, but how has this come into being? What are its political, social and cultural consequences? Why is the global economy so volatile? How does it produce inequality for many and abundance for some? Is globalisation dead in an era of 'de-coupling' and populism? What might the futures of global capitalism be? Through the term we will answer these questions in relation to classic themes of production, social reproduction, circulation and consumption. However our theoretical approaches will be expanded to explore the emerging anthropology of: logistical power, the commodification of intimacy, algorithmic interactions, global branding, media spectacles, the security state, financialisation and speculation. Importantly the course will demonstrate that globalisation does not have a single logic nor is it a towering force. Instead, our focus on ethnography takes us inside the local processes through which the durable capture of accumulation and power are created. Significantly too we will be examining globalisation from the perspective of global elites, the middle classes and the precarious poor. By taking an anthropological approach to globalisation we will move away from an economic or 'economistic' theory of capitalism. Instead we will see the significance of desire, kinship, affect, political dreams, ethics and culture to the intimate economy of capitalism. At the end of the course we will have a better understanding of recent global changes, but also a set of theoretical tools that can help us to rethink approaches to capitalism in general.

**Teaching:** 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures in the ST.

The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of LT.

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

**Indicative reading:** Yanagisako, S. and L. Rofel (2019) *Fabricating Transnational Capitalism: a collaborative ethnography of Italian-Chinese Global Fashion*, Duke University Press.

Cowen D (2014) *The Deadly Life of Logistics: Mapping Violence in Global Trade*. Minneapolis: University of Minnesota Press.

Dua, Jatin. (2019) *Captured at Sea: Piracy and Protection in the Indian Ocean*. University of California Press.

Allison, A. (2009). *Nightwork: Sexuality, pleasure, and corporate masculinity in a Tokyo hostess club*. University of Chicago Press.

C.Upadhyay (2015) *Re-engineering India: Work, Capital and Class in an Offshore Economy*, Oxford University Press

Amoore, Louise, and Volha Piotukh, eds. (2015) *Algorithmic life: Calculative devices in the age of big data*. Routledge

Nakassis, Constantine V. (2016) *Doing style: Youth and mass mediation in South India*. University of Chicago Press.

Fillitz, Thomas, and Paul van der Grijp, eds.(2018) *An Anthropology*

of Contemporary Art: Practices, Markets, and Collectors. Bloomsbury Publishing.

Stout, N. (2019) *Dispossessed: how predatory bureaucracy foreclosed on the American Middle Class*. University of California Press.

Maguire, Mark and Setha Low (2019) *Spaces of Security: Ethnographies of Securityscapes, Surveillance, and Control*. NYU Press.

Zeynep Tufekci (2017) *Twitter and tear gas: The power and fragility of networked protest*. Yale University Press.

Coleman, Gabriella (2014) *Hacker, hoaxer, whistleblower, spy: The many faces of Anonymous*. Verso books.

Bear, Laura (2015) *Navigating Austerity: Currents of Debt Along a South Asian River*. Stanford University Press.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

## AN397

### Special Essay Paper in Social Anthropology

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Harry Walker and Dr Mukulika Banerjee

**Availability:** This course is compulsory on the BA in Social Anthropology and BSc in Social Anthropology. This course is not available as an outside option nor to General Course students.

**Course content:** The course gives students the opportunity to write an extended essay which addresses an anthropological theme of their own choosing. The extended essay should be based either on library-based research or on fieldwork-based research conducted on a topic that is suitable for anthropological analysis. Students should ensure that there is an adequate body of relevant literature available for analysis, and that the topic as defined is not unmanageably large.

There is no formal course content. Students will be expected to draw widely on their readings from other anthropology courses.

**Teaching:** 2 hours of lectures, 5 hours of lectures and 1 hour of seminars in the MT. 2 hours of lectures and 4 hours of seminars in the LT. 1 hour of lectures in the ST.

Guidance on dissertation research and writing will be given in a one-hour session in ST (to students finishing their 2nd year) and in the timetabled teaching in MT and LT (to students in their 3rd year). In addition to direction from their Academic Mentor in regular mentoring meetings across the year, the AM will suggest other members of staff for students to consult on the basis of the proposed topic.

**Formative coursework:** Following an introductory lecture and seminar, students will submit a Dissertation Topic form at the end of MT week 2 (using a template published on Moodle). They will then work with their academic mentor and through timetabled teaching. They will submit a Critical Literature Review form during MT week 7, a 2,500-word extract during of LT week 2, and a Dissertation Contents form during LT week 7.

**Indicative reading:** There is no formal course content. Students will be expected to draw widely on their readings from other anthropology courses.

**Assessment:** Dissertation (100%, 9000 words) in the ST. The essay is 9,000 words of main text, including footnotes and appendices but excluding bibliography. The essay should be typed, double spaced, and should follow the reference procedures of *The Journal of the Royal Anthropological Institute*. The essay must be handed in to the Anthropology Departmental Office by the date announced in the Department's Handbook, normally week 2 of ST.

## AN3E1 Half Unit

### The Anthropology of Religion (Anthropology Exchanges)

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Fenella Cannell

**Availability:** This course is available on the Exchange Programme for Students in Anthropology (Cape Town), Exchange Programme for Students in Anthropology (Fudan), Exchange Programme for Students in Anthropology (Melbourne) and Exchange Programme for Students in Anthropology (Tokyo). This course is not available as an outside option nor to General Course students.

**Course content:** Students will be asked to rethink the category of 'religion' and its role in anthropological analysis. The guiding underlying approach will be to ask; what is the study of 'religion' for the social sciences, and what are the potentials and limitations of different answers to that question. We will also be asking where (if anywhere) religion is located as category, practice and experience for a range of interlocutors, and in different kinds of analytic writing. Topics facilitating this project may include some of the following: shamanism, spirit mediumship, death rituals and ritual theory, magic and witchcraft, 'spirituality' and new religious movements, religion and kinship, ghosts, spirits and ancestors, cosmology, faith-healing, life-cycle rituals, human-nonhuman relations, religion and nature, and religion in diaspora and social change, religion and 'ethics', problems of suffering and critical approaches to religion, violence and inequality, encounters with the divine and sacred, religion, capitalism and the fetish, religion, gender and the body, religion and development, implicit religion. Examples will be drawn both western and non-western contexts, and from both 'salvation religions' such as Hinduism, Judaism and Christianity, and other including so-called 'animist' contexts.

**Teaching:** 10 hours of lectures and 10 hours of classes in the LT. The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of LT.

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

**Indicative reading:** Susannah Crockford 2021 Ripples of the Universe; spirituality in Sedona, Arizona Naomi Leite 2017 Unorthodox Kin; Portuguese Marranos and the Global Search for Belonging Michael Lambek 2002 The Weight of the Past Charles Stewart 2017 Dreaming and historical consciousness in island Greece Sonja Luehrmann ed. Sonja Luehrmann ed. 2017 Praying with the senses; contemporary orthodox Christian spirituality in practice Talal Asad 2009, Genealogies of Religion: Discipline and Reasons of Power in Christianity and Islam; Webb Keane 2007, Christian Moderns: Freedom and Fetish in the Mission Encounter; W. F. Sullivan, E. S. Hurd, et al. (eds.) 2015, Politics of Religious Freedom; Courtney Bender 2010, The New Metaphysicals: Spirituality and the American Religious Imagination; Leigh Eric Schmidt 2000, Hearing Things: Religion, Illusion, and the American Enlightenment; Changing the Terms of the Religion Versus Secularity Debate; D. C. Posthumus 2018, R. Willerslev 2007, Soul Hunters: Hunting, Animism, and Personhood among the Siberian Yukaghirs; D. E. Young and J-G. Goulet (eds.) 1994, Being Changed: The Anthropology of Extraordinary Experience. Willem Pietz 1985 The Problem of the Fetish

Detailed reading lists provided at the start of each term.

**Assessment:** Essay (100%, 3500 words) in the ST.

## DS101L Half Unit

### Fundamentals of Data Science

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jonathan Cardoso Silva PEL 9.01C

**Availability:** This module is designed for students on social science degree programmes who do not have A-level Mathematics (e.g. in Anthropology, Law, and Social Policy). This course is not capped. Any student who requests a place is likely to be given one.

**Course content:** This course is designed to introduce students to data science and its practice: how it works and how it can produce insights from social, political, and economic data. It combines accessible knowledge in data science as a field of study, with practical knowledge about data science as a career path. By combining case studies in applications of both with the study of the content of data science, it aims for a coverage of data science that is both pedagogic but accessible, as well as fundamentally applied and practical. It combines three perspectives: inferential thinking, computational thinking, and real-world relevance.

The topics covered include:

- the fundamentals of the data science approach, with an emphasis on social scientific analysis and the study of the social, political, and economic worlds;
- a survey of the forms of data and the challenges of working with data, including an overview of databases;
- the basis of computational thinking and algorithmic design;
- an introduction to the logic of statistical inference including probability and probability distributions and how they form the basis for statistical decision-making;
- a survey of the basic techniques of statistical learning and machine learning, including a comparison of different approaches, including supervised and unsupervised methods;
- how to integrate the insights from data analytics into knowledge generation and decision-making;
- examples of methods for working with unstructured data, such as text mining.

Our applications are drawn from the social science fields represented at the LSE but also from private and public sector non-academic examples.

**Teaching:** 16 hours and 40 minutes of lectures and 7 hours and 30 minutes of classes in the LT.

A combination of classes and lectures totalling 30 hours across Lent Term.

Reading week in Week 6.

**Formative coursework:** Students will be expected to produce 9 pieces of coursework in the LT.

In most weeks, students will be presented with guided questions to answer in completing each week's reading. They will participate actively, presenting the answers to the questions to the group. In some sessions, students will work on structured problem sets in the staff-led classes. Solution examples will be provided at the end of each week.

**Indicative reading:**

- Denning, P. J., & Tedre, M. (2019). *Computational thinking*. MIT Press.
- Shan, C. (2015). *The Data Science Handbook: Advice and Insights from 25 Amazing Data Scientists*. Data Science Bookshelf.
- Schutt, R., & O'Neil, C. (2014). *Doing data science: Straight talk from the frontline*. O'Reilly.
- Knaflic, C. N. (2015). *Storytelling with data: A data visualization guide for business professionals*. John Wiley & Sons.
- Mayer-Schönberger, V., & Cukier, K. (2013). *Big data: A revolution that will transform how we live, work, and think*. Houghton Mifflin Harcourt.
- Shah, C. (2020). *A Hands-On Introduction to Data Science*. Cambridge University Press.

**Assessment:** Essay (30%, 1500 words) and presentation (10%) in the LT.

Essay (60%, 2000 words) in the ST.

**Course content:** This course is designed to introduce students to data science and its practice: how it works and how it can produce insights from social, political, and economic data. It combines accessible knowledge in data science as a field of study, with practical knowledge about data science as a career path. By combining case studies in applications of both with the study of the content of data science, it aims for a coverage of data science that is both pedagogic but accessible, as well as fundamentally applied and practical. It combines three perspectives: inferential thinking, computational thinking, and real-world relevance.

The topics covered include:

- the fundamentals of the data science approach, with an emphasis on social scientific analysis and the study of the social, political, and economic worlds;
- a survey of the forms of data and the challenges of working with data, including an overview of databases;
- the basis of computational thinking and algorithmic design;
- an introduction to the logic of statistical inference including probability and probability distributions and how they form the basis for statistical decision-making;
- a survey of the basic techniques of statistical learning and machine learning, including a comparison of different approaches, including supervised and unsupervised methods;
- how to integrate the insights from data analytics into knowledge generation and decision-making;
- examples of methods for working with unstructured data, such as text mining.

Our applications are drawn from the social science fields represented at the LSE but also from private and public sector non-academic examples.

**Teaching:** 16 hours and 40 minutes of lectures and 7 hours and 30 minutes of classes in the MT.

A combination of classes and lectures totalling 30 hours across Michaelmas Term.

Reading week in Week 6.

**Formative coursework:** Students will be expected to produce 9 pieces of coursework in the MT.

In most weeks, students will be presented with guided questions to answer in completing each week's reading. They will participate actively, presenting some answers to the questions to the group. In some sessions, students will work on structured problem sets in the staff-led classes. Solution examples will be provided at the end of each week.

**Indicative reading:**

- Denning, P. J., & Tedre, M. (2019). *Computational thinking*. MIT Press.
- Shan, C. (2015). *The Data Science Handbook: Advice and Insights from 25 Amazing Data Scientists*. Data Science Bookshelf.
- Schutt, R., & O'Neil, C. (2014). *Doing data science: Straight talk from the frontline*. O'Reilly.
- Knaflic, C. N. (2015). *Storytelling with data: A data visualization guide for business professionals*. John Wiley & Sons.
- Mayer-Schönberger, V., & Cukier, K. (2013). *Big data: A revolution that will transform how we live, work, and think*. Houghton Mifflin Harcourt.
- Shah, C. (2020). *A Hands-On Introduction to Data Science*. Cambridge University Press.

**Assessment:** Essay (30%, 1500 words) and presentation (10%) in the MT.

Essay (60%, 2000 words) in the LT.

## DS101M Half Unit Not available in 2022/23 Fundamentals of Data Science

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jonathan Cardoso Silva PEL 9.01C

**Availability:** This module is designed for students on social science degree programmes who do not have A-level Mathematics (e.g. in Anthropology, Law, and Social Policy). This course is not capped. Any student who requests a place is likely to be given one.

## DS105L Half Unit Data for Data Science

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jonathan Cardoso Silva PEL 9.01C

**Availability:** This course is available on the BSc in Politics and Data Science. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.



This course is not capped. Any student who requests a place is likely to be given one.

**Course content:** This course will cover the fundamentals of data, with an aim to understanding how data is generated, how it is collected, how it must be transformed for use and storage, how it is stored, and the ways it can be retrieved and communicated. The course will also cover workflow management for typical data transformation and cleaning projects, frequently the starting point and most time consuming part of any data science project. This course uses a project-based learning approach towards the study of online publishing and group-based collaboration, essential ingredients of modern data science projects.

It introduces the principles and applications of the electronic storage, structuring, manipulation, transformation, extraction, and dissemination of data. This includes data types, how data is stored and recorded electronically, the concept and fundamentals of databases. It also covers how data is formatted and communicated. It presents basic methods for obtaining data from the Internet, including simple methods for web scraping and the use of APIs to submit queries that return structured data. Finally, it covers methods for formatting and publishing data.

Sharing and publishing data will also form a key part of this module and will include key skills in on-line publishing, including the elements of web design, the technical elements of web technologies and web programming, as well as the use of revision-control and group collaboration tools such as GitHub. Each student will build an interactive website based on content relevant to their domain-related interests, and will use GitHub for accessing and submitting course materials and assignments. The final project will involve group work to create a data-based website published on GitHub.

This module is not designed to be a hands-on introduction to the use of databases, but does introduce the concepts of databases. For more detailed learning on databases, we will encourage students to take *ST207 Databases*.

**Teaching:** 16 hours and 40 minutes of lectures and 13 hours and 30 minutes of classes in the LT.

A combination of classes and lectures totalling a minimum of 33.5 hours (counting 50 mins as an hour) across Lent Term, with a reading week in Week 6.

**Formative coursework:** In the initial sessions, students will work on weekly, structured problem sets in the staff-led class sessions. Examples of exercises involve: setting up account, repositories and pages on GitHub, accessing terminal and computer servers. Later on, students will be expected to work on their group projects in the staff-led class sessions.

**Indicative reading:**

- Duckett, Jon. *HTML and CSS: Design and Build Websites*. New York: Wiley, 2011.
- Lake, Peter. *Concise Guide to Databases: A Practical Introduction*. Springer, 2013.
- GitHub Guides at <https://guides.github.com>, including: "Understanding the GitHub Flow", "Hello World", and "Getting Started with GitHub Pages".
- Jacobson, Daniel *APIs: A Strategy Guide*. O'Reilly: 2012.
- Zafarani, R., Abbasi, M. A. and Liu, H. (2014) *Social Media Mining: An introduction*. Cambridge University Press.
- Mayer-Schönberger, V., & Cukier, K. (2013). *Big data: A revolution that will transform how we live, work, and think*. Houghton Mifflin Harcourt.
- Kitchin, R. (2014). *The data revolution: Big data, open data, data infrastructures and their consequences*. Sage.

**Assessment:** Coursework (60%, 1000 words) and group project (40%) in the ST.

## DS105M Half Unit

### Data for Data Science

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jonathan Cardoso Silva PEL 9.01C

**Availability:** This course is available on the BSc in Politics and Data Science. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course is not capped. Any student who requests a place is likely to be given one.

**Course content:** This course will cover the fundamentals of data, with an aim to understanding how data is generated, how it is collected, how it must be transformed for use and storage, how it is stored, and the ways it can be retrieved and communicated.

The course will also cover workflow management for typical data transformation and cleaning projects, frequently the starting point and most time consuming part of any data science project. This course uses a project-based learning approach towards the study of online publishing and group-based collaboration, essential ingredients of modern data science projects.

It introduces the principles and applications of the electronic storage, structuring, manipulation, transformation, extraction, and dissemination of data. This includes data types, how data is stored and recorded electronically, the concept and fundamentals of databases. It also covers how data is formatted and communicated.

It presents basic methods for obtaining data from the Internet, including simple methods for web scraping and the use of APIs to submit queries that return structured data. Finally, it covers methods for formatting and publishing data.

Sharing and publishing data will also form a key part of this module and will include key skills in on-line publishing, including the elements of web design, the technical elements of web technologies and web programming, as well as the use of revision-control and group collaboration tools such as GitHub. Each student will build an interactive website based on content relevant to their domain-related interests, and will use GitHub for accessing and submitting course materials and assignments. The final project will involve group work to create a data-based website published on GitHub.

This module is not designed to be a hands-on introduction to the use of databases, but does introduce the concepts of databases. For more detailed learning on databases, we will encourage students to take *ST207 Databases*.

**Teaching:** 16 hours and 40 minutes of lectures and 13 hours and 30 minutes of classes in the MT.

A combination of classes and lectures totalling a minimum of 33.5 hours (counting 50 mins as an hour) across Michaelmas Term, with a reading week in Week 6.

**Formative coursework:** In the initial sessions, students will work on weekly, structured problem sets in the staff-led class sessions. Examples of exercises involve: setting up account, repositories and pages on GitHub, accessing terminal and computer servers. Later on, students will be expected to work on their group projects in the staff-led class sessions.

**Indicative reading:**

- Duckett, Jon. *HTML and CSS: Design and Build Websites*. New York: Wiley, 2011.
- Lake, Peter. *Concise Guide to Databases: A Practical Introduction*. Springer, 2013.
- GitHub Guides at <https://guides.github.com>, including: "Understanding the GitHub Flow", "Hello World", and "Getting Started with GitHub Pages".
- Jacobson, Daniel *APIs: A Strategy Guide*. O'Reilly: 2012.
- Zafarani, R., Abbasi, M. A. and Liu, H. (2014) *Social Media Mining: An introduction*. Cambridge University Press.
- Mayer-Schönberger, V., & Cukier, K. (2013). *Big data: A revolution that will transform how we live, work, and think*. Houghton Mifflin Harcourt.
- Kitchin, R. (2014). *The data revolution: Big data, open data, data infrastructures and their consequences*. Sage.

**Assessment:** Coursework (60%, 1000 words) and group project (40%) in the LT.



## DS202 Half Unit Data Science for Social Scientists

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jonathan Cardoso Silva PEL 9.01C

**Availability:** This course is compulsory on the BSc in Politics and Data Science and BSc in Psychological and Behavioural Science. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course cannot be taken with ST201 Statistical Models and Data Analysis.

**Pre-requisites:** A-level maths or equivalent.

**Course content:** Data science and machine learning are exciting new areas that combine scientific inquiry, statistical knowledge, substantive expertise, and computer programming. One of the main challenges for businesses and policy makers when using big data is to find people with the appropriate skills. Good data science requires experts that combine substantive knowledge with data analytical skills, which makes it a prime area for social scientists with an interest in quantitative methods.

This module extends the foundation of probability and statistics with an introduction to the most important concepts in applied machine learning, with social science examples.

It will cover the main analytical methods from this field with hands-on applications using example datasets, so that students gain experience with and confidence in using the methods we cover. At the end of this module, students will have a sound understanding of the field of data science, the ability to analyse data using some of its main methods, and a solid foundation for more advanced or more specialised study.

The learning objectives are to:

- Understand the fundamentals of the data science approach, with an emphasis on social scientific analysis and the study of the social, political, and economic worlds;
- Understand how classical methods such as regression analysis or principal components analysis can be treated as machine learning approaches for prediction or for data mining.
- Know how to fit and apply supervised machine learning models for classification and prediction.
- Know how to evaluate and compare fitted models, and to improve model performance.
- Use applied computer programming, including the hands-on use of programming through course exercises.
- Apply the methods learned to real data through hands-on exercises.
- Integrate the insights from data analytics into knowledge generation and decision-making;
- Understand an introductory framework for working with natural language (text) data using techniques of machine learning.
- Learn how data science methods have been applied to a particular domain of study.

**Teaching:** 16 hours and 40 minutes of lectures and 13 hours and 30 minutes of classes in the MT.

This course will have a reading week in Week 6.

**Formative coursework:** Students will be expected to produce 10 problem sets in the MT.

Students will work on weekly, structured problem sets in the staff-led class sessions. Example solutions will be provided at the end of each week.

**Indicative reading:** James et al. (2013) *An Introduction to Statistical Learning: With applications in R*. 2nd Edition. Springer. Garrett Grolmund and Hadley Wickham (2016) *R for Data Science*. O'Reilly Media.

Murrell, P. (2018). *R graphics*. CRC Press.

Benoit, Kenneth. (2020) "Text as Data: An Overview." In Curini, Luigi and Robert Franzese, eds. *Handbook of Research Methods in Political Science and International Relations*. Thousand Oaks: Sage. pp461-497.

**Assessment:** Exam (40%, duration: 3 hours) in the January exam period.

Coursework (60%, 2000 words) in the MT.

## EC1A1 Half Unit Microeconomics I

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Dimitra Petropoulou 32L 4.27

**Availability:** This course is compulsory on the BSc in Econometrics and Mathematical Economics and BSc in Economics. This course is not available as an outside option nor to General Course students.

**Pre-requisites:** Students must have completed Economics (EC1P1) and Elementary Statistical Theory I (ST109).

Students must also either have completed Quantitative Methods (Mathematics) (MA107) or else be taking Mathematical Methods (MA100) alongside.

**Course content:** This course introduces students to the principles of microeconomics analysis, including recent developments in thinking around decision-making. The first part of the course explores consumer rationality and decision-making under constraints and under uncertainty, including selected applications to savings and labour supply decisions. Students will also be introduced to behavioural economics and insights from psychology relating to consumer decisions. The second part of the course explores firm decision-making in different market structures. Insights from consumer and producer theory will be combined with evidence to address important policy-relevant questions and explore the role of government policy. Students will make use of quantitative methods covered in MA107 and MA100. Appropriate quantitative tools will be reviewed or taught as required.

EC1A1, in combination with EC1B1, contributes towards certificate level exemptions from professional Chartered Institute of Management Accountants (CIMA) examinations.

This course, combined with EC1B1, contributes to the CB2 Exemption of the Institute and Faculty of Actuaries (IFoA).

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

There will also be 6 hours of online interactive Question and Answer (Q&A) sessions in the LT, to discuss go through further examples, discuss related reading and tackle student questions. There will be a reading week in Week 6 of LT (no lectures, classes or support sessions that week).

This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Lent Term.

Student learning will be supported through the EC1A1 Support Lab and through a dedicated discussion forum.

**Formative coursework:** Students are expected to complete the weekly problem sets and any required reading before attending class and are encouraged to work in small study groups. Two pieces of work will be marked by class teachers over the course of the academic year, and feedback provided. The diversity of tasks will make the course more inclusive and help students develop a broader range of skills.

**Indicative reading:** There is no set textbook for this course. There will be required reading from journal articles or reports that will be made available as the course unfolds. Students will be expected to critically discuss the theoretical ideas and models taught by engaging with this required reading alongside working through microeconomic problems. There will be opportunities to discuss the readings in the Q&A sessions and/or in weekly classes. Students wishing to complement their study of the lecture material can consult, among others, the following textbooks (though this is not required and students need not purchase any textbooks). Any edition can be used.

• Varian, H. *Intermediate microeconomics: with calculus*, W.W. Norton & Company

• Perloff, J.M. *Microeconomics: theory & applications with calculus*, Pearson.

Students wishing to read further or refresh mathematical tools can consult:

• Jacques, I. *Mathematics for Economics and Business*, Pearson.

Agreed t committee meeting

**Assessment:** Exam (85%, duration: 2 hours, reading time: 15

minutes) in the summer exam period.  
Coursework (15%) in the LT.

## EC1A3 Half Unit Microeconomics I

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Ronny Razin 32L.4.01

**Availability:** This course is compulsory on the BSc in Actuarial Science, BSc in Data Science, BSc in Economics and Economic History, BSc in Environmental Policy with Economics, BSc in Finance, BSc in Financial Mathematics and Statistics, BSc in Geography with Economics, BSc in International Social and Public Policy and Economics, BSc in Management, BSc in Mathematics and Economics, BSc in Mathematics with Economics, BSc in Mathematics, Statistics and Business, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics and BSc in Politics and Economics. This course is available on the BA in Geography, BSc in Accounting and Finance, BSc in Economic History and Geography, BSc in Environment and Development, BSc in Politics and BSc in Politics and International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

This course is mutually exclusive with EC1A5 Microeconomics I, EC100 Economics A and EC102 Economics B.

**Pre-requisites:** A-level mathematics, or equivalent.

**Course content:** In this course, you will learn the main building blocks of microeconomics analysis and their applications. You will study the foundations of rationality and individual decision making and learn about strategic interaction and equilibrium (game theory). You will apply these tools to understand many applications, such as how consumers behave, how companies choose their strategies and how auctions work. The course will also touch upon behavioural models and how we think about individual welfare in economics.

This course, in combination with either EC1B3 or EC1B5, exempts those who complete them from BA1 Fundamentals of Business Economics of the Chartered Institute of Management Accountants (CIMA).

This course, combined with EC1B3, contributes to the CB2 Exemption of the Institute and Faculty of Actuaries (IFoA).

**Teaching:** 20 hours of lectures and 10 hours of classes in the MT.

The teaching in this course is based on a "flipped-classroom" pedagogical approach. Students will learn through a mix of deliverable content and engagement using technology. The course will include:

- Pre-recorded videos for independent learning and preparation for live sessions.
- 10 hours of interactive online synchronous lectures in the MT with further content, live exercises and other engagement activities using technology.
- 10 hours of in-person lectures in the MT
- 5 hours of online biweekly in-person "consolidation" lectures in the MT, with further content, student discussions and Q&A.
- 10 hours of in-person classes in the MT

**Formative coursework:** There are weekly problem sets and Moodle quizzes. Feedback will be given on two problem sets. In addition, there are weekly midweek tasks that feed into the content of the live sessions. Preparation and submission of the midweek tasks contributes towards the continuous assessment of coursework for the course.

**Indicative reading:** There is no set textbook for this course. Optional suggested further reading is listed below. Any edition of these books can be used.

- Further reading on topics: Microeconomics – Daron Acemoglu, David I. Laibson, and John A. List (note the content is also part of the textbook Economics by the same authors).
- Further readings on tools: Jacques, I. Mathematics for Economics and Business, Pearson.

**Assessment:** Exam (90%, duration: 2 hours, reading time: 15 minutes) in the January exam period.  
Coursework (10%) in the MT.

## EC1A5 Half Unit Microeconomics I

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Alan Manning 32L.2.36A

**Availability:** This course is compulsory on the BSc in Economic History. This course is available on the BA in Geography, BSc in Accounting and Finance, BSc in Economic History and Geography, BSc in Environment and Development, BSc in Politics, BSc in Politics and International Relations and BSc in Psychological and Behavioural Science. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course cannot be taken with EC1A3 Microeconomics I, EC100 Economics A or EC102 Economics B.

**Course content:** This course offers a conceptual introduction to microeconomics principles and uses these to shed light on important contemporary economic questions across a range of fields. You will study consumers and producers, competitive and monopolistic markets, inequality and taxation, market failure and what can be done about it. The ideas of microeconomics will be used to analyse a variety of topics including climate change, the minimum wage, universal basic income, the impact of technology on work, immigration, discrimination the gender pay gap and what we should do about the tech giants. You will develop the skills and intuition to tackle important microeconomic questions using a minimal amount of mathematics (in particular, without the use of calculus).

This course, in combination with either EC1B3 or EC1B5, exempts those who complete them from BA1 Fundamentals of Business Economics of the Chartered Institute of Management Accountants (CIMA).

This course, combined with EC1B5, contributes to the CB2 Exemption of the Institute and Faculty of Actuaries (IFoA).

**Teaching:** 20 hours of lectures and 10 hours of classes in the MT.

This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours in the Michaelmas Term.

**Formative coursework:** Students will submit weekly problems sets, and feedback will be provided on two pieces of work.

Solutions will be available for both problem sets and weekly Moodle quizzes.

**Indicative reading:** The course will loosely follow the following textbook. Any edition can be used.

- Microeconomics – Daron Acemoglu, David I. Laibson, and John A. List (note the content is also part of the textbook Economics by the same authors).

The following source will be useful for applications and discussion of core microeconomic issues:

- The Economy, Economics for a changing world. The Core Team.

**Assessment:** Exam (90%, duration: 2 hours, reading time: 15 minutes) in the January exam period.  
Coursework (10%) in the MT.

## EC1B1 Half Unit Macroeconomics I

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jonathon Hazell, 32L.1.22

**Availability:** This course is available on the BSc in Econometrics and Mathematical Economics and BSc in Economics. This course is not available as an outside option nor to General Course students.

**Pre-requisites:** Students must have completed Economics (EC1P1) and Elementary Statistical Theory I (ST109).

Students must also either have completed Quantitative Methods (Mathematics) (MA107) or else be taking Mathematical Methods (MA100) alongside.

**Course content:** This course builds on the knowledge learned in EC1P1. You will learn why economic activity fluctuates over time (business cycles). We will discuss how government policy can affect short-term outcomes, such as unemployment, GDP and inflation. Other topics will include inequality and financial crises. We will apply the tools developed in the course to recent events, as well as historical events such as the Great Depression. An important aspect of the course is a coding exercise with data. This will help you acquire a deeper understanding of the material. EC1B1, in combination with EC1A1, contributes towards certificate level exemptions from professional Chartered Institute of Management Accountants (CIMA) examinations. This course, combined with EC1A1, contributes to the CB2 Exemption of the Institute and Faculty of Actuaries (IFoA).

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

There will be a reading week in Week 6 of LT only (no lectures or classes that week).

This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Lent Term.

**Formative coursework:** There will be weekly assignments and feedback will be given on two.

The coursework will be a set of coding exercises, with data, in Python. This is a group project and the course will teach you the necessary programming skills.

**Indicative reading:** There is no set textbook for the course. Lecture material may occasionally be complemented by supplementary readings.

Students wishing to complement their study should consult the following textbook:

- C. Jones, *Macroeconomics*, W.W. Norton & Company, 5th Edition.

**Assessment:** Exam (85%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

Coursework (15%) in the LT.

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## EC1B3 Half Unit

### Macroeconomics I

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Antonio Mele 32L.1.22

**Availability:** This course is compulsory on the BSc in Actuarial Science, BSc in Economics and Economic History, BSc in Environmental Policy with Economics, BSc in Finance, BSc in Financial Mathematics and Statistics, BSc in Geography with Economics, BSc in International Social and Public Policy and Economics, BSc in Management, BSc in Mathematics and Economics, BSc in Mathematics with Economics, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics and BSc in Politics and Economics. This course is available on the BA in Geography, BSc in Accounting and Finance, BSc in Data Science, BSc in Economic History and Geography, BSc in Environment and Development, BSc in Mathematics, Statistics and Business, BSc in Politics and BSc in Politics and International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

This course cannot be taken with EC1B5 Macroeconomics I, EC100 Economics A or EC102 Economics B.

**Pre-requisites:** Students must have completed Microeconomics I (EC1A3).

A-level mathematics, or equivalent.

**Course content:** This course is an introduction to macroeconomic analysis. We will study how countries' economic performance is determined in the long run. We will learn why we observe economic growth and development in some countries but not in others. We will discuss how the labour market works and how unemployment is determined. We will analyse how the largest components of

GDP, consumption and investment, are formed. We will also cover the role of policy and how it affects the economy. We will look at fiscal challenges in the long run. Emphasis will be given to concepts and tools used by macroeconomists in the analysis of macroeconomic phenomena. This course, in combination with either EC1A3 or EC1A5, exempts those who complete them from BA1 Fundamentals of Business Economics of the Chartered Institute of Management Accountants (CIMA).

This course, combined with EC1A3, contributes to the CB2 Exemption of the Institute and Faculty of Actuaries (IFoA).

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

There will be a reading week in Week 6 of LT only (no lectures or classes that week).

This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Lent Term.

**Formative coursework:** There will be weekly assignments and feedback will be given on two.

**Indicative reading:** There is no set textbook for the course. The required reading material will sample from the textbooks listed below. Lecture material may occasionally be complemented by supplementary readings, either required or optional.

- Mankiw, G. (2019), *Macroeconomics*, 10th edition or later, Macmillan, London. Available online on the LSE Library website
- Jones, C. (2020), *Macroeconomics* (Fifth Edition), 5th Edition or later, W. W. Norton. Available from: VitalSource Bookshelf.
- Williamson, S. (2019), *Macroeconomics*, 6th Edition, Pearson Education. Available online on the LSE Library website

**Assessment:** Exam (90%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

Coursework (10%) in the LT.

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## EC1B5 Half Unit

### Macroeconomics I

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr L.Rachel Ngai, 32L.1.15

**Availability:** This course is compulsory on the BSc in Economic History. This course is available on the BA in Geography, BSc in Accounting and Finance, BSc in Economic History and Geography, BSc in Environment and Development, BSc in Politics and Geography, BSc in Politics and International Relations and BSc in Psychological and Behavioural Science. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course cannot be taken with EC1B3 Macroeconomics I, EC100 Economics A or EC102 Economics B.

**Pre-requisites:** Students must have completed Microeconomics I (EC1A5).

**Course content:** This course is an introductory course in macroeconomics, which is the study of the overall economic performance of countries. You will learn about economic growth, business cycles (booms and recessions), unemployment, inflation, exchange rates, monetary and fiscal policy. We will apply the tools developed in the course to historical and contemporary events. This course, in combination with either EC1A3 or EC1A5, exempts those who complete them from BA1 Fundamentals of Business Economics of the Chartered Institute of Management Accountants (CIMA).

This course, combined with EC1A5, contributes to the CB2 Exemption of the Institute and Faculty of Actuaries (IFoA).

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

There will be a reading week in Week 6 of LT only (no lectures or classes).

This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Lent Term.

**Formative coursework:** There will be weekly assignments and feedback will be given on two.



**Indicative reading:**

- Macroeconomics – Daron Acemoglu, David I. Laibson, and John A. List (note the content is also part of the textbook Economics by the same authors).

**Assessment:** Exam (90%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.  
Coursework (10%) in the LT.

## EC1C1 Half Unit Econometrics I

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Michael Callen 32L.3.18

**Availability:** This course is compulsory on the BSc in Econometrics and Mathematical Economics and BSc in Economics. This course is not available as an outside option nor to General Course students.

**Pre-requisites:** Students must have completed Economics (EC1P1) and Elementary Statistical Theory I (ST109).

Students must also either have completed Quantitative Methods (Mathematics) (MA107) or else be taking Mathematical Methods (MA100) alongside.

**Course content:** This course is an applied introduction to econometrics. Its aim is to introduce students to the principles of estimation, statistical inference, and the central tool of regression. The course draws heavily on empirical questions and you will work with statistical software analysing actual data sets and learn some basic programming and data handling skills in the process. You will learn how statistical tools can be used to answer causal questions (e.g., "What is the causal effect of electing a better educated politician on the quality of service delivery?"), as well as prediction problems (e.g., "what individual characteristics, such as income or education, predict who political parties select to run for office?"). Topics include: program evaluation; randomised experiments; univariate regression; omitted variable bias; selection bias; sampling fluctuation; statistical inference; standard errors; and hypothesis testing.

**Teaching:** 20 hours of lectures and 10 hours of lectures in the LT. 1 hour of lectures in the ST.

There will be a reading week in Week 6 of LT only (no lectures or classes that week).

This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Lent Term.

**Formative coursework:** There are weekly assignments and feedback will be given on two.

**Indicative reading:**

- J. D. Angrist and J. S. Pischke Mastering 'Metrics. The Path from Cause to Effect, Princeton University Press.
- J. H. Stock and M. Watson Introduction to Econometrics, Pearson

**Assessment:** Exam (85%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.  
Coursework (15%) in the LT.

## EC1P1 Half Unit Economics

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Ricardo Reis 32L.1.27

**Availability:** This course is compulsory on the BSc in Econometrics and Mathematical Economics and BSc in Economics. This course is not available as an outside option nor to General Course students.

**Course content:** In this course, we discuss fundamental economic concepts and apply them to current events. The goal is to learn to think like economists by using economic theory to produce compelling arguments and economic data to distinguish and quantify them. Some examples are the measurement of economic

well-being and inequality, the impact of immigration, what is a central bank and why it is mandated with controlling inflation, the design of auctions, competition in the age of technology giants, the strengths and weaknesses of market economies, and how to rationally make sense of irrational behaviour. Students will learn how to characterize the relevant aspects (measurement), how to use economic analysis to shed light on any social phenomenon (models), how to use data to measure the causes of these phenomena (empirics) and how to estimate the impact of policies that improve human wellbeing.

**Teaching:** 20 hours of lectures and 10 hours of classes in the MT. This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Michaelmas Term.

**Formative coursework:** There are weekly assignments and feedback will be given on two.

**Indicative reading:** There is no set textbook for this course.

Students are expected to engage with supplementary reading that will be provided for each topic as the course unfolds.

Students can complement their study of the course material by consulting, among others, the following books (though this is not a requirement and students need not purchase any books).

- Economics for the Common Good, Jean Tirole.
- The Armchair Economist, Steven E. Landsburg.
- Poor Economics, Abhijit V. Banerjee and Esther Duflo.

**Assessment:** Exam (90%, duration: 2 hours, reading time: 15 minutes) in the January exam period.

Group project (10%) in the MT.

In the group project, student will produce a short video or poster on an economics topic.

## EC201 Microeconomic Principles I

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Dimitra Petropoulou

**Availability:** This course is only available to students whose circumstances require it (for example, those returning from interruption).

**Pre-requisites:** This is an intermediate course in microeconomic analysis. Students are expected to have completed Economics A (EC100) OR Economics B (EC102), or an equivalent introductory course in economics based on textbooks such as Morgan W., M. Katz and H. Rosen, Microeconomics. Students are also expected to have completed an introductory mathematics course such as Quantitative Methods (Mathematics) (MA107) and should revise calculus including partial derivatives and constrained optimisation methods.

**Course content:** This is an intermediate course in microeconomic analysis giving a broad overview of economic principles including some recent developments in thinking. Students should expect to find the course challenging and by the end of it should be able to apply the tools of microeconomics to thinking about concrete economic problems. It will cover the following topics:

- I. Consumer Theory – the analysis of decision-making under constraints: preferences and utility; utility maximisation and uncompensated demand; expenditure minimisation and compensated demand; income and substitution effects; welfare analysis. Selected applications to savings and labour supply.
- II. Behavioural Economics I – Anomalies in decision-making; time-inconsistency.
- III. Decision-making with Risk – expected utility theory; risk-sharing, risk-pooling and insurance; prospect theory.
- IV. Producer Theory – Production and cost functions; firm and industry supply; market structure.
- V. Strategic Choice – Game theory: simultaneous and sequential games; subgame perfection; repeated games. Selected applications to oligopoly; auctions.
- VI. The Market System as a General Equilibrium – Efficiency, distribution and inequality; social welfare.
- VII. Living Interdependently – Public goods and externalities; the role of government intervention.
- VIII. Behavioural Economics



II – Analysis of markets; the role of government. IX. Political Economy – Effectiveness of government; preference aggregation; constraints on the power of the state, X. Asymmetric Information – Contracts and markets with moral hazard and adverse selection. XI. Innovation – product innovation; the role of government intervention.

**Teaching:** 20 hours of classes in the MT. 18 hours of classes in the LT. 2 hours of classes in the ST.

Students will have access to pre-recorded lectures in both MT and LT.

The 2-hour classes will give time for students to discuss the lecture recordings and related reading before tackling the weekly problem set.

There will be a reading week in Week 6 of LT only (no teaching or support lab sessions that week).

Student support in the run up to the final examination will be organised in ST.

This course is delivered through a combination of pre-recorded lectures and 40 hours of classes across Michaelmas Term, Lent Term and Summer Term

**Formative coursework:** Students are expected to complete the weekly problem sets and any required reading before attending classes and will be encouraged to work in small study groups.

Two pieces of work will be marked by class teachers each term, and feedback provided. There will be varied opportunities to engage with the course material, such as producing short video presentations. The diversity of tasks will make the course more inclusive and help students develop a broader range of skills.

**Indicative reading:** Lecture material will be complemented with required additional reading from journal articles. There is no set textbook for this course, though chapters from suitable intermediate textbooks can be recommended for those who may wish to consult a text (though this is not required).

Students will be expected to discuss critically the theoretical ideas and models taught by engaging with the required reading alongside working through microeconomic problems. The relevance of the readings will be discussed in classes and students will be required to engage with reading for the Coursework component of assessment.

**Assessment:** Exam (30%, duration: 1 hour, reading time: 15 minutes) in the January exam period.

Exam (60%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

Coursework (10%) in the MT and LT.

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## EC210

### Macroeconomic Principles

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Juraj Briskar 32LIF.1.26

**Availability:** This course is compulsory on the BSc in Philosophy, Politics and Economics. This course is available on the BSc in Mathematics and Economics. This course is not available as an outside option nor to General Course students.

This course is only available to students entering the BSc in Philosophy, Politics and Economics or the BSc in Mathematics and Economics programmes in 2020/21 who are required or have the option to take this course under paper 11 of their regulations. The course is also available to students on other programmes whose circumstances require it (for example, those returning from interruption).

**Pre-requisites:** Students must have completed Economics A (EC100) or Economics B (EC102), or an equivalent introductory course in Economics. Students are also expected to have completed at least an introductory Mathematics course such as Basic Quantitative Methods (MA110).

**Course content:** This course will cover the fundamental principles of macroeconomics at an intermediate level. Topics include the study of economic growth, consumption, investment, unemployment, business cycles, inflation, monetary and fiscal

policy, financial markets and international macroeconomics.

**Teaching:** Students will have access to pre-recorded lectures in both MT and LT.

Students will receive 20 hours of classes in the MT, 18 hours of classes in the LT and 2 hours of classes in the ST. The 2 hour classes will give time for students to discuss the lecture recordings and related reading before tackling the weekly problem set.

There will be a reading week in Week 6 of LT only (no teaching or support lab sessions that week).

Student support in the run up to the final examination will be organised in the ST.

This course is delivered through a combination of pre-recorded lectures and 40 hours of classes across the Michaelmas Term, Lent Term and Summer Term.

**Formative coursework:** Students should attempt the assigned problems before attending classes. Students will be expected to submit work each week; a minimum of two pieces of work will be marked per term, and feedback provided.

Students are expected to make positive contributions to class discussions.

**Indicative reading:** There is no single textbook for the course.

Students will be directed to different readings from several textbooks.

**Assessment:** Exam (25%, duration: 1 hour, reading time: 15 minutes) in the January exam period.

Exam (75%, duration: 3 hours, reading time: 15 minutes) in the summer exam period.

The Lent term examination is based 100% on the Michaelmas term syllabus, and the Summer exam on 33% of the Michaelmas term syllabus and 67% of the Lent term syllabus.

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## EC241 Half Unit

### PPE Interdisciplinary Research Seminar

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Michael Callen 32L.3.18

**Availability:** This course is compulsory on the BSc in Philosophy, Politics and Economics. This course is not available as an outside option nor to General Course students.

**Course content:** Governments serve several functions key to economic development, including correcting market failures, raising taxes, delivering services, and protecting property rights. Yet, particularly in poor countries, they often fail to do so effectively. In this course, we will explore the empirical body of evidence on what can be done to improve service delivery. We view this evidence through an analytical framework emphasizing the agency problems between citizens, politicians and bureaucrats. Correspondingly, the course is divided into four sections. We will first focus on how democratic institutions select and constrain politicians. Second, we will explore issues of bureaucratic selection and incentives affecting bureaucrats. Third, we will review evaluations of specific reforms aimed at strengthening institutions, promoting accountability, and improving service delivery. In a final section, we will explore the interactions between governance, development, and political conflict. This section emphasizes cases where subnational conflict reflects a violent competition for legitimate political control. This discussion also will relate modern efforts at state building to classical philosophical and political discussions on the creation of legitimate states. We will also focus extensively on empirical case studies of policies, reforms, and innovations that have proven effective.

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

There will be a reading week in Week 6 of LT only (no lectures or classes that week).

This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Lent Term.

**Formative coursework:** weekly challenges and feedback will be given on two.

**Indicative reading:**

- Acemoglu, Daron and James Robinson, *Why Nations Fail*, Crown Books, 2012;
- Besley, Timothy and Torsten Persson, *Pillars of Prosperity: The Political Economics of Development Clusters*, Princeton University Press, 2011

**Assessment:** 10% - Class Participation  
90% - Final Essay (2,000 Words)

## EC2A0

### Introductory Course in Microeconomic Principles

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Frank Cowell

**Availability:** This course is compulsory on the MSc in Economics (2 Year Programme). This course is not available as an outside option nor to General Course students.

**Course content:** EC2A0 is an introduction to the compulsory core microeconomics EC2A1 covered in the MT and LT of year 1 of the MSc in Economics (2 Year Programme).

The course aims to provide students with an understanding of the essential analysis of individual economic agents in a market setting, firms, consumers and workers. It is designed to deliver a solid basis for EC2A1 Microeconomics, taught in the MT and LT of the first year of the MSc in Economics (2 Year Programme).

The course starts with a brief overview of optimisation in economics: constraints, objectives and maximisation techniques. The two main topic areas then apply this optimisation analysis as follows:

The firm: Profit maximisation and cost minimisation. Demand for inputs and supply of output in competitive markets. Market equilibrium. Analysis of monopoly.

The consumer: Utility maximisation subject to budget constraints. Demand for commodities. Extensions to factor supply. Applications to intertemporal decision-making and labour-market decisions. Extension to decision-making under uncertainty.

**Teaching:** 20 hours of lectures and 10 hours of interactive classes, delivered in person over 2 weeks in early September

**Formative coursework:** Students will be required to complete daily sets of self-testing exercises during the course.

**Indicative reading:** Recommended readings and preparation materials will be provided over the summer.

**Assessment:**

At the end of the course, students will be assessed through a closed-book, timed examination on optimisation by competitive firms and households.

## EC2A1

### Microeconomics II

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Michele Piccione 32L 4.07

Prof Timothy Besley 32L 3.37

**Availability:** This course is compulsory on the BSc in Econometrics and Mathematical Economics, BSc in Economics and MSc in Economics (2 Year Programme). This course is not available as an outside option nor to General Course students.

**Pre-requisites:** Microeconomics I (EC1A1) and either Quantitative Methods (Mathematics) (MA107) or Mathematical Methods (MA100).

Students on the MSc in Economics (2 Year Programme) must have completed Introductory Course in Microeconomic Principles (EC2A0) and be taking either Mathematical Methods (MA100) or Further Mathematical Methods (MA212) alongside.

**Course content:** In this course, we build on the tools learnt in Microeconomics I (EC1A1) to provide an in-depth analysis of microeconomic theory, as well as applications of the tools of

microeconomics to concrete economic problems.

The first part of the course explores game theory and considers a range of applications:

- Extensive Forms and Normal Form games.
- Pure and mixed strategy Nash Equilibria.
- Backward induction and Subgame Perfection.
- Applications: Cournot, Stackelberg, Bertrand with homogeneous and differentiated goods; entry games and limit capacity, bargaining.
- Repeated games – Application: cartel stability
- Games with incomplete information and belief refinements.
- Applications: Limit Pricing, Auctions, Signalling.

The second part of the course builds on the analysis of demand and supply side in EC1A1 to analyse general equilibrium, market failures and the role of government intervention:

- The Market System as a General Equilibrium – Efficiency and distribution.
- Living Interdependently – Public goods and externalities; private action and the role of government.
- Behavioural Economics – Markets with behavioural biases; the role of government.
- Political Economy – Effectiveness of government; preference aggregation; constraints on the power of the state.
- Asymmetric Information – Contracts and markets with moral hazard and adverse selection.
- Innovation – product and process innovation; the role of government in supporting innovation.

The course prepares students for third year optional courses.

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

Students will also benefit from online Q&A sessions.

There will be a reading week in Week 6 of LT (no lectures, classes or support sessions that week).

Student learning will be supported through the EC2A1 Support Lab and through a dedicated discussion forum.

This course is delivered through a combination of classes and lectures totalling a minimum of 60 hours across Michaelmas Term, Lent Term and Summer Term.

**Formative coursework:** Students are expected to complete the weekly problem sets and any required reading before attending class and are encouraged to work in small study groups on unassessed work.

A minimum of two pieces of work will be assigned and marked each term with feedback provided.

**Indicative reading:** For the Michaelmas Term the set textbook is:

- Watson, Joel. "Strategy: An Introduction to Game Theory", WW Norton (2013), 3rd edition

For the Lent Term, there is no set textbook. Lecture material is complemented with required additional reading from journal articles, reports, and other sources.

**Assessment:** Exam (70%, duration: 3 hours, reading time: 15 minutes) in the summer exam period.

Coursework (30%) in the MT and LT.

## EC2A3 Half Unit

### Microeconomics II

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Dimitra Petropoulou, 32L 4.27

**Availability:** This course is compulsory on the BSc in Economics and Economic History, BSc in Environmental Policy with Economics, BSc in Finance, BSc in Geography with Economics, BSc in International Social and Public Policy and Economics, BSc in Mathematics and Economics, BSc in Mathematics with Economics, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics and BSc in Politics and Economics. This course is available on the BSc in Accounting and Finance, BSc in Data Science, BSc in Environment and Development, BSc in Mathematics, Statistics and Business and Diploma in Accounting

and Finance. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students. Note, EC2A3 is mutually exclusive with EC201, EC202 and MG207.

**Pre-requisites:** Students must have completed Microeconomics I (EC1A3) and Macroeconomics I (EC1B3), or equivalent.

Students must also have completed Quantitative Methods (Mathematics) (MA107) or Mathematical Methods (MA100), or equivalent.

**Course content:** In this course, we use the tools you learned in Microeconomics I (EC1A3) to provide an in-depth analysis of microeconomic theory, as well as applications of the tools of microeconomics to concrete economic problems. We build on analysis of demand from EC1A1 and combine with the supply side, bringing the two sides of the market together in the analysis of general equilibrium. We then explore social welfare and consider issues of efficiency, distribution, and inequality, alongside an introduction to political economy and the effectiveness of government. We will also examine the effects of living interdependently, exploring public goods and externalities and the role of government intervention in correcting market failures. Finally, the study of asymmetric information in markets and implications for contract design, as well as analysis of insurance markets and adverse selection.

**Teaching:** 20 hours of lectures and 10 hours of classes in the MT. Student learning will be supported through a series of online Q&A sessions, the EC2A3 Support Lab and through a dedicated discussion forum.

**Formative coursework:** Students are expected to complete the weekly problem sets and any required reading before attending classes and will be encouraged to work in small study groups. Two pieces of work will be marked and feedback provided.

**Indicative reading:** Lecture material will be complemented with required additional reading from journal articles or reports. There is no set textbook for this course, though chapters from suitable intermediate textbooks can be recommended for those who may wish to consult a text (though this is not required).

Students will be expected to discuss critically the theoretical ideas and models taught by engaging with the required reading alongside working through microeconomic problems.

**Assessment:** Exam (90%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

Coursework (10%) in the MT.

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## EC2A5 Half Unit

### Microeconomics II

**This information is for the 2022/23 session.**

**Teacher responsible:** Miss Chiara Sotis

**Availability:** This course is available on the BSc in Accounting and Finance, BSc in Economic History, BSc in Environment and Development and BSc in International Relations. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Note, EC2A5 is mutually exclusive with EC230.

**Pre-requisites:** Students will have completed Microeconomics I (EC1A5) or equivalent.

**Course content:** In this course, we apply the knowledge acquired in Microeconomics I (EC1A5) to analyse economic problems and issues at a higher level. This course teaches microeconomic analysis to let you explore important contemporary questions and special emphasis is given to the question how public policy can change (economic) outcomes. You will learn how to understand economic problems by focusing on their key characteristics, choosing the relevant microeconomic mechanisms and developing a solid intuition. The use of mathematics is minimal (in particular, with no calculus) and the emphasis of instruction is on graphical analysis and economic intuition. Precise topics and readings will be announced and are selected to be of current interest, such as the impact of the pandemic and environmental concerns.

**Teaching:** 15 hours of lectures and 10 hours of classes in the MT. Student learning will be supported through office hours and through a dedicated discussion forum.

**Formative coursework:** Students will receive feedback on two pieces of formative work during MT. Students are expected to make positive contributions to class discussions.

**Indicative reading:** There is no set course textbook because of the topical nature of the applications chosen. A list of selected texts and readings will be provided at the start of term, given the topical nature of the course.

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

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## EC2B1

### Macroeconomics II

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Wouter Den Haan, 32L.1.08A  
Professor Benjamin Moll, 32L.1.19

**Availability:** This course is compulsory on the BSc in Econometrics and Mathematical Economics, BSc in Economics and MSc in Economics (2 Year Programme). This course is not available as an outside option nor to General Course students.

**Pre-requisites:** Students must have completed Microeconomics I (EC1A1) and Macroeconomics I (EC1B1), or equivalent.

Students must also have completed Quantitative Methods (Mathematics) (MA107) or Mathematical Methods (MA100), or equivalent.

MSc in Economics (2 Year Programme) students can take Mathematical Methods (MA100) alongside EC2B1.

**Course content:** This is an intermediate course in macroeconomics that builds on the knowledge learned in Macroeconomics I (EC1B1). A set of important frameworks and approaches to model macroeconomic developments will be discussed. You will be challenged to apply the tools that we develop in the course to understand better historical and contemporary events. An important aspect of the course is that you will acquire a deeper understanding of the material through an assignment containing some programming and data analysis.

The MT part of the course focuses on long-term economic developments. We will explore possible explanations for the empirical observation that macroeconomic developments differ so widely across countries. We begin with conventional economic reasoning, but will also explore the role of political systems, (financial) institutions, and culture. In addition to long-term economic growth, we will also study why countries are susceptible to economic crises and what policies and/or institutions can be put in place to reduce this risk. We will not just focus on economic aggregates, but also analyse how economic growth affect different individuals. Specifically, we will look at the interaction between economic growth and social inclusion and in particular women's rights.

The LT part of the course provides a unified approach to study macroeconomics which is based on microfoundations and general equilibrium taking into account possible market imperfections. We will study economic choices that are key for macroeconomic developments, such as the consumption-savings decision, the labour-leisure decision, and the investment decisions. These are the building blocks for some models with which we can study the behaviour of aggregate variables as well as the role of economic policies.

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

There will be a reading week in Week 6 of LT, during which there will be no lectures or classes.

Student learning will be supported through the EC2B1 Support Lab and through a dedicated discussion forum.

**Formative coursework:** There are weekly assignments and feedback will be given on two per term.



**Indicative reading:**

- Weil, David. "Economic Growth, international student edition." (2014 or the 4th edition if it has become available).
- Kurlat, Pablo. "A Course in Modern Macroeconomics." (2020)

**Assessment:** Exam (70%, duration: 3 hours, reading time: 15 minutes) in the summer exam period.

Project (30%, 2500 words) in the LT.

The project comprises a programming component, some data analysis, and a description of the results.

**EC2B3 Half Unit****Macroeconomics II**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Kevin Sheedy, 32L.1.09

**Availability:** This course is compulsory on the BSc in Economic History with Economics, BSc in Economics and Economic History, BSc in International Social and Public Policy and Economics, BSc in Mathematics and Economics, BSc in Mathematics with Economics, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics and BSc in Politics and Economics. This course is available on the BSc in Accounting and Finance, BSc in Data Science, BSc in Environment and Development, BSc in Environmental Policy with Economics, BSc in Geography with Economics, BSc in Management, BSc in Mathematics, Statistics and Business and Diploma in Accounting and Finance. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Note: EC2B3 is mutually exclusive with EC210.

**Pre-requisites:** Students must have completed Microeconomics I (EC1A3) and Macroeconomics I (EC1B3), or equivalent.

Students must also have completed Quantitative Methods (Mathematics) (MA107) or Mathematical Methods (MA100), or equivalent.

**Course content:** This is an intermediate-level course in macroeconomics that builds on the material you covered in EC1B3. You will learn about money and inflation, and how central banks can use monetary policy to control inflation. You will study business cycles - booms and recessions - and the potential role for fiscal and monetary policy in stabilising the economy. You will learn about the interaction between the economy and financial markets and banks, especially in times of crisis. You will also study the international aspects of macroeconomics arising from trade in goods and financial assets with the rest of the world. We will apply the tools developed in the course to historical and contemporary events.

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

There will be a reading week in Week 6 of LT, during which there will be no lectures or classes.

Student learning will be supported through the EC2B3 Support Lab and through a dedicated discussion forum.

**Formative coursework:** Students are expected to work on weekly problem sets ahead of classes, two of which will be marked and feedback provided.

**Indicative reading:** There is no set textbook for the course. Lecture material may occasionally be complemented by supplementary readings. Students wishing to complement their study should consult the following textbook:

- P. Kurlat, A Course in Modern Macroeconomics, 2020

**Assessment:** Exam (90%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

Coursework (10%) in the LT.

**EC2B5 Half Unit****Macroeconomics II**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Mohan Bijapur 32L.1.31

**Availability:** This course is available on the BSc in Accounting and Finance, BSc in Economic History, BSc in Environment and Development and BSc in International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.

Note, EC2B5 is mutually exclusive with EC230.

**Pre-requisites:** Students will have completed Macroeconomics I (EC1B5), or equivalent.

**Course content:** This course builds on the knowledge acquired in Macroeconomics I (EC1B5). We will use macroeconomic analysis to explore important contemporary questions and special emphasis is given to how public policy can change economic outcomes. You will learn how to understand economic problems by focusing on the key characteristics, choosing the relevant mechanisms and developing a solid intuition. The use of mathematics is minimal (in particular, with no calculus) and the emphasis of instruction is on graphical analysis and economic intuition. Precise topics and readings will be announced and are selected to be of current interest, such as: is central bank independence a good thing?; what are the macroeconomic effects of the Covid-19 pandemic?; what caused the global financial crisis and how can policy prevent future crises?; how was global financial regulation reformed in the aftermath of the crisis?; what unconventional tools of monetary policy did central banks implement?; what causes currency crises, how can policy prevent them and what sparked the Trump trade war?; why has the US been a more successful currency union than the Eurozone?; what caused the European sovereign debt crisis and how is it related to Brexit?; how should governments deal with a debt crisis - did Greece make the right choice?; what drives convergence in income levels across countries, why do some countries stay poor and can policy change this?

**Teaching:** 15 hours of lectures and 9 hours of classes in the LT. 1 hour of classes in the ST.

There will be a reading week in Week 6 of LT (no lectures, classes or office hours in this week).

Student learning will be supported through office hours and through a dedicated discussion forum.

**Formative coursework:** There are weekly assignments and feedback will be given on two in the Lent Term. Students are expected to make positive contributions to class discussions.

**Indicative reading:** There is no set course textbook because of the topical nature of the applications chosen. A list of selected texts and readings will be provided at the start of term given the topical nature of the course.

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

**EC2C1****Econometrics II**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Marcia Schafgans, 32L.4.12

Professor Steve Pischke, 32L.2.16

**Availability:** This course is compulsory on the BSc in Econometrics and Mathematical Economics, BSc in Economics and MSc in Economics (2 Year Programme). This course is not available as an outside option nor to General Course students.

**Pre-requisites:** Students must have completed Elementary Statistical Theory I (ST109), Quantitative Methods (Mathematics) (MA107) or Mathematical Methods (MA100), and Econometrics I (EC1C1), or equivalent.

MSc in Economics (2 Year Programme) students can take Mathematical Methods (MA100) alongside EC2C1.



**Course content:** This course builds on the knowledge learned in Econometrics I (EC1C1). In the MT part of the course, the focus is an introduction to the theory of econometrics. You will study in detail various estimators common in the literature: the least squares estimator, the instrumental variable estimator, and the maximum likelihood estimator. You will discuss how (and whether) these estimators can be used for inference purposes under a range of assumptions underlying the data generating process. Topics include the derivation of finite sample properties (unbiasedness, precision (standard error) and efficiency), asymptotic properties (consistency and asymptotic distribution), confidence intervals and hypothesis testing. Most discussions will pertain to the use of cross-sectional data and the linear model. We will consider the binary choice model as an example of a nonlinear model and will cover some aspects of time series data. Some discussions make use of matrix algebra.

In the LT part of the course, you will learn more econometric techniques, including difference-in-differences, and regression discontinuity designs that make use of panel data and you will revisit the instrumental variable technique. Teaching in LT will be based on empirical examples and you will find out how to conduct your own empirical investigation. As part of the course, you will work on an empirical project and write an individual report about your analysis and findings.

**Teaching:** 30 hours of lectures, 10 hours of classes and 10 hours of help sessions in the MT. 20 hours of lectures and 9 hours of classes in the LT. 1 hour of classes in the ST.

There will be a reading week in Week 6 of LT, during which there will be no lectures or classes.

Student learning will be supported through the EC2C1 Support Lab and through a dedicated discussion forum.

**Formative coursework:** During MT, there are weekly assignments and feedback will be given on two.

During LT, there will be three homework assignments. Students are expected to give a progress report on their individual project and are given feedback on this.

**Indicative reading:**

- J. Wooldridge *Introductory Econometrics. A Modern Approach*, Cengage
- J. D. Angrist and J. S. Pischke *Mastering 'Metrics. The Path from Cause to Effect*, Princeton University Press.

**Assessment:** Exam (50%, duration: 2 hours, reading time: 15 minutes) in the January exam period.

Coursework (50%, 2500 words) in the ST.

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## EC2C3 Half Unit Econometrics I

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Michael Gmeiner (32L.4.28)

**Availability:** This course is compulsory on the BSc in Economic History with Economics, BSc in Economics and Economic History, BSc in Finance, BSc in International Social and Public Policy and Economics, BSc in Philosophy and Economics and BSc in Politics and Economics. This course is available on the BSc in Accounting and Finance, BSc in Data Science, BSc in Environment and Development, BSc in Environmental Policy with Economics, BSc in Geography with Economics, BSc in Mathematics and Economics, BSc in Mathematics with Economics, BSc in Mathematics, Statistics and Business, BSc in Philosophy, Politics and Economics and Diploma in Accounting and Finance. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Note, EC2C3 is mutually exclusive with EC220, EC221 and MG205.

**Pre-requisites:** Students will have completed Elementary Statistical Theory (ST102) or Quantitative Methods (Statistics) (ST107), or equivalent.

**Course content:** This course is an applied introduction to econometrics. The focus is on regression-based techniques and

interpreting results in applied settings. The course will centre on how statistical tools can be used to answer causal "what-if" questions (e.g., "What is the effect of years of education on income?"). You will work with statistical software to analyse actual data sets and will learn basic programming in Stata through dedicated workshops. Topics include: randomised experiments, programme evaluation, matching, simple and multiple regression analysis, inference, omitted variable bias, functional form specification, measurement error, missing data, reverse causality, and instrumental variables.

**Teaching:** 30 hours of lectures, 10 hours of classes, and 5 online Stata workshops in the MT.

Student learning will be supported through the EC2C3 Support Lab and through a dedicated discussion forum.

**Formative coursework:** Students are expected to engage with the problem sets each week. At least two of these will be marked and feedback provided.

**Indicative reading:** Lecture materials are complemented by reading of J. D. Angrist and J. S. Pischke, *Mastering 'Metrics. The Path from Cause to Effect*, Princeton University Press.

Lecture materials are self-contained with regards to econometric theory, so reading of econometrics textbooks is not required.

The following texts are recommended for students interested in consulting a textbook.

- J. Wooldridge, *Introductory Econometrics. A Modern Approach*, Cengage
- J. H. Stock and M. Watson, *Introduction to Econometrics*, Pearson

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

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## EC2C4 Half Unit Econometrics II

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr Ragvir Sabharwal and Dr Marcia Schafgans

**Availability:** This course is compulsory on the BSc in Economics and Economic History, BSc in Finance, BSc in International Social and Public Policy and Economics, BSc in Philosophy and Economics and BSc in Politics and Economics. This course is available on the BSc in Accounting and Finance, BSc in Data Science, BSc in Environment and Development, BSc in Geography with Economics, BSc in Mathematics and Economics, BSc in Mathematics with Economics, BSc in Mathematics, Statistics and Business, BSc in Philosophy, Politics and Economics and Diploma in Accounting and Finance. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Note, EC2C4 is mutually exclusive with EC220, EC221 and MG205.

**Pre-requisites:** Students must have completed Econometrics I (EC2C3), or equivalent.

**Course content:** This course builds on the material learned in EC2C3. The focus of the course is the underlying theory of empirical research in economics: estimation methods, properties of estimators (unbiasedness, standard error formula, sampling distribution, consistency) and hypothesis testing. Topics include: Bivariate and multiple regression (estimation, inference, asymptotic property); heteroskedasticity; endogeneity (omitted variables and simultaneity); instrumental variables and two-stage least squares; binary choice models; and time series analysis.

**Teaching:** 30 hours of lectures and 9 hours of classes in the LT. 1 hour of classes in the ST.

There will be a reading week in Week 6 of LT, during which there will be no lectures or classes.

Student learning will be supported through the EC2C4 Support Lab and through a dedicated discussion forum.

**Formative coursework:** Students are expected to engage with the weekly problem sets each week. Two of these will be marked and

feedback provided.

**Indicative reading:**

- J. Wooldridge Introductory Econometrics. A Modern Approach, Cengage

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

## EC301

### Advanced Economic Analysis

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Thomas Sampson 32L.2.34

Dr L. Rachel Ngai 32L.1.15

**Availability:** This course is available on the BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Economics with Economic History, BSc in International Social and Public Policy and Economics, BSc in Mathematics and Economics, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics, BSc in Politics and Economics and BSc in Social Policy and Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** Students must have completed level 2 microeconomics (EC201 or EC202 or EC2A1 or EC2A3) and macroeconomics (EC210 or EC2B1 or EC2B3 or FM201). The capacity to read and understand applied research methods as covered in EC220 or EC221 or EC2C1 or EC2C3 and EC2C4 is highly desirable.

Students who have thoroughly mastered mathematics at least to the level of MA107, with MA100 giving a better grounding.

**Course content:** This course is divided into two sections introducing recent developments in economic theory and policy analysis. The first half of the course covers economic policy in the global economy. We study the causes and consequences of international economic integration, focusing on how globalisation affects the trade-offs that shape policy. Both theoretical and empirical analyses will be considered. Key topics include: international trade, capital flows, migration, technology diffusion, taxation in the global economy, and the relationship between globalisation and national sovereignty.

In the second half of the course we focus on economic growth, considering questions like these: Why was GDP per capita in the UK 15 times higher than China in 1960? Why did the factor of 15 decrease to 5 in 2000? To gain an understanding of the “whys” we have to ask deeper questions: what drives economic growth? Why do some economies grow faster and other slower? Thus this part of the course studies the determinants of economic growth through capital accumulation, reallocation of resources from agriculture into manufacturing and services and, technology innovation.

**Teaching:** 15 hours of lectures and 10 hours of classes in the MT. 15 hours of lectures and 9 hours of classes in the LT. 1 hour of classes in the ST.

There will be a reading week in Week 6 of LT (no lectures or classes that week).

This course is delivered through a combination of classes and lectures totalling a minimum of 50 hours across Michaelmas Term and Lent Term.

**Formative coursework:** Students will submit, and receive feedback on, two problem sets per term.

**Indicative reading:** The course is mainly based on lecture notes and journal articles. As an example of the level and content of the reading in economics articles, students may wish to look at the following:

Rodrik, D. 2011. “The Globalization Paradox”. Oxford University Press.

Harrison, A. and Scorse, J. 2010. “Multinationals and Anti-Sweatshop Activism” American Economic Review 100(1): 247-273.

Hall, R. and C. Jones. 1999. Why do Some Countries Produce So

Much More Output per Worker than Others?”

Quarterly Journal of Economics, 114: 83-116

Jones, C. and D. Vollrath (2013), Introduction to Economic Growth. W. W. Norton & Co.

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

## EC302

### Political Economy

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Ronny Razin 32L.4.01

**Availability:** This course is available on the BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Economics with Economic History, BSc in International Social and Public Policy and Economics, BSc in Mathematics and Economics, BSc in Mathematics with Economics, BSc in Mathematics, Statistics and Business, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics, BSc in Politics and Economics and BSc in Social Policy and Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** This course makes use of key concepts in economic theory as well as econometric analysis. We welcome all students with a strong background and proven record in quantitative courses, such as econometrics (EC220 or EC221 or EC2C1 or EC2C3 and EC2C4, or equivalent), statistics (ST107 or ST102, or ST109 combined with EC1C1, or equivalent) microeconomics (EC201 or EC202 or EC2A1 or EC2A3, or equivalent) and mathematics (MA107 or MA100).

**Course content:** The course seeks to introduce students to the major theoretical models of Political Economy and the available empirical evidence. Sample topics to be covered include: Social Choice theory and Preference aggregation; Comparative electoral systems; Political economy of income redistribution; Turnout in elections; Strategic and Sincere voting; Political Parties; Debates and Communication; Political Agency Models; Citizen-Candidate Models; and some Empirical Studies of Political institutions.

**Teaching:** 15 hours of lectures and 10 hours of classes in the MT. 15 hours of lectures and 9 hours of classes in the LT. 1 hour of classes in the ST.

There will be a reading week in Week 6 of LT (no lectures or classes that week).

This course is delivered through a combination of classes and lectures totalling a minimum of 50 hours across Michaelmas Term and Lent Term.

**Formative coursework:** Four pieces of written work (two per term) will be handed in and assessed by class teachers.

**Indicative reading:** There is no text book covering all the material in the course. The following books are recommended as supplements to what is covered in the lectures:

- Analyzing Politics, Rationality, Behavior and Institutions, K.A. Shepsle and M.S. Bonchek. W. W. Norton & Company, New York, London.
- Liberalism Against Populism, W.H. Riker, Waveland Press, Prospect Heights, Illinois.

For additional readings see: <http://econ.lse.ac.uk/courses/ec302/>

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

## EC307

### Development Economics

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Oriana Bandiera 32L.3.02 and Prof Robin Burgess 32L.3.03

**Availability:** This course is available on the BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Economics with Economic History, BSc in Geography with Economics, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics and BSc in Politics and Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** This course makes use of key concepts in economic theory as well as econometric analysis. We welcome all students with a strong background and proven record in quantitative courses, such as econometrics (EC220 or EC221 or EC2C1 or EC2C3 and EC2C4, or equivalent), statistics (ST107 or ST102, or ST109 combined with EC1C1), microeconomics (EC201 or EC202 or EC2A1 or EC2A3, or equivalent) and mathematics (MA107 or MA100).

**Course content:** This course explores the microeconomic foundations of economic development. We will discuss economic growth, inequality, poverty traps, labour markets, capital markets, education, health, gender, service delivery, taxation, the role of the state, governance and accountability, conflict, access to finance, infrastructure, trade, firms and markets, energy, environment and climate change. In studying each of these topics, we will ask: what determines the decisions of households and firms in less developed countries? What constraints do they face? Is there scope to improve livelihoods and productivity through the actions of governments, international organizations, NGOs, or market participants? What policies have been tried? How have they fared? This course combines theory and empirics but maintains a strong applied focus. Under each theme, we will derive testable implications from the theory, subject these predictions to econometric testing, comment on the robustness of the results obtained, and seek to draw policy conclusions.

**Teaching:** 15 hours of lectures and 10 hours of classes in the MT. 15 hours of lectures and 9 hours of classes in the LT. 1 hour of classes in the ST.

There will be a reading week in Week 6 of LT (no lectures or classes that week)..

This course is delivered through a combination of classes and lectures totalling a minimum of 50 hours across Michaelmas Term and Lent Term.

**Formative coursework:** Feedback is provided for four assignments (two in MT and 2 in LT)

**Indicative reading:** Teaching in the course will be done mainly from journal articles drawn from the forefront of theoretical and applied research in development economics. Background texts for the course are A. Banerjee and E. Duflo, *Poor Economics*, Public Affairs, 2011 and D. Ray, *Development Economics*, Princeton UP, 1998.

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

## EC309

### Econometric Theory

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Taisuke Otsu 32L.4.25  
Prof Javier Hidalgo 32L.4.20

**Availability:** This course is available on the BSc in Econometrics and Mathematical Economics and BSc in Mathematics and Economics. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** Students must have completed Principles of Econometrics (EC221).

A good knowledge of linear algebra, calculus and statistical theory is essential, so MA100 and either ST102 or ST109 in combination with EC1C1, or equivalent, are required. Students taking this course who are not on the BSc Econometrics and Mathematical Economics or BSc Mathematics and Economics should consult

with Prof Otsu before selecting this course

**Course content:** Introduction to asymptotic theory; Method of moments; Hypothesis testing and confidence intervals; Asymptotic theory for linear OLS, instrumental variables, and generalized method of moments (GMM) estimators; Nonparametric density estimation and regression; General large sample theory; Estimation and inference of nonlinear models (Maximum likelihood, Nonlinear Least Squares, GMM); General hypothesis testing and model specification; Systems of equations; Time series analysis and dynamic models.

**Teaching:** 15 hours of lectures and 10 hours of classes in the MT. 15 hours of lectures and 9 hours of classes in the LT. 1 hour of classes in the ST.

There will be a reading week in Week 6 of LT (no lectures or classes that week).

This course is delivered through a combination of classes and lectures totalling a minimum of 50 hours across Michaelmas Term and Lent Term.

**Formative coursework:** Written answers to set problems will be expected on a weekly basis. Students are also expected to make positive contributions to class discussions.

**Indicative reading:** The main texts for the lectures are Bruce Hansen's lecture notes (downloadable at <https://www.ssc.wisc.edu/~bhansen/econometrics/>) for MT, and Davidson & MacKinnon (2004) *Econometric Theory and Methods*, Oxford University Press for LT. Other useful texts include Davidson (2000) *Econometric Theory*, Amemiya (1985) *Advanced Econometrics*, and Hayashi (2000) *Econometrics*.

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

## EC310

### Behavioural Economics

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Matthew Levy 32L3.21

**Availability:** This course is available on the BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Economics with Economic History, BSc in Mathematics and Economics, BSc in Mathematics with Economics, BSc in Mathematics, Statistics and Business, BSc in Philosophy and Economics and BSc in Psychological and Behavioural Science.

This course is available as an outside option to students on other programmes where regulations permit. This course is not available to General Course students.

Students taking the course as an outside option are required to meet the pre-requisites as detailed below.

**Pre-requisites:** Ideally, students must have completed EC202 or EC2A1. A highly motivated student who has done well in EC201 or EC2A3-- as a guideline 65 or better -- is welcome on the course, if handling economics mathematically comes naturally. If in doubt, students should consult with Dr Levy enrolling onto the course. Fluency in calculus is essential, and some knowledge of methods of mathematical proof, including those using sets, is necessary.

**Course content:** The course will expose students to a number of major topics in Behavioural Economics, and will link theory with empirical applications. The first half of the course will focus on departures from neoclassical preferences, while the latter half will cover departures from rational expectations. The particular topics to be covered include:

- Reference Dependent Preferences and Loss Aversion
- Social Preferences
- Hyperbolic Discounting
- Naiveté and Self-Control
- Projection Bias
- Happiness and Adaptation
- Heuristics and Biases
- Inattention and Shrouding
- Nudging and Framing
- Behavioural Welfare Analysis



**Teaching:** 15 hours of lectures and 10 hours of classes in the MT. 15 hours of lectures and 9 hours of classes in the LT. 1 hour of classes in the ST.

There will be a reading week in Week 6 of LT (no lectures or classes that week).

This course is delivered through a combination of classes and lectures totalling a minimum of 50 hours across Michaelmas Term and Lent Term.

**Formative coursework:** At least four exercises or pieces of written work will be required and assessed by class teachers.

**Indicative reading:** Congdon, William, Jeffrey Kling, and Sendhil Mullainathan. *Policy and Choice: Public Finance Through the Lens of Behavioral Economics* (selected chapters). Brookings Institution Press: Washington, D.C. 2011

[Free eBook download at <http://www.brookings.edu/press/Books/2011/policyandchoice.aspx>]

Rabin, Matthew. 'Psychology and Economics', *Journal of Economic Literature*, 36(1), 1998: 11-46.

DellaVigna, Stefano. 'Psychology and Economics: Evidence from the Field', *Journal of Economic Literature*, 47(2), 2009: 315-372.

Fehr, Ernst and Simon Gächter. 'Fairness and Retaliation: The Economics of Reciprocity', *Journal of Economic Perspectives*, 14(3), 2000: 159-181.

Laibson, David. 'Golden Eggs and Hyperbolic Discounting', *The Quarterly Journal of Economics*, 112(2), 1997: 443-477.

Camerer, Colin, Linda Babcock, George Loewenstein, and Richard Thaler. 'Labor Supply of New York City Cabdrivers: One Day at a Time', *The Quarterly Journal of Economics*, 112, 1997: 407-441.

Gabaix, Xavier and David Laibson. 'Shrouded Attributes, Consumer Myopia, and Information Suppression in Competitive Markets', *The Quarterly Journal of Economics*, 121(2): 505-540.

Bernartzi, Shlomo and Richard Thaler. 'Save More Tomorrow: Using Behavioral Economics to Increase Employee Saving', *Journal of Political Economy*, 112(1), 2004: S164-S187.

Kahneman, Daniel and Amos Tversky. 'Prospect Theory: An Analysis of Decision under Risk', *Econometrica*, 47(2), 1979: 263-292.

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

## EC311

### History of Economics: How Theories Change

**This information is for the 2022/23 session.**

**Teacher responsible:** to be confirmed

**Availability:** This course is available on the BSc in Econometrics and Mathematical Economics, BSc in Economic History, BSc in Economic History with Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Economics with Economic History, BSc in International Social and Public Policy and Economics, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics, BSc in Politics and Economics and BSc in Social Policy and Economics. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** The course examines the ways in which economics has developed from the Mercantilists of the 17th century to the Neoclassical thinking of the later 20th century. The course will explore how the theories, concepts and methods of economics have changed over the last 250 years, focusing on Europe and North America. We will use the original texts in order to understand how economists of the past approached perennial questions (about for example, the sources of growth or the role of money) and resolved them in the context of the economic conditions of their own time and place; and use theories about scientific change to understand the longer history of economics.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term.

This course includes a reading week in Week 6 of Michaelmas and

Lent Term.

**Formative coursework:** Students will be expected to discuss assigned texts and produce several pieces of written work.

**Indicative reading:** A reading list of original texts and secondary literature will be given at the beginning of the course. For an introduction, students may read R L Heilbroner's, *The Worldly Philosophers*; for general background, consult Roger E Backhouse's, *The Penguin History of Economics* or David Colander & Harry Landreth's, *History of Economic Thought*.

**Assessment:** Take-home assessment (100%) in the ST. The course will be assessed by a take-home exam (100%) in the Summer exam period.

## EC313

### Industrial Economics

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Martin Pesendorfer 32L.4.19

**Availability:** This course is available on the BSc in Business Mathematics and Statistics, BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Economics with Economic History, BSc in International Social and Public Policy and Economics, BSc in Mathematics and Economics, BSc in Philosophy, Politics and Economics and BSc in Social Policy and Economics. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

**Pre-requisites:** Students must have completed Microeconomic Principles I (EC201) or Microeconomic Principles II (EC202) or Microeconomics II (EC2A1). A highly motivated student who has done well in EC2A3– as a guideline 65 or better – is welcome on the course, if handling economics mathematically comes naturally. Also, students must have completed Introduction to Econometrics (EC220) or Principles of Econometrics (EC221) or Econometrics II (EC2C1) or Econometrics I (EC2C3) in combination with Econometrics II (EC2C4), or equivalent. Students who believe they have completed an equivalent course instead of one of these must receive permission from Prof. Pesendorfer before selecting the course.

**Course content:** The aim of the course is to provide students with a working knowledge of theoretical and empirical methods for industry studies. Topics may include: monopoly, price discrimination, oligopoly theory, mergers, product differentiation, dynamic industry models, collusion, demand estimation, production function estimation, empirical techniques for oligopoly models, identification of conduct, advertising, search, auction markets, empirics of auction markets, winner's curse, collusion in auctions, matching markets, and moral hazard. The topics will be discussed with applications for selected industries and considering competition policy questions.

**Teaching:** 15 hours of lectures and 10 hours of classes in the MT. 15 hours of lectures and 9 hours of classes in the LT. 1 hour of classes in the ST.

There will be a reading week in Week 6 of LT (no lectures or classes that week).

This course is delivered through a combination of lectures and classes totalling a minimum of 50 hours across Michaelmas Term, Lent Term and Summer Term.

**Formative coursework:** Two marked assignments per term.

**Indicative reading:** The course will draw on a variety of texts, the main ones being:

1 Jeffrey R. Church and Roger Ware. *Industrial Organization: A Strategic Approach*.

2 Jean Tirole. *Theory of Industrial Organization*

3 Guillaume Haeringer. *Market Design: Auctions and Matching*  
A detailed reading list will be provided at the beginning of the course.

Some notes will be provided where textbook coverage is inadequate.



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

## EC315

### International Economics

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Justus Dainauskas 32L.1.26  
Dr Isabela Manelici 32L.2.29.

**Availability:** This course is available on the BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Economics with Economic History, BSc in Environmental Policy with Economics, BSc in International Social and Public Policy and Economics, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics, BSc in Politics and Economics and BSc in Social Policy and Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** Students must have completed Microeconomic Principles I (EC201) or Microeconomic Principles II (EC202) or Microeconomics II (EC2A1) or Microeconomics II (EC2A3), or equivalent. They must also have completed Macroeconomic Principles (EC210) or Macroeconomics II (EC2B1) or Macroeconomics II (EC2B3) or Macro-Finance (FM201), or equivalent

**Course content:** International Macroeconomics: This section of the course offers an introduction to international macroeconomic theory and develops the main tools for macroeconomic policy analysis. We start by studying the balance of payments and the causes and consequences of global imbalances, followed by an in-depth study of the determination of exchange rates, money, and prices in open economies. We discuss the costs and benefits of different nominal exchange rate regimes and their sustainability, as well as examine the causes and consequences of debt and default, speculative attacks and financial crises.

International Trade: This section of the course offers an introduction to international trade theory and develops the main tools for trade policy analysis. We start by studying the patterns of trade distinguishing between inter-industry and intra-industry trade flows. We then proceed to an in-depth analysis of the causes and the effects of those flows based on the concepts of absolute and comparative advantage, relative factor abundance and relative factor intensity, increasing returns to scale and imperfect competition. Finally we discuss the gains and losses from trade, their distribution among people and firms, and their implications for the debate on trade liberalization vs. protectionism.

**Teaching:** 15 hours of lectures and 10 hours of classes in the MT. 15 hours of lectures and 9 hours of classes in the LT. 1 hour of classes in the ST.

There will be a reading week in Week 6 of LT (no lectures or classes that week).

This course is delivered through a combination of classes and lectures totalling a minimum of 50 hours across Michaelmas Term and Lent Term.

**Formative coursework:** Students will be expected to complete a problem set weekly, and two of these each term will be collected at random for marking and feedback.

**Indicative reading:** Paul Krugman, Marc Melitz and Maurice Obstfeld; *International Economics: Theory and Policy*, 10th ed.

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

## EC317

### Labour Economics

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Guy Michaels 32L.2.10  
Professor Stephen Machin 32L.2.06A

**Availability:** This course is available on the BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Economics and Economic History, BSc in International Social and Public Policy and Economics, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics and BSc in Social Policy and Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** Students must have completed Microeconomic Principles I (EC201) or Microeconomic Principles II (EC202) or Microeconomics II (EC2A1) or Microeconomics II (EC2A3), or equivalent. Also, students must have completed Introduction to Econometrics (EC220) or Principles of Econometrics (EC221) or Econometrics II (EC2C1) or Econometrics I (EC2C3) in combination with Econometrics II (EC2C4), or equivalent.

**Course content:** This course is an introduction to the economic analysis of behaviour and institutions in labour markets. Primarily microeconomic models are applied to labour market phenomena, such as labour supply and participation for individuals and households, labour demand by firms, wage determination, employment, and unemployment under different institutional settings. Specific topics to be studied will include: labour market inequalities and technological change; education and wage returns; alternative work arrangement; crime and the labour market; the labour market and Covid. Students will learn how to distinguish alternative theories empirically using real world data. The course explores how models and empirical analysis can be applied to evaluate labour market policies, such as the minimum wage, welfare programmes, and immigration restrictions. The goal of the course is to enable students to think critically and independently about labour market issues, drawing on the models and tools developed during the course.

**Teaching:** 15 hours of lectures and 10 hours of classes in the MT. 15 hours of lectures and 9 hours of classes in the LT. 1 hour of classes in the ST.

There will be a reading week in Week 6 of LT (no lectures or classes that week).

This course is delivered through a combination of classes and lectures totalling a minimum of 50 hours across Michaelmas Term and Lent Term.

**Formative coursework:** Problems sets in the course involve hands-on statistical analysis of real world data.

**Indicative reading:** G Borjas, Labor Economics. Additional reading, drawn from journals, will be suggested during the course.

**Assessment:** Exam (85%, duration: 3 hours, reading time: 15 minutes) in the summer exam period.

Class participation (15%) in the MT and LT.

## EC319

### Games and Economic Behaviour

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Andrew Ellis 32L.3.15  
Dr Christopher Sandmann 32L.4.24

**Availability:** This course is available on the BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Mathematics and Economics, BSc in Mathematics with Economics, BSc in Mathematics, Statistics and Business and BSc in Philosophy and Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** Students must have completed Microeconomic Principles I (EC201) or Microeconomic Principles II (EC202) or Microeconomics II (EC2A1) or Microeconomics II (EC2A3), or

equivalent. Fluency in calculus is essential, and some knowledge of analysis, probability theory, linear algebra and set theory is advantageous.

**Course content:** This course reviews fundamental concepts in economic theory and presents some of its most successful applications. The first part of the course consists of an introduction to auction theory. Auctions have been widely used to allocate spectrum licenses, drilling rights or central bank lending against collateral; their design is therefore of immediate practical concern. The theory, drawing on mechanism design, allows us to analyse what makes auctions desirable, how different formats compare, and tackle issues such as strategic entry, collusive behaviour, or allocative externalities. Our treatment will be strictly theoretical and cover fundamental issues, most importantly the revenue equivalence theorem. From here we will embark on an eclectic tour, covering issues relating to competition policy and auction design, and exploring connections with competitive markets and nonlinear pricing. The second part of the course will survey concepts in non-cooperative game theory and will introduce students to game theoretic modeling in economics. After setting up the primitives of the game theory framework, different solution concepts will be analysed with an emphasis on economic applications including bargaining, voting, communication, and matching.

**Teaching:** 15 hours of lectures and 10 hours of classes in the MT. 15 hours of lectures and 9 hours of classes in the LT. 1 hour of classes in the ST.

There will be a reading week in Week 6 of LT (no lectures or classes that week).

This course is delivered through a combination of classes and lectures totalling a minimum of 50 hours across Michaelmas Term and Lent Term.

**Formative coursework:** Solutions to the assigned problem sets are to be prepared before and will be discussed during classes. In addition, students are encouraged to submit up to four of the designated hand-in problem sets, two for each part, to receive feedback from class teachers.

**Indicative reading:** P. Klemperer, *Why Every Economist Should Learn Some Auction Theory*, Cambridge 2003. (available on the author's website <http://www.nuff.ox.ac.uk/users/klemperer/WhyEveryEconomist.pdf>)

V. Krishna, *Auction Theory*, Academic Press, 2009.

M. Osborne, *An Introduction to Game Theory*, Oxford University Press, 2003.

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

## EC321

### Monetary Economics and Aggregate Fluctuations

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Kevin Sheedy 32L1.09

Professor Sir Charles Bean 32L 1.18

**Availability:** This course is available on the BSc in Business Mathematics and Statistics, BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Economics with Economic History, BSc in Mathematics and Economics, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics and BSc in Politics and Economics. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** Students must have completed Microeconomic Principles I (EC201) or Microeconomic Principles II (EC202) or Microeconomics II (EC2A1) or Microeconomics II (EC2A3), or equivalent. Students must also have completed Macroeconomic Principles (EC210) or Macroeconomics II (EC2B1) or Macroeconomics II (EC2B3) or Macro-Finance (FM201), or

equivalent. In exceptional cases and only with permission, students may be allowed to take EC321 if they also take macroeconomics concurrently. Students must have mathematics and statistics to at least the level of Quantitative Methods (MA107 and ST107), while Mathematical Methods (MA100) and Elementary Statistical Theory (ST102), or else Elementary Statistical Theory I (ST109) in combination with Econometrics I (EC1C1), are strongly preferred. Introduction to Econometrics (EC220) or Principles of Econometrics (EC221) or Econometrics II (EC2C1) or Econometrics I (EC2C3) in combination with Econometrics II (EC2C4), or equivalent are desirable though not essential.

**Course content:** The course provides an introduction to monetary theory, to the effects of monetary variables on the macroeconomic system, the role of the central bank and the conduct of monetary policy. Subjects covered include: The nature and function of money; Asset prices and the term structure of interest rates; Classical monetary theory, neutrality and inflation; Interest-rate feedback rules; The interaction between monetary and fiscal policy; Theories of the demand for money; The market for reserves; Financial markets and financial intermediaries; The transmission mechanism of monetary policy and theories of the Phillips curve; The optimal rate of inflation and optimal stabilisation policy; The positive theory of inflation and the case for central bank independence; Policymaking in an uncertain environment; The role of banks in the transmission mechanism and the case for bank regulation; Financial crises and the role of the central bank as a lender of last resort; The 2007-8 financial crisis and unconventional monetary policies.

**Teaching:** 15 hours of lectures and 10 hours of classes in the MT. 15 hours of lectures and 9 hours of classes in the LT. 1 hour of classes in the ST.

There will be a reading week in Week 6 of LT (no lectures or classes that week).

This course is delivered through a combination of classes and lectures totalling a minimum of 50 hours across Michaelmas and Lent Terms.

**Formative coursework:** Students are required to submit two essays or exercises in the MT and the LT. Feedback is provided on these by the class teacher. Students are expected to make positive contributions to class discussions.

**Indicative reading:** The most useful text books are M Lewis & P Mizen, *Monetary Economics*, and C Walsh, *Monetary Theory and Policy* 4th edn. Other useful texts include: C Goodhart, *Money, Information and Uncertainty*, 2nd edn; D Laidler, *The Demand for Money*, 4th edn; R Aliber and C Kindleberger, *Manias, Panics and Crashes: A History of Financial Crises*, 7th edn. The main source of assigned readings is, however, journal articles.

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

## EC325

### Public Economics

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Kate Smith (Room TBC)

Prof Camille Landais 32L.3.23

**Availability:** This course is compulsory on the BSc in International Social and Public Policy and Economics and BSc in Social Policy and Economics. This course is available on the BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Economics with Economic History, BSc in Environmental Policy with Economics, BSc in Geography with Economics, BSc in Mathematics and Economics, BSc in Mathematics with Economics, BSc in Mathematics, Statistics and Business, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics and BSc in Politics and Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** Students must have completed Microeconomic

Principles I (EC201) or Microeconomic Principles II (EC202) or Microeconomics II (EC2A1) or Microeconomics II (EC2A3), or equivalent. The capacity to read and understand applied research methods as covered in EC220 or EC221 or EC2C1 or EC2C3 and EC2C4 is highly desirable.

**Course content:** The first part of the Michaelmas term content focus on the foundations of public economics. We begin by introducing classical theories concerning equity, efficiency, and the rationales for government intervention in the economy. We discuss market failure in the context of public goods and externalities, including environmental policy. We also discuss problems of public choice and political economics, and the implications of recent research in behavioural economics for policymaking. We also study modern empirical methods that are used to evaluate the causal effects of public policies. The second part of the Michaelmas term considers social insurance policies, including unemployment insurance, disability insurance, retirement pensions, and public health insurance. We study the economic rationale for government intervention in social insurance and the optimal type and extent of interventions, and we relate this to empirical evidence on the causal effects of changes in social insurance policies.

In the Lent Term the course is devoted to tax and transfer programs. We begin by examining the incentive effects of taxes and transfers on labour supply, and then go on to consider migration, tax avoidance, and tax evasion. As inequality is a key input to tax and transfer policy, we critically examine the measurement of and trends over time in income and wealth inequality in various countries. We look at the effect of taxation on economic efficiency and explore the optimal taxation of commodities and income. Finally, we consider questions of tax administration and apply them in a developing country context.

**Teaching:** 15 hours of lectures and 10 hours of classes in the MT. 15 hours of lectures and 9 hours of classes in the LT. 1 hour of classes in the ST.

There will be a reading week in Week 6 of LT (no lectures or classes that week).

This course is delivered through a combination of classes and lectures totalling a minimum of 50 hours across Michaelmas Term and Lent Term.

**Formative coursework:** Feedback is provided for one problem set and one mock exam each term (Michaelmas and Lent).

**Indicative reading:** The recommended textbook for the course is Jonathan Gruber (2016) *Public Finance and Public Policy*, 5th edition, Worth Publishers. Many of the readings will be journal articles.

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

## EC331

### Quantitative Thesis

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Matthew Levy 32L3.21

**Availability:** This course is compulsory on the BSc in Econometrics and Mathematical Economics. This course is not available as an outside option nor to General Course students.

**Pre-requisites:** Students must have completed Principles of Econometrics (EC221) or Econometrics II (EC2C1), or exceptionally Introduction to Econometrics (EC220) or Econometrics I (EC2C3) in combination with Econometrics II (EC2C4).

**Course content:** This course provides an opportunity to learn how to do independent quantitative economic research at an advanced level. Students are expected to pursue research on a question of their own choice under the supervision of a member of staff. They are expected to formulate an initial proposal near the start of MT in order to be matched with a supervisor, refining their choice into a manageable research question during that term. Following independent work during MT, a seminar in week 9 will review student progress. In the LT seminars, each student will present a

preliminary outline of the results for comments by fellow students and teachers, and later a follow-up presentation on further, more final results and a draft thesis. Seminars in LT are formally timetabled as classes.

**Teaching:** 4 hours of seminars in the MT. 20 hours of seminars in the LT.

In week 11 of the MT and the LT students will work independently (with supervisory advice).

**Formative coursework:** Students are required to prepare material for their presentations in the seminar, but this is not formally graded. Students are additionally expected to participate in discussion on the presentations of other students' as this is part of the training of a research economist, but this is also not formally assessed.

**Indicative reading:** As each student chooses an individual research question, there is no common reading list for this course.

**Assessment:** Thesis (100%) in May.

A completed thesis (up to 10,000 words, not including abstract, footnotes, bibliography and tables) on an approved subject will be required to be submitted by 06 May 2022. There is no written examination. The thesis is weighted at 100% of the final assessment.

## EC333

### Problems of Applied Econometrics

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Mark Schankerman 32L.4.30

Dr Rachael Meager 32L.3.13

**Availability:** This course is available on the BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Mathematics and Economics and BSc in Philosophy, Politics and Economics. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is not available to General Course students.

**Pre-requisites:** Students must have completed Microeconomic Principles I (EC201) or Microeconomic Principles II (EC202) or Microeconomics II (EC2A1) or Microeconomics II (EC2A3), or equivalent. Also, students must have completed introduction to Econometrics (EC220) or Principles of Econometrics (EC221) or Econometrics II (EC2C1) or Econometrics I (EC2C3) in combination with Econometrics II (EC2C4), or equivalent. Students who have completed EC220 or EC2C3 in combination with EC2C4, rather than EC221 or EC2C1, should refer to Dr Meager for advice before starting the course regarding additional preparatory work for Lent term course material.

**Course content:** The purpose of this course is to provide a solid grounding in recent developments in applied micro-econometrics. A major feature of the course is the use of both analytical and computer-based (data) exercises for the classes, as well as reading applied economic papers from the journals which apply the techniques being taught. This mix will enable students to gain practical experience in analysing a wide variety of econometric problems. The topics covered in the Michaelmas term include analysis of matching methods, identification of average, local average and marginal treatment effects using instrumental variables, weak instrument problems, regression discontinuity and randomised control experiments. The Lent term will focus on topics in the analysis of cross section and panel data with static and dynamic models, including fixed and random effects, nonlinear models, issues of measurement error, selection and attrition in panel contexts, binary choice models, maximum likelihood estimation, and generalized method of moments.

**Teaching:** 15 hours of lectures and 10 hours of classes in the MT.

15 hours of lectures and 9 hours of classes in the LT. 1 hour of classes in the ST.

There will be a reading week in Week 6 of LT (no lectures or classes that week).

This course is delivered through a combination of classes and

lectures totalling a minimum of 50 hours across Michaelmas Term and Lent Term.

**Formative coursework:** Michaelmas term: Required weekly "referee reports" (3-4 pages) on assigned journal articles, with two graded. Feedback to be provided by the class teacher. Lent term: Two required problem sets, usually to include econometric questions and applications. Feedback to be provided by the class teacher.

**Indicative reading:** A detailed reading list will be provided at the beginning of each term of the course. In parts of the Michaelmas we will use sections from the textbook *Mostly Harmless Econometrics* by Angrist and Pischke. There is no single text for the Lent term, but useful books include *A Guide to Modern Econometrics* by Marno Verbeek, *Introduction to Econometrics* by Stock and Watson (somewhat less advanced than the lectures) and *Econometric Analyses of Cross Section and Panel Data* by Wooldridge (somewhat more advanced than the lectures).

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

## EH101

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

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Neil Cummins SAR 5.13

Prof Sara Horrell SAR 6.03

Dr Timothy Leunig

**Availability:** This course is compulsory on the BSc in Economic History, BSc in Economic History and Geography and BSc in Economics and Economic History. This course is available on the BA in History, BSc in Actuarial Science, BSc in International Relations, BSc in Politics and BSc in Politics and International Relations. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** The course examines the inter-relationships between the development of the international economy and the growth of national economies since the late nineteenth century. The course is designed to introduce students not only to a wide variety of topics and issues, but also to the wide variety of approaches used by historians. The course includes analyses of the original leading nation, Britain, and its replacement, the United States, as well as the catch-up of areas such as continental Europe, and the failure to catch-up of earlier well-placed areas such as Latin America. The effects of major events - such as wars and debt crises - are investigated, and we also consider the implications of changing global economic institutions, such as the Gold Standard and IMF, as well as the effects of sometimes rapid changes in product and process technology.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term.

This course includes a reading week in Week 6 of MT and LT.

**Formative coursework:** Students are expected to write an annotated bibliography, three very short essays and two longer essays during the year.

**Indicative reading:** The following are particularly useful:

- R C Allen, *Global Economic History: A Very Short Introduction* (2011).
- R Floud, J Humphries & P Johnson (Eds), *The Cambridge Economic History of Modern Britain, Vol 2* (2014).
- B Eichengreen, *Globalizing Capital: A History of the International Monetary System* (2008).
- K H O'Rourke and J G Williamson, *Globalization and History: The Evolution of a Nineteenth-Century Atlantic Economy* (1999).
- E Jones, L Frost & C White, *Coming Full Circle. An Economic History of the Pacific Rim* (1993).
- M S Blackford, *The Rise of Modern Business in the USA, Britain*

and Japan (1998).

(A complete reading list and class topics will be given out at the first meeting.)

**Assessment:** Exam (100%, duration: 3 hours) in the summer exam period.

## EH102

### Pre-industrial Economic History

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Oliver Volckart SAR 6.10

**Availability:** This course is compulsory on the BSc in Economic History and BSc in Economics and Economic History. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.

**Course content:** This course surveys long-term processes of growth and development in late medieval and early modern Europe (eleventh to eighteenth centuries). It focuses on the transition from a hierarchical society of estates or corporate orders to a market society based on legal equality and freedom of contract. There are two core questions: First, why did this transition occur in an evolutionary way in England and the Netherlands, whereas it was severely delayed the rest of Europe? And second, how is it related to the 'small divergence' between the Dutch Republic and England on the one side and most of the Continent on the other, where the North-West enjoyed significantly higher living standards and per capita incomes than other countries long before the onset of industrialisation?

The course thus raises fundamental questions about societies and economies: Was pre-industrial economic growth transitory and regional? Or was it a recurrent, even normal phenomenon, which however could occasionally be reversed? Was Dutch and British success the result of their social and institutional features? Or was it a combination of geographical factors and good fortune? To what degree did early modern governments help or hinder economic development? Did Europe's political fragmentation hold back the continent's development, or did competition between states have beneficial consequences? In conclusion, can we define an optimal combination of social, political, and economic institutions that sustained growth in the past (and thus, perhaps, in the future)?

The course has a strong focus on skills training, in particular on essay writing.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term.

This course includes a reading week in Week 6 of Michaelmas and Lent Term.

**Formative coursework:** Students will be expected to produce 1 exercise and 1 other piece of coursework in the MT.

Students are expected to produce two pieces of formative written coursework in the MT. They will give formative presentations on topics that form part of the course content. They will receive structured feedback on their formative coursework.

**Indicative reading:** Anderson, J.L. (1991): *Explaining long-term economic change*, Cambridge (Cambridge University Press).

Cipolla, C.M. ed. (1971/72). *The Fontana economic history of Europe*, vols. 1 and 2, London (Fontana).

de Vries, J. (1976). *The economy of Europe in an age of crisis, 1600-1750*, Cambridge, London, New York etc. (Cambridge University Press).

Hatcher, J. and Bailey, M. (2001): *Modelling the Middle Ages. The History and Theory of England's Economic Development*, Oxford (Oxford University Press).

Miskimin, H. (1969). *The Economy of Early Renaissance Europe 1300-1460*. Englewood Cliffs/NJ: Prentice-Hall.

Miskimin, H. (1977). *The Economy of Later Renaissance Europe 1460-1600*. Cambridge, London, New York, Melbourne: Cambridge University Press.



Persson, K. G. (2010). *An Economic History of Europe: Knowledge, Institutions and Growth, 600 to the Present*. Cambridge: Cambridge University Press.

**Assessment:** Exam (70%, duration: 2 hours) in the summer exam period.

Essay (30%, 2000 words) in the LT.

## EH103

### Making Economic History Count

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Eric Schneider SAR 5.18

**Availability:** This course is compulsory on the BSc in Economic History. This course is not available as an outside option nor to General Course students.

**Course content:** This course provides students a brief, non-technical introduction to the quantitative methods that economic historians use to understand the past. It assumes no prior statistical knowledge or experience. It will teach students basic statistics (descriptive statistics and inferential statistics) and how to implement and visualise these statistics with Excel. These skills will be essential for the independent research projects conducted in the second and third year and are highly desired skills on the job market.

**Teaching:** 10 hours of workshops in the MT.

This course is delivered through a 5 2-hour workshops in Michaelmas Term.

This year, while we are planning for most classes and seminars to be delivered in person, it is possible that some or all of this teaching may have to be delivered virtually. Lectures will either be recorded or given in the form of live webinars

This course includes a reading week in Week 6 of Michaelmas Term.

**Formative coursework:** The formative coursework will consist of weekly exercises to give students practise with Excel and the methods being taught in the lecture. There will be a formative take home exam over the reading week in Michaelmas Term, to test students' knowledge of the material.

**Indicative reading:** Hudson, Pat and Mina Ishizu, *History by Numbers* (London, 2016).

Feinstein, Charles and Mark Thomas, *Making History Count: A Primer in Quantitative Methods for Historians* (Cambridge, 2002).

**Assessment:** There is no summative assessment for this course.

## EH204

### Money and Finance: From the Middle Ages to Modernity

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Oliver Volckart SAR 6.10 and Prof Albrecht Ritschl SAR 6.06

**Availability:** This course is available on the BSc in Economic History, BSc in Economic History and Geography, BSc in Economic History with Economics, BSc in Economics and Economic History and BSc in Economics with Economic History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** The course provides an overview of the main developments in monetary and financial history from 800 to the present day, taking the students from the simple beginnings of medieval European monetary history to the complex financial arrangements of the modern world. The first part of the course covers the emergence of money and finance from the medieval ages to the early modern period. The second part examines the main developments in the global financial system since the nineteenth century. Historical developments in major European and non-European countries (England, Spain, Italy, France, Germany,

USA) will be discussed and compared. The course is designed to introduce students to the main concepts of money and finance (financial development, financial integration, monetary policy, banking crises etc.) and to provide a long run perspective to the current policy debate.

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

There will be a Reading Week in Week 6 of MT and LT.

**Formative coursework:** The students will produce one formative essay in MT, and one outline of their summative essay in LT. The exercise will help them practice academic writing (structuring and presenting arguments, providing explanations, referencing etc.); a skill both necessary for the dissertation they are expected to write in year 3 and helpful for the exam of this course that will take place in summer term. The class presentation has a formative character, too. Students will practice presenting complex arguments to their peers and answering questions from the audience.

**Indicative reading:** 1. Barrett, W. (1990): *World Bullion Flows, 1450-1800*, in: Tracy, J.D., ed., *The Rise of Merchant Empires: Long-Distance Trade in the Early Modern World 1350-1750*, Cambridge (Cambridge University Press), pp. 224-254.

2. Chilos, D. and Volckart, O. (2011). *Money, States and Empire: Financial Integration and Institutional Change in Central Europe, 1400-1520*. *Journal of Economic History* 71, 762-791.

3. Eichengreen, B. (1992), *Golden Fetters: The Gold Standard and the Great Depression, 1919-1939*, Oxford (Oxford University Press).

4. Eichengreen, B. (2008), *Globalizing Capital: A History of the International Monetary System*, Princeton (Princeton University Press).

5. Friedman, M. and A. Schwartz (1963), *A Monetary History of the United States, 1867-1960*, Princeton (Princeton University Press).

6. Kindleberger, C. P. (2005), *Manias, Panics and Crashes. A History of Financial Crises*, 5th edition, New York: Macmillan.

7. Reinhart, C. and K. Rogoff (2009), *This Time Is Different: Eight Centuries of Financial Folly*, Princeton (Princeton University Press).

8. Spufford, P. (1991): *Money and its Use in Medieval Europe*, Cambridge et al. (Cambridge University Press).

**Assessment:** Essay (30%, 3000 words) in the LT.

Take-home assessment (70%) in the ST.

## EH207

### China since 1800: Culture, institutions and economic growth

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Melanie Meng Xue SAR 6.12

**Availability:** This course is available on the BA in History, BSc in Economic History, BSc in Economic History and Geography, BSc in Economic History with Economics, BSc in Economics, BSc in Economics and Economic History and BSc in Economics with Economic History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** A background in statistical methods is preferred but not required.

**Course content:** The first half of the course focuses on facts and follows a chronological order, covering major phases of historical China, including traditional China, the Great Divergence, late Qing and Republican China, Communism, and post-1979 economic reform. The second half of the course is more analytical and examines a number of topics, including (1) Geography, (2) Institutions, (3) States, (4) Culture, (5) Social Capital, (6) Gender, (7) Human capital, (8) Social Mobility, (9) Trade, (10) Disasters.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term.

This course includes a reading week in Week 6 of Michaelmas and Lent Term.

**Formative coursework:** Students are expected to produce 2 essays during the two teaching terms.

**Indicative reading:**

- Deng, Kent, *Mapping China's Growth and Development in the Long Run, 221 BC to 2020* (London: World Scientific Press and Imperial College Press);
- Richard von Glahn, *The Economic History of China: From Antiquity to the Nineteenth Century* Cambridge University Press, 2016;
- Kenneth Pomeranz, *The Great Divergence, China, Europe and the making of the modern world economy* Princeton, New Jersey: Princeton UP, 2000;
- Wong, Roy Bin. *China transformed: historical change and the limits of European experience*. Cornell University Press, 1997
- Loren Brandt, Debin Ma, and Thomas G Rawski (2014). "From Divergence to Convergence: Re-evaluating the History Behind China's Economic Boom". *Journal of Economic Literature*.
- Robert C Allen, Jean-Pascal Bassino, Debin Ma, Christine Moll-Murata, and Jan Luiten Van Zanden (2011). "Wages, prices, and living standards in China, 1738–1925: in comparison with Europe, Japan, and India". *The Economic History Review*
- Chenggang Xu (2011). "The Fundamental Institutions of China's Reforms and Development". *The Journal of Economic Literature* 49.4, 1076–1151
- Avner Greif and Guido Tabellini (2010). "Cultural and institutional bifurcation: China and Europe compared". *American Economic Review* 100.2, 135–40
- Carol H Shiue and Wolfgang Keller (2007). "Markets in China and Europe on the Eve of the Industrial Revolution". *American Economic Review* 97.4, 1189–1216

**Assessment:** Exam (70%, duration: 2 hours) in the summer exam period.

Essay (15%, 1500 words) in the MT.

Essay (15%, 1500 words) in the LT.

Coursework of two take home essays of 1,500 words (inclusive of bibliography and footnotes) to be completed independently by each individual student. The essays should develop arguments, analysis and evidences on a specific research question (or a set of research questions) chosen by the student in consultation with teachers and should be related to the course materials covered. While it is essential to demonstrate one's grasp of the course material, students are encouraged to develop their own insights and arguments going beyond the course material.

## EH209

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

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Sara Horrell SAR 6.03

**Availability:** This course is available on the BSc in Economic History, BSc in Economic History and Geography, BSc in Economic History with Economics, BSc in Economics and Economic History and BSc in Economics with Economic History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** Introductory economics is not a strict pre-requisite for this course, but students may find a basic introduction to economics helpful in understanding some of the material.

**Course content:** In recent accounts the actions of individuals within families and the household have emerged as important explanations for pre-industrial and industrial economic growth. Female agency in marriage decisions resulted in a variant of household formation which allowed high living standards after the ravages of the Black Death. Later, the consumption desires of households prompted increased market participation of women and children, creating an early modern industrious revolution with the potential to evolve into industrial revolution. High wages and child labour have both emerged as contenders in determining the

path to industrialisation, and shifts in the provision of education and health services have impacted women's duties within the household and their opportunities in the wider economy throughout the twentieth century. This course examines the role played by the family in determining the path of development. While the lectures largely relate to the British experience, the classes and assessment invite comparisons with experiences in Europe, Asia, and North America. Simple economic models of individual and household behaviour provide the theoretical basis for understanding outcomes, but the focus is on evidence, often quantitative, and critical evaluation of contending explanations.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term.

This course includes a reading week in Week 6 of Michaelmas and Lent Term.

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

Students are expected to write two essays or equivalent pieces of written work.

Students are expected to participate in group presentations of specific readings to the rest of the class twice during the course.

**Indicative reading:**

- Broadberry, Stephen, Campbell, Bruce M.S., Klein Alexander, Overton, Mark and van Leeuwen, Bas (2015) *British Economic Growth, 1270-1850*, Cambridge University Press, chapters 1, 10.
- De Moor, Tine, and van Zanden, Jan Luiten (2010) 'Girl Power: The European Marriage Pattern and Labour Markets in the North Sea Region in the Late Medieval and Early Modern Period,' *Economic History Review*, 63, pp. 1-33.
- De Vries, Jan (2008) *The Industrious Revolution: consumer behaviour and the household economy, 1650 to the present*, Cambridge University Press
- Muldrew, Craig (2011) *Food, energy and the creation of industriousness*, Cambridge University Press
- Humphries, Jane (2010) *Childhood and Child Labour in the British Industrial Revolution*, Cambridge University Press.
- Horrell, Sara, Jane Humphries and Jacob Weisdorf (2019) Family standards of living over the long-run, England 1280-1850', *Past and Present*.
- June Purvis (ed) (1997) *Women's History, Britain 1850-1945. An introduction*, Routledge

**Assessment:** Exam (70%, duration: 2 hours) in the summer exam period.

Essay (30%, 3000 words) in the LT.

The summative essay chosen from a selection of topics covered during the course.

## EH211 Not available in 2022/23

### Africa and the World Economy, 1500-2000

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Leigh Gardner SAR 5.07

**Availability:** This course is available on the BSc in Economic History, BSc in Economic History and Geography, BSc in Economic History with Economics and BSc in Economics and Economic History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** This course examines the economic history of Africa from the medieval period to the present. Its overall aim is to situate Africa within global economic history, illustrating how Africa and Africans contributed to global economic change as well as exploring the impact of those changes on African economies. Lectures provide a chronological introduction to significant periods in African economic history, from the trans-Saharan trade through the slave trade, colonial rule, and independence. The course ends by considering the significance of recent economic expansions and population growth. While lectures and classes focus on

broader themes, assessed work includes a case study research project allowing students to learn about the diversity of experience around the continent.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. Lectures will either be recorded or given in the form of live webinars. This year, while we are planning for most classes and seminars to be delivered in-person, it is possible that some or all of this teaching may have to be delivered virtually.

This course includes a reading week in Week 6 of Michaelmas and Lent Term.

**Formative coursework:** Students should expect to complete two formative assignments per term. This will include one essay or equivalent plus an assignment related to the summative case study project. Students will need to have the selection of their case study approved by the course convener by the end of MT, and prepare an outline and reading list by the middle of LT.

**Indicative reading:** For a general overview of African history over the period, see R.J. Reid, *A History of Modern Africa* (2009); J. Iliffe, *Africans: The History of a Continent* (1995). For accessible introductions to a variety of themes in African economic history, see the African Economic History Network's online textbook, *The History of African Development*.

**Assessment:** Exam (70%, duration: 2 hours) in the summer exam period.

Project (30%, 3000 words) in the ST.

The research project will involve a case study (3000 words) of an African country, focused on one of the themes/questions addressed in the course.

## EH214 Half Unit

### Money and Finance: From the Middle Ages to the Eighteenth Century

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Oliver Volckart SAR 6.10

**Availability:** This course is available as an outside option to students on non-Economic History programmes where regulations permit and to General Course students

**Course content:** The course provides an overview of the main developments in monetary and financial history from 800 to the eighteenth century, taking the students from the simple beginnings of medieval European monetary history to the emergence of the complex financial arrangements characterising the modern world. Historical developments in major European and non-European countries (England, Spain, Italy, France, Germany) will be discussed and compared. The course is designed to introduce students to the main concepts of money and finance (commodity money, inflation and deflation, financial development, financial integration, monetary policy etc.).

**Teaching:** 10 hours of lectures and 10 hours of classes in the MT. There will be a Reading Week in Week 6 of MT.

**Formative coursework:** The students will produce one formative essay. The exercise will help them practice academic writing (structuring and presenting arguments, providing explanations, referencing etc.); a skill helpful for the exam of this course that will take place at the beginning of the LT. The class presentation has a formative character, too. Students will practice presenting complex arguments to their peers and answering questions from the audience.

**Indicative reading:** 1. Barrett, W. (1990): *World Bullion Flows, 1450-1800*, in: Tracy, J.D., ed., *The Rise of Merchant Empires: Long-Distance Trade in the Early Modern World 1350-1750*, Cambridge (Cambridge University Press), pp. 224-254.

2. Volckart, O. (2018). *Money and its Technologies: The Principles of Minting in the Middle Ages*, in: Naismith, R., ed., *A Cultural History of Money in The Medieval Age*, London (Bloomsbury Academic), pp. 15-35.

3. Spufford, P. (1991): *Money and its Use in Medieval Europe*, Cambridge et al. (Cambridge University Press).

**Assessment:** Exam (100%, duration: 2 hours) in the January exam period.

## EH215 Half Unit

### Money and Finance: From the Eighteenth Century to Modernity

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Albrecht Ritschl SAR 6.06

**Availability:** This course is available as an outside option to students on non-Economic History programmes where regulations permit and to General Course students.

**Course content:** The course provides an introduction into monetary and financial history from the 18th century to the present day. It examines the main developments in international monetary architecture and the global financial system since the Glorious Revolution. The course is designed to introduce students to major concepts of money and finance (financial development, financial integration, monetary policy, banking crises etc.) and to provide a long run perspective to the current policy debate.

**Teaching:** 10 hours of lectures and 10 hours of classes in the LT. There will be a Reading Week in Week 6 of LT.

**Formative coursework:** The students will produce one formative essay. The exercise will help them practice academic writing (structuring and presenting arguments, providing explanations, referencing etc.); a skill helpful for the exam of this course that will take place in the summer exam period. Students will also give a formative class presentation to practice presenting complex arguments to their peers and answering questions from the audience.

**Indicative reading:** 1. Neal, L. *The Rise of Financial Capitalism*, Cambridge and New York, Cambridge University Press, 1990.

2. Eichengreen, B. (1992), *Golden Fetters: The Gold Standard and the Great Depression, 1919-1939*, Oxford (Oxford University Press).

3. Eichengreen, B. (2008), *Globalizing Capital: A History of the International Monetary System*, Princeton (Princeton University Press).

4. Friedman, M. and A. Schwartz (1963), *A Monetary History of the United States, 1867-1960*, Princeton (Princeton University Press).

5. Kindleberger, C. P. (2005), *Manias, Panics and Crashes. A History of Financial Crises*, 5th edition, New York: Macmillan.

6. Reinhart, C. and K. Rogoff (2009), *This Time Is Different: Eight Centuries of Financial Folly*, Princeton (Princeton University Press).

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

## EH217 Half Unit

### Chinese Economic History since 1800: A Chronology

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Melanie Meng Xue SAR 6.12

**Availability:** This course is available as an outside option to students on non-Economic History programmes where regulations permit and to General Course students.

**Pre-requisites:** A background in statistical methods is preferred but not required.

**Course content:** The first half of the course follows a chronological order, covering major phases of historical China, including traditional China, the Great Divergence, late Qing and Republican China, Communist era, and post-1979 economic reform.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Michaelmas Term.

This course includes a reading week in Week 6 of Michaelmas



Term.

**Formative coursework:** Students are expected to produce 1 essay during the teaching term.

**Indicative reading:**

- Deng, Kent, *Mapping China's Growth and Development in the Long Run, 221 BC to 2020* (London: World Scientific Press and Imperial College Press);
- Richard von Glahn, *The Economic History of China: From Antiquity to the Nineteenth Century* Cambridge University Press, 2016;
- Kenneth Pomeranz, *The Great Divergence, China, Europe and the making of the modern world economy* Princeton, New Jersey: Princeton UP, 2000;
- Wong, Roy Bin. *China transformed: historical change and the limits of European experience*. Cornell University Press, 1997

**Assessment:** Exam (85%, duration: 2 hours) in the summer exam period.

Essay (15%, 1500 words) in the MT.

Coursework of one take home essays of 1,500 words (inclusive of bibliography and footnotes) to be completed independently by each individual student. The essay should develop arguments, analysis and evidences on a specific research question (or a set of research questions) chosen by the student in consultation with teachers and should be related to the course materials covered. While it is essential to demonstrate one's grasp of the course material, students are encouraged to develop their own insights and arguments going beyond the course material.

## Eh218 Half Unit

### Chinese Economic History since 1800: Economic Growth in a Historical Perspective

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Melanie Meng Xue SAR 6.12

**Availability:** This course is available as an outside option to students on non-Economic History programmes where regulations permit and to General Course students.

**Pre-requisites:** A background in statistical methods is preferred but not required.

**Course content:** The course is based on cutting edge research - both articles and book chapters - on a number of topics, including (1) Geography, (2) Institutions, (3) States, (4) Culture, (5) Social Capital, (6) Gender, (7) Human capital, (8) Social Mobility, (9) Trade, (10) Disasters.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Lent Term. This course includes a reading week in Week 6 of Lent Term.

**Formative coursework:** Students are expected to produce 1 essay during the teaching term.

**Indicative reading:**

- Deng, Kent, *Mapping China's Growth and Development in the Long Run, 221 BC to 2020* (London: World Scientific Press and Imperial College Press);
- Richard von Glahn, *The Economic History of China: From Antiquity to the Nineteenth Century* Cambridge University Press, 2016;
- Kenneth Pomeranz, *The Great Divergence, China, Europe and the making of the modern world economy* Princeton, New Jersey: Princeton UP, 2000;
- Wong, Roy Bin. *China transformed: historical change and the limits of European experience*. Cornell University Press, 1997

**Additional reading**

- Philip A Kuhn (2002). "Origins of the Modern Chinese State". In: Stanford, Calif.: Stanford University Press, 2002, 80–113
- Roy Bin Wong (1997). *China Transformed: Historical Change and the Limits of European Experience*. Cornell University Press, 1997, Chapter 4
- Geoffrey Parker (2013). "The 'Great Enterprise' in China, 1618–84". In: *Global Crisis: War, Climate Change and Catastrophe in the*

Seventeenth Century. Yale University Press,

- Avner Greif and Guido Tabellini (2010). "Cultural and institutional bifurcation: China and Europe compared". *American Economic Review* 100.2, 135–40
- Carol H Shiuie and Wolfgang Keller (2007). "Markets in China and Europe on the Eve of the Industrial Revolution". *American Economic Review* 97.4, 1189–1216

**Assessment:** Exam (85%, duration: 2 hours) in the summer exam period.

Essay (15%, 1500 words) in the LT.

Coursework of one take home essays of 1,500 words (inclusive of bibliography and footnotes) to be completed independently by each individual student. The essay should develop arguments, analysis and evidences on a specific research question (or a set of research questions) chosen by the student in consultation with teachers and should be related to the course materials covered. While it is essential to demonstrate one's grasp of the course material, students are encouraged to develop their own insights and arguments going beyond the course material.

## Eh221

### Boom and Bust: Macroeconomic History of the Modern World

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jason Lennard

**Availability:** This course is available on the BSc in Economic History, BSc in Economic History and Geography and BSc in Economics and Economic History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** Business cycles have destabilised societies for centuries. These fluctuations are mini-disasters that are associated with drops in welfare and economic growth. Beyond the economic costs, business cycles have other adverse effects, such as on health and politics.

This course explores the short-run in a long-run perspective to understand the causes and consequences of business cycles. The first part of the course covers the basics: how to define and measure business cycles, the costs of business cycles, the key business cycle facts, and models of the business cycle. The second part investigates propagation mechanisms, such as sticky prices and wages. The third part of the course focuses on impulses, such as shocks to technology, economic policy, financial crises, expectations, and uncertainty.

The course studies advanced and developing economies from the Industrial Revolution to the present. This interval of modern economic history includes deep recessions, major financial panics, reversals of expectations, and episodes of nominal inertia.

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

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

**Indicative reading:**

- Alexopoulos, M., and Cohen, J. S., 'The Media is the Measure: Technical Change and Employment, 1909–49', *Review of Economic and Statistics*, 98 (2016), 792–810.
- Baker, S. R., Bloom, N., and Davis, S. J., 'Measuring Economic Policy Uncertainty', *Quarterly Journal of Economics*, 131 (2016), pp. 1593–636.
- Bernanke, B. S., and Carey, K., 'Nominal Wage Stickiness and Aggregate Supply in the Great Depression', *Quarterly Journal of Economics*, 111 (1996), pp. 853–83.
- Cloyne, J., 'Discretionary Tax Changes and the Macroeconomy: New Narrative Evidence from the United Kingdom', *American Economic Review*, 103 (2013), pp. 1507–28.
- Jalil, A., 'A New History of Banking Panics in the United States, 1825–1929: Construction and Implications', *American Economic*



*Journal: Macroeconomics*, 7 (2015), pp. 295–330.

- Jordà, O., Schularick, M., and Taylor, A. M., 'Macroeconomic History and the New Business Cycle Facts', in M. Eichenbaum and J. A. Parker, eds., *NBER Macroeconomics Annual 2016* (Chicago, 2017), pp. 213–63.
- Jordà, O., Schularick, M., and Taylor, A. M., 'Disasters Everywhere: The Costs of Business Cycles Reconsidered', NBER Working Paper 26962 (2020).
- Lennard, J., 'Did Monetary Policy Matter? Narrative Evidence from the Classical Gold Standard', *Explorations in Economic History*, 68 (2018), pp. 16–36.
- Nakamura, E., Steinsson, J., Sun, P., and Villar, D., 'The Elusive Costs of Inflation: Price Dispersion during the U.S. Great Inflation', *Quarterly Journal of Economics*, 133 (2018), pp. 1933–80.
- Romer, C. D., 'Remeasuring Business Cycles', *Journal of Economic History*, 54 (1994), pp. 573–609.
- Temin, P., and Wigmore, B. A., 'The End of One Big Deflation', *Explorations in Economic History*, 27 (1990), pp. 483–502.

**Assessment:** Exam (70%, duration: 2 hours) in the summer exam period.

Essay (30%, 3000 words) in the ST.

## EH222

### Economic History of the Middle East and North Africa

**This information is for the 2022/23 session.**

**Teacher responsible:** Mohamed Saleh

**Availability:** This course is available on the BSc in Economic History, BSc in Economic History and Geography, BSc in Economic History with Economics and BSc in Economics and Economic History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** The course explores the economic history of the Middle East and North Africa (MENA). Many, if not most, of MENA's contemporary problems cannot be understood without a deep understanding of its history, not only during the postcolonial period, but also during the precolonial and colonial periods. The course will first introduce students to the definition of the MENA region, and the broad trends in its history since antiquity. It will then examine specific themes that are of great importance for understanding the economic history of the region, such as: how most of MENA's population became Muslims in the Middle Ages? What do we know about MENA's economic performance vis-à-vis Europe in the long run? How did "Islamic" institutions emerge? What legal rights did people have over land and labor? We will also discuss state-led development, inequality, education, socioeconomic inequality across ethnoreligious groups, and the demographic transition. Throughout the course, we will focus on the view from below, examining the living conditions, preferences, and behavior of local populations, rather than taking a macroeconomic perspective that studies MENA only in comparison to Europe. We will also emphasize the recent developments in MENA economic history based on novel data sources, including MENA local archives, papyrology, medieval chronicles, literary sources, and archeology. In terms of methods, the course will draw upon both qualitative and quantitative approaches to history, employing economic theory, econometric methods, novel data sources, and solid historical evidence.

Due to its interdisciplinary nature, this course should be of interest to students in economic history, economics, international history, political science, and international development.

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

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

**Indicative reading:** 1. Cuno, K. M. (1992). *The Pasha's Peasants:*

*Land, Society, and Economy in Lower Egypt 1740–1858.*

Cambridge: Cambridge University Press.

2. Fahmy, K. (1997). *All the Pasha's Men: Mehmed Ali, His Army and the Making of Modern Egypt.* Cambridge: Cambridge University Press.

3. Saleh, M. (2018). "On the Road to Heaven: Taxation, Conversions, and the Coptic-Muslim Socioeconomic Gap in Medieval Egypt." *Journal of Economic History* 78 (2): 394–434.

4. Chaney, E. (2013). *Revolt on the Nile: Economic Shocks, Religion, and Political Power.* *Econometrica*, 81(5), 2033–2053.

5. Kuran, T. (2012). *The Long Divergence: How Islamic Law Held Back the Middle East.* Princeton: Princeton University Press.

6. Owen, R. (2002). *The Middle East in the World Economy, 1800–1914.* London: I.B. Tauris.

7. Pamuk, S. (1987). *The Ottoman Empire and European Capitalism, 1820–1913: Trade, Investment and Production.* Cambridge: Cambridge University Press.

8. Artuç, C. (2015). "The Price of Legal Institutions: The Beratli Merchants in the Eighteenth-Century Ottoman Empire." *The Journal of Economic History*, 75(3), 720–748.

**Assessment:** Exam (70%, duration: 2 hours) in the summer exam period.

Essay (30%, 3000 words) in the LT.

The relative weighting of the two modes of assessment follows agreed norms in the Department of Economic History, which are helpful in managing student expectations and workloads.

## EH225 Not available in 2022/23

### Latin America and the International Economy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Alejandra Irigoin, SAR.6.15

**Availability:** This course is available on the BA in History, BSc in Economic History, BSc in Economic History and Geography, BSc in Economic History with Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Economics with Economic History and BSc in International Relations. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** The course examines the development trajectory of Latin America and its relation with the international economy from the Early Modern period (c. 1700) to the present. It focuses on the political and economic factors that drove - and that resulted from- the region's engagement with the world attending to the environment, population and factor endowments, institutions and policies. The causes and outcomes of this 'engagement' will be explored in the following broad themes: the determinants of Latin American growth performance, the political economic legacy of European rule and of the formation of modern states and markets; the ambivalent relation with international markets and institutions, the continuous quest for development together with political and macroeconomic instability; the economic aspects of different political experiments and political culture - from authoritarian to democratic regimes and various generations of populism interspersed with military rule and direct democracy- and the short and long run impact on equality, poverty and the prospect for sustained intensive growth.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term.

This year, while we are planning for teaching to be delivered in-person, it is possible that some or all may have to be delivered virtually.

This course includes a reading week in Week 6 of Michaelmas and Lent Term.

**Formative coursework:** Students are expected to write a short weekly report, to be presented verbally, either individually or in a team throughout the course.

**Indicative reading:** V. Bulmer-Thomas (2014) *The Economic History of Latin America since Independence*, Cambridge University

Press, *Ibid.* (2012) *The Economic History of the Caribbean since the Napoleonic Wars*, Cambridge University Press; P. Franko, (2007) *The puzzle of Latin American economic development*, Rowman & Littlefield; J. L. Gallup, (2003) *Is geography destiny?: lessons from Latin America*, World Bank; E. Stein, et al. (2008) *Policymaking in Latin America: how politics shapes policies*, IADB; V. Bulmer-Thomas, JH Coatsworth, and R. Cortés Conde (2006) *The Cambridge Economic History of Latin America*, Cambridge University Press 2 vols; Ocampo, JA, and Ross, J (2011). *The Oxford Handbook of Latin American Economics*. Oxford: Oxford University Press; Bertola, L and Ocampo, JA (2012), *The economic development of Latin America since independence*. Oxford: Oxford University Press. Scartascini, CG., Stein E. and Tommasi, M (2010). *How democracy works: political institutions, actors, and arenas in Latin American policymaking*. [Washington, D.C.]: IADB; Blake, C.H (2007) *Politics in Latin America* 2nd edition Boston, Houghton Mifflin Company. Edwards, S, Esquivel, G & Márquez, G. (2007) *The decline of Latin American economies growth, institutions, and crises*. Chicago: University of Chicago Press; Bethell, L. (1984/2008) *The Cambridge History of Latin America*, Cambridge University Press, vols IV and VI

**Assessment:** Exam (70%, duration: 2 hours) in the summer exam period.

Essay (30%, 3000 words) in the LT.

While we hope to be in a position to offer in-person assessment, it remains possible that examination for this module will be online.

## EH237

### Theories and Evidence in Economic History

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Patrick Wallis SAR 5.11

Prof Eric Schneider SAR 5.18

**Availability:** This course is compulsory on the BSc in Economic History, BSc in Economic History and Geography, BSc in Economic History with Economics, BSc in Economics and Economic History and BSc in Economics with Economic History. This course is not available as an outside option nor to General Course students.

**Course content:** This course teaches students how to conduct, evaluate and interpret research in economic history. Taking a practical, applied approach, students will design and conduct three research projects drawing heavily upon the archival material available in the LSE Archives and Library. The course also introduces students to critical interpretation and analysis of primary sources and research methodologies, and the nature of historical knowledge. By the end of the course, students will have a good understanding of research design, historical sources and methods, which will leave them well-prepared for their dissertation in their final year. In addition, they will have a non-technical understanding of more complex quantitative methods such as regression so that they can engage critically with current scholarship in economic history.

**Teaching:** This course is delivered through a combination of classes, workshops and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term.

This course includes a reading week in Week 6 of Michaelmas and Lent Term.

**Formative coursework:** Students are expected to write two formative essays and complete other shorter formative coursework for the course.

**Indicative reading:** J Tosh, *The Pursuit of History* (2002), L Jordanova, *History in Practice* (2000), CH Feinstein and M Thomas, *Making History Count* (2002), and P Hudson, *History by Numbers* (2000)

**Assessment:** Project (25%, 4000 words) in the MT.

Project (50%, 3000 words) in the ST.

In-class assessment (15%) in the LT.

Class participation (10%) in the MT and LT.

Assessment comprises a group project (25%, 4000 words) in the MT; an individual project (50%, 3000 words) due in ST;

a summative in-class exercise (15%) in the LT; and 10% for participation and submission of formative work.

## EH238

### The Origins of Growth

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Neil Cummins SAR 5.13

**Availability:** This course is available on the BA in History, BSc in Economic History, BSc in Economic History and Geography, BSc in Economic History with Economics, BSc in Economics and Economic History and BSc in Economics with Economic History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** This course explores the origins of modern economic growth through major themes such as life, love, death, place and inheritance. The focus is on the world's first breakthrough in Britain during the Industrial Revolution. Students will be exposed to frontier debates in economic history. Widespread use is made of intuitive econometrics, interdisciplinary insights and historical context.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term.

This course includes a reading week in Week 6 of MT and LT.

**Formative coursework:** During the course students are expected to write four essays or equivalent pieces of written work.

**Indicative reading:** Clark, Greg. *A Farewell to Alms* (2007).

Diamond, Jared. *Guns, Germs and Steel* (1997). Pinker, Steven. *The Better Angels of our Nature* (2011). Clark, Greg, Neil Cummins et al. *The Son also Rises* (2014). Allen, Robert. *The British Industrial Revolution in Global Perspective* (2009). Piketty, *Capital in the Twentieth Century* (2014).

**Assessment:** Exam (90%, duration: 3 hours) in the summer exam period.

Class participation (10%) in the MT, LT and ST.

## EH240

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

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Gerben Bakker SAR 6.04

**Availability:** This course is available on the BSc in Accounting and Finance, BSc in Economic History, BSc in Economic History and Geography, BSc in Economic History with Economics, BSc in Economics, BSc in Economics and Economic History, BSc in Economics with Economic History, BSc in Management and Diploma in Accounting and Finance. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** The course examines the successes and failures of British business and industry, with an emphasis on the post-World War II period. It assesses many of the hypotheses on why the UK economy grew more slowly than other OECD nations during this period. Explanations of relative economic decline are examined in the context of comparisons with other European nations and with the US, Japan and more recently China. The course is organised to combine major economic and political themes, such as de-industrialisation, globalisation, education and training, management organisation and practices, labour relations, and Britain's relationship with the EEC/EU, with case studies of industries as diverse as textiles, motors, banking, pharmaceuticals, and steel. By interacting themes and case studies, students get a sense of how national policies can affect business opportunities, and how governments can both aid and harm business. The impact of government policies such as nationalisation/

privatisation, regional policy and competition are also examined in this context. The primary focus is on the post-World War II period, including current changes in performance, but the historical roots of Britain's recent performance are also considered.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term.

This course includes a reading week in Week 6 of MT and LT.

**Formative coursework:** During the course students are expected to write three essays or equivalent pieces of written work.

**Indicative reading:** The main work used in the course is G. Owen, *From Empire to Europe: The Decline and Revival of British Industry since the Second World War* (2000). The following are also useful: S. Broadberry, *The productivity race: British manufacturing in international perspective 1850-1990* (1997), R Floud & P Johnson (Eds), *The Cambridge economic history of modern Britain: structural change and growth, 1939-2000* (2004), B Elbaum & W Lazonick (Eds), *The Decline of the British Economy* (1986), M. Blackford, *The rise of modern business: Great Britain, the United States, Germany, Japan, and China* (2008).

**Assessment:** Take-home assessment (100%) in the ST.

## **EH304 Not available in 2022/23**

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

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Christopher Minns SAR 5.12

**Availability:** This course is available on the BSc in Economic History, BSc in Economic History with Economics, BSc in Economics, BSc in Economics and Economic History and BSc in Economics with Economic History. This course is not available as an outside option nor to General Course students.

**Pre-requisites:** Students taking the course as an outside option must have completed at least one other economic history course.

**Course content:** The course surveys major developments in the economic history of North America between 1600 and 2000. Colonial development; the American Revolution; Early North American Industry; Slavery; Westward expansion; the American Civil War; Regional Economic Development; Railroads and growth; International and internal trade; Finance and banking in the 19th century; Migration and labour markets in the 19th Century; World wars and North American Economies; the Great Depression; Post-war economic development and policy.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. Teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 of Michaelmas and Lent Term.

**Formative coursework:** At least one essay and a mock examination.

**Indicative reading:** Atack and Passell, *A New Economic View of American History* (1994); Engerman and Gallman, *The Cambridge Economic History of the United States*, vols 1,2,3 (2000); Hughes, *American Economic History* (1990); Haines and Steckel (eds.), *A Population History of North America*. (2000).

**Assessment:** Essay (30%, 3000 words) in the MT.

Take-home assessment (70%) in the ST.

The course is assessed via a summative essay in MT (30%) and an online take home exam (70%) in ST.

## **EH306**

### **Monetary and Financial History since 1750**

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Olivier Accominotti SAR 5.14 and Dr Natacha Postel-Vinay SAR 6.13

**Availability:** This course is available on the BSc in Economic History, BSc in Economic History with Economics and BSc in Economics and Economic History. This course is not available as an outside option nor to General Course students.

**Course content:** This course covers international Monetary and Financial History since the mid-18th century. The course is designed to introduce students to the key issues around globalised finance and money. It will look into the rise and eventual demise of the Gold Standard, the emergence and occurrence of financial crises, the globalisation and geography of financial markets, and changes in policy responses and regulation over time.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. The two-hour seminar in ST will be a revision seminar.

This course includes a reading week in Week 6 of Michaelmas and Lent Term.

**Formative coursework:** During the course students are expected to write three essays or equivalent pieces of written work

**Indicative reading:** Kindleberger, *Manias, Panics, and Crashes*, Ferguson, *Ascent of Money*, Foreman-Peck, *History of the World Economy*, Eichengreen, *Golden Fetters*, Eichengreen, *Globalising Capital*.

**Assessment:** Take-home assessment (100%) in the ST.

## **EH307**

### **The Economic History of South Asia, 1600-2000**

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Tirthankar Roy SAR 6.16

**Availability:** This course is available on the BSc in Economic History, BSc in Economic History with Economics and BSc in Economics and Economic History. This course is not available as an outside option nor to General Course students.

**Course content:** South Asia is one of the fastest growing economies of the world. The region is also home to nearly one-third of the world's poorest people. How did this paradoxical mix between the creation of wealth and persistence of poverty come into being? Does economic history suggest an answer? The course introduces the stylized facts and major debates in the economic history of modern South Asia. It considers the legacies of empires and developmental states, globalizations of the past and the present times, and the role of indigenous institutions and resource endowments. The course begins with a discussion of empires and markets before European colonial rule began, with special reference to maritime trade and craft production, in which the European East India companies were interested in. For the colonial period, the major theme is the transformation engendered by colonialism and international economic integration. In the sixty years since the end of colonial rule, developmental states tried to overcome the obstacles to growth as the economists interpreted them. The course considers how successful they were in meeting the aim, and why they were limitedly successful.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. This course includes a reading week in Week 6 of Michaelmas and Lent Term.

**Formative coursework:** Students are expected to write three essays or equivalent pieces of written work.

**Indicative reading:** 1. Dietmar Rothermund, *An Economic History of India* (1993)  
2. B.R. Tomlinson, *The Economy of Modern India* (2013)  
3. Tirthankar Roy, *The Economic History of India 1757-2010* (2020)  
4. G. Balachandran, ed., *India and the World Economy 1850-1950* (2003)  
5. Latika Chaudhary and others, eds., *A New Economic History of Colonial India* (2016)  
6. P.J. Marshall, ed., *The Eighteenth Century in Indian History*



(2004)

**Assessment:** Exam (100%, duration: 3 hours) in the summer exam period.

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## EH308

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

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Juan Roses Vendoiro SAR 5.15

**Availability:** This course is compulsory on the BSc in Economic History and Geography. This course is available on the BSc in Economic History, BSc in Economic History with Economics, BSc in Economics and Economic History and BSc in Economics with Economic History. This course is not available as an outside option nor to General Course students.

**Course content:** The course explores how and why the location of economic activities changes across time and space from industrialization up to the present. One goal for this course is to demonstrate the importance of history in the formation of the present-day economic landscape. An equally important goal is to demonstrate the applicability of the study of economic geography to the understanding of historical patterns of development and underdevelopment. The course is not organized chronologically but thematically. Particular attention focuses on four major issues: the development of cities, the creation of national markets, the historical basis for manufacturing agglomeration, and the historical evolution and sources of regional inequality.

**Teaching:** 20 hours of seminars in the MT. 20 hours of seminars in the LT.

This course is delivered via 2-hour seminars in Michaelmas Term and Lent Term.

The course includes a reading week in Week 6 of Michaelmas Term and Lent Term.

**Formative coursework:** All students are expected to write one formative essay, or similar piece of work, and make one formative presentation that will not be used in the final assessment.

**Indicative reading:** Combes, Pierre-Philippe, Thierry Mayer and Jacques-François Thisse, *Economic Geography: The Integration of Regions and Nations*. Princeton University Press, 2008. Garretsen, Harry and Martin, Ron (2010), *Rethinking (New) Economic Geography Models: Taking Geography and History More Seriously*, *Spatial Economic Analysis*, 5, 2, pp. 127-160. Joan Ramón Rosés and Nikolaus Wolf (eds), *The Economic Development of Europe's Regions: A Quantitative History since 1900*, Routledge, 2018. Daniel A. Tirado-Fabregat, Marc Badia-Miro, Henry Willebald (eds) *Time and Space: Latin American Regional Development in Historical Perspective*, Palgrave, 2020. W.Walker Hanlon and Stephan Heblich (2022), *History and urban economics*, *Regional Science and Urban Economics*, 94.

**Assessment:** Essay (35%, 3500 words) and presentation (30%) in the LT.

Essay (35%, 3500 words) in the ST.

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## EH312

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

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Max-Stephan Schulze SAR 6.14

**Availability:** This course is available on the BSc in Economic History, BSc in Economic History with Economics and BSc in Economics and Economic History. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** How has technology changed the way we live? How have humans managed to raise levels of productivity under a

range of different circumstances and in an array of environmental conditions? This course addresses these questions through an exploration of the production and diffusion of knowledge and how this has affected technical change and economic growth in the very long run, from the Middle Ages to modernity.

The course will explore, both theoretically and empirically, how economists and historians have accounted for technical change. Social scientists have for decades tried to parse the respective contributions of capital, technology and labour to economic development. To what extent do the differing roles ascribed to technical change account for divergent interpretations of the key factors in long-run economic development and productivity growth? How can we explain shifts in the locus of technological leadership and dynamism over time?

These themes will be expanded upon throughout the course with case studies drawn from across place and time. We will look closely at paradigm-changing innovations and their economic effects from, for example, the introduction of the heavy plough, the clock and the printing press in the Middle Ages to more recent technologies like steam, railways, telegraphs, electricity and shifts in production technology towards automation.

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term.

The course includes a reading week in Week 6 of Michaelmas Term and Lent Term.

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

Students are also expected to give one presentation to class.

**Indicative reading:** Edgerton, David. *The Shock of the Old: Technology and Global History since 1900* (London: Profile, 2008). Landes, David S. *The Unbound Prometheus: Technical Change and Industrial Development in Western Europe from 1750 to Present* (New York: Cambridge University Press, 2003).

Mackenzie, Donald A. *Knowing Machines: Essays on Technical Change*. (Cambridge: MIT Press, 1998)

Mokyr, Joel. *The Gifts of Athena*. (Princeton: Princeton University Press, 2002).

Rosenberg, Nathan. *Inside the Black Box: Technology and Economics* (Cambridge: Cambridge University Press, 1983).

White, Lynn, *Medieval Technology and Social Change*. (Oxford: Oxford University Press, 1962).

**Assessment:** Essay (30%, 3000 words) in the LT.

Take-home assessment (70%) in the ST.

The take home exam will cover all topics of the course and take place during the Summer examination period.

The 3,000-word summative essay is an opportunity for students to explore some of the themes of the course in greater depth.

More detailed guidance on the essay will be disseminated early in Michaelmas Term.

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## EH313 Not available in 2022/23

### Economic History Lab: Cities, Economy and Society, 1550-1750

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Patrick Wallis SAR 5.11

**Availability:** This course is available on the BSc in Economic History, BSc in Economic History with Economics and BSc in Economics and Economic History. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** This course examines the economic and social history of European cities and towns between 1550 and 1750, with a specific research focus on the history of London. During these two centuries, cities in north west Europe grew rapidly. London in particular experienced explosive growth, transforming from a minor industrial and commercial centre to the hub of a global trading network and the primary port of a global empire.



In this course, we explore the ways in which urban development contributed to wider changes in economy and society and how cities and towns were themselves transformed in the process. The taught section of the course covers a set of key issues in the economic and social history of cities and towns in the period, including the connection between cities and economic development; urban hierarchies and networks; the organisation of urban economies; cities and trade; urban-rural relations; urban institutions and economic development; towns and the state; social structure and social mobility; and standards of living. In the research section of the course students will participate in a research lab engaging in primary historical research into the economic and social history of London. The focus of the lab will be defined each year to engage students on work on one or more significant topics in current academic research. Students will work collectively with the course teacher to identify research questions, design research strategies, collect primary evidence, analyse this and write up their results. The findings of the lab's collective research will be disseminated through working papers, publications and a data depository.

**Teaching:** 5 hours of lectures, 5 hours of classes, 10 hours of workshops and 5 hours of workshops in the MT. 5 hours of lectures, 5 hours of classes, 10 hours of workshops and 5 hours of workshops in the LT.

This course will be capped at 15 students.

The course begins in MT with 5 weeks devoted to lectures (1 hour) and classes (1 hour) to introduce core issues in the economic and social history of early modern cities. At the end of this cluster of teaching students will prepare a literature review essay on one of the themes, comparing London and one other European town or city.

During these weeks, students will be given additional instruction on how to read early modern handwriting, through an additional workshop in week 2 and online self-study.

We start the lab section in the second half of Michaelmas Term. The subject of the first lab period will be broadly defined by the course convenor, with students helping to define the exact focus of the sub-projects they will work on. During the lab, students will have one two-hour seminar each week. In addition, in week 8, we will have at least one additional archival research sessions of five hours held at the relevant site.

The Lent Term mirrors the first, except that we begin with the second research project in the first half of the term, in order to avoid a clash between the research paper and dissertations. The final sessions of the term will focus on developing comparative perspectives on the topic.

**Formative coursework:** All students are expected to write one formative essay in MT and participate in two group presentations (MT and LT) to receive feedback on their projects and analysis before they write up their results.

**Indicative reading:**

- Friedrichs, C. *The Early Modern European City 1450-1750* (1985)
- Cowan, A. *Urban Europe, 1500-1700* (1998).
- Hohenberg, P.M. and L.H. Lees, *The Making of Urban Europe, 1000-1994* (1995).
- Nicholas, D.: *Urban Europe, 1100-1700* (2002).
- Epstein & Prak, *Guilds, Innovation and the European Economy, 1400-1800* (2008)

**Assessment:** Essay (25%, 2500 words) and project (45%, 3000 words) in the LT.

Project (30%, 3000 words) in the MT.

**Availability:** This course is available on the BSc in Economic History, BSc in Economic History with Economics and BSc in Economics and Economic History. This course is not available as an outside option nor to General Course students.

**Course content:** The course applies the theoretical toolkit of political economy to important questions in medieval and early modern economic history. The first term examines core issues of European history such as the character of feudalism (were feudal principalities states or was feudalism a type of market? what was the link between feudal rule and the structure of society?), state formation (how and why did political organisations invested with monopolies of force emerge?), interstate rivalries (war vs. competition for mobile factors of production - did competition between states contribute to growth?) and constitutional change (Absolutism vs. parliamentarism: How limited was Absolutist rule, and for which reasons? Which factors determined the power of parliaments?).

In the Lent term, we turn to core issues of economic policies: the expulsion of minorities (Why did rulers expel for example Jews and Huguenots?), trade and industrial policies (Mercantilism: Was this a result of interstate rivalries or of state formation?), monetary policies (what motivated debasements? why did premodern countries form currency unions?) and financial and fiscal policies (rent seeking, tax farming vs. bureaucratic taxation). Throughout, the focus is on the consequences these issues had for economic performance and growth.

The course strongly emphasises working with primary sources.

**Teaching:** 20 hours of seminars in the MT. 20 hours of seminars in the LT.

This course is taught as a seminar, with classes totalling 40 hours across the Michaelmas and Lent Term.

This course includes a reading week in Week 6 of Michaelmas and Lent Term.

**Formative coursework:** One 500-words outline of an existing historical podcast. This is due shortly after the reading week of the MT.

One 1000-words outline of the historical podcast students will produce as part of their summative assessment. This is due early in the LT.

One 1000-words outline of the 4000-words summative essay. This is due later in the LT.

**Indicative reading:** R. Bonney, ed. *Economic Systems and State Finance*. Oxford: Oxford University Press, 2002.

P. Contamine, ed. *War and Competition between States*. Oxford: Oxford University Press, 2000.

R. B. Ekelund, and A. B. Davidson. 'The Public Choice Approach to Economic History.' In *The Elgar Companion to Public Choice*, edited by W. F. Shughart II and L. Razzolini, 512-46. Cheltenham, Northampton/MA: Elgar, 2001.

T. Ertman. *Birth of the Leviathan: Building States and Regimes in Medieval and Early Modern Europe*. Cambridge: Cambridge University Press, 1997.

H. Spruyt. *The Sovereign State and Its Competitors: An Analysis of Systems Change*. Princeton Studies in International History and Politics. edited by J. L. Snyder and R. H. Ullman Princeton/NJ: Princeton University Press, 1994.

O. Volckart. 'The Open Constitution and its Enemies: Competition, Rent Seeking, and the Rise of the Modern State.' *Journal of Economic Behavior and Organization* 42, no. 1 (2000): 1-17.

**Assessment:** Essay (50%, 4000 words) in the ST.

Podcast (50%) in the LT.

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## EH314

### Political economy and economic policies: Europe from the High Middle Ages to the French Revolution

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Oliver Volckart

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## EH316

### Atlantic World Slavery

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Anne Ruderman

**Availability:** This course is available on the BSc in Economic History, BSc in Economic History with Economics and BSc in Economics and Economic History. This course is available with

permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.

**Course content:** This course will explore the way the transatlantic slave trade and subsequent systems of slavery in the Americas have shaped our modern world. In doing so, it will offer a broad look at questions of slavery, resistance, and abolition from the late seventeenth through the nineteenth centuries. Thoroughly international in focus, this course will look at slavery in Africa, Europe and the Americas, considering the formation of transatlantic slavery, similarities and differences in Caribbean and North American slaveries and potential explanations for slavery's demise. We will consider the workings of the slave trade, the plantation complex, crops such as sugar, slavery outside of plantation economies, the intersection of slavery and science, gender, rebellion, revolt, abolition and war. In 2022-23, this course will be organized around four main themes: 1) The transatlantic slave trade 2) Resistance and Abolition 3) Gender and Family and 4) Race and Legacies. The subject of Atlantic world slavery has prompted a wide range of creative approaches from historians, and we will examine the different types of sources that historians of slavery have used to try to understand the past. In doing so we will juxtapose economic history with other historical methods, and consider some of the economic, social, cultural and legal aspects of slavery, from the commercial organization of the transatlantic slave trade to the multiple forms of slave resistance. Additionally, this course will introduce students to the rapidly expanding world of digital history, by incorporating digital projects related to slavery into weekly readings.

**Teaching:** 20 hours of seminars in the MT. 20 hours of seminars in the LT.

**Formative coursework:** The podcast project will include several formative assessments, due throughout the Lent term. These formative assessments are: A review and outline of an existing historical podcast, a topic and outline for the students' podcast and audio reading responses for discussion section.

**Indicative reading:**

- Behrendt, Stephen D. (2001). "Markets, Transaction Cycles, and Profits: Merchant Decision Making in the British Slave Trade." *The William and Mary Quarterly* 58, no. 1: 171-204.
- Berry, Daina Ramey. (2017). *The Price for their Pound of Flesh: The Value of the Enslaved, from Womb to Grave, in the Building of a Nation*, Boston: Beacon Press.
- Galenson, David W. (1984). "The Rise and Fall of Indentured Servitude in the Americas: An Economic Analysis." *The Journal of Economic History* 44, no. 1: 1-26
- Hunter, Tera. (2017). *Bound in Wedlock: Slave and Free Black Marriage in the Nineteenth Century*. Cambridge, Mass.: Harvard University Press.
- Richardson David. (2001). "Shipboard Revolts, African Authority and the Atlantic Slave trade," *William and Mary Quarterly*, 58: 69-92
- Rosenthal Caitlin. (2018) *Accounting for Slavery: Masters and Management*. Cambridge, Mass.: Harvard University Press
- Schmidt-Nowara, Christopher. (2011). *Slavery, Freedom, and Abolition in Latin America and the Atlantic World*. 160 Albuquerque: University of New Mexico Press.
- Wright Gavin. (2003) "Slavery and American Agricultural History." *Agricultural History* 77, no. 4: 527-52.

**Assessment:** Essay (50%, 4000 words) and podcast (50%) in the LT.

## EH317

### Disease, Health and History

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Eric Schneider SAR 5.18

**Availability:** This course is available on the BSc in Economic History, BSc in Economic History with Economics and BSc in Economics and Economic History. This course is not available as

an outside option nor to General Course students.

**Course content:** Infectious disease has profoundly affected health, well-being and society in the past. Although we are currently primed to think first of mass pandemics such as the Black Death, the influence of disease is often more subtle, sapping a person's energy and well-being without causing death. However, humans have not simply been the pawns of various diseases over time. We have actively contributed to the spread of disease, for instance by transporting yellow fever to the New World, and we have sought to control the disease environment to make it more healthy for humans. This course explores the inter-relationship between infectious disease and humans' efforts to control it over the past five hundred years.

The course focuses on four questions:

1. How has infectious disease shaped population health, society and the economy over time?
2. What factors influenced infectious disease prevalence in the past?
3. How have social factors affected inequality in disease prevalence and health?
4. How have humans sought to exert control over infectious disease and how successful were these efforts?

The course is split into four units. The first unit provides a window into infectious disease in the premodern world by studying the Colombian Exchange, the exchange of pathogens following the integration of the New World into the global economy at the end of the fifteenth century. We will discuss the factors that made it possible for Old World pathogens such as smallpox and yellow fever to cross the Atlantic and also the factors that made these pathogens particularly virulent for populations in the New World. The second unit focuses on the epidemiologic transition, the vast improvements in health since the mid nineteenth century largely driven by the control of infectious disease. We will explore how societies were able to control infectious disease in ways that were impossible before, i.e. to what extent did improving nutrition, public health measures, medical interventions, individual behaviours and household decisions affect the reduction in infectious disease mortality? We will also discuss whether the improvements have been shared equally across all dimensions of health, focusing on changes in fetal health and morbidity.

The third unit explores inequalities in population health including inequalities due to class, race and gender. We will explore how these social factors influenced different groups' susceptibility to disease and the drivers that increased or reduced health inequalities in the long run.

The fourth unit focuses specifically on national and global efforts to eradicate specific infectious diseases throughout history. We will discuss why the smallpox eradication campaign was successful but the malaria eradication campaign of the postwar period was not. We will also consider whether eradicating these diseases had an influence on economic growth. Finally, we will evaluate what lessons historical disease eradication campaigns have for efforts to eradicate other diseases in the world today.

**Teaching:** 20 hours of classes in the MT. 20 hours of classes in the LT. 2 hours of classes in the ST.

This course is taught as a seminar, with classes totalling 40 hours across the Michaelmas and Lent Terms. The two-hour seminar in ST will be a revision seminar.

This course includes a reading week in Week 6 of Michaelmas and Lent Term.

**Formative coursework:** Students will be expected to produce 1 piece of coursework in the ST and 2 essays and 3 presentations in the MT and LT.

Students will write two formative essays during Michaelmas and Lent Terms. Students will also be responsible for group presentations throughout the course. The final formative assessment will be a mock take-home exam due at the beginning of Summer Term.

**Indicative reading:** Floud, R., Fogel, R. W., Harris, B., & Hong, S. C. (2011). *The Changing Body: Health, Nutrition, and Human Development in the Western World since 1700*. Cambridge University Press.

Goldin, C., & Lleras-Muney, A. (2019). *XX > XY?: The changing*

female advantage in life expectancy. *Journal of Health Economics*, 67, 102224. doi: 10.1016/j.jhealeco.2019.102224

Hardy, A. (1993). *The Epidemic Streets: Infectious Disease and the Rise of Preventive Medicine, 1856-1900*. Oxford University Press.

Harper, K. (2021). *Plagues upon the Earth: Disease and the Course of Human History*. Princeton University Press.

Livi-Bacci, M. (2006). The Depopulation of Hispanic America after the Conquest. *Population and Development Review*, 32(2), 199–232. doi: 10.1111/j.1728-4457.2006.00116.x

Schneider, E. B. (2017). Fetal health stagnation: Have health conditions in utero improved in the United States and Western and Northern Europe over the past 150 years? *Social Science & Medicine*, 179, 18–26. doi: 10.1016/j.socscimed.2017.02.018

Troesken, W. (2004). *Water, Race, and Disease*. MIT Press.

Webb, J. L. A. (2009). *Humanity's Burden: A Global History of Malaria*. Cambridge University Press.

**Assessment:** Take-home assessment (100%) in the ST.

## EH326

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

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Gerben Bakker SAR 5.09

**Availability:** This course is available on the BSc in Economic History, BSc in Economic History with Economics, BSc in Economics and Economic History and BSc in Economics with Economic History. This course is not available as an outside option nor to General Course students.

**Pre-requisites:** Students taking the course as an outside option must have completed at least one other economic history course.

**Course content:** The course explores the relationship between innovation and the financing of it in the nineteenth and twentieth centuries, the impact on economic growth and how policy makers managed (or failed) to encourage innovation investment and technology adoption.

Technological change and organizational innovation are critical determinants of the pace of economic growth. This course looks at the specific ways in which innovation transformed industries around the world in the modern era. The course has a global reach though it will concentrate on countries in Northern Europe and the United States. Particular attention focuses on links between innovation and finance: finance is a fundamental input for almost every type of productive activity. The course will explore issues such as; the relationship between market size and structure and technological progress; how firms developed the capabilities to profit from new technologies; and how policy makers attempted to nurture institutions to stimulate investment and technology adoption. The course will therefore cover themes such as the process of invention, innovation typologies, the history of R&D management, anti-trust policy, corporate governance, organisational change, incentives, intellectual property rights and the regulation of technology and its finance more broadly.

**Teaching:** This course is delivered through a series of seminars totalling 40 hours across Michaelmas Term and Lent Term.

This course includes a reading week in Week 6 of both terms.

**Formative coursework:** All students are expected to write three essays or equivalent pieces of written work

**Indicative reading:** Naomi Lamoreaux and Kenneth Sokoloff eds., *Financing Innovation in the United States, 1870 to the Present* (MIT Press, 2007); Joel Mokyr, *The Gifts of Athena: Historical Origins of the Knowledge Economy*, (Princeton University Press, 2002); Raghuram Rajan and Luigi Zingales, "Financial Dependence and Growth," *American Economic Review* 88 (1998): 559-586; Nathan Rosenberg, *Inside the Black Box: Technology and Economics*, (Cambridge University Press, 1982); Joseph A. Schumpeter, "Can Capitalism Survive?" in his *Capitalism, Socialism and Democracy* (Routledge reprint, 1942, 2000); Benn Steil, David G. Victor and Richard R. Nelson eds., *Technological Innovation and Economic*

*Performance* (Princeton University Press, 2002); John Sutton, *Technology and Market Structure: Theory and History* (MIT Press, 1998); James M. Utterback, *Mastering the Dynamics of Innovation* (Harvard Business School Press, 1996).

**Assessment:** Take-home assessment (100%) in the ST.

## EH327

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

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Kent Deng SAR 5.17

**Availability:** This course is available on the BSc in Economic History, BSc in Economic History with Economics and BSc in Economics and Economic History. This course is not available as an outside option nor to General Course students.

**Course content:** The course explores the main aspects China's economic growth in the very long term from c.221 BC to the present day. It begins with a survey of general models/themes commonly used in studying Chinese economic history, followed by particular issues: the formation, expansion and the function of the Chinese empire; Confucian values and state economic policies; property rights; peasantry and peasant economy; proto-industrialisation; commerce and trade; science and technology; demographic fluctuations; living standards; external shocks and foreign influence; internal rebellions and revolutions; reforms and modernisation.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term, with 1-2 revision sessions in the Summer Term.

This course includes a reading week in the 6th calendar week of Michaelmas and Lent Term respectively.

Students are expected to do prior readings and to make presentations on a regular basis.

**Indicative reading:** A full reading list and course outline are available on Moodle. The following readings provide indication of the scope and nature of materials used in the course: K G Deng, 'A Critical Survey of Recent Research in of Chinese Economic History', *Economic History Review* (2000); J K Fairbank, *Chinese Thought and Institutions* (1957); M Elvin, *The Pattern of the Chinese Past* (1973); C A Ronan, *The Shorter Science and Civilisation in China* (1978-86); J Y Lin, 'The Needham Puzzle: Why the Industrial Revolution did not Originate in China', *Economic Development and Cultural Change* (1995); G W Skinner, *The City in Late Imperial China* (1977); J Lee & F Wang, *One Quarter of Humanity* (1999); K Pomeranz, *The Great Divergence, Europe, China and the Making of the Modern World Economy* (2000); A Watson, *Economic Reform and Social Change in China* (1992); R B Wong, *China Transformed* (1997); K Deng 'Imperial China under the Song and Late Qing', in Andrew Monson and Walter Scheidel (eds), *Fiscal Regimes and Political Economy of Premodern States*, Cambridge University Press (2015): ch. 10 (pp. 308–42). Deng, Kent and Zheng, Lucy (2015) *Economic restructuring and demographic growth: demystifying growth and development in Northern Song China, 960–1127* *Economic History Review*, 68 (4). 1107-1131.

**Assessment:** Essay (15%, 2000 words) in the MT.

Essay (15%, 2000 words) in the LT.

Take-home assessment (70%) in the ST.

## EH390

### Dissertation in Economic or Social History

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Oliver Volckart SAR 6.10

**Availability:** This course is compulsory on the BSc in Economic History, BSc in Economic History with Economics and BSc in Economics and Economic History. This course is available on

the BSc in Economics with Economic History. This course is not available as an outside option nor to General Course students.

**Course content:** The course emphasises working with primary sources. The subject of the dissertation should relate broadly to one of the economic history courses that have been chosen. This course consists of two lectures, the first in week 2 of MT and the second in week 1 of LT. All students also participate in an intensive workshop in week 7 of MT. This provides the opportunity for students to present their dissertation ideas and receive feedback from their peers.

**Assessment:** Dissertation (100%, 10000 words) in the ST. The dissertation must not exceed 10,000 words in length. The title of the dissertation should be approved by the candidate's supervisor early in MT and a title form signed by the supervisor must be submitted to the course organiser before the MT reading week.

## EH391

### Dissertation in Historical Economic Geography

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Oliver Volckart SAR 6.10

**Availability:** This course is compulsory on the BSc in Economic History and Geography. This course is not available as an outside option nor to General Course students.

**Course content:** The subject of the dissertation should relate broadly to one of the core or optional courses on the BSc Economic History and Geography programme. It must address a topic in historical economic geography.

This course consists of two lectures, the first in week 2 of MT and the second in week 1 of LT. All students also participate in an intensive workshop in week 7 of MT. This provides the opportunity for students to present their dissertation ideas and receive feedback from their peers.

**Assessment:** Dissertation (100%, 10000 words) in the ST. The dissertation must not exceed 10,000 words in length. The title of the dissertation should be approved by the candidate's supervisor early in MT and a title form signed by the supervisor must be submitted to the course organiser before the MT reading week.

## EU3A1 Half Unit Not available in 2022/23

### The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Kevin Featherstone CBG.5.04 and Prof Antony Travers CBG.5.28

**Availability:** This course is available on the BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations and BSc in Politics and Philosophy. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** This course examines the United Kingdom's departure from the European Union as an agenda of ongoing significance for both the UK and the EU27. With many on-going issues under review, it is an important focus for the UK and a continuing agenda for the EU. To reflect the complexity of BREXIT, the course examines its politics and its policy implications as an episode and in the longer term.

The course begins with consideration of how BREXIT occurred: the history of a troubled relationship; the issue of EU membership in domestic party and electoral politics; and the course of the BREXIT negotiations themselves. BREXIT requires much adjustment in terms of governance and policies. The course

examines these across a set of major policy agendas and discusses the implications for both the UK and for the EU27. With unresolved issues even after the UK's final departure from transitional arrangements, the discussion highlights the continuing significance of the BREXIT agenda for London and Brussels. Note: the lectures are to be shared with MSc students. The seminar questions for the UG students differ from those for MSc students, taking account of the different stages of study and the intended learning outcomes.

**Teaching:** This year, some or all of this teaching will be delivered through a combination of online and on-campus lectures and classes in the Michaelmas term. This course will hold a Reading Week in Michaelmas Term Week 6.

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

The formative essay (1500 words), due by mid-term, will address a question relevant to the impact of BREXIT on the UK political system, drawing upon the readings and seminar discussion.

#### Indicative reading:

- D. Dinan et al, eds. (2017) *The European Union in Crisis*; London: Palgrave.
- A. Geddes (2013) *Britain and the European Union*; London: Palgrave.
- B. Simms (2016) *Britain's Europe: A Thousand Years of Conflict and Cooperation*. London: Allen Lane.
- S. Wall (2008) *A Stranger in Europe: Britain and the EU from Thatcher to Blair*. Oxford: OUP.
- H. Young (1998) *This Blessed Plot: Britain and Europe from Churchill to Blair*. London: Macmillan.
- K. Armstrong (2017) *BREXIT Time: Leaving the EU - why, how and when?* Cambridge: Cambridge University Press.
- H. Clarke, M. Goodwin and P. Whiteley (2017) *BREXIT: Why Britain voted to leave the European Union*. Cambridge: Cambridge University Press.
- E. O. Eriksen and J. E. Fossum (2015) *The European Union's Non-Members: independence under hegemony?* London: Routledge.
- S. Hobolt (2016) 'The BREXIT vote: a divided nation, a divided continent', *Journal of European Public Policy*, 23, 9. And 'Debate Section: 'British exit from the EU - legal and political implications', in the same issue.
- L. Halligan and G. Lyons (2017), *Clean BREXIT: Why leaving the EU still makes sense*; London: Biteback Publishing.
- The 'Generation BREXIT' website - an LSE project.

**Assessment:** Project (90%, 3000 words) in the LT.

Essay plan (10%) in the MT.

The summative assessment for this course takes the form of:

- Individual Policy Project Plan - up to 1000 words (10%)
- Individual Policy Project - up to 3,000 words (90%)

## FM100 Half Unit

### Introduction to Finance

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Martin Oehmke

**Availability:** This course is compulsory on the BSc in Finance. This course is not available as an outside option nor to General Course students.

**Course content:** This course will provide a non-technical introduction to Finance and an overview of the Finance discipline.

The aim of the course is to explain the importance of finance to individuals, firms, and society in general. Topics will include discounting and present value, risk and return, financial markets and trading, mutual and hedge funds, banks and other financial intermediaries, financial securities, capital structure, venture capital and private equity, initial public offerings, and valuation of firms and projects.

**Teaching:** 30 hours of seminars in the LT.

Additional workshops may be scheduled as needed.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are



“sessions” only, and the pedagogical approach in each session is interactive.

**Formative coursework:** Weekly homework assignments.

**Indicative reading:** Detailed course programmes and reading lists are distributed at the start of the course.

**Assessment:** Continuous assessment (100%) in the LT.

## FM101 Half Unit

### Finance

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Elisabetta Bertero

**Availability:** This course is compulsory on the BSc in Management. This course is available on the BSc in Data Science. This course is available as an outside option to students on other programmes where regulations permit and to General Course students. This course cannot be taken with AC100 Elements of Accounting and Finance.

**Course content:** This course includes an introduction to the financial decisions of firms, in particular capital budgeting; the financial decisions of households; the role of the financial system in the economy and the flow of funds; causes and consequences of the recent financial crises.

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

**Formative coursework:** Classwork exercises will be set each week. Two classworks will be marked by class teachers.

**Indicative reading:** The main readings for this course are selected chapters from two textbooks combined in a customized textbook, Finance (2020), prepared specifically for this course by Dr E. Bertero. The book is available from the Economist’s Bookshop on campus. The textbooks it draws from are:

Hillier et al (2017) Fundamentals of Corporate Finance, European Edition, McGraw-Hill.

Cecchetti et al (2017) Money, banking and financial markets, McGraw-Hill.

A few additional readings will be discussed during the lectures and posted on Moodle for downloading.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

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## FM200 Half Unit

### Financial Systems and Crises

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Dimitrios Vayanos

**Availability:** This course is compulsory on the BSc in Finance. This course is not available as an outside option nor to General Course students.

**Course content:** The course FM200 Financial Systems and Crises covers financial markets and institutions, and their interaction with the real economy. The course emphasizes particularly banks and credit markets, and their role in generating economic growth as well as financial crises. Basic economic theories and models developed to understand these phenomena are covered, and the theoretical analysis is complemented with a historical perspective. The first part of the course, taught over weeks 1-6 of Michaelmas Term, presents theories of debt and banks; reviews key historical developments pertaining to banks and financial crises until the middle of the 20th century; and presents theories of credit booms and busts in the macroeconomy.

The second part of the course, taught over weeks 7-10 of Michaelmas Term, reviews key historical developments pertaining to banks and financial crises from the middle of the 20th century until now; reviews how money markets work and how central banks conduct monetary policy; presents the theory and practice of bank regulation; and reviews the international monetary system.

**Teaching:** 33 hours of seminars in the MT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are “sessions” only, and the pedagogical approach in each session is

interactive.

**Formative coursework:** Students will be expected to produce a number of problem sets in the MT.

**Indicative reading:** 1. Kindleberger, Charles, 2015, Manias, Panics and Crashes: A History of Financial Crises, 7th edition, Palgrave Macmillan.

2. Gorton, Gary, 2012, Misunderstanding Financial Crises: Why We Don’t See Them Coming, Oxford University Press.

3. Tirole, Jean, 2006, The Theory of Corporate Finance, Princeton University Press.

**Assessment:** Continuous assessment (100%) in the MT.

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## FM201 Half Unit

### Macro-Finance

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Paula Lopes

**Availability:** This course is compulsory on the BSc in Finance. This course is not available as an outside option nor to General Course students.

**Course content:** This course will study the relationship between financial markets and the macro-economy. Topics include the behaviour of returns of different asset classes over the business cycle, the relationship between returns and inflation, and the implications for expected returns and portfolio choice.

**Teaching:** 33 hours of seminars in the LT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are “sessions” only, and the pedagogical approach in each session is interactive.

**Formative coursework:** Weekly problem sets

**Indicative reading:** Detailed course programme and reading lists are distributed at the start of the course.

Illustrative texts include: Blanchard, Macroeconomics, 7th ed. and Mankiw, Macroeconomics, 9th ed.

**Assessment:** Continuous assessment (100%) in the LT.

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## FM212

### Principles of Finance

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr James Clark

Dr Jojo Paul

**Availability:** This course is available on the BSc in Accounting and Finance, BSc in International Social and Public Policy and Economics, BSc in Management and Diploma in Accounting and Finance. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students. This course cannot be combined with FM213.

Permission forms from the General Course admin office should be submitted to the Department of Finance by email at [finance@lse.ac.uk](mailto:finance@lse.ac.uk) with a copy of the transcript attached.

**Pre-requisites:** Students must have completed: one level 1 Economics course, one level 1 Mathematics course and one level 1 Statistics course.

**Course content:** The course examines the theory of financial decision-making by firms and examines the behaviour of the capital markets in which these decisions are taken. The topics covered are the theory of capital budgeting under certainty in perfect and imperfect capital markets, portfolio theory, equity and bond markets, the capital asset pricing model, efficient markets, derivative pricing, sources of funds, basic theory of capital structure and the cost of capital, company dividend decisions and financial markets and institutions.

This course covers the same topics as FM213. Thus, both FM213 and FM212 are equivalent content-wise. However, compared

to FM213, this course puts less emphasis on the underlying statistical theory and relies less on the use of mathematical methods. Nonetheless, the course is quantitative in nature, and familiarity with mathematical and statistical methods taught in first-year courses will be assumed.

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

There will also be workshops in both MT and LT.

**Formative coursework:** Students are expected to produce written work for classes and to make positive contributions to class discussion.

**Indicative reading:** Detailed course programmes and reading lists are distributed at the start of the course. Illustrative texts include:

- Principles of Corporate Finance by Richard Brealey, Stewart Myers, and Franklin Allen, McGraw-Hill Inc.
- Corporate Finance by Jonathan Berk and Peter Demarzo, Pearson Global Edition.

**Assessment:** Exam (100%, duration: 3 hours) in the summer exam period.

## FM213

### Principles of Finance

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Cameron Peng and Dr Kim Fe Cramer

**Availability:** This course is compulsory on the BSc in Finance and BSc in Financial Mathematics and Statistics. This course is available on the BSc in Accounting and Finance, BSc in Actuarial Science, BSc in Business Mathematics and Statistics, BSc in Data Science, BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Management, BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is not available as an outside option nor to General Course students.

Students on the BSc in Management can only take this course if they have met the following programme-specific prerequisites: a 1st in MA107 and/or ST107 and email permission from their Senior Undergraduate Tutor.

This course cannot be combined with FM212. Students on the BSc in Accounting and Finance can only take this course if they have met the general course prerequisites as below.

**Pre-requisites:** Students must have completed: one level 1 Microeconomics course (EC1A3 or EC1A5), MA100 and ST102. Alternatively, students can access the course by completing MA107, EC1A1, ST109 and EC1C1.

**Course content:** The course examines the theory of financial decision-making by firms and examines the behaviour of the capital markets in which these decisions are taken. The topics covered are the theory of capital budgeting under certainty in perfect and imperfect capital markets, portfolio theory, equity and bond markets, the capital asset pricing model, efficient markets, derivative pricing, sources of funds, basic theory of capital structure and the cost of capital, company dividend decisions and financial markets and institutions.

This course covers the same topics as FM212. Thus, both FM213 and FM212 are equivalent content-wise. However, compared to FM212, this course puts more emphasis on the underlying statistical theory and relies more on the use of mathematical methods.

**Teaching:** 20 hours of lectures and 15 hours of classes in the MT. 20 hours of lectures and 15 hours of classes in the LT. 2 hours of lectures and 1 hour and 30 minutes of classes in the ST.

**Formative coursework:** Students are expected to produce written work for classes and to make positive contributions to class discussion.

**Indicative reading:** Detailed course programmes and reading lists are distributed at the start of the course. Illustrative texts include: Principles of Corporate Finance by Richard Brealey, Stewart Myers, and Franklin Allen, McGraw-Hill Inc.

**Assessment:** Exam (100%, duration: 3 hours) in the summer exam period.

## FM300

### Corporate Finance, Investments and Financial Markets

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Georgy Chabakauri and TBC

**Availability:** This course is compulsory on the BSc in Accounting and Finance. This course is available on the BSc in Business Mathematics and Statistics, BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Management, BSc in Mathematics, Statistics and Business and Diploma in Accounting and Finance. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** Principles of Finance (FM212) or Principles of Finance (FM213)

**Course content:** This course is intended for third-year undergraduates and will be a broad-based follow-up to FM212/FM213 Principles of Finance. The goal is to broaden, and selectively deepen, students' understanding of finance, building on their existing knowledge of financial economics. The course will cover a broad range of topics, with both a theoretical and an empirical emphasis. These include topics in corporate finance, investments and performance evaluation and international finance. The course consists of two interchangeable ten-week components, one on investments and international finance, and the other on corporate finance.

The first component provides students with a way of thinking about investment decisions by examining the empirical behaviour of security prices. We first study the empirical evidence of the CAPM and other asset pricing models, and then analyse different tests of market efficiency focusing on event studies and investment anomalies. We also study the main empirical findings in behavioural finance. We then learn how to measure the performance of a portfolio manager and to attribute it to different types of skill. Finally, this section of the course introduces the foundations of international finance and explores issues related to international portfolio management.

The second component of the course examines theory and evidence concerning major corporate financial policy decisions. It builds on FM212/FM213 (Principles of Finance) and emphasises practical implementation, with some of the same topics covered in more depth, and some additional topics not covered before. This is achieved with a combination of lectures, problem sets, and case studies such that students can apply the concepts using real-life situations.

The goal of corporations is to take on the best possible projects (e.g. a plant expansion) and finance them in the best way possible (e.g. through profits, debt, or equity). The time and uncertainty of investment payoffs make these problems nontrivial and essential for long-term success. The course will focus on answering the following questions:

- Valuation: How can we value and choose projects? What is the value of a company? What should be the expected return for a project, division, and the whole firm?
- Capital Structure: How should corporations obtain financing? For what projects?

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

**Formative coursework:** Students are expected to produce written work for classes and to make positive contributions to class discussions.

**Indicative reading:** Detailed course programmes and reading lists are distributed at the start of the course. Illustrative texts include: Bodie, Kane & Marcus, Investments (Irwin) and Grinblatt & Titman,

Financial Markets and Corporate Strategy (Irwin, McGraw-Hill).

**Assessment:** Exam (100%, duration: 3 hours) in the summer exam period.

### FM301 Half Unit

#### Market Anomalies and Asset Management

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Cameron Peng

**Availability:** This course is compulsory on the BSc in Finance. This course is not available as an outside option nor to General Course students.

**Pre-requisites:** Students must have completed FM213 Principles of Finance.

**Course content:** This course will examine the extent to which financial markets are informationally efficient. Topics include notions of market efficiency, return predictability in bond, stock, and derivatives markets, limits to arbitrage and other theories of return predictability. It will also cover both behavioural and frictional theories of return predictability and other asset-pricing phenomena.

**Teaching:** 33 hours of seminars in the MT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

**Formative coursework:** Weekly homework assignments

**Indicative reading:** Detailed course programmes and reading lists are distributed at the start of the course. Illustrative texts include: Shleifer, *Inefficient Markets: An Introduction to Behavioral Finance* (Oxford University Press).

**Assessment:** Continuous assessment (100%) in the MT.

### FM302 Half Unit

#### Theories of Corporate Finance

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Martin Oehmke

**Availability:** This course is compulsory on the BSc in Finance. This course is not available as an outside option nor to General Course students.

**Pre-requisites:** Students must have completed FM213 Principles of Finance.

**Course content:** This course introduces concepts and theories to critically assess major corporate financial policy decisions. The course focuses in particular on a firm's capital structure and the impact of taxes, bankruptcy costs, agency conflicts, and asymmetric information on a firm's financing decisions. We will also discuss other major topics in corporate finance, such as the market for corporate control. In developing tools to analyze these issues, we will introduce the key concepts of corporate finance theory, including debt overhang, risk shifting, and the free-rider problem.

**Teaching:** 33 hours of seminars in the LT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

**Formative coursework:** Students will be expected to produce 9 problem sets in the LT.

**Indicative reading:** Detailed course programmes and reading lists are distributed at the start of the course. Illustrative texts include: "Financial Markets and Corporate Strategy" by Hillier, Grinblatt and Titman. "Corporate Finance" by Ivo Welch, and "The Theory of Corporate Finance" by Tirole.

**Assessment:** Continuous assessment (100%) in the LT.

### FM304 Half Unit

#### Applied Corporate Finance

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Ashwini Agrawal

**Availability:** This course is compulsory on the BSc in Finance. This course is not available as an outside option nor to General Course students.

**Pre-requisites:** Students must have completed FM213 Principles of Finance

**Course content:** This course will focus on the applications of key concepts in corporate finance and implicitly extend the topics covered in "Principles of Corporate Finance". There will be three main topics covered in the course. The first topic is corporate investment. We will consider various methods used by firms to evaluate investment opportunities. The second topic is financing decisions. We will cover how firms finance their operations using debt and equity. The third topic is valuation. We will learn methods used to value companies and specific transactions such as mergers, acquisitions, and leveraged buyouts. Each topic will be addressed using both theoretical material provided by the professor and weekly case studies with questions and solutions.

**Teaching:** 30 hours of seminars in the LT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

**Formative coursework:** Weekly homework assignments.

**Indicative reading:** A course pack will be distributed that includes case studies as well as additional readings such as textbook chapters, and practitioner articles.

**Assessment:** Continuous assessment (100%) in the LT.

### FM305 Half Unit

#### Advanced Financial Economics

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Georgy Chabakauri and Prof Dimitri Vayanos

**Availability:** This course is compulsory on the BSc in Finance. This course is not available as an outside option nor to General Course students.

**Pre-requisites:** Students must have completed FM213 Principles of Finance.

**Course content:** This course will present modern theories of financial markets and asset valuation. The first part of the course will cover the principle of no arbitrage, state prices and the stochastic discount factor, utility functions and portfolio choice, and equilibrium pricing and risk-neutral pricing. The second part of the course will build on this material and develop additional tools to explore the effects of frictions in financial markets, such as asymmetric information, costs of search and market participation, leverage constraints and delegated portfolio management.

**Teaching:** 33 hours of seminars in the MT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

**Indicative reading:** Teaching notes will be provided.

**Assessment:** Continuous assessment (100%) in the MT.

### FM321 Half Unit

#### Risk Management and Modelling

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Linyan Zhu

**Availability:** This course is compulsory on the BSc in Finance



and BSc in Financial Mathematics and Statistics. This course is available on the BSc in Accounting and Finance, BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Mathematics and Economics, BSc in Mathematics, Statistics and Business and Diploma in Accounting and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** Students must have completed Principles of Finance (FM212 or FM213) and Statistical Methods (Elementary Statistical Theory (ST102) or Econometrics II (EC2C1) or (Econometrics I (EC2C3) or Statistical Models and Data Analysis (ST201))). Mathematical Methods (MA100) is desirable but not required.

**Course content:** This course is intended for third-year undergraduates and builds upon FM212/FM213 Principles of Finance. The main topics covered are financial risk analysis and financial risk. The course provides students with a thorough understanding of market risk from both a practical and technical point of view. A representative list of topics covered includes:

- empirical properties of market prices (fat tails, volatility clusters) and forecasting of conditional volatility
- concepts of financial risk (volatility, Value-at-Risk)
- univariate and multivariate volatility models (ARCH, GARCH)
- implementation and evaluation of risk forecasts
- endogenous risk

Students apply the models to real financial data using Matlab/Python/R, a programming environment widely used in industry and academia. No prior knowledge of programming is assumed: students will learn-by-doing in class. Students will at times use data and software for classwork assignments.

**Teaching:** 20 hours of lectures and 10 hours of classes in the MT.

**Formative coursework:** Students will be expected to produce written work for classes and to make positive contributions to class discussion

**Indicative reading:** J Danielsson, Financial Risk Forecasting: The Theory and Practice of Forecasting Market Risk will be the required textbook for the course. Additional readings may be assigned as needed.

**Assessment:** Coursework (100%) in the MT.

## FM322 Half Unit

### Derivatives

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Rohit Rahi

**Availability:** This course is compulsory on the BSc in Finance and BSc in Financial Mathematics and Statistics. This course is available on the BSc in Accounting and Finance, BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Mathematics and Economics, BSc in Mathematics, Statistics and Business and Diploma in Accounting and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** Students must have completed Principles of Finance (FM212 or FM213). Mathematical Methods (MA100) is desirable but not required.

**Course content:** This course is intended for third-year undergraduates and builds upon FM212/FM213 Principles of Finance. This course focuses on derivatives, with a particular emphasis on equity derivatives (standard call and put options, exotic options), futures and forward contracts, and interest rate derivatives (swaps, caps and floors, swaptions). It systematically addresses three basic questions: how do these products work, i.e. what are their payoffs? How can they be used, for hedging purposes or as part of trading strategies? And above all: how are they priced? The course emphasises a small number of powerful ideas: absence of arbitrage, replication, and risk-neutral pricing. These are typically introduced in the context of discrete-time

models, but the course also covers some well-known continuous-time models, starting with a comprehensive treatment of the Black-Scholes model. The level of mathematics is appropriate for third-year students with a solid quantitative background.

**Teaching:** 20 hours of lectures and 10 hours of classes in the LT.

**Formative coursework:** Students will be expected to produce written work for classes and to make positive contributions to class discussion.

**Indicative reading:** There is no required textbook, but the following is an excellent reference: J Hull, "Options, Futures, and Other Derivatives"

**Assessment:** Exam (90%, duration: 2 hours) in the summer exam period.

Coursework (10%) in the LT.

## GV100

### Introduction to Political Theory

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Paul Kelly

**Availability:** This course is compulsory on the BSc in History and Politics, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Policy with Government. This course is available on the BA in Social Anthropology, BSc in Environment and Development, BSc in Social Anthropology and BSc in Social Policy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** An introduction to political theory through the thought and texts of some of the most important political theorists. A study of the ideas of some of the major political theorists from the ancient Greeks to the 20th Century. Topics will include theories of human nature, the origin of government and law, man's relation to society and the state, the basis of political obligation, the idea of social contract, the idea of social progress, the critique of capitalism, and questions about race and gender. The thinkers discussed this year will include Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Kant, The Federalist, J S Mill, Marx, Nietzsche, Arendt, Fanon.

**Teaching:** This course provides a combination of classes and lectures totalling no less than 29 hours in the Michaelmas term, and no less than 30 hours in the Lent term. There will be a reading week in Week 6 of both Michaelmas and Lent terms.

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

**Indicative reading:** D. Boucher and P. Kelly, Political Thinkers: From Socrates to the Present (Oxford 2017); Plato, Republic; Aristotle, Politics; Machiavelli, The Prince; Hobbes, Leviathan; Locke, 2nd Treatise of Government; Rousseau, Discourse on the Origins of Inequality and The Social Contract; Kant, Perpetual Peace; The Federalist Papers; J S Mill, Utilitarianism, The Subjection of Women, and On Liberty; Marx, Selected Writings (Ed D McLellan); Nietzsche, The Genealogy of Morality; Arendt, The Origins of Totalitarianism; Fanon, Black Skins, White Masks.

**Assessment:** Essay (33%, 2000 words) in the MT.

Essay (33%, 2000 words) and essay (34%, 2000 words) in the LT.

The summative assessment will be 3 essays for whole course.

Effectively this means 1 summative assessment in MT and 2 for LT. However, in the event of the first, formative MT essay being 'best', students will be allowed to count that as one of their summative essays (so the best 3 out of 4 essays will form the summative assessment for this course).

GENERAL COURSE STUDENTS ONLY:

The Class Summary Grade for General Course students will be calculated as follows: 80% class participation and 20% attendance.



## GV101

### Introduction to Political Science

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Ryan Jablonski and Dr Melissa Sands

**Availability:** This course is compulsory on the BSc in History and Politics, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Policy with Government. This course is available on the BA in Geography, BA in Social Anthropology, BSc in Accounting and Finance, BSc in Economic History and Geography, BSc in International Relations, BSc in International Social and Public Policy, BSc in Psychological and Behavioural Science, BSc in Social Anthropology and BSc in Social Policy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** The course is an introduction to politics in a globalised world, with a focus on how political science tries to understand and explain cross-country and cross-time differences. The course will begin by introducing students to some of the main empirical variations in political behaviour, political institutions, and outcomes across the world, focusing mainly on democratic and partially democratic countries (in both the developed and developing world), and introducing students to some of the basic theoretical ideas and research methods in political science. Each subsequent week will be devoted to a substantive topic, where a more detailed analysis of political behaviour, political institutions, or political outcomes will be presented and various theoretical explanations will be assessed. Most weeks will involve an interactive element.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 50 hours across Michaelmas Term, Lent Term and Summer Term. There will be reading week in Week 6 of both the MT and LT terms.

**Formative coursework:** Students will be expected to undertake one problem set and a formative essay in the MT.

**Indicative reading:** W Clark, M Golder and S Nadenichek Golder, *Foundations of Comparative Politics*, Sage, 2019.

A Lijphart, *Patterns of Government: Government Forms and Performance in Thirty-Six Countries*, 2nd ed., Yale University Press, 2012.

G. Tsebelis, *Veto Players: How Political Institutions Work*, Princeton University Press, 2002.

**Assessment:** Essay (50%, 2000 words) in the LT. Online assessment (50%) in the ST.

Online assessment duration: 7 days in the ST.

GENERAL COURSE STUDENTS ONLY:

The Class Summary Grade for General Course students will be calculated as follows: 75% class participation (including attendance and contribution), and 25% formative essay.

The Exam Grade for General Course students will be 50% essay and 50% online exam.

## GV225

### Public Choice and Politics

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Torun Dewan

**Availability:** This course is available on the BA in Social Anthropology, BSc in History and Politics, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy, BSc in Psychological and Behavioural Science, BSc in Social Anthropology and BSc in Social Policy with Government. This course is available as an outside option to students on other programmes where regulations permit

and to General Course students.

**Pre-requisites:** Students will normally be expected to have taken GV101 Introduction to the Study of Politics, or equivalent, in a previous year. An introductory knowledge of economics would be useful.

**Course content:** This course is concerned with positive political economy and public choice theory applied to the study of political conflicts, democratic institutions and public policy. The course covers the main tools for the study of public choice (rational decision-making theory, game theory, social choice theory) and a number of both theoretical and applied topics, including the empirical study of institutions. This course will cover the main topics in positive political economy and institutional public choice. These include: the aggregation of preferences; voting paradoxes and cycles; electoral competition and voting behaviour; the problems of and solutions to collective action; welfare state and redistribution; the impact of information and mass media on voting behaviour and public policy; the theory of coalitions, the behaviour of committees and legislatures including agenda-setting and veto-player power; principal-agent problems in politics; models of bureaucracy.

**Teaching:** This course provides a combination of classes and lectures totalling 24 hours in the Michaelmas Term, 25 hours in the Lent Term and 2.5 hours in the Summer Term.

There will be reading week in Week 6 of both the MT and the LT.

**Formative coursework:** Students will complete at least one formative essay and at least one timed essay in each term to allow practise on problem sets and essay writing under exam conditions.

**Indicative reading:** P Dunleavy, *Democracy, Bureaucracy and Public Choice*; D Mueller, *Public Choice III*; K A Shepsle & M S Bonchek, *Analyzing Politics*; George Tsebelis, *Veto Players*. Major Works; A Downs, *An Economic Theory of Democracy*; M Olson, *The Logic of Collective Action*; W Niskanen, *Bureaucracy and Representative Government*.

**Assessment:** Exam (50%, duration: 2 hours) in the summer exam period.

Online assessment (50%) in the ST.

Online assessment duration: 7 days in the ST.

GENERAL COURSE STUDENTS ONLY:

The Class Summary Grade for General Course students will be calculated as follows: 25% formative essay (best mark), 25% timed essay (best mark), 50% class participation (including presentations and attendance).

## GV245 Not available in 2022/23

### Democracy and Democratisation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr William Kissane CBG 3.39

**Availability:** This course is available on the BSc in International Relations, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Policy with Government. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** Students must have completed Introduction to Political Science (GV101).

**Course content:** The course is concerned with theories of democratisation and case studies of democratic transformations during the so-called "third wave" of democratisation from the 1970s to the present. It analyses processes of transition and consolidation of democracy and of democratic reversal in the context of globalisation. The first five weeks study the concept of democracy, theories of transition to democracy, democratic consolidation and hybrid regimes and the crisis of liberal democracy. The remainder of the course uses the conceptual tools of the first five weeks to study the condition of democracy in different regions of the world, including Eastern and Southern

Europe, Latin America, South East Asia, Africa, India, the Middle East and Russia.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 51 and a half hours across the Michaelmas, Lent and Summer Terms. This year, some or all of this teaching will be delivered through a combination of online and on-campus lectures and classes. There will be a reading week in Week 6 of both the MT and LT terms.

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

**Indicative reading:** The most useful introductory readings are: J. Grugel and M. L. Bishop (2016) *Democratization: A Critical Introduction*; L. Whitehead (2002) *Democratization and the articles in Journal of Democracy*, January 2015.

Other useful texts are: S. Levitsky and D. Ziblatt (2018) *How Democracies Die*; Y. Mounk (2018) *The People Vs Democracy*; A Przeworski, *Democracy and the Market* (1991); D. A. Rostow (1970) *Transitions to Democracy: Towards a Dynamic Model*; T. Carothers (2002) *The End of the Transition Paradigm?*; Donatella Della Porta (2013) *Can Democracy be Saved?*

**Assessment:** Exam (60%, duration: 3 hours) in the summer exam period.

Essay (40%, 2500 words) in the LT.

GENERAL COURSE STUDENTS ONLY:

The Class Summary Grade for General Course students will be calculated as follows: 70% formative coursework, 20% class presentation, 10% class participation (including attendance and contribution).

## GV248

### Power and Politics in the Modern World: Comparative Perspectives

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr David Woodruff

**Availability:** This course is available on the BA in Social Anthropology, BSc in History and Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** Students must have completed Introduction to Political Science (GV101).

Other background in political science will be considered as a substitute for GV101 for students outside of Government.

**Course content:** This course will acquaint students with the contemporary study of comparative politics, focusing on theories susceptible to testing with narrative historical evidence. Students will learn to address the methodological challenges of developing and testing such theories. The course will treat a wide variety of themes, including the political impact of natural resources in developing countries, social movements and revolution, political and bureaucratic corruption, the political economy of distribution, and political ideologies. With respect to each theme, students will receive a grounding in theories of the topic and samples of application to empirical cases drawn from throughout the developed, developing, and post-Communist world.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across the Michaelmas Term, Lent Term and Summer Term. Classes are expected to run from Weeks 2-5 and 7-11 in MT and Weeks 1-5 and 7-11 in LT. There will be a reading week in Week 6 of both terms.

The Week 11 lecture in LT will be a revision lecture and there will be one revision class per group in Week 1 of ST.

**Formative coursework:** Students will be expected to produce 2 essays in the MT and 1 essay in the LT.

The highest-marked formative essay will count for assessment; see below.

**Indicative reading:** Skocpol, Theda. *States and Social Revolutions*. Cambridge: Cambridge University Press, 1979

Hertog, Steffen. "Shaping the Saudi State: Human Agency's Shifting Role in Rentier-State Formation." *International Journal of Middle East Studies* 39, no. 4 (2007). doi:10.2307/30069487. <http://www.jstor.org/stable/30069487>.

Brierley, Sarah. "Unprincipled Principals: Co-opted Bureaucrats and Corruption in Ghana." *American Journal of Political Science* 64, no. 2 (2020): 209-222. Doi:10.1111/ajps.12495

Weyland, Kurt. "The Rise of Latin America's Two Lefts: Insights From Rentier State Theory." *Comparative Politics* 41, no. 2 (2009): 145-164. <http://www.jstor.org/stable/40599207>

Hacker, Jacob S, and Paul Pierson. "Winner-Take-All Politics: Public Policy, Political Organization, and the Precipitous Rise of Top Incomes in the United States." *Politics & Society* 38, no. 2 (2010). doi:10.1177/0032329210365042

Orloff, Ann Shola. "Gender and the Social Rights of Citizenship: The Comparative Analysis of Gender Relations and Welfare States." *American Sociological Review* 58, no. 3 (1993). doi:10.2307/2095903

Fourcade Gourinchas, Marion, and Sarah L. Babb. "The Rebirth of the Liberal Creed: Paths to Neoliberalism in Four Countries." *American Journal of Sociology* 108, no. 3 (November 2002): 533-79. <https://doi.org/10.1086/367922>

**Assessment:** Essay (40%, 1500 words) in the MT and LT.

Online assessment (60%) in the ST.

Students' summative essay mark will be the highest mark of those given for the three formative essays. Students who attempt all three (3 out of 3) will receive the highest mark achieved. Students who attempt two essays (2 out of 3) will receive the highest mark out of the two essays attempted. However, students who submit fewer than two essays (1 out of 3 or 0 out of 3) will be awarded a Zero Incomplete for the whole course and cannot be awarded the degree until they submit the work at resit (either the second of two essays if only 1 out of 3 was completed, or two essays if 0 out of 3 were completed). In such circumstances the student's resit course mark will be capped at the pass rate of 40%.

Online assessment duration: 7 days in the ST.

GENERAL COURSE STUDENTS ONLY:

The Class Summary Grade for General Course students will be based on the average of the three formative essays (75%) and attendance (25%).

## GV249 Not available in 2022/23

### Research Design in Political Science

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Florian Foos

**Availability:** This course is available on the BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations and BSc in Politics and Philosophy. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** The course will introduce students to the design, conduct and analysis of research in empirical Political Science spanning different subfields. The first term covers the formulation of research questions, and the development of theory and empirically testable hypotheses. From there, we will discuss different types of data, measurement, the distinction between description and inference, as well as correlation and causation, and basic quantitative and qualitative data collection and analysis strategies. Moreover, students will learn about research ethics, and some of the major methodological challenges that we face as a discipline including p-hacking, the file-drawer problem, issues of statistical power, as well as potential solutions such as pre-registration and results-blind review. The second term introduces

students to specific research designs including ethnographic research, comparative case studies, as well as experimental and quasi-experimental designs. Throughout the year, there is an emphasis on the importance of good research design, and a solid understanding of the assumptions underlying the design that have implications for data analysis. The ultimate goal of the course is to equip students with the knowledge and skills to conduct their own research projects such as their BA thesis, and to allow them to evaluate published and unpublished work, as well as scientific and journalistic claims, based on the quality of the underlying research design.

In MT, the course includes an introduction to the statistical programming language R, where students will learn practical skills of basic data management and analysis.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 51 and a half hours across Michaelmas Term, Lent Term and Summer Term. Some or all of this teaching will be delivered through a combination of online and on-campus lectures and classes. There will be a Week 6 reading week in both the MT and LT terms.

**Formative coursework:** Students will complete three formative problem sets throughout the course, two in MT and one in LT, that allow them to apply material from the course to concrete political science examples (e.g., identifying design elements of a published research paper; proposing strategies for answering a given research question, etc.). Some of these problem sets will involve applied problems in R.

**Indicative reading:** Bueno de Mesquita, E. & Fowler, A. 2019. *Thinking Clearly in a Data-Driven Age*.

Geddes, B. 2003. *Paradigms and Sand Castles: Theory building and research design in comparative politics*. Ann Arbor, Michigan: University of Michigan Press.

Gerber, A. S., and D. P. Green. 2008. Field experiments and natural experiments. *The Oxford Handbook of Political Science*. Oxford: Oxford University Press.

Healy, K. 2017. Fuck nuance, *Sociological Theory* 35(2): 118–127.

Kellstedt, P.M. and Whitten, G.D., 2018. *The fundamentals of political science research*. Cambridge University Press.

King, G.; Keohane, R. O. & Verba, S. 1994. *Designing Social Inquiry*. Princeton University Press.

Mill, J.S. 1882. A System of Logic, *Chapter VIII. On the four methods of experimental inquiry*. 8th edition. Harper and Brothers.

Wedeen, L. 2010. Reflections on ethnographic work in political science. *Annual Review of Political Science* 13: 255-272.

**Assessment:** Exam (40%, duration: 2 hours) in the summer exam period.

Coursework (30%, 2000 words) in the MT.

Coursework (30%, 2000 words) in the LT.

The coursework in the Michaelmas Term will consist of a Summative Problem Set, and the coursework in the Lent Term will consist of a Research Design Proposal.

The Class Summary Grade for General Course students will be calculated as follows: 25% Problem Set 1, 25% Problem Set 2, 25% Problem Set 3, and 25% Problem Set 4.

## GV251

### Government, Politics and Public Policy in the European Union

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Eiko Thielemann

**Availability:** This course is available on the BA in Social Anthropology, BSc in History and Politics, BSc in International Relations, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy, BSc in Social Anthropology and BSc in Social Policy with Government. This course is available as an outside option to

students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** Students must have completed Introduction to Political Science (GV101).

**Course content:** The course is divided into two parts; (i) Government and Politics: the EU as a political system, the Council, the Commission and the European Parliament, the Court of Justice and Judicial politics, public opinion and EP elections, parties and Europe, interest representation; (ii) Public Policy. Policy sessions usually include: the policy-making process, the Single Market, budgetary policies, redistributive policies, EMU, asylum, migration and refugee policies, social and employment policies, external relations policies, and others.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 41 hours across the Michaelmas, Lent and Summer Terms. This course includes reading weeks in Week 6 of both the MT and LT.

**Formative coursework:** Two essays per term; students' preparedness for the examinations will depend on this written work and on private reading.

**Indicative reading:** H Wallace, M Pollack & A Young (Eds), *Policy-Making in the European Union*, 8th edn (2020); N Nugent, *Government and Politics of the European Union*, 8th edn (2017); S Hix and B Hoyland, *The Political System of the European Union*, 3rd edn.

**Assessment:** Online assessment (100%) in the ST.

Online (take home) exam (100%), in the summer exam period.

Estimated amount of effort required: 3 hours in a one-week period.

GENERAL COURSE STUDENTS ONLY:

The Class Summary Grade for General Course students will be calculated as follows: 15% class participation, 80% formative coursework (each formative essay counts for 20%) and 5% attendance.

The Exam Grade for General Course students will be 100% online exam.

## GV252 Half Unit Not available in 2022/23

### Politics and Policy of Data Science

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Daniel Berliner

**Availability:** This course is available on the BSc in International Social and Public Policy with Politics, BSc in Politics, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations and BSc in Politics and Philosophy. This course is not available as an outside option nor to General Course students.

**Pre-requisites:** Students must have completed Introduction to Political Science (GV101).

**Course content:** How do information technology, social media, and big data shape politics and public policy? How are they, in turn, shaped by politics and public policy? How are data science tools used in politics and public policy themselves? This course offers students a critical understanding of these key intersections between data science and politics.

Major topics include debates over how social media shapes politics, the global confrontations over rules governing data, how data are used in administrative and policymaking processes, the dangers of algorithmic bias in public services, and how politics shapes government innovation and openness. The course will devote particular attention to how big data and algorithms risk exacerbating social and political inequities. The course will also offer a conceptual, non-technical overview of key data science tools and how they are applied by policymakers in settings such as decision-making, campaigns, public participation, anti-corruption, and international conflict and development. This course is global in scope, as topics will draw on examples and applications from around the world, including both global "north" and "south."

Outline of weekly topics:

1. Introduction to information technology and politics



2. Social media and politics
3. Domestic and international governance of data and privacy
4. Review of data science tools and their applications
5. Big data in public policy and administration
6. Algorithmic bias and algorithmic accountability
7. Open data and data sharing
8. Civic tech and democratic innovations
9. Data in world politics
10. The politics of government innovation

**Teaching:** 15 hours of lectures and 10 hours of classes in the LT.

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

**Indicative reading:** Fung, Archon, Hollie Russon Gilman, and Jennifer Shkabarur. 2013. "Six models for the internet+politics." *International Studies Review*.

Nyabola, Nanjala. 2018. *Digital democracy, analogue politics: How the Internet era is transforming politics in Kenya*. Zed Books.

Farrell, Henry, and Abraham Newman. 2016. "The transatlantic data war: Europe fights back against the NSA." *Foreign Affairs*.

Vogl, Thomas M., Cathrine Seidelin, Bharath Ganesh, and Jonathan Bright. 2020. "Smart Technology and the Emergence of Algorithmic Bureaucracy: Artificial Intelligence in UK Local Authorities." *Public Administration Review*.

Perez, Caroline Criado. 2019. *Invisible women: Exposing data bias in a world designed for men*. Random House.

Richardson, Rashida, Jason M. Schultz, and Kate Crawford. 2019. "Dirty data, bad predictions: How civil rights violations impact police data, predictive policing systems, and justice." *NYU Law Review Online*.

Worthy, Ben. 2015. "The impact of open data in the UK: Complex, unpredictable, and political." *Public Administration*.

Peixoto, Tiago, and Micah L. Sifry. 2017. *Civic Tech in the Global South: Assessing Technology for the Public Good*. World Bank.

Ahn, Michael J., and Stuart Bretschneider. 2011. "Politics of e-government: E-government and the political control of bureaucracy." *Public Administration Review*.

**Assessment:** Essay (100%, 2000 words) in the ST.

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## GV262

### Contemporary Political Theory

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Paul Apostolidis

**Availability:** This course is available on the BA in Social Anthropology, BSc in Environmental Policy with Economics, BSc in History and Politics, BSc in International Relations, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy, BSc in Social Anthropology and BSc in Social Policy with Government. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** Introduction to Political Theory or equivalent.

**Course content:** This course engages the study of contemporary political theory by examining 20th and 21st century texts while also considering concrete, practical political and social problems. Throughout the MT, we highlight theoretical analyses of questions that concern politics and economic life. Such questions include normative issues about how to define a just distribution of social goods and the relation between economic justice and freedom, as well as critical-theoretical questions about how to understand oppression and popular mobilisation in historical contexts defined by capitalist, colonial, racial and gender power. During the LT, we explore various theoretical problems regarding immigration, environmental politics and global justice in the wake of colonisation. GV262 challenges students to consider a wide range of approaches to writing political theory and diverse perspectives on the basic question of what 'political theory' is. The course offers

an LT option to participate in a public-oriented group research activity in partnership with an external organisation.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 50 hours across Michaelmas Term and Lent Term. There will be reading weeks in MT Week 6 and LT Week 6.

**Formative coursework:** Students are expected to submit one formative essay and one formative blog in MT.

The course requires students to organize their workloads, to complete readings in advance of lectures, and to prepare to participate actively in seminars. The course thus emphasizes the development of verbal and written communication abilities. Students also should expect to tackle basic questions about what it means to write political theory by exploring tensions and affinities between normative/ethical and critical-theoretical approaches.

**Indicative reading:** John Rawls, "A Theory of Justice"; Robert Nozick, "Anarchy, State, and Utopia"; Jacques Rancière, "Disagreement"; Joseph Carens, "The Ethics of Immigration"; Michel Foucault, "Two Lectures"; Mohandas K. Gandhi, "Hind Swaraj"; James Baldwin, "The Fire Next Time"; Rosa Luxemburg, "The Mass Strike"; V. I. Lenin, "What Is To Be Done?"; C. L. R. James, "The Black Jacobins"; Susan Moller Okin, "Justice, Gender, and the Family"; Friedrich A. von Hayek, "The Constitution of Liberty"; Herbert Marcuse, "One-Dimensional Man"; Ingolfur Blühdorn, "Sustainability - Post-Sustainability - Unsustainability".

**Assessment:** Essay (35%, 1500 words) and blog post (15%) in the LT.

Online assessment (50%) in the ST.

The online assessment comprises a take-home exam where 4 hours maximum effort is expected within a 7-day period.

GENERAL COURSE STUDENTS ONLY:

The Class Summary Grade for General Course students will be calculated as follows: 15% class participation, 50% assessed coursework, 30% formative coursework (15% per assignment), and 5% attendance.

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## GV263

### Public Policy Analysis

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Martin Lodge

**Availability:** This course is available on the BA in Social Anthropology, BSc in Environmental Policy with Economics, BSc in History and Politics, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy, BSc in Social Anthropology and BSc in Social Policy with Government. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.

**Pre-requisites:** GV101 Introduction to Political Science (or equivalent).

**Course content:** A systematic examination of the policy process in the context of developed nations. This course introduces key theories and models in the study of public policy and encourages a critical appreciation of the main trends in contemporary public policy-making. The course looks at the different stages of the 'policy cycle' (e.g. agenda-setting, implementation and evaluation), the determinants of public policy (for example, public opinion, political parties, technology) as well as central themes in the study and practice of public policy, such as corruption and policy learning.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across the Michaelmas, Lent and Summer Terms. There will be reading weeks in Week 6 of MT and LT.

**Indicative reading:** Christoph Knill and Jale Tosun, *Public Policy*, Macmillan, 2020; Hal Colebatch and Robert Hoppe, *Handbook*



on Policy, Process and Governing, Edward Elgar, 2018; P Cairney, *Understanding Public Policy. Theories and Issues*, Palgrave, 2019; BW Hogwood & A L Gunn, *Policy Analysis for the Real World*, Oxford University Press, 1984; J W Kingdon, *Agendas, Alternatives and Public Policies* (2nd edn), HarperCollins, New York 1995; A Hassel and K Wegrich, *How to Do Public Policy* (2022).

**Assessment:** Essay (25%, 2500 words) in the LT. Online assessment (75%) in the ST.

Online assessment duration: 7 days in the ST.

GENERAL COURSE STUDENTS ONLY:

The Class Summary Grade for General Course students will be calculated as follows: 25% attendance, 37.5% formative essay (best essay), 37.5% participation

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## GV264

### Politics and Institutions in Europe

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Vesselin Dimitrov

Prof Michael Bruter and Dr Eiko Thielemann

**Availability:** This course is available on the BA in Social Anthropology, BSc in Environmental Policy with Economics, BSc in History and Politics, BSc in International Relations, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and International Relations, BSc in Politics and Philosophy, BSc in Social Anthropology and BSc in Social Policy with Government. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** Students must have completed Introduction to Political Science (GV101).

**Course content:** The course aims to give students an understanding of the full range of leading topics and areas of debate and research relevant to the analysis of political institutions and politics in Europe. The course focuses on both traditional fields of comparative enquiry, such as the study of party competition and voting behaviour, and emerging fields of interest, such as national and European identities, and immigration. The course places particular emphasis on the diverse experiences of liberal democracy in different parts of Europe. The course covers not only long-established democracies in Western Europe, but also the relatively new democracies in Central and Eastern Europe. In the Lent Term, the course will study in depth a number of European countries, such as Britain, France and Germany, analysing the main developments in the country concerned in the last twenty years (elections, parties, governments), and then examining issues of particular interest related to that country. Course topics include: electoral behaviour; ideology and issues; political parties and party competition; government formation and coalitions; regionalism and federalism; national and European identities; and immigration.

**Teaching:** This course provides a combination of lectures and classes totalling a minimum of 50 and a half hours across the Michaelmas, Lent and Summer Terms.

There will be reading weeks in Week 6 of the MT and Week 6 of the LT for private study and essay and assessment preparation.

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

**Indicative reading:** T Bale, *European Politics: A Comparative Introduction* (4th edn) (2017); M Gallagher et al, *Representative Government in Modern Europe* (5th edn) (2011); P Heywood et al (Eds), *Developments in European Politics* (2006); S Hix and B Hoyland, *The Political System of the European Union* (3rd edn) (2011); V Dimitrov, K H Goetz & H Wollmann, *Governing after Communism: Institutions and Policymaking* (2006); A Lijphart, *Patterns of Democracy* (2nd edn) (2012).

**Assessment:** Online assessment (100%) in the ST.

Online (take home) exam (100%), in the summer exam period.

Estimated amount of effort required: 3 hours in a one-week period.

GENERAL COURSE STUDENTS ONLY:

The Class Summary Grade for General Course students will be calculated as follows: 15% general contribution to class discussions, 15% presentation(s) and, if applicable, essay outline(s), 60% grading of formative coursework (15% for each of the 4 essays), 10% attendance.

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## GV267

### Global Political Thought

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Leigh Jenco

**Availability:** This course is available on the BA in Social Anthropology, BSc in History and Politics, BSc in International Relations, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy, BSc in Social Anthropology and BSc in Social Policy with Government. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** Introduction to Political Theory or equivalent.

**Course content:** This course examines normative and conceptual theories of politics from a global, transhistorical perspective. We go beyond current theories of "decolonization" to consider how conversations about political life can be and have been transformed on the basis of distinctive concerns that emerge from specific times and places, marked by different levels of affluence, historical connections (or the lack thereof), textual or oral heritages, as well as the experience of imperialism. The course will bring these diverse sources into a meaningful discussion about the political questions that they pose, both on their own and in comparison with others. We consider how context should matter in the investigation of political ideas. We ask how, but also whether, we should integrate these disparate perspectives into a shared conversation.

The course cannot aspire to comprehensiveness, but it aims for a certain integrity of themes and builds up a methodological toolbox for critical engagement with a diverse range of sources. All readings will be in English.

**Teaching:** 15 hours of lectures and 10 hours of classes in the MT. 15 hours of lectures and 10 hours of classes in the LT.

Lectures of 90 minutes; seminars of 60 minutes based on intensive student participation.

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

One formative essay of 1500 words (MT) and one "problem set" (a comparison grid requiring comparison of multiple texts on up to three different questions, LT).

**Indicative reading:** Ibn Tufayl, Muhammad ibn Abd al-Malik, *Ibn Tufayl's Hayy Ibn Yaqzan: A Philosophical Tale*. Trans. Lenn Evan Goodman. Updated edition. Chicago: The University of Chicago Press, 2009.

Saaler, Sven, and Christopher W. A. Szpilman, eds. *Pan-Asianism: A Documentary History*. Lanham, Md: Rowman & Littlefield, 2011. Tedlock, Dennis, ed. *Popol Vuh: The Mayan Book of the Dawn of Life*. Rev. ed. New York: Simon & Schuster, 1996.

Radhakrishnan, Sarvepalli, and Charles A. Moore, eds. *A Source Book in Indian Philosophy*. Princeton: Princeton University Press, 1957.

Confucius, *The Analects: With Selections from Traditional Commentaries*. Translated by Edward Slingerland. Indianapolis: Hackett Publishing, 2003.

**Assessment:** Essay (40%, 2000 words) in the LT.

Class participation (20%) in the MT and LT.

Online assessment (40%) in the ST.

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**GV302****Key Themes in the History of Political Thought**

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Katrin Flikschuh

**Availability:** This course is available on the BA in Social Anthropology, BSc in History and Politics, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy, BSc in Social Anthropology and BSc in Social Policy with Government. This course is not available as an outside option. This course is available with permission to General Course students. This course is capped at one group.

**Pre-requisites:** Students will normally be expected to have taken GV100, 'Introduction to Political Theory', or equivalent in a previous year.

**Course content:** This advanced course treats some of the major themes in the history of western European political thought as drawn from the writings of selected political philosophers of the ancient Greek, Roman, Medieval, renaissance, early modern and modern periods. The aim is to analyse and interpret in some depth a selected sub-set of thinkers and topics in order to explore continuities and discontinuities in ethical and political problems and their solutions over time and changing contexts.

Examples of possible themes include: different views on the nature of "man" and the consequences for political agency of different perspectives on human reason, will, desire; debates on the origins of law and the purpose of legislation; changing conceptions of justice; different views on government and the state's relation to the individual; the sources of public authority and the nature of legitimate sovereignty; the historical and socio-political presuppositions behind the different constitutional regimes: democracy, monarchy, republic; the role of religion in politics; changing perspectives on the relationship between life in the family and a life of active citizenship; theories of natural law and natural rights; social contract theories; idealist political theory; utilitarianism; nationalism; liberal, conservative and socialist traditions of thought; anarchism and feminism.

The themes, thinkers and primary texts will be selected each year to reflect the current debates in contemporary scholarly literature on them and the research interests of the lecturer. This year, we will focus on debates over the relation between reason, morality, and political authority in the works of Aristotle, Hobbes, Kant, and JS Mill. More specifically, we shall consider how these different thinkers' underlying conceptions of practical reasoning informed their views on personhood and citizenship. Throughout, we shall consider these thinkers' abiding influence on contemporary views about the relation between reason, morality, and politics.

**Teaching:** This course provides a combination of seminars and lectures totalling a minimum of 42 hours across the Michaelmas, Lent and Summer terms. There will be a reading week in Week 6 of the Michaelmas and Lent terms.

**Formative coursework:** There will be 2 formative assignments over the year, with an essay of up to 1,500 words due & returned in the MT, and a second essay of up to 1,500 words due towards the end of the LT.

**Indicative reading:** Primary Sources: Aristotle, *The Nicomachean Ethics*; Aristotle, *The Politics*; Hobbes, *Leviathan*; Kant, *Groundwork of the Metaphysics of Morals*; Kant, *The Metaphysics of Morals*; JS Mill, *On Liberty*; JS Mill, *Utilitarianism*.

**Assessment:** Essay (50%, 2500 words) in the LT. Essay (50%, 2500 words) in the ST.

**GV307 Half Unit****Conflict and Cooperation: A Few Provocative Debates**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Omar Shahabudin McDoom

**Availability:** This course is available on the BA in Social Anthropology, BSc in History and Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students. This course is capped at two groups.

**Course content:** (Q1) When is it permissible to kill civilians for a political cause? (Q2) Should governments be permitted to restrict civil liberties in the name of security? (Q3) Is cultural diversity more problematic than desirable in societies? (Q4) Should we preserve and promote multiculturalism? (Q5) Do grievances or ideologies matter more in explaining radicalization and terrorism? (Q6) How convincing are the arguments in favour of open borders? (Q7) What role, if any, does inequality play in the onset of political violence? (Q8) How skeptical should we be of apocalyptic claims regarding climate refugees and violent conflict? (Q9) When is it justifiable to use drones to kill? (Q10) What are the arguments for and against an international responsibility to protect civilians in cases of gross human rights violations?

This course is organized around these ten "big" empirical and normative questions which touch on issues in the public sphere relating to political and ethnic conflict and cooperation. The selection of debates and cases may vary year-to-year as the scholarly frontier of understanding and the world's catalogue of conflicts also evolve. The course is taught as a research seminar comprising ten weekly two-hour sessions. Given its research-oriented focus, the course is attentive to methodology and students will be taught to critically evaluate the more common approaches to empirical research in the field. Students will have the opportunity to undertake a single substantial research project on a course-related topic resulting in an assessed summative essay.

**Teaching:** This course is delivered through 20 hours of seminars in the Michaelmas Term. This course includes a reading week in Week 6 of the MT.

**Formative coursework:** Students will be expected to produce 1 piece of coursework in the MT.

Students will submit a 1000 word annotated bibliography, in which they summarize between 3 and 6 scholarly writings (articles or books) that they have carefully chosen themselves after conducting a comprehensive literature search on a course topic and research question approved by the course instructor.

**Indicative reading:** A statement from Al Qaeda regarding the mandates of the heroes and the legality of the operations in New York and Washington - Al Qaeda, 2002

*The Lesser Evil* - Michael Ignatieff, 2004

*E Pluribus Unum: Diversity and Community in the Twenty-first Century* The 2006 Johan Skytte Prize Lecture - Robert D. Putnam, 2007-06

Are There Any Cultural Rights? - Kukathas, Chandran

Dying to win: the strategic logic of suicide terrorism - Robert Anthony Pape, 2005

Aliens and Citizens: The Case for Open Borders - Joseph Carens

Beyond greed and grievance: feasibility and civil war - P. Collier, A. Hoeffler, D. Rohner

Climate Change and Conflict: The Migration Link - Nils Petter Gleditsch, Ragnhild Nordas

Killing by remote control: the ethics of an unmanned military - Jeff McMahan, 2013

The 'Responsibility to Protect' and the Structural Problems of Preventive Humanitarian Intervention - Roland Paris, 2014-10-20

**Assessment:** Essay (80%, 3000 words).

Class participation (20%) in the MT.

The annotated bibliography will inform the final 3000 word summative long essay on the student's chosen course topic.

## **GV309 Half Unit Not available in 2022/23** **Politics of Money and Finance in Comparative Perspective**

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Cheryl Schonhardt-Bailey

**Availability:** This course is available on the BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations and BSc in Politics and Philosophy. This course is not available as an outside option nor to General Course students.

This course is capped at one group.

**Pre-requisites:** A background in political economy would be advantageous.

**Course content:** The course focuses on the role of institutions, ideas and interests in the process and formulation of both (a) monetary policy, and (b) financial stability & regulation. We examine in particular the causal influences of institutions, ideas and interests in independent central banking, financial stability and financial regulation (including times of financial crisis), and the oversight and accountability of independent financial agencies, as well as relevant aspects of Brexit. Focusing predominantly on OECD countries, we draw on theories from economics and political science to analyse both decision making and policy outcomes, using both contemporary and historical perspectives. The course adopts a comparative country perspective, rather than an international relations perspective.

**Teaching:** 4 hours and 30 minutes of lectures and 20 hours and 30 minutes of seminars in the MT.

The seminars will be a combination of 3 x 1hr and 7 x 2.5hr sessions, and there will be three lectures featuring guest speakers during the term. There will be a reading week in week 6 of the MT for private study and assessment preparation.

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

**Indicative reading:** The full reading list for this course is currently available on Moodle for GV309. This new course will take the readings from the introductory weeks, along with all the weeks covering issues of money and finance.

Blinder, A., *The Quiet Revolution: Central Banking Goes Modern* (Yale Univ Press, 2004)

H. D. Clarke, *Brexit: Why Britain Voted to leave the European Union* (Cambridge University Press, 2017)

Blinder, A., *After the Music Stopped: The Financial Crisis, the Response, and the Work Ahead* (Penguin, 2013)

Reinhart, Carmen & Rogoff, Kenneth, *This Time Is Different: Eight Centuries of Financial Folly* (Princeton University Press, 2009)

McCarty, N., et al, *Political Bubbles: Financial Crises and the Failure of American Democracy* (Princeton, 2013)

Schonhardt-Bailey, C., *Deliberating American Monetary Policy: A Textual Analysis* (MIT Press, 2013)

King, M., *The End of Alchemy* (Little Brown, 2016)

**Assessment:** Presentation (10%) and essay (90%, 3500 words).

## **GV311** **British Government**

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Antony Travers

**Availability:** This course is available on the BA in Social Anthropology, BSc in History and Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History,

BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Anthropology. This course is not available as an outside option nor to General Course students. This course is capped at two groups.

**Pre-requisites:** Students must have completed Introduction to Political Science (GV101).

**Course content:** The course will provide an introduction to contemporary British government, notably the institutions involved and processes of policy-making. The first part of the course will explain the evolution of British government from the earliest times, including the philosophical ideas that have come to underpin contemporary politics. The key institutions of British government will be described and analysed, focusing on factors that explain the functioning of a complex modern State. By the end of the course, students will have a practical understanding of the entire system of British government and the influences that affect it.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 51 and a half hours across Michaelmas Term, Lent Term and Summer Term. There will be a reading week in Week 6 of both the MT and LT terms.

**Formative coursework:** Students will be required to submit 2 unassessed essays in both the Michaelmas and Lent Terms.

**Indicative reading:** R. Heffernan, P Cowley and C Hay, *Developments in British Politics 9*, Palgrave Macmillan, 2011  
P. Norton, *The British Polity*, 5th Edition, London, Pearson Longman, 2010

M. Garnett and P. Lynch, *Exploring British Politics*, 2nd edition, London, Pearson Longman, 2009

R. A. W. Rhodes, *Everyday Life in British Government*, Oxford University Press, 2011

C. Hood, *The blame game: spin, bureaucracy, and self-preservation in government*, Princeton University Press, 2011

**Assessment:** Online assessment (100%) in the ST.  
Online assessment duration: 7 days in the ST.

## **GV312 Not available in 2022/23**

### **Advanced Topics in Government: Executive Politics**

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Martin Lodge

**Availability:** This course is available on the BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Policy with Government. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is not available to General Course students. This course is capped at one group.

**Pre-requisites:** GV101 or GV100 or equivalent

**Course content:** This course offers an advanced consideration of select key themes in the study of executive politics. It focuses on the changing conditions in which politics takes place (demographic change, sovereign debt crisis, environmental change and societal values) and considers how these changes impact on national executives.

**Teaching:** This course will be delivered through a combination of seminar-style sessions, amounting to a minimum of 30 hours across the Michaelmas and Lent terms. This year, some or all of this teaching will be delivered through a combination of on-campus and online seminars. This course includes a reading week in week 6 of both terms.

**Formative coursework:** Two formative essays (2500 words) and project proposal for assessed essay component.

**Indicative reading:** Hood, C (2011) *The Blame Game*, Carpenter, D (2010) *Reputation and Power*, Lewis, DE (2009) *The Politics of Presidential Appointments*, Lodge, M and Wegrich, K (2012/eds) *Executive Politics in Times of Crisis*.



**Assessment:** Exam (50%, duration: 2 hours) in the summer exam period.  
Essay (50%, 2500 words).

## **GV313 Half Unit**

### **Politics of Trade in Comparative Perspective**

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Stephanie Rickard

**Availability:** This course is available on the BSc in History and Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and International Relations and BSc in Politics and Philosophy. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is not available to General Course students. This course is capped at two groups.

**Pre-requisites:** A background in international economics would be advantageous.

**Course content:** The course focuses on the role of institutions and interests in the process and formulation of trade policy. We examine the causal influences of institutions and interests in trade, focusing predominantly on developed countries. We draw on theories from economics and political science and analyze these using both historical and contemporary examples, and do so from a comparative perspective, rather than an international relations perspective.

The primary focus of the course is on policy outcomes.

**Teaching:** This course provides a minimum of 30 hours of lectures and seminars in the Lent Term. There will be a reading week in LT Week 6.

**Formative coursework:** Weekly writing assignments.

**Indicative reading:** Frieden, Lake and Schultz (2010) *World Politics*. 216-233.

Hiscox, Michael. (2002) "Commerce, Coalitions, and Factor Mobility: Evidence from Congressional Votes on Trade Legislation." *American Political Science Review* 96(3): 593-608.

Milner, Helen V. and Keiko Kubota. (2005) "Why the Move to Free Trade? Democracy and Trade Policy in the Developing Countries." *International Organization* 59 (Winter): 107-144.

Rickard, Stephanie J. (2010) "Democratic Differences: Electoral Institutions and Compliance with GATT/WTO Agreements." *European Journal of International Relations* 16(4): 711-729.

Zahrnt, Valentin. (2008). Domestic constituents and the formulation of WTO negotiating positions: what the delegates say. *World Trade Review* 7 (2): 393-421.

Wei and Zhang (2010) Do external interventions work? The case of trade reform conditions in IMF supported programs *Journal of Development Economics* Volume 92, Issue 1, May 2010, Pages 71-81.

**Assessment:** Essay (100%, 4000 words).

## **GV314 Not available in 2022/23**

### **Empirical Research in Government**

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Edward Page

**Availability:** This course is available on the BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations and BSc in Politics and Philosophy. This course is not available as an outside option nor to General Course students.

This course is capped at one group.

**Course content:** The course introduces a variety of techniques and issues in the empirical study of political science and applies them to a practical research project in which students participate throughout the year. No prior knowledge of statistics or research

methods is required. The focus of the course will be the practical research project. At the theoretical level the course will cover questions relating to the utilization of policy research, forms of research design, sampling, questionnaire construction, coding and converting non-quantitative to quantitative indicators, response rates, elite interviewing and research ethics. As the practical research project progresses classes will cover the development of practical skills such as, principles of research report writing and, where appropriate for the project, use of text processing programmes, and basic routines in the widely-used Statistical Package for the Social Sciences (SPSS), such as those used for compiling crosstabulations.

**Teaching:** This course is delivered through a combination of seminars and workshops totalling a minimum of 40 hours across the Michaelmas, Lent and Summer Terms. Some or all of this teaching may be delivered through a combination of online and on-campus sessions. There will be reading weeks in Week 6 of MT and LT.

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

**Indicative reading:** Sandra Halperin and Oliver Heath, *Political Research. Methods and Political Skills* 2nd edn (2016); Sage Research Methods database (online accessible through LSE Library); Floyd J. Fowler *Survey Research Methods*, 5th edn (2013); Claus Moser and Graham Kalton, *Survey Methods in Social Investigation*, 2nd edn (1985); Melanie Mauthner et al (eds), *Ethics in Qualitative Research* (2002).

**Assessment:** Exam (50%, duration: 2 hours) in the summer exam period.

Essay (25%, 2500 words) in the LT.

Research paper (25%) in the ST.

Each student completes a 2500 word essay (25%) in the Lent Term and writes up a 3300 word report on the research project (25%) in the Summer Term. The mark for the research project report includes a small peer review element. There will also be a 2 hour exam (50%) in the Summer exam period.

## **GV315 Half Unit**

### **Voting and Elections in Developing Democracies**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Ryan Jablonski

**Availability:** This course is available on the BA in Social Anthropology, BSc in History and Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Anthropology. This course is not available as an outside option nor to General Course students. The course is capped at two groups.

**Pre-requisites:** Government students should have completed GV101 Introduction to Political Science or equivalent.

**Course content:** Most governments in the developing world have adopted electoral institutions, many in the last few decades. However, these institutions vary considerably in their ability to hold politicians accountable. Emergent democracies are frequently plagued by violence, fraud, corruption, weak accountability, and clientelism. This seminar is a discussion of the nature of electoral institutions in developing democracies, with a particular focus on the causes and consequences of these ills. Among other things, we will seek answers to the following questions: Why do governments adopt electoral institutions, but then fail to permit free and fair voting? When and why do governments use fraud and violence to win elections? What has been the impact of development aid, election monitoring and democracy assistance on elections and democratization? To answer these questions we will draw on an emerging political science literature on these issues, as well as several case studies. Students are expected to be active participants in this course, and will participate in several



class debates and writing exercises.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 25 hours in the Lent Term. There will be a Reading Week in Week 6 of LT.

**Formative coursework:** Students will be expected to produce 1 essay of 1,000 words in the LT. Students are also expected to participate in a policy simulation, and must prepare one written policy statement in LT.

**Indicative reading:** Stokes, Susan C., et al. *Brokers, Voters, and Clientelism: the puzzle of distributive politics*. Cambridge University Press, 2013.

Wantchekon, Leonard. 2003. "Clientelism and Voting Behavior: Evidence from a Field Experiment in Benin." *World Politics* 55, no. 3: 399-422.

Zakaria, F. 1997. *The Rise of Illiberal Democracy*. *Foreign Affairs* 76: 22-43.

Bratton, Michael, and Nicholas Van de Walle. *Democratic experiments in Africa: Regime transitions in comparative perspective*. Cambridge University Press, 1997.

Hafner-Burton, Emilie M., Susan D. Hyde, and Ryan S. Jablonski. "When Do Governments Resort to Election Violence?" *British Journal of Political Science* 44.01 (2014): 149-179.

Weitz-Shapiro, Rebecca. "What wins votes: Why some politicians opt out of clientelism." *American Journal of Political Science* 56.3 (2012): 568-583.

**Assessment:** Essay (80%, 4000 words) in the ST. Presentation (20%) in the LT.

## GV316 Half Unit

### Advanced Issues in Applied Political Theory

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Kai Spiekermann

**Availability:** This course is available on the BSc in History and Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations and BSc in Politics and Philosophy. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is not available to General Course students.

This course is capped at two groups.

**Pre-requisites:** A foundational course in contemporary political theory (such as GV262 or equivalent) is recommended.

**Course content:** An investigation of contemporary questions in applied political theory. Taking as a starting point a pressing social and political challenge, the course instructs students to systematically apply different political theories to approach the problem, to understand and critically discuss different normative viewpoints, and to develop and defend their own position in these debates.

Examples of such themes include environmental and climate change, free speech, multiculturalism and toleration, poverty and global justice, colonialism, or surveillance and privacy. The topics are selected each year to reflect current debates and the interests of the course convener. The course gives students the opportunity to experience research-led teaching, as the course convener will typically create a syllabus to reflect their current research projects. In 2022-23, the focus on the course will be political-philosophical questions in the context of environmental change, especially climate change. The approach will be interdisciplinary and exploratory. While the focus is on normative-philosophical issues, we will also make use of positive-analytical and empirical literature. Some of the possible questions to be discussed are: How should we balance the interests of current and future generations? How does climate change affect our obligations towards the global poor? How do we make policy decisions if the effects are uncertain but potentially severe? Are we individually or collectively responsible for causing climate change, and what follows from this? How do we relate to the environment and what precisely is

valuable about preserving it?

**Teaching:** This course provides a combination of classes and lectures totalling 25 hours in the Lent Term. There will be a reading week in LT Week 6.

**Formative coursework:** One short formative essay in the LT.

**Indicative reading:** John Broome (2012) *Climate Matters: Ethics in a Warming World*, New York (W.W. Norton);

Stephen Gardiner, Simon Caney, Dale Jamieson and Henry Shue, eds. (2010) *Climate Ethics: Essential Readings*, Oxford (Oxford University Press);

Denis G. Arnold, ed. (2011) *The ethics of global climate change*, Cambridge (Cambridge University Press);

Stephen M. Gardiner (2011) *A Perfect Moral Storm: The Ethical Tragedy of Climate Change*, Oxford (OUP);

Intergovernmental Panel on Climate Change (2021-2) Sixth Assessment Report, Available at [www.ipcc.ch](http://www.ipcc.ch).

**Assessment:** Essay (100%, 3000 words) in the ST.

## GV318 Half Unit

### Building Democracies from Conflict? Violence, Power-Sharing and Institutional Design

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Paul Mitchell

**Availability:** This course is available on the BA in Social Anthropology, BSc in History and Politics, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy, BSc in Social Anthropology and BSc in Social Policy with Government. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is not available to General Course students. This course is capped at two groups.

**Pre-requisites:** Students may find it helpful to have completed Introduction to Political Science (GV101).

**Course content:** How can we design, build and sustain 'democracies' in less than ideal circumstances? We will explore societies torn apart by political violence and ethnic conflict. The main purpose is to diagnose the central problems, and examine what political responses are most appropriate. The first part of the course mostly looks at the problems, in particular political violence. We consider the likely futures for Iraq, Kurdistan and Islamic State. What are the justifications for political violence? How much political violence is there and what are the main types and trends? We shall examine the strategies terrorism and suicide terrorism. Since the end of the cold war, almost all wars are 'civil wars' and we will consider what causes civil wars, what sustains them (why do some last much longer than others?), and how do they end? The second part of the course shifts the focus of attention to 'solutions' and policy responses to divided societies and failing states. Informed responses might include: intervention, mediation and peace agreements; power-sharing and constitutional design; territorial management of conflict; transitional justice; elections, party systems and institutions for governing divided societies.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 35 hours in the Michaelmas Term. There will be a Reading Week in Week 6.

**Formative coursework:** Students will be expected to produce 1 project in the MT.

Formative - one short project proposal - which should be a research design plan for the project. Students will receive written and verbal feedback on the viability and quality of their proposal, but it will not be graded. It is feedback and advice, not part of summative assessment. The deadline will be week 7, just after reading week in week 6. Length 1000 words. Pedagogically, preparation of the research proposal combined with advice and feedback will help improve the quality of the final project.

**Indicative reading:** Paul Collier (2010), *Wars, Guns and Votes: Democracy in Dangerous Places*. London: Vintage.

Lars-Erik Cederman, Kristian Gleditsch and Halvard Buhaug (2013), *Inequality, Grievances and Civil War*. Cambridge University Press.

Jonathan Tonge (2014), *Comparative Peace Processes*. London: Polity.

Brendan O'Leary (2009), *How to Get Out of Iraq with Integrity*. Penn: University of Pennsylvania Press.

Fortna, Virginia Page (2015), 'Do Terrorists Win? Use of Terrorism and Civil War Outcomes', *International Organization* 69, 519-556.

Arend Lijphart (2008), *Thinking about Democracy: Power-Sharing and Majority Rule in Theory and Practice*. Routledge.

Butenshon, Nils, Oyvind Stiansen and Kare Vollan (2015, eds). *Power-Sharing in Conflict-Ridden Societies*. London: Routledge (cases studies of Burindi, Rwanda, Ethiopia, Lebanon, Bosnia, Nepal, Myanmar, Fiji and the Philippines).

Casperson, Nina (2017). *Peace Agreements*. London: Polity (chapter 3, 6)

Horowitz, Michael (2015), 'The Rise and Spread of Suicide Bombing', *Annual Review of Political Science* 18: 69-84.

Gilligan, Michael and Ernest Sergenti (2008), 'Do UN Interventions Cause Peace? Using Matching to Improve Causal Inference', *Quarterly Journal of Political Science* 3:89-122.

Adeney, Katherine (2017) 'Does ethnofederalism explain the success of Indian federalism?', *India Review* 16.1.

Jan Krause, Werner Krause and Piia Branfors (2018), 'Women's Participation in Peace Negotiations and the Durability of Peace', *International Interactions* 44:5, 985-1016

Vinjamuri, Leslie and Jack Snyder (2015), 'Law and Politics in Transitional Justice', *Annual Review of Political Science* 18: 303-327.

Brancati, Dawn and Jack Snyder (2012), 'Time to Kill: The Impact of Election Timing on Postconflict Stability', *Journal of Conflict Resolution*.

Brownlee, Jason, Tarek Masoud and Andrew Reynolds (2015), *The Arab Spring: Pathways of Repression and Reform*. Oxford University Press.

A full reading list will be available on Moodle.

**Assessment:** Project (80%, 4000 words) in January. Presentation (20%) in the MT.

As a final year course, the aim is to have a 'research output' as the main method of assessment in the form of a mini-project. This will be similar to the shorter 'research notes' sections of many academic journals and should not exceed 4,000 words. Students will also each make one seminar presentation, on which they will receive feedback and a grade.

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## GV319 Half Unit Not available in 2022/23

### Experimental Politics

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Florian Foos

**Availability:** This course is available on the BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations and BSc in Politics and Philosophy. This course is not available as an outside option nor to General Course students.

**Pre-requisites:** Familiarity with basic research design and statistics as covered by Research Design in Political Science (GV249) or an equivalent course (such as ST102, ST107, ST108, GY140, SA201) is recommended.

**Course content:** This course will introduce students to the design, conduct and analysis of randomized field experiments (RCTs) in politics to evaluate theories, programmes and policies. The course will cover the science and methods of experimentation (weeks 1-3), debate the practicalities of collaborating with political actors such as parties, NGOs and governments, as well as the ethics of field experimentation (week 5). The second part of the course examines the findings of experimental research in five distinct

political domains (weeks 7-11). Topics include:

1. Voter mobilisation
2. Social networks
3. Political persuasion
4. Social contact and prejudice reduction
5. Gender and politics

**Teaching:** This course will be delivered through a combination of seminars and lectures totalling a minimum of 25 hours across the Lent Term and Summer Term. Some or all of this teaching may be delivered through a combination of online and on-campus lectures and seminars. There will be no lecture during Week 6 (reading week) and no class during Weeks 1 and 6.

**Formative coursework:** Students will be expected to solve 1 formative problem set, in LT.

**Indicative reading:** Required textbook:

Gerber, Alan and Donald P. Green. 2012. *Field Experiments: Design, Analysis, and Interpretation*, New York: W.W. Norton, 2012.

Suggested texts:

Gerber, Alan S., and Donald P. Green. 2017. "Field experiments on voter mobilization: An overview of a burgeoning literature." In *Handbook of Economic Field Experiments*, Vol. 1, pp. 395-438.

John, Peter. 2017. *Field Experiments in Political Science and Public Policy: Practical Lessons in Design and Delivery*, London: Routledge.

Karlan, Dean and Jacob Appel. *Failing in the Field*, Princeton, NJ: Princeton University Press, 2016.

Journal articles and other reading list texts, as assigned.

Students will have free choice on their experimental research design topic, so they should expect to find and read additional books and articles on the topic in consultation with the instructor and the library.

**Assessment:** Take-home assessment (50%) in the LT.

Research design (50%) in the ST.

The assessment for this module consists of one problem set (50%) and one research design essay (50%). The problem set combines short theoretical problems, and applied problems requiring basic data manipulation/analysis using R. In the experimental research design essay (3000 words) you are asked to write an experimental design outlining how you would address a causal research question of your choice in Political Science using a randomized field experiment. The research design should include a short literature review, hypotheses, research design, and pre-analysis plan. There is also a practice problem set, for which cohort feedback is provided. The two problem sets (formative and summative) will ensure that students have the skills necessary to propose a credible experimental design. One-on-one meetings after Reading Week will provide a checkpoint to obtain early feedback.

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## GV320 Half Unit Not available in 2022/23

### Populism

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Francisco Panizza

**Availability:** This course is available on the BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Policy with Government. This course is not available as an outside option nor to General Course students.

This course is capped at two groups.

**Course content:** The course studies populism from a conceptual and comparative perspective. Given the highly contested nature of populism, the first weeks will look in depth to different theories of populism, including ideational, strategic and performative understandings of populism. It will then move to explore the socio cultural and economic conditions of emergence of populism, the relation between populism and democracy and the relations between populism, political systems and popular movements. The

last three lectures will seek to apply the conceptual tools presented in the first part of the course to regional and country case studies. Among the topics to be explored are: what do we talk about when we talk about populism? Populism as a "thin ideology" and as a political strategy; populism as a mode of political identification; the cultural and socio-economic causes of populism; populism and democracy; populism and political systems; populism and grassroots movements; and varieties of populism across different regions of the world.

**Teaching:** This course provides a combination of classes and lectures totalling 25 hours in the Lent term. This year, some or all of this teaching will be delivered through a combination of online and on-campus lectures and classes. There will be a reading week in Week 6 of the LT.

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

Formative coursework:

One essay to be submitted on week 7 of the LT. The formative essay will offer an outline of the final essay - including key indicative reading. The feedback will be used in two ways: 1) to guide students' critical thinking in line with course learning outcomes; 2) to guide students on the key aspect of formatting an academic argument using literature and critical debate. Students will also be encouraged to reflect upon their learning from the presentation and use this to refine their summative essay.

**Indicative reading:** Essential Readings

Cristobal Rovira Kaltwasser, Paul Taggart, Pierre Ostiguy and Paulina Ochoa- Espejo (eds). Oxford Handbook on Populism. Oxford: Oxford University Press 2017.

K. A. Hawkins, R. E. Carlin, L. Littway and C. Rovira Kaltwasser, *The Ideational Approach to Populism*, London: Routledge, 2018.

Pippa Norris and Ronald Inglehart, *Cultural Backlash. Trump, Brexit and Authoritarian Populism*, Cambridge, Cambridge University Press, 2019.

Roger Eatwell and Matthew Goodwin, *National Populism. The Revolt Against Liberal Democracy*, London: Pelican, 2018.

Francisco Panizza (Ed) *Populism and the Mirror of Democracy*. London: Verso 1995.

Additional Readings

C. de la Torre (ed) *The Promise and Perils of Populism*: Lexington, Kentucky, University Press of Kentucky, 2015.

Carlos de la Torre and Cynthia J. Arnson (eds.) *Latin American Populism in the Twenty-First Century*. Baltimore: The John Hopkins University Press, 2013.

Michael Kazin. *The Populist Persuasion. An American History*. Ithaca and London: Cornell University Press, 1998.

Benjamin Moffitt. *The Global Rise of Populism. Performance, Political Style and Representation*. Stamford Ca.: Stamford University Press, 2016.

Cas Mudde and Cristóbal Rovira Kaltwasser (eds.) *Populism in Europe and the Americas. Threat or Corrective to Democracy?* Cambridge: Cambridge University Press, 2012.

Cass Mudde and Cristobal Rovira Kaltwasser. *Populism: A Very Short Introduction*, Oxford University Press 2017.

Jan-Werner Müller. *What is Populism?* Princeton: Princeton University Press, 2016.

**Assessment:** Presentation (10%) in the LT.

Essay (90%, 3500 words) in the ST.

The essay will be marked in line with departmental guidance on assessed essays. This will allow for a scale of outcomes in line with different levels of academic outputs. It will be marked for command of the literature, theories and empirical findings, analytical sophistication, use of evidence, critical judgement and originality. The individual class presentations will take the form of a 15 minute presentation followed by 30 minutes of questioning from both the class and the teacher. Particular value will be placed on the ability to present contending arguments in a clear and balanced way, the use of empirical evidence to support arguments and the capacity to raise relevant questions for class discussion.

## GV321 Half Unit

### Concepts and Controversies in Political Theory

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Lea Ypi

**Availability:** This course is available on the BA in Social Anthropology, BSc in History and Politics, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy, BSc in Social Anthropology and BSc in Social Policy with Government. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is not available to General Course students. This course is capped at two groups.

**Pre-requisites:** Students will be expected to have some familiarity with political theory (e.g., having taken GV100 Introduction to Political Theory, or GV262 Contemporary Political Theory or some other, relevant module).

**Course content:** This course is devoted to the advanced study of key concepts and related controversies in political theory. In 2022-23, the course will look at the idea of socialism, the philosophy associated to it and the key political writings of the twentieth century. In the first half of the course we will cover some key issues in the study of Marxism such as the materialist conception of history, the idea of class and class struggle, the role of the state, the analysis of exploitation, the defence of revolution, the role of the party. In the second half we will cover historical developments of Marxism, consider how fundamental concepts examined in the first part are deployed in the course of Marxism's historical development, assess and compare approaches to each other and examine their contribution to the further development of Marxist studies as well as their contemporary relevance.

This course does not require any prior knowledge of socialist theories but we will move quickly through the different texts so interest in philosophy and in the history of political thought is strongly recommended. The only prerequisite is one prior course in political theory, such as GV100 or GV262.

At the end of the course students will be expected to be familiar with the key concepts in the study of socialism, engage critically with them, relate debates and authors with one another, evaluate their arguments and establish links with other key thinkers in the history of political thought.

**Teaching:** This course provides a combination of classes and lectures totalling 25 hours in the Michaelmas Term. There will be a reading week in MT Week 6.

**Formative coursework:** Students will be expected to submit a 1500 word formative essay by the end of week 6 (reading week).

**Indicative reading:**

- McLellan, D. (2000), *Karl Marx: Selected Writings*, Oxford, Oxford University Press.

Introductory

- Wolff, Jonathan, *Why Read Marx Today?* (Oxford: OUP 2002).

Historical

- McLellan, David. *Marxism after Marx*. 4th ed. ed. Basingstoke: Palgrave Macmillan, 2007, ch. 3, 6 and 7.

- Kolakowski, L. (1978), *Main Currents of Marxism*, Oxford, Oxford University Press.

**Assessment:** Essay (80%, 3000 words) and class participation (20%).

## GV323 Half Unit Not available in 2022/23

### Transparency and Accountability in Government

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Daniel Berliner

**Availability:** This course is available on the BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations,



BSc in Politics and Philosophy and BSc in Social Policy with Government. This course is not available as an outside option nor to General Course students.

This course is capped at one group.

**Course content:** Is “sunlight the best disinfectant”? Can information empower citizens to hold their government accountable? How have information technologies been used to enable civic engagement and participation? What are the relationships between transparency, secrecy, corruption, and accountability?

This course will familiarise students with the theory and practice of transparency and accountability in government, enabling them to critically address these questions and engage meaningfully in fast-moving contemporary policy debates.

The course will offer a grounding in theories of democracy, representation, and accountability, as well as debates over the merits of transparency in light of competing values like secrecy and privacy. The course will also enable students to evaluate the role played by different forms of information in political systems, as well as to critically assess the theories of change and assumptions behind information-based policy initiatives.

The course has a global scope, focusing on applications in both developed and developing countries, and on policy types including freedom of information, information-based regulation, participatory budgeting, crowdsourced policymaking, “civic tech,” open data, campaign finance and asset disclosures, and applications of transparency to sectors like extractive industries, the environment, and public health.

**Teaching:** 15 hours of lectures and 10 hours of classes in the LT. 4 hours of workshops in the ST.

There will be a Reading Week in Week 6 of LT.

**Formative coursework:** Students will be expected to produce one formative essay of 1,000 words in the LT.

**Indicative reading:** Fung, Archon. 2013. “Infotopia: Unleashing the democratic power of transparency.” *Politics & Society* 41(2): 183-212.

Schedler, Andreas. 1999. “Conceptualizing accountability.” In *The self-restraining state: Power and accountability in new democracies*, Schedler, Andreas, Larry Diamond, and Marc F. Plattner, eds. Boulder: Lynne Rienner Publishers.

Fox, Jonathan A. “Social accountability: what does the evidence really say?” *World Development* 72 (2015): 346-361.

Stasavage, David. 2004. “Open-door or closed-door? Transparency in domestic and international bargaining.” *International Organization* 58(4): 667-703.

Tan, Yeling. 2014. “Transparency without democracy: The unexpected effects of China’s environmental disclosure policy.” *Governance* 27(1): 37-62.

Ackerman, John M., and Irma E. Sandoval-Ballesteros. “The global explosion of freedom of information laws.” *Administrative Law Review* 58 (2006): 85.

Berliner, Daniel. 2014. “The political origins of transparency.” *The Journal of Politics*, 76(2), 479-491.

Gonçalves, Sônia. “The effects of participatory budgeting on municipal expenditures and infant mortality in Brazil.” *World Development* 53 (2014): 94-110.

Worthy, Ben. 2015. “The impact of open data in the UK: Complex, unpredictable, and political.” *Public Administration*, 93(3), 788-805.

Roberts, Alasdair. 2012. “WikiLeaks: the illusion of transparency.” *International Review of Administrative Sciences* 78(1): 116-133.

**Assessment:** Essay (90%, 2500 words) and presentation (10%) in the ST.

**Availability:** This course is available on the BA in Social Anthropology, BSc in History and Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students. This course will be freely available to students with the required background.

**Pre-requisites:** Students must have completed Quantitative Methods (Mathematics) (MA107) and Quantitative Methods (Statistics) (ST107), or equivalent courses.

**Course content:** This course provides an introduction to the most commonly used methods for causal inference in the social sciences using observational data. It covers simple and multiple regression (particularly focussing on the conditions for a causal interpretation of the coefficients), matching, panel data, diff-in-diff, instrumental variables, regression discontinuity. The course will prioritize the practical understanding and application of the methods rather than their statistical foundations. Applications will be selected from existing research literature.

**Teaching:** This course is delivered through a combination of lectures and classes totalling a minimum of 30 hours in the Lent Term, with a reading week in LT Week 6.

**Formative coursework:** Students will be expected to produce 1 problem set and 1 case study in the LT.

**Indicative reading:** Stock & Watson: “Introduction to Econometrics”, Pearson International (various editions, all equally valid)

Dunning: “Natural experiments in the social sciences”, CUP 2012  
Angrist & Pischke: “Mastering metrics”, Princeton University Press 2015

**Assessment:** Group project (60%) in the LT and ST.

Online assessment (40%) in the ST.

The group project includes a presentation element.

Online assessment duration: 7 days in the ST.

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## GV325 Half Unit

### Topics in Political Economy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Stephane Wolton

**Availability:** This course is available on the BA in Social Anthropology, BSc in History and Politics, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy, BSc in Psychological and Behavioural Science, BSc in Social Anthropology and BSc in Social Policy with Government. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** Students are expected to have taken GV225 Public Choice and Politics, or EC201 Microeconomic Principles I, or equivalent, in a previous year. An introductory knowledge of economics and econometrics would be useful.

**Course content:** This course provides an overview of recent research in political economy. The focus will be on the applications of game theoretical and empirical approaches to the understanding of contemporary political issues. During the lectures, we will cover some seminal and some most recent models to think critically about the topics studied. In addition, we will go over papers testing or related to the theories we cover. Students will learn to assess critically the usefulness and limitations of theories and empirics alike. As such, this course allows students to understand how the tools they acquired in GV225 – Public Choice (or equivalent course) and GV249 – Research Design (or equivalent course) can be combined to study

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## GV324 Half Unit

### Applied Quantitative Methods for Political Science

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Valentino Larcinese



important political questions.

Themes covered change every year as a function of current debates in the scholarly community and of pressing problems in the world at large. In recent years, the topics studied in the course have included, among others, populism, media and democracy, autocratic politics, terrorism. Questions covered during the lectures have included the sources of populists' success, the effect of biased media on political outcomes, the role of violence in securing autocratic regimes, or the evaluation of counter-terrorist policies, among many others.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours in the Michaelmas Term and 5 hours in the Summer Term, with a reading week in Week 6 of the MT. There will be a three-hour mock exam and a two-hour revision lecture in the ST.

**Formative coursework:** Students will complete one problem set to further their understanding of the concepts covered in the course and prepare for the coursework. There will also be a timed exam in ST Week 1 to allow practice on problem sets solving under exam conditions.

**Indicative reading:** Canes-Wrone, Brandice, Michael C. Herron, and Kenneth W. Shotts. 2001. "Leadership and pandering: A theory of executive policymaking." *American Journal of Political Science* 45(3): 532-550.

Most of the reading is from journal articles; a complete list will be supplied at the start of the term. A useful overview of political economy topics in democracy is: T Besley, *Principled Agents? Selection and Incentives in Politics*, Oxford University Press, 2005.

**Assessment:** Exam (20%, duration: 2 hours) in the summer exam period.

Coursework (50%) in the LT.

Online assessment (30%) in the ST.

Online assessment duration: 7 days in the ST.

## GV326

### Conflict, War and Revolution - Approaches to Political Theory

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Paul Kelly CRB 4.18

**Availability:** This course is available on the BA in Social Anthropology, BSc in History and Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** Students must have completed Introduction to Political Theory (GV100).

**Course content:** The course explores some different approaches to the problem and challenge of politics through the careful reading of a number of important texts and thinkers from the Ancient Greeks to the present. It will build on and assume the overview of Political Theory in GV100 but go beyond a broad superficial reading to an in depth and critical engagement with complex texts from history, philosophy and theology to explore the methodologies of political thinking and critical reading in order to understand to challenge and problem of political action. The thinkers discussed comprise Thucydides, Augustine of Hippo, Machiavelli, Hobbes, Rousseau, Clausewitz, Lenin and Mao, Carl Schmitt. These paradigmatic thinkers challenge the presuppositions of contemporary liberal egalitarianism and state focused models of politics and distinguish the domain of the political from other ways of thinking about human practical modes of experience such as morality, society and the economy. Alongside ways of reading these texts the course will also explore a number of issues about the nature of politics including how the

domain of politics is conceived, the sites of political engagement such as the polis, city, republic, empire, state, system of states, and multitude. We will focus on the nature, justification and legitimacy of violence, force and conflict. Finally the course will also examine the 'meta-narratives' or overarching contexts within which they argue the political takes place, such as the structure and meaning of history and whether history justifies political action or redeems human suffering and oppression.

**Teaching:** This course is delivered through seminars totalling a minimum of 40 hours across the Michaelmas and Lent Terms. This course includes reading weeks in Week 6 of both the MT and LT.

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

**Indicative reading:**

- Kelly, Paul, *Conflict, War and Revolution*, LSE Press, 2022.
- Thucydides, *History of the Peloponnesian War*, trans. R. Warner, Harmondsworth, Penguin, 1972.
- Augustine, *The City of God Against the Pagans*, trans. R.W. Dyson, Cambridge, Cambridge University Press, 2013.
- Machiavelli, *The Prince*, eds. Q. Skinner and Russell Price, Cambridge, Cambridge University Press, 2012.
- Hobbes, *Leviathan*, ed. R. Tuck, Cambridge, Cambridge University Press, 1991.
- Rousseau, *Of the Social Contract and Other Political Writings*, Harmondsworth, Penguin, 2012.
- Clausewitz, Carl von., *On War*, eds. M. Howard and P. Paret, Princeton, Princeton University Press, 1984.
- Lenin, V.I., *The State and Revolution*, Harmondsworth, Penguin, 2009.
- Mao, *Quotations From Chairman Mao Tse-Tung*, (the Little Red Book), Beijing, Progress Publishers, 1976.
- Schmitt, Carl, *The Concept of the Political*, trans. George Schwab, Chicago, University of Chicago Press, 2007.

**Assessment:** Essay (100%, 5000 words) in the ST.

## GV327 Half Unit

### Governance and Corruption

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Sarah Brierley CBG 4.37

**Availability:** This course is available on the BA in Social Anthropology, BSc in History and Politics, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy, BSc in Social Anthropology and BSc in Social Policy with Government. This course is not available as an outside option nor to General Course students.

**Pre-requisites:** Comfort with basic statistics as covered by Research Design in Political Science (GV249) or an equivalent course in research design or introductory statistics (such as ST102, ST107, ST108, GY140, SA201) is recommended.

**Course content:** The design and implementation of government policies depends on the actions and capacity of politicians and bureaucrats. For policies to be effective, they must be implemented according to programmatic criteria, while avoiding leakage. This course will overview recent theoretical and empirical work on governance, corruption and state capacity. The cases we investigate will be focused on low and middle-income countries in South Asia, Latin America and Sub-Saharan Africa. During the course we will explore questions such as: why do politicians and bureaucrats engage in corruption? Do multi-party elections encourage graft? Are anti-corruption bodies effective? Can technological solutions improve the delivery of public services?

**Teaching:** This course is delivered through seminars totalling a minimum of 20 hours in the Lent Term.

Students on this course will have a reading week in LT Week 6, in line with departmental policy.

**Formative coursework:** Students will be expected to produce 1 formative essay of 1,000 words in Week 7.

**Indicative reading:**

- Golden and Fisman. 2017. *Corruption: What Everyone Needs to Know*. Oxford University Press.
- Geddes, Barbara. 1994. *Politician's dilemma: building state capacity in Latin America*. University of California Press.
- David Gingerich. 2013. *Political Institutions and Party Directed Corruption in South America*. Cambridge University Press.
- Grindle, Merilee S. 2012. *Jobs for the Boys: Patronage and the State in Comparative Perspective*. Harvard University Press.
- Anna Grzymala-Busse. 2007. *Rebuilding Leviathan: Party Competition and State Exploitation in Post-Communist Democracies*. Cambridge University Press.
- Svensson, Jakob. 2005. Eight Questions about Corruption, *Journal of Economic Perspectives*. 160
- Olken, Benjamin. Monitoring Corruption: Evidence from a Field Experiment in Indonesia, *Journal of Political Economy*.
- Brierley, Sarah. 2019. *Unprincipled Principals: Co-opted Bureaucrats and Corruption in Ghana*. *American Journal of Political Science*.
- Gulzar, Saad, and Benjamin J. Pasquale. 2017. Politicians, bureaucrats, and development: Evidence from India." *American Political Science Review* 111.1.

**Assessment:** Essay (100%, 3000 words) in the ST.

## GV328 Half Unit

### Middle East Politics in Transnational Perspective

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof John Chalcraft

**Availability:** This course is available on the BA in Social Anthropology, BSc in History and Politics, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy, BSc in Social Anthropology and BSc in Social Policy with Government. This course is not available as an outside option. This course is available with permission to General Course students. This course is capped at one group. Priority will be given to students enrolling from the Department of Government.

**Course content:** This course offers an advanced introduction to the politics of the Middle East and North Africa in transnational perspective. It takes a critical, sociological, historically-informed, and qualitative approach. It focuses on cross-border forms of resistance and subaltern activism. We study such topics as transnational revolutionary movements, Third World national liberation, popular movements on the Arabian peninsula, feminism, Salafi-Wahhabism, human rights advocacy, and transnational Palestinian activism. Students will develop an advanced introductory understanding of the transnational politics of the region.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 26 hours in the Michaelmas Term. There is no teaching scheduled in reading week, but one of the seminars (of the total of 11) will be a (compulsory) essay writing workshop scheduled towards the end of Week 5 (most likely Thursday). In other words, there will be two seminars in Week 5.

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

**Indicative reading:** Abdelrahman, Maha. 2007. 'The Nationalization of the Human Rights Debate in Egypt', *Nations and Nationalism*, 13(2), pp. 285–300; Abu-Lughod, Lila. 2013. *Do Muslim Women Need Saving?* Cambridge MA: Harvard University Press; Chalcraft, John. 2016. *Popular Politics in the Making of the Modern Middle East*. Cambridge University Press; Farquhar, Michael. 2017.

*Circuits of Faith: Migration, Education and the Wahhabi Mission*. Stanford: Stanford University Press; Featherstone, David. 2012. *Solidarity: Hidden Histories and Geographies of Internationalism*. London: Zed Books; Gill, Stephen. 2000. 'Towards a Post-Modern Prince? The Battle in Seattle as a Moment in the New Politics of Globalisation'. *Millennium*, 29, 1: 131-40; Moghadam, V. M. 2012. 'Global Social Movements and Transnational Advocacy'. In *The Wiley-Blackwell Companion to Political Sociology* John Wiley and Sons, pp. 408-420; Perugini, Nicola and Neve Gordon. 2015. *The Human Right to Dominate*. Oxford: Oxford University Press; Prashad, Vijay. 2007. *The Darker Nations: A People's History of the Third World*. New York: New Press; Pratt, Nicola. 2007. 'The Queen Boat case in Egypt: sexuality, national security and state sovereignty' *Review of International Studies* (2007), 33, 129–144; Tarrow, Sidney. 2001. 'Transnational Politics: Contention and Institutions in International Politics' *Annual Review of Political Science* 2001 4:1, 1-20.

**Assessment:** Essay (100%, 3000 words) in the LT.

## GV329 Half Unit

### Making Democracy Work

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr George Ofosu CBG 3.04

**Availability:** This course is available on the BA in Social Anthropology, BSc in History and Politics, BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy, BSc in Social Anthropology and BSc in Social Policy with Government. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** Students must have completed Introduction to Political Science (GV101).

Comfort with basic statistics as covered by Research Design in Political Science (GV249) or an equivalent course in research design or introductory statistics (such as ST102, ST107, ST108, GY140, SA201) is recommended but not required.

**Course content:** The extent to which electoral competition motivates elected officials to respond to the needs of citizens determines the quality of a democratic political system. This course examines the theoretical and practical challenges to how elections promote democratic responsiveness and accountability. The course will cover contemporary political science research on a series of topics. How do elections incentivize political responsiveness? How do politicians campaign and distribute state resources to win elections? Why do some voters support corrupt, underperforming politicians while others choose effective leaders? Why are some elections rigged while others are free and fair? Why do some elections spark violence while others are peaceful? Which interventions to promote the quality of democracy work? Readings will draw on empirical cases from many world regions, including Africa, Latin America, the post-Soviet countries, South Asia, and the historical United States. Students are expected to be active participants in this course, and will participate in several class debates and writing exercises.

**Teaching:** This course provides a minimum of 20 hours of seminars in the Michaelmas Term. There will be a reading week in MT Week 6.

**Formative coursework:** There are two pieces of formative coursework: 2 presentations in the MT and a short proposal (800 -1000 words) for a final project in week 7.

The first formative coursework involves two-class group presentations. The assignment will help students to connect empirical work in the field of electoral accountability to the theories introduced in the first part of the course.

The second formative assignment will help students prepare an outline for their final essay. The short essay will comprise a

research question, an overview of the argument, a draft structure and an indicative reading list. Feedback will be provided via email and/or individual sessions with students.

**Indicative reading:** 1 Przeworski, Manin and Stokes (eds), *Democracy, Accountability and Representation*, Cambridge UP  
2 Diamond and Morlino (eds), *Assessing the Quality of Democracy*, A Journal of Democracy Book; Johns Hopkins University Press, 2005,

3 Ferejohn J. 1986. "Incumbent Performance and Electoral Control." *Public Choice* 50:5-26.

4 Besley, T. 2005. "Political Selection." *Journal of Economic perspectives* 19(3): 43-60

5 Achen and Bartels. 2016. *Democracy for Realists: Why Elections Do Not Produce Responsive Government*. Princeton Studies in Political Behavior. Princeton University Press

6 Simpson. 2013. *Why Governments and Parties Manipulate Elections: Theory, Practice, and Implications*. Cambridge University Press

7 Stokes et al., 2013, *Brokers, Voters, and Clientelism: The Puzzle of Distributive Politics*, Cambridge University

8 Ferraz and Finan, 2008, "Exposing Corrupt Politicians: The Effects of Brazil's Publicly Released Audits on Electoral Outcomes," *Quarterly Journal of Economics*.

9 Grossman and Michelich. 2018. "Information Dissemination, Competitive Pressure, and Politician Performance between Elections: A Field Experiment in Uganda." *American Political Science Review*

10 George Kwaku Ofori (2019). Do Fairer Elections Increase the Responsiveness of Politicians? *American Political Science Review*

**Assessment:** Essay (100%, 3000 words) in January.

## GV330 Half Unit

### Data Science Applications to Politics Research

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Melissa Sands

**Availability:** This course is compulsory on the BSc in Politics and Data Science. This course is available on the BA in Social Anthropology, BSc in History and Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Economics, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** Students must have completed Introduction to Political Science (GV101) and Research Design in Political Science (GV249).

**Course content:** The goal of this course is to introduce students to the latest empirical research using big data in political science. This course will cover different applications of big data in political science. For each, students will be introduced to the type of questions that each type of data can help answer and learn to apply the methods needed to analyse each type of data.

**Teaching:** 15 hours of lectures and 15 hours of classes in the LT. There will be a reading week in LT Week 6.

**Formative coursework:** Students will be expected to produce 1 problem set and 1 presentation in the LT.

**Indicative reading:** Brady, Henry E. "The challenge of big data and data science." *Annual Review of Political Science* 22 (2019): 297-323.

Gohdes, Anita R. "Repression technology: Internet accessibility and state violence." *American Journal of Political Science* (2020).

King, Gary, Jennifer Pan, and Margaret E. Roberts. "How censorship in China allows government criticism but silences collective expression." *American Political Science Review* 107, no. 2 (2013): 326-343.

Krupenkin, Masha. "Does partisanship affect compliance with government recommendations?." *Political behavior* 43, no. 1 (2021): 451-472.

Titunik, Rocio. "Can big data solve the fundamental problem of causal inference?." *PS: Political Science & Politics* 48, no. 1 (2015): 75-79.

**Assessment:** Coursework (80%) in the ST.

Problem sets (20%) in the LT.

The coursework would comprise a replication exercise, where students would replicate and extend the analysis of one paper of their choice, discussed in class.

## GV331 Half Unit Not available in 2022/23

### Capstone Data Science & Civic Engagement

**This information is for the 2022/23 session.**

**Teacher responsible:** TBC

**Pre-requisites:** Students must have completed Introduction to Political Science (GV101), Elementary Statistical Theory (ST102), Programming for Data Science (ST101) and Research Design in Political Science (GV249).

**Course content:** The Data Science and Civic Engagement Capstone requires groups of students to carry out an applied research project in order to address a practical policy issue or problem relevant to a civic partner organisation. This allows students to extend their capabilities and apply methodological knowledge and skills they learned in the Politics and Data Science degree to address real-life social, political, or policy problems. Capstone partner organisations may include advocacy groups, NGOs, thinktanks, public sector bodies, local governments, international organisations, or private companies where projects involve the social good. The initial weeks of the course will introduce students to the requirements of their Capstone project, key research strategies and essential questions. At the same time, from week 1 students will begin to research in allocated teams. Students are also expected to work steadily throughout the term with members of their team and with their supervisors. The completed research will be presented by week 11, both in the form of a team presentation and a report.

**Teaching:** 2 hours of workshops in the MT. 6 hours of workshops in the LT. 2 hours of workshops in the ST.

2 hours of workshops in MT, 6 hours of workshops in LT, and 2 hours of presentations in ST.

These workshops are supplemented with regular help sessions.

**Formative coursework:** Students will be expected to produce 1 presentation in the LT.

Capstone groups must produce 1 team presentation for the "check-in" session, usually in week 5 of LT.

**Indicative reading:** As a capstone project course, there will not be required readings. However, students will be directed towards potentially useful background resources including:

Cyd Harrell (2020). *A Civic Technologist's Practice Guide*. Five Seven Five Books.

Eugene Bardach and Eric M. Patashnik (2016). *A Practical Guide for Policy Analysis*. London: Sage.

Brian A. Griffith and Ethan B. Dunham (2015). *Working in Teams: Moving from High Potential to High Performance*. London: Sage.

Edward R. Tufte (2001). *The Visual Display of Quantitative Information*. 2nd edition. Cheshire, Conn.: Graphics Press.

**Assessment:** Project (80%, 8000 words) and presentation (20%) in the LT.

Group project (80%, 8000 words) and group presentation (20%) in the LT.

## GV332 Half Unit

### Big Data in Politics: A Few Provocative Debates

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Omar McDoom CBG 3.36

**Availability:** This course is available on the BA in Social



Anthropology, BSc in History and Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** The course is organized around a set of discrete debates and illustrative case studies whose unifying theme is the examination of the political implications of Big Data. The course scope is purposely broad to enable the particular selection of debates and cases to evolve over time and to reflect our rapidly-expanding understanding of how Big Data are shaping the political realm. The debates may be normative, evaluative, or empirical in nature and thus aim to take advantage of the broad exposure to the study of politics that third year Government students at the LSE will have acquired.

Some of the debates that may be covered touch on the following areas:

Political communication: How should democracies respond to the information oligopolies created by Big Tech?

Civil liberties: What does the increasing use of Big Data by the intelligence industry imply for the debate between liberty and security in liberal democracies?

Governance: How are Big Data altering trust in and the accountability of governments?

Contentious Politics: What are the risks and benefits of using Big Data to predict and prevent protests, riots, and violence?

Inequality: In what ways could Big Data both amplify and reduce disparities in political participation and economic status between individuals and groups?

Public Good Provision: What does the increasing amount of personal data collected by local and central governments mean for the quality of public services?

Democracy: In what ways are Big Data changing the relationship between governments and corporations in democracies?

**Teaching:** 20 hours of seminars in the LT.

**Formative coursework:** Students will be expected to produce 1 piece of coursework in the LT.

Students will choose one of the questions posed in each weekly debate to answer in their summative essay and once chosen they will then write an annotated bibliography (1500 words) that evaluates between 3 and 6 sources relating to that debate they will use in the summative essay.

**Indicative reading:** Jemielniak, Dariusz. *Thick big data: Doing digital social sciences*. Oxford University Press, 2020.

Wright, Nicholas. "How artificial intelligence will reshape the global order." *Foreign Affairs* 10 (2018).

Lane, Julia, Victoria Stodden, Stefan Bender, and Helen Nissenbaum. *Privacy, big data, and the public good: Frameworks for engagement*. Cambridge University Press, 2014.

Zegart, Amy, and Michael Morell. "Spies, Lies, and Algorithms: Why US Intelligence Agencies Must Adapt or Fail." *Foreign Aff.* 98 (2019): 85.

Castillo, Carlos. *Big crisis data: social media in disasters and time-critical situations*. Cambridge University Press, 2016.

Zuboff, Shoshana. *The Age of Surveillance Capitalism: The Fight for a Human Future at the New Frontier of Power*. Barack Obama's Books of 2019. Profile Books, 2019.

Kendall-Taylor, Andrea, Erica Frantz, and Joseph Wright. "The Digital Dictators: How Technology Strengthens Autocracy." *Foreign Aff.* 99 (2020): 103.

Lanier, Jaron. *Ten arguments for deleting your social media accounts right now*. Random House, 2018.

O'Neil, Cathy. *Weapons of math destruction: How big data increases inequality and threatens democracy*. Broadway Books, 2016

**Assessment:** Essay (80%, 3000 words) in the ST.

Class participation (20%) in the LT.

The summative assessment will comprise two components.

First, a student's overall contribution to the course (20%) will be assessed by way of oral participation in the classroom and written

contribution to an online discussion forum where each of the debates examined in the course will be the subject of potential discussion. Second, students will choose one of the questions posed each week - or else adapt this question with the approval of the instructor - and write a long essay totalling 3000 words.

## GV334 Half Unit

### Comparative Perspectives on Inequality and Politics: Global North, Global South

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Catherine Boone

**Availability:** This course is available on the BA in Social Anthropology, BSc in History and Politics, BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Anthropology. This course is not available as an outside option nor to General Course students.

The course is available in the third year only and capped at one group of students.

**Course content:** Rising levels of social inequality have attracted enormous attention in public discourse and social science research. What political consequences should we expect to see, and will these differ across countries? This course considers the distribution and drivers of different forms of social-economic inequality (income, spatial, urban/rural, ethnic/racial), and asks whether and how they produce different forms of politics in different parts of the world. Weekly readings and lectures center on significant works in global and comparative political economy. The course considers the hypothesis that the political salience of different forms of inequality (a.) varies over time and space, and (b.) that political institutions play an important role in conditioning the ways in which social inequalities become politically salient and find expression in the political arena.

Over the course of the term, the analytic focus of the class moves from the global level, to the OECD (Organization for Economic Cooperation and Development) countries, to developing countries. We consider how socio-economic structure, levels of development, and modes of integration into the global economy shape domestic forms of inequality, and how domestic institutions condition the political expression thereof.

**Teaching:** This course is delivered through seminars totalling 25 hours in the Lent Term. There will be a reading week in Week 6 of Lent Term.

**Formative coursework:** Students will be expected to produce 1 presentation in the LT.

This will be a class presentation outlining the proposed research question and theoretical framing of the 3,000 word summative paper.

**Indicative reading:** Mann, Michael, Riley, Dylan. 2006. "Explaining Macro-Regional Trends in Global Income Inequalities, 1950–2000." *Socio-Economic Review* 5(1):81–115.

Mike Savage, *Class Analysis and Social Transformation* (2000)

Arlie Russell Hochschild, *Strangers in their Own Land: Anger and Mourning on the American Right* (New York: New Press, 2016)

Melissa Rogers, "Federalism and the Welfare State in Latin America", *Regional and Federal Studies*, 31:1, 2021: 163-184.

David Harvey. "The 'New' Imperialism: Accumulation by Dispossession." *Socialist Register*, 2004.

Alao, A. (2007). *Natural Resources and Conflict in Africa: The Tragedy of Endowment*. Rochester, NY, USA; Woodbridge, Suffolk, UK: Boydell & Brewer.

Biniyam Bedasso. 2017. "For richer, for poorer: Why ethnicity often trumps economic cleavages in Kenya." *Review of African Political Economy*, 44/151: 10-29.

Ostby, G., Nordas, R. and Rød, J. 2009. "Regional Inequalities and Civil Conflict in Sub-Saharan Africa." *International Studies Quarterly*, 53(2), pp.301-324.



Abubakar K. Monguno and Ibrahim Umara, "Why in Borno? The history, geography, and sociology of Islamic radicalization," Mustapha and Meagher, eds., *Overcoming Boko Haram* (2020). 64-92.

Charles Tilly, *Durable Inequality* (University of California press, 1998).

**Assessment:** Essay (80%, 3000 words) in the ST.

Critical evaluation (20%) in the LT.

The summative work consists of:

- one 3-page (1,000 word) paper summarizing and critiquing a week's reading, week 5-7 (20%), and
- a 12-page (3,000 word) final class paper assessing different arguments about inequality and whether and how it produces political effects in light of comparative case study or large-N evidence (80%)

## GV335 Half Unit Not available in 2022/23 African Political Economy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr George Ofosu

**Availability:** This course is available on the BSc in International Social and Public Policy with Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Policy with Government. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course is capped at 1 group.

**Course content:** This class is an introduction to the study of contemporary African political economy. The goal is to set major questions of state and economy in historical, geographic, and international context. Course readings and lectures stress marked unevenness in national and subnational trajectories and in the political-economic character of different African countries, and introduce students to theories that aim to identify causes of similarity and difference across and within countries. Students will come away with a better understanding of the possibilities and limits of structured, focused comparisons in comparative politics, and with an introduction to political economy approaches to questions of late development. They will also develop substantive knowledge of the political economy of sub-Saharan Africa and analytic tools to describe and make sense of its diversity.

**Teaching:** This course provides a minimum of 20 hours of seminars in the Michaelmas Term. This year, some or all of this teaching may be delivered through a combination of online and on-campus seminars. There will be a reading week in MT Week 6.

**Formative coursework:** There will be one 1,200 formative assignment (short essay).

**Indicative reading:** Texts used may include all or part of the following:

Christensen and Laitin (2019). *African States Since Independence: Order, Development & Democracy*

Katherine Baldwin. *The Paradox of Traditional Leaders in Democratic Africa*. Cambridge University Press.

Catherine Boone, *Property and Political Order in Africa: Land Rights and the Structure of Politics* (CUP 2014).

Fred Cooper, *Africa Since 1940* (Cambridge U. Press).

Jeffrey Herbst, *States and Power in Africa* (Princeton 2000).

Prempeh, H. Kwasi. "Presidents untamed." *Journal of Democracy* 19.2 (2008).

Mahmood Mamdani, *Citizen and Subject: Africa and the Legacy of late Colonialism* (Princeton 1996).

Andrew M. Mwenda Roger Tangri, *Patronage politics, donor reforms, and regime consolidation in Uganda* *African Affairs* (2005).

Nicolas van de Walle, *African Economies and the Politics of Permanent Crisis, 1979-1999* (Cambridge University Press 2001).

**Assessment:** Essay (75%, 3000 words) in the LT.

In-class assessment (25%) in the MT.

For the in-class assessment: Students will be asked to serve as a seminar discussant during the term. On these weeks the discussant will write a two or three-page memo that discusses the readings in a comparative perspective. In the last class meeting, each student will give a 5-minute overview of his/her plans for the final course essay.

## GV336 Half Unit

### Latin America: Democracy and Development

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Mathias Poertner CBG 3.34

**Availability:** This course is available on the BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations and BSc in Politics and General Course students. This course is not available as an outside option nor to General Course students.

**Course content:** Latin America has long been the center of dynamic political, social, and economic change. The region has suffered some of the most repressive political regimes, highest degrees of economic inequality, and worst organized crime. Yet Latin America has also been the focus of some of the most innovative experiments in democratic participation and social mobilization.

This course examines the course of political and economic change in twentieth and twenty-first century Latin America. The bulk of the course will focus on the rise of industrialization and populism in the 1930s and 1940s to the collapse of democracy and establishment of military regimes in the 1960s and 1970s, the return to democracy in the 1980s, and more recent processes of democratic consolidation and economic liberalization. In addition to learning about the politics and contemporary history of Latin American countries, we will also explore the theoretical terrain underlying the causes and consequences of phenomena such as populism, industrialization, authoritarianism, democratization, neoliberalism, and popular representation. The course will provide a combination of empirical exploration of the region and a variety of explanations for the general processes of change across the region and the variation across countries.

Students will gain empirical knowledge on the region's politics, a deeper theoretical understanding of issues of democratic representation and economic development, as well as crucial analytical skills.

**Tentative outline of weekly topics:**

- 1 Overview & Introduction
- 2 Populism & the Growth of the Working Class
- 3 Democratic Breakdown & Authoritarian Regimes
- 4 Democratic Transitions
- 5 The Politics of Economic Reform
- 6 Civil Society and Social Movements
- 7 Political Parties
- 8 Ethnicity, Gender, and Class in Electoral Politics
- 9 Clientelism
- 10 The Inclusionary Turn and Participatory Institutions

**Teaching:** 20 hours of seminars in the LT.

This course is delivered through seminars totalling a minimum of 20 hours during Lent Term. Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students will be expected to produce 1 piece of coursework in the LT.

A detailed outline (500 words) on the policy issue to be explored in detail through the group project (including key readings to be used).

**Indicative reading:** Bulmer-Thomas, Victor. 2014. *The Economic History of Latin America since Independence*. Cambridge: Cambridge University Press, Ch. 9-11.

Collier, Ruth Berins and David Collier. 1991. *Shaping the Political Arena: Critical Junctures, the Labor Movement, and Regime*

Dynamics in Latin America. Princeton: Princeton University Press, excerpts.

Kapiszewski, Diana, Steven Levitsky, and Deborah J. Yashar, eds., 2021. *The Inclusionary Turn in Latin American Democracies*. Cambridge: Cambridge University Press, excerpts.

Madrid, Raúl. 2008. "The Rise of Ethnopolitics in Latin America" *World Politics* 60(3): 475-508.

Magaloni, Beatriz. 2006. *Voting for Autocracy: Hegemonic Party Survival and its Demise in Mexico*. Cambridge: Cambridge University Press, pp. 1-43.

Poertner, Mathias. 2020. "The Organizational Voter: Support for New Parties in Young Democracies." *American Journal of Political Science*, forthcoming.

Williamson, John. 1990. "What Washington Means by Policy Reform." In Williamson, ed., *Latin American Adjustment: How Much Has Happened?* Washington D.C.: Peterson Institute for International Economics.

**Assessment:** Presentation (20%) and group project (80%) in the LT.

**• Classroom participation & country reporting (20%):** Students should actively participate in class discussions, ask questions, listen to their fellow students, complete all required readings, and be attentive. Those who consistently demonstrate a sharp understanding of the readings and who use that understanding to move the discussion forward will earn an excellent participation grade. Participation does not only mean talking a lot; it means making comments and asking questions that reflect thought, e.g., about the readings. In addition to active participation in class, students are responsible for ongoing reporting about politics in one Latin American country, assigned in Week 1, throughout the course of the semester. Students will be responsible for following the news on "their" country every week. Once during the semester, each student will give a current event report on "their" country. This brief (5 minutes) presentation should describe one of the major political events that have affected "their" country within the last six months.

**• Group project (50% for written policy brief; 30% for oral presentation):** 160The group project is meant to challenge students to work effectively in teams while relating theory and evidence to policy. 160For the group project, students will be split up into small groups. Each group will select a policy issue to analyze using the theoretical tools covered in class. 160 Each group will then 1) write a policy brief (1,500 words); and 2) prepare a detailed presentation on the topic.

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## GV337 Half Unit

### Politics, Crime, and Criminal Justice in Comparative Perspective

**This information is for the 2022/23 session.**

**Teacher responsible:** Nirvikar Jassal

**Availability:** This course is available on the BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations and BSc in Politics and Philosophy. This course is not available as an outside option nor to General Course students.

**Pre-requisites:** Familiarity with basic research design and statistics as covered by Research Design in Political Science (GV249) or an equivalent course (such as ST102, ST107, ST108, GY140, SA201) is helpful but not necessary.

**Course content:** Newspaper reports often discuss "police reform" or "criminal justice reform." Yet, these terms are likely to have different meanings across countries, and how states' political systems are organized may help or hinder change. This course explores the intersection between politics and criminal justice (law enforcement and the judiciary) in the advanced industrialized democracies such as the United States as well as in nations that emerged from colonialism in the 20th century. Questions that the course will cover include: do judges make biased decisions

based on race or gender? Can community policing improve citizen perceptions of law enforcement? Do government-mandated hiring quotas for women and minority groups affect police legitimacy? Broadly, the course grapples with empirical social science scholarship – primarily from political science and economics – that uses a variety of analytical techniques to explore inequities in citizen interactions with the police and courts, how inequalities are perpetuated, and which governmental reforms have been shown to be more effective than others in reducing crime, making law-and-order institutions accountable, and mitigating bias.

**Teaching:** 20 hours of seminars in the MT.

There will be a reading week in Week 6 of Michaelmas Term.

**Formative coursework:** As a formative assessment, students will be expected to produce an outline for their final essay. This will enable them to gain feedback about their research question and methodology for their final or summative assessment.

**Indicative reading:** Blair, Robert A., Sabrina M. Karim, and Benjamin S. Morse. 2019. "Establishing the Rule of Law in Weak and War-Torn States: Evidence from a Field Experiment with the Liberian National Police." *American Political Science Review* 113 (3): 641–57.

Chiras, Dan, and Dominic Crea. 2004. "Do Police Reduce Crime? Estimates Using the Allocation of Police Forces after a Terrorist Attack." *The American Economic Review* 94 (1): 115–33.

Abrams, David S., Marianne Bertrand, and Sendhil Mullainathan. 2012. "Do Judges Vary in Their Treatment of Race?" *The Journal of Legal Studies* 41 (2): 347–83.

Vanden Eynde, Oliver, Patrick M. Kuhn, and Alexander Moradi. 2018. "Trickle-Down Ethnic Politics: Drunk and Absent in the Kenya Police Force (1957–1970)." *American Economic Journal: Economic Policy* 10 (3): 388–417.

McCrary, Justin. 2007. "The Effect of Court-Ordered Hiring Quotas on the Composition and Quality of Police." *American Economic Review* 97 (1): 318–53.

**Assessment:** Essay (100%, 3000 words) in the LT.

The summative assessment comprises one final take-home essay on an original research question. Students will be able to answer their original research question using any social science methodology discussed in class, qualitative research, or any other technique discussed with the convener

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## GV338 Half Unit

### Politics and Political Economy of India

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Pavithra Suryanarayan

**Availability:** This course is available on the BA in Social Anthropology, BSc in History and Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Anthropology. This course is not available as an outside option nor to General Course students.

**Course content:** India is the world's largest democracy and its second most populous country. This course introduces core issues in the study of modern Indian politics. The class is organized around the following topics: we trace India's journey to Independence; the consolidation of democracy in the early decades; the relationship between the state and the economy; the state's institutional architecture; how political parties and electoral campaigns operate; the threats posed by corruption, criminality and dynastic politics; the role of caste and religion in shaping politics; the political and economic consequences of economic liberalization; elections; and the recent rise of right-wing hindutva in the country. The focus is on building knowledge and understanding of the Indian case. But we will also consider to what extent India's experience is reflective of more general theories of politics, and how they might change because of what India can teach us. Class sessions will be interactive, with plenty of opportunity for group discussion. The reading list is diverse and draws from political

science, sociology, history, and anthropology.

**Teaching:** 20 hours of seminars in the MT.

There will be a reading week in MT Week 6.

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

The formative assessment comprises one 1000-word response essay written for the week that the students serve as discussant in class.

**Indicative reading:** 1) Washbrook, David. "India, 1818-1860: the two faces of colonialism." *The Oxford History of the British Empire* 3 (1999).

2) Paul Brass. 1994. *The Politics of India since Independence*, 1-63

3) Jha, S. (2004). "Representation and Its Epiphanies: A Reading of Constituent Assembly Debates." *Economic and Political Weekly*: 4357-4360.

4) Mehta, Uday S. 2010. "Indian Constitutionalism: The Social and Political Vision," in Jayal and Mehta (eds.) *The Oxford Companion to Politics in India*

**Assessment:** Essay (80%) in the period between MT and LT. Proposal (20%) in the MT.

The summative assessment will comprise:

1) One proposal and presentation for the final essay – in the last class meeting in MT, each student will give a 5-minute overview of their plan for the final essay to solicit feedback from the class. This will be marked based on how well students articulate the key themes of the paper within an abstract, and how well they use their 5 mins to explain their paper's key ideas. The teacher will use this as a way to also give students feedback on the scope of the proposed paper and whether it fits within the goals of the class.

2) One 3000-word final essay at the end of MT, based on a topic on India.

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## GV342L Half Unit

### Philosophy, Politics and Economics: Research Project

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Rafael Hortala-Vallve

**Availability:** This course is compulsory on the BSc in Philosophy, Politics and Economics. This course is not available as an outside option nor to General Course students.

This course is exclusively for fourth year BSc PPE students.

**Course content:** The focus of the course is on the production of an individual academic paper and poster presentation. This is your chance to choose a topic of your interest and use what you've learnt in the last three years into what interests you most. You will be encouraged to develop an interdisciplinary research question. The initial weeks in Lent Term will be focused on outlining your research plans. Group feedback and individual feedback sessions will take place regularly throughout term. The aim of this course is not only to produce a written piece of research but to also summarise your research in a poster and be able to present it in an informal setting.

**Teaching:** 2 hour introductory session in week 11 MT. 2 hour introductory session on research methods in week 1 LT. 6 hours of seminars in the LT. 3 hours of workshops in the ST.

The course is structured around an initial presentation and various group and individual feedback sessions. In week 11 of MT we'll have a two-hour introductory session. During this session we'll establish the goals of the course and you will then have the Christmas break to think about the topic you want to work on in the LT. There will be an initial introductory session in week 1 of the LT to give you some guidance on the different research methods that are at your disposal. There will be group feedback sessions in weeks 2, 5, 8 and 11. These seminars / workshops will be supplemented with regular individual feedback sessions.

**Formative coursework:** Students must prepare a draft outline synopsis for their individual project by Thursday of Week 1 Lent Term, and present on it in a seminar in Week 2. Students must then

present a detailed account of their progress in weeks 5, 8 and 11.

**Indicative reading:** On writing:

- Inger Furseth, Eurus Everett and Larry Everett, *Doing Your Master's Dissertation: From Start to Finish* (Sage Study Skills Series, 2013);
- Stella Cottrell, *Dissertations and Project Reports: A Step by Step Guide* (Palgrave Study Skills, 2014);
- Diana Ridley, *The Literature Review: A Step-by-Step Guide for Students* (SAGE Study Skills Series, 2008);
- Christopher Hart, *Doing a Literature Review* (SAGE Study Skills Series, 2018);
- Sharon M. Ravitch and J. Matthew Riggan, *Reason and Rigor: How Conceptual Frameworks Guide Research* (2nd edition, Sage Publications, 2016).

On research:

- Catherine Hakim, *Research Design: Successful Designs for Social Economics Research*, 2nd ed. (Routledge, 2000);
- Joseph A. Maxwell, *Qualitative Research Design* (3rd edition, Sage, 2013);
- Alan Bryman, *Social Research Methods*, 5th ed. (Oxford University Press, 2015);
- David Partington, *Essential Skills for Management Research* (Sage Publications, 2002).

A list of readings will be made available on Moodle.

**Assessment:** Report (80%) and presentation (20%) in the ST Week 1.

There are two pieces of assessment. A final report (max 5,000 words) that counts towards 80% of the final mark, and a short video presentation on your key conclusions that counts towards 20% of the final mark. Both elements will have to be submitted by Week 1 of ST.

You will be invited to present your findings on a poster presentation during the GV342 Summer Capstone Showcase.

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## GV342M Half Unit

### Philosophy, Politics and Economics: Capstone

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Joachim Wehner

**Availability:** This course is compulsory on the BSc in Philosophy, Politics and Economics. This course is not available as an outside option nor to General Course students.

This course is exclusively for fourth year BSc PPE students.

**Course content:** The Capstone requires groups of students to carry out research and analysis in order to address a practical policy issue or problem relevant to a client organisation. This allows students to extend their capabilities and apply disciplinary and methodological knowledge and skills they learned in the PPE core courses to address real-life policy needs. Capstone clients may include public sector bodies, private companies, international organisations, think tanks and NGOs. The initial weeks of the course will introduce students to the requirements of Capstone projects, key research strategies and essential questions. At the same time, from week 1 students will begin to research in allocated teams. Students are also expected to work steadily throughout the term with members of their team and with their advisors. The completed research has to be presented by week 11 MT, both in the form of a team presentation and a research report. Further details: There will be a two-hour workshop in week 0 of MT to introduce the projects available and students will then be able to list their preferences, which will be taken into account in deciding allocations. This session will also explain key issues and demands on the students. The workshops in weeks 1 and 2 of MT will discuss key research and project skills. The workshop in week 5 of MT will be a "course correction" session for teams to get guidance on the planned final shape of their reports. In addition, students can access regular help sessions throughout the term. Capstone teams will present their project findings by week 11 of MT.

**Teaching:** 8 hours of workshops in the MT.

These workshops are supplemented with regular help sessions.

This course includes a reading week in week 6 of MT.

**Formative coursework:** Capstone groups must produce 1 team presentation for the "course correction" session, usually in week 5 of MT. They must also produce a poster or presentation from their final (assessed) presentation for a final showcase workshop, which is usually held in week 1 of ST.

**Indicative reading:**

- Charles E. Lindblom and David K. Cohen. *Useable Knowledge: Social Science and Social Problem Solving* (New Haven: Yale University Press, 1979).
- Eugene Bardach and Eric M. Patashnik. *A Practical Guide for Policy Analysis* (Sage, 2016).
- Brian A. Griffith and Ethan B. Dunham. *Working in Teams: Moving from High Potential to High Performance* (Sage, 2015).
- Ray Pawson. *The Science of Evaluation: A Realist Manifesto* (Sage, 2013).

**Assessment:** Project (80%, 8000 words) and presentation (20%) in the MT.

### GV366 Not available in 2022/23

#### Political Economy of the Developing World

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Steffen Hertog

**Availability:** This course is available on the BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations and BSc in Politics and Philosophy. This course is not available as an outside option nor to General Course students.

This course is capped at one group. Deadline for enrolments is 12:00 noon on Friday 4 October 2019.

**Pre-requisites:** Students must have completed Introduction to Political Science (GV101).

**Course content:** This course introduces students to the broad theoretical traditions in the study of political economies outside of the OECD world, and provides an empirical overview of a number of concrete phenomena that shape the interplay of the politics and economics in different world regions. It will address puzzles like: Why did some developing countries grow much faster than others after WWII? Are some forms of corruption more compatible with development than others? Which impact do natural resource rents have on politics and development? Under which conditions can countries with a short history of independent statehood build efficient institutions?

GV366 will engage with broad theoretical traditions like modernization theory, dependency theory, and neo-patrimonialism, and with concrete empirical topics like state-business relations, the developmental state, corruption and clientelism, the politics of public enterprise, and the political economy of resource-rich countries.

**Teaching:** 15 hours of lectures and 10 hours of classes in the MT. 15 hours of lectures and 10 hours of classes in the LT. 1 hour of classes in the ST.

**Formative coursework:** One essay of 3,500 words to be submitted in the LT.

**Indicative reading:** Bardhan, Pradeep (1997). "Corruption and Development", *Journal of Economic Literature*, Vol. 35.  
 Evans, Peter (1995). *Embedded Autonomy: States and industrial transformation* (Princeton: Princeton University Press).  
 Richards, Alan, and John Waterbury (2007). *A Political Economy of the Middle East* (Boulder: Westview Press).  
 Ross, Michael (2012). *The Oil Curse: How Petroleum Wealth Shapes the Development of Nations* (Princeton: Princeton University Press)  
 Schneider, Ben Ross, and Sylvia Maxfield (eds.) 1997. *State-Business Relations in Developing Countries* (Ithaca: Cornell University Press).  
 Wade, Robert (2003). *Governing the Market: Economic Theory and the Role of Government in East Asian Industrialization* (Princeton: Princeton University Press).

Waterbury, John (1993). *Exposed to Innumerable Delusions: Public Enterprise and State Power in Egypt, India, Mexico, and Turkey* (Cambridge: Cambridge University Press).

**Assessment:** Exam (35%, duration: 2 hours) in the summer exam period.

Essay (15%), essay (35%) and class participation (15%).

### GV390

#### Government Dissertation Option

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Michael Bruter

**Availability:** This course is available on the BA in Social Anthropology, BSc in History and Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Anthropology. This course is not available as an outside option nor to General Course students. This course may be taken only in the third year. A BSc Government/Politics and History student cannot choose both HY300 and GV390; a BSc Politics and Philosophy student cannot choose both GV390 and PH399; and a BSc Politics and International Relations student cannot choose both GV390 and IR398.

**Course content:** A dissertation of not more than 10,000 words on a topic to be approved by a proposed dissertation supervisor and the Course Convener. The topic should be chosen from any area within the field covered by the degree course and supported by a member of the academic staff from the Department of Government willing to act as dissertation supervisor. Following the dissertation information session organised by the Department in the second year of the students' curriculum, candidates should approach their academic mentor during the Lent Term or Summer Term of their second year to discuss the possibility of a proposed dissertation topic. After also having received approval for a topic by a prospective supervisor, students must submit a dissertation form detailing the final title and synopsis/prospectus to the Course Convenor for approval. Dissertation approval forms must be submitted no later than the deadline. Please note that any change from what was approved in the dissertation form will require the approval of the dissertation supervisor.

In 2022/3 the deadline for submitting Dissertation Approval Forms will be Tuesday 4 October 2022, MT Week 2.

**Students who fail to submit a proposal approved by an eligible supervisor by the deadline will be unenrolled from the course.**

Note that there is no automatic right to change topics or supervisor after the form has been approved and submitted so students should complete it carefully.

**Teaching:** This course provides dissertation-focussed seminars totalling 9 hours over the Michaelmas and Lent Terms. There will be a reading week in Week 6 of each term.

The teaching involves separate streams for students writing an empirical dissertation and those writing a theory dissertation with students asked to choose which stream they feel will help them most. Four of the six sessions will be taught separately for the two streams whilst two will be common.

**Assessment:** Dissertation (100%, 10000 words).

### GV398 Not available in 2022/23

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

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Michael Bruter CBG 3.03

**Availability:** This course is available on the BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and



International Relations and BSc in Politics and Philosophy. This course is not available as an outside option nor to General Course students.

This course has a limited number of places (it is capped) and priority will be given to students on the programmes named above. Students from other degrees are not normally accepted on the course except with the exceptional discretionary approval of the course teacher.

This course is capped at one group.

**Course content:** This final year undergraduate course has three important ambitions.

Substantively, it aims to introduce students to the study of electoral psychology and electoral ergonomics, which represent novel and dynamic approaches to the study citizens' electoral behaviour and the way voters' psychology interacts with the organisation of elections.

Methodologically, it introduces students to some of the key methods used in the field and enables them to practice fieldwork in one of them through an empirical group project. That project will change each year in terms of topic and method, and will be announced at the start of the academic year. It may include lab experiments, interviews, diaries, or any of the core methods used in the field.

Finally, it introduces students to the research process through the main assessment component, which is a supervised 7,000 word dissertation, and supports them through several research clinics whereby we discuss students' dissertation issues and problems collectively throughout the year.

**Teaching:** This course is taught using seminars only including 20 hours of seminars in the MT, 20 hours of seminars in the LT, and 4 hours of seminars in the ST. This year, some or all of this teaching may be delivered through a combination of online or on campus seminars. This course includes reading weeks in Week 6 of both MT and LT.

The seminars are divided into:

- 7 x 2 hour SUBSTANTIVE SEMINARS on key issues in electoral psychology
- 7 x 2 hour FIELDWORK SEMINARS focused on preparation and fieldwork for the group project (note: some fieldwork seminars may be rescheduled or combined into longer sessions depending on fieldwork needs)
- 6 x 2 hour RESEARCH CLINICS on the preparation and discussion of analytical, methodological, and ethical issues faced by students with regards to their dissertation
- 1 x 4 hour CONFERENCE WORKSHOP where students will briefly present their findings to one another.

**Formative coursework:** Formative assessment includes:

- draft research synopsis and design (end of MT)
- draft research methodology (early in LT)
- unassessed critiques of further readings (throughout MT/LT)

**Indicative reading:** Bruter, M. and Harrison, S. *Inside the Mind of a Voter*

Lipset, S., Lazarsfeld, P, et al. *The psychology of voting*

Sniderman, P. *Personality and democratic politics*

Bruter, M., and Lodge, M. *Political Science research methods in action*

Baddeley, A. *The psychology of memory*

Cammaerts, B. et al. *Youth participation in democratic life*

Harrison, S and Bruter, M. *Mapping extreme right ideology*

**Assessment:** Dissertation (70%, 7000 words) in the ST.

Group project (15%) in the MT.

Critical evaluation (15%) in the MT and LT.

The critical evaluation involves critiques of further readings work as follows: to make the reading list more manageable for the 7 substantive seminars, all students will only be expected to familiarise themselves with the core readings, and will divide the further readings between themselves. Each student will be expected to be responsible for a total of 5-6 further readings throughout the year, each from different weeks.

Students responsible for a further reading will be asked to write a short (1-2 page) critique of it following a set format (1) what is the research question and why is it interesting, 2) what methods

are the authors using, 3) what are the main findings, 4) what are the main shortcomings or what do you wish the authors had done differently) and post it on moodle by the Sunday before the seminar so that students can quickly browse the week's 'menu' in advance. The students having each covered different further readings will bring them into the seminar discussion.

The critiques count for 15% of the final mark as follows: 5% for completing 5 quality critiques throughout the year, and 10% based on the average mark for what they choose as their two best critiques.

The group work mark (15%) is based on the satisfactory completion of the tasks assigned to small groups of students during the fieldwork (e.g. conducting interviews or experiments, etc depending on the topic of the year).

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## GV3L1 Half Unit

### Analytical Approaches to British Politics

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Torun Dewan

**Availability:** This course is available on the BA in Social Anthropology, BSc in History and Politics, BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations, BSc in Politics and Philosophy and BSc in Social Anthropology. This course is not available as an outside option nor to General Course students. Students from BSc in Economics may also take the course with permission.

**Pre-requisites:** Students must have completed Public Choice and Politics (GV225).

The course is designed primarily for students on the BSc Politics and Economics programme. Students from other BSc Politics programmes who have taken GV225 may also apply.

**Course content:** Strøm (2000) argues that the conceptual essence of Parliamentary government is a "historical evolution" – an accident of 19th century Britain that spread to other parts of the world. Recent analytical political science has shed light on Britain's political development and how its institutions function, using game theoretic modelling, rational choice narratives, and quantitative data. The course covers this literature and takes an analytical approach to topics such as: the historical development of British institutions and Imperial governance; the emergence and impact of Government-vs-Opposition; the historical development of the British party system; the causes and consequence of franchise extension; the Cabinet and its conventions; and the composition of the Executive and Parliament over time.

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 36 hours across the Lent and Summer Terms. This course includes a reading week in Week 6 of LT.

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

1500 word essay to be completed by end of reading week

**Indicative reading:** Cox, G. (1987) *The Efficient Secret*, Cambridge University Press

Berlinski, S., Dewan, T, and Dowding K. (2012) *Accounting for Ministers: Scandal and Survival in British Government 1945-2007*, Cambridge University Press

McLean, I (2002) *Rational Choice and British Politics: An Analysis of Rhetoric from and Manipulation from Peel to Blair*, Oxford University Press

Schonhardt-Bailey, C (2006) *From the Corn Laws to Free Trade: Interests, Ideas and Institutions in Historical Perspective*, MIT Press

**Assessment:** Online assessment (100%) in the ST.

Online assessment duration: 7 days in the ST.

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**GV3L2 Half Unit****The Politics and Policy of Climate Change and Sustainability**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Michael Lerner CBG 4.21

**Availability:** This course is available on the BSc in Philosophy, Politics and Economics, BSc in Politics, BSc in Politics and Data Science, BSc in Politics and Economics, BSc in Politics and History, BSc in Politics and International Relations and BSc in Politics and Philosophy. This course is not available as an outside option nor to General Course students.

**Pre-requisites:** Prior coursework in public policy, comparative politics, or equivalent. A basic understanding of the physical science of climate change would be advantageous.

**Course content:** This course introduces students to the political dynamics underlying environmental governance and investigates the ways in which politics and policy shape the pace of sustainable transitions, attempts to mitigate climate change, and the struggle to adapt to a more uncertain climate.

The course provides a survey of core and emerging topics in environmental politics and policy, such as climate obstruction, environmental authoritarianism, and the governance of geoengineering. A unifying theme of the course will be its frequent attention to the political economy of climate (in)action. The course will also offer foundational instruction in the use of the comparative method to describe and explain variation in environmental politics. This course focuses primarily, but not exclusively, on domestic environmental politics in advanced industrialized democracies.

**Teaching:** 10 hours of lectures and 15 hours of seminars in the LT. There will also be two supplementary recorded lectures on 1) the comparative method and 2) concepts and measurement in political science.

There will be a reading week in Week 6 of the Lent Term.

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

**Indicative reading:** Bernstein, Steven, and Matthew Hoffmann. "Climate politics, metaphors and the fractal carbon trap." *Nature Climate Change* 9.12 (2019): 919-925.

Seto, Karen C., et al. "Carbon lock-in: Types, causes, and policy implications." *Annual Review of Environment and Resources* 41 (2016): 425-452.

Parris, Thomas M., and Robert W. Kates. "Characterizing a sustainability transition: Goals, targets, trends, and driving forces." *Proceedings of the National Academy of Sciences* 100.14 (2003): 8068-8073.

Meckling, Jonas. "Oppose, Support, or Hedge? Distributional Effects, Regulatory Pressure, and Business Strategy in Environmental Politics." *Global Environmental Politics* 15.2 (2015): 19-37.

Stroup, Sarah S., and Wendy H. Wong. *The Authority Trap*. Cornell University Press (2017). Chapter 1.

Finnegan, Jared J. "Institutions, climate change, and the foundations of long-term policymaking." *Comparative Political Studies* (2022).

Baldwin, Elizabeth, Sanya Carley, and Sean Nicholson-Crotty. "Why do countries emulate each other's policies? A global study of renewable energy policy diffusion." *World Development* 120 (2019): 29-45.

Stokes, Leah C. *Short Circuiting Policy: Interest Groups and the Battle over Clean Energy and Climate Policy in the American States*. Oxford University Press (2020). Chapter 1.

**Assessment:** Blog post (20%) in the LT.

Research paper (80%) in the ST.

Students will write two blog posts (one in the first five weeks of the term, one in the last five weeks of the term, 9 opportunities total), of which one will be submitted for assessment (750 words).

The research paper will consist of a comparative case analysis of 2500 words.

**GY100****Introduction to Geography**

**This information is for the 2022/23 session.**

**Teacher responsible:** This course will be taught by Dr Jessie Speer, Dr Murray Low, Dr Meredith Whitten and Professor Riccardo Crescenzi

**Availability:** This course is compulsory on the BA in Geography, BSc in Economic History and Geography, BSc in Environment and Development and BSc in Geography with Economics. This course is available on the BA in Social Anthropology and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Note: As with all undergraduate courses, unless a course is core on a degree programme, allocation of places is done by School on a first come, first served basis and does not allow the Department to prioritise who is accepted

**Course content:** This course provides students with an introduction to Geography at LSE. In Michaelmas Term we will examine human geography's key concepts, including space, place, landscape, nature, globalization, mobility, society and city. In the Lent Term the course will move on to introductory sections on environmental geography and economic geography. The environmental section will trace how geography as a discipline has approached nature-society relationships, covering topics such as, the anthropocene, socio-materiality, wilderness, urban nature, and local and global environmental movements. The economic geography section will introduce students to the changing location of economic activity, inequalities within and between countries, regions and cities, and the rationale, objectives and tools of local and regional development policies in a globalizing world.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities.

This course is delivered through a combination of classes and lectures across Michaelmas Term and Lent Term.

This course includes a reading week in Week 6 of Michaelmas Term and Week 6 of Lent Term

**Formative coursework:** Students will be expected to produce 1 piece of coursework in the LT and 2 essays in the MT and LT.

**Indicative reading:** Detailed reading-lists related to the different topics within the course will be provided at the start of the course. General useful texts include Clifford, N.J., S.L. Holloway, S.R. Rice and G. Valentine (eds) (2009) *Key Concepts in Geography*, 2nd Ed, Sage, London; Dicken, P. (2011) *Global Shift: Mapping the Changing Contours of the World Economy* 6th Edition Sage Publications; W.E. Murray, *Geographies of globalization*, 2006; Pike A., A. Rodriguez-Pose and J. Tomaney (2017) *Local and regional development*. London: Routledge; N. Castree (2014) *Making Sense of Nature*

**Assessment:** Exam (100%, duration: 3 hours) in the summer exam period.

**GY101****Succeeding in your degree: Critical skills for Geography and Environment students**

**This information is for the 2022/23 session.**

**Teacher responsible:** T.B.C.

**Availability:** This course is available on the BA in Geography, BSc in Environment and Development, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is not available as an outside option nor to General Course students. This course is very strongly recommended for all first year Geography and Environment undergraduate students.

**Course content:** This course seeks to provide an introduction to key study skills that Geography and Environmental Social Science

students will use throughout their three years of undergraduate study. It will teach students how to get the most out of lectures and classes and, furthermore, how to best prepare for them through effective reading strategies and skills. During the course, students also will learn what makes a good essay, and how to effectively research, write and deliver them. The course will additionally introduce students to how their work is assessed and, moreover, how to best make use of feedback to improve their grades. All first-year undergraduates are strongly encouraged to take this course which has been purposefully designed to maximise their potential.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through lectures in Michaelmas Term.

**Indicative reading:** Burns, T. and S. Sinfield (2016). *Essential Study Skills: The Complete Guide to Success at University*. 2nd edition. Sage.

Cottrell, S. (2013). *The Study Skills Handbook*. 4th edition. Palgrave Macmillan.

Greetham, B. (2018). *How to Write Better Essays*. 4th edition. Palgrave Macmillan.

## GY103

### Contemporary Europe

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Neil Lee

**Availability:** This course is available on the BA in Geography, BSc in Environment and Development, BSc in Geography with Economics, BSc in Politics and BSc in Politics and International Relations. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** This course aims at: introducing students with little prior knowledge of European issues to some of the most important economic, social, and political challenges the European Union overcame in the past and currently faces; developing an understanding of the determinants and the historical evolution of these challenges, and the related public reactions and policies at different geographical levels; learning about strengths, weaknesses and lessons to be drawn from the most striking example of integration among nation states as a result of historical forces and in the context of a globalised world. The course covers critical issues such as different degrees of economic integration in theory and practice, historical bases for integration, competitiveness, cohesion, innovation and growth, enlargements, Euro crisis, Brexit, Europe in the world, social policy, employment trends, poverty, migration, ageing, and social exclusion and inequality. Particular emphasis is laid upon the geographical foundations of these themes, at various spatial scales in Europe: supranational, national and subnational (e.g. regional, local, urban) levels. The course is traditionally based on close interactions with the lecturers and class teachers, and extra curriculum events will be also organised.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities.

This course is delivered through a combination of classes and lectures across Michaelmas and Lent Term.

This course includes a reading week in Week 6 of Michaelmas and a reading week in Week 6 of Lent Term.

**Formative coursework:** Students will be expected to produce two class essays during the year (worth 10% each) and will also be expected to give class presentations.

**Indicative reading:** Given the diversity of the subject, there is no one textbook that covers all of the topics. A mix of academic articles and chapters from textbooks is used in the course. Reading lists are provided electronically, and additional web

sources will also be indicated during the lectures. Indicative textbooks are the following: R Baldwin and C Wyplosz, *The Economics of the European Integration*, 4th ed. 2012; S Senior Nello, *The European Union. Economics, Policies and History*, 3rd ed. 2012; J. McCormick, *European Union Politics*, Palgrave, 2nd ed. 2015.

**Assessment:** Essay (10%, 1000 words) in the MT.

Essay (10%, 1000 words) in the LT.

Take-home assessment (80%) in the ST.

## GY120

### Environmental Change: Past, Present and Future

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Thomas Smith S421C

**Availability:** This course is compulsory on the BSc in Environment and Development and BSc in Environmental Policy with Economics. This course is available on the BA in Geography. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** Many consider that 'Climate Change' is the greatest challenge currently facing human society, mainly because of the 'Environmental Changes' that it will cause. But what are 'Climate Change' and 'Environmental Change'? What causes these changes? How much have they changed in the past and how do we know? How much is human activity responsible for the recent changes identified and when did this influence begin? How is the climate going to change in the next century and what are the consequences going to be for extreme weather events, sea-level rise? What can we do about it? Should we adapt, mitigate, or begin to engineer our climate?

To answer these questions requires that the course focuses on developing an appreciation of the Planet Earth as the home of human societies. Through a combination of lectures, classes, practical work, and fieldwork, the course focuses on the physical nature of the 'natural' or biophysical systems and involves consideration of how the solid earth, the gaseous atmosphere, the hydrosphere and the biosphere, were formed, have evolved, interact and have changed over time due to both external (extra-terrestrial) and internal factors, including humans. From this, an appreciation of change and evolution over differing time-scales is developed, which will serve as an essential basis for students when evaluating the contemporary two-way interaction between humans and the environment in the 'anthropocene'. The relevant science will be taught as and when required.

*The course consists of the following sections:*

#### **PART A: Introduction to environmental change**

- A framework for environmental geography
- The nature and causes of environmental/climate change

#### **PART B: Key components of environmental change: The Biosphere**

- Formation of the biosphere and change over time
- Contemporary ecosystem processes and change
- The biodiversity crisis: extreme change in the anthropocene

#### **PART C: Key components of environmental change: Atmosphere & Oceans**

- Solar radiation, the atmosphere, and interactions
- Global and local energy budgets
- Circulation - atmosphere, oceans, and carbon

#### **PART D: Key components of environmental change: The Hydrosphere**

- Water in the atmosphere, clouds and rainfall
- Hydrological cascade, rivers and flooding

#### **PART E: Long-term environmental change**

- Geological-scale climate change and Earth's 'greenhouse' and 'icehouse' environments.
- Orbital-scale climate change and the great ice ages



- Millennial-scale climate change and deglaciation

#### **PART F: Contemporary climate change: The emerging human influence**

- The Holocene
- Contemporary climate change associated with fossil fuel emissions
- Contemporary climate change and extreme weather
- Land-use and land-cover change (deforestation)

#### **PART G: Future climate change**

- Modelling future climate change
- Fixing the future: Adaptation, mitigation, and geoengineering

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities.

This course is delivered through a combination of classes and lectures across Michaelmas and Lent Term.

This course includes a reading week in Week 6 of Michaelmas Term and Week 6 of Lent Term.

**Formative coursework:** Students will be expected to produce two assignments during the year, one in each term, and give class papers.

#### **Indicative reading:**

- Ahrens, C.D., 2012. *Meteorology today: an introduction to weather, climate, and the environment*. Cengage Learning.
- Gaston, K.J. and Spicer, J.I., 2004. *Biodiversity: An Introduction*. Wiley-Blackwell, Oxford.
- Houghton, J.T., 2009. *Global Warming. The Complete Briefing*. 4th edition, Cambridge Univ. Press
- IPCC, 2013. *Climate Change 2013: The Physical Science Basis. Contribution of Working Group I to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change* [Stocker, T.F., D. Qin, G.-K. Plattner, M. Tignor, S.K. Allen, J. Boschung, A. Nauels, Y. Xia, V. Bex and P.M. Midgley (eds.)]. Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA, 1535 pp, doi:10.1017/CBO9781107415324. [online] Available from: <http://www.ipcc.ch/report/ar5/wg1/> [last accessed 17 September 2016]
- IPCC, 2018. *Global Warming of 1.5°C. An IPCC Special Report on the impacts of global warming of 1.5°C above pre-industrial levels and related global greenhouse gas emission pathways, in the context of strengthening the global response to the threat of climate change, sustainable development, and efforts to eradicate poverty* [V. Masson-Delmotte, P. Zhai, H. O. Pörtner, D. Roberts, J. Skea, P.R. Shukla, A. Pirani, W. Moufouma-Okia, C. Péan, R. Pidcock, S. Connors, J. B. R. Matthews, Y. Chen, X. Zhou, M. I. Gomis, E. Lonnoy, T. Maycock, M. Tignor, T. Waterfield (eds.)].
- Maslin, M., 2013. *Climate: a very short introduction*. OUP Oxford.
- Ruddiman, W.F., 2001. *Earth's Climate: past and future*. Macmillan.
- Smithson, P., Addison, K. and Atkinson, K., 2013. *Fundamentals of the physical environment*. Routledge.

**Assessment:** Exam (60%, duration: 2 hours) in the summer exam period.

Essay (15%, 1500 words) and policy brief (25%) in the LT.

The policy brief will be formatted in the style of a UK Parliament science briefing note (POSTnote), with a 2,000 words limit.

## **GY121**

### **Sustainable Development**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Julia Corwin S414

**Availability:** This course is compulsory on the BSc in Environment and Development and BSc in Environmental Policy with Economics. This course is available on the BA in Geography, BA in Social Anthropology, BSc in Accounting and Finance, BSc in Geography with Economics and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** Studying sustainable development today

means recognizing the urgency of social and environmental problems facing current and future generations across the world. Throughout the year, we explore the relationship between human lives and the environment, debate what human 'development' and 'sustainability' mean, and discuss how to understand these complex and flexible concepts together. The course begins with studying the origins of sustainable development discourse and programmes, and then explores the challenges of sustainable development by looking at major global environmental and social changes, including debates on resource and energy use, urban growth, technology, industrial agriculture, commodity use and disposal, and changes in the global economy. GY121 is split into two distinct terms with different disciplinary and methodological approaches: Michaelmas term is taught by a geographer and Lent term is taught by an environmental economist. Together, these two terms expose students to the diversity of ways that sustainable development is thought about and studied, in order to foster critical understanding about the connections between environmental and social problems.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities.

This course is delivered through a combination of classes and lectures across Michaelmas and Lent Term.

This course includes a reading week in Week 6 of Michaelmas Term and in Week 6 of Lent Term

**Formative coursework:** Students will be expected to produce a number of small assignments throughout both terms.

**Indicative reading:** There are a variety of texts available for this course. A detailed reading list will be given at the beginning of each term but an indicative list includes:

J Hicke (2017) *The Divide: A Brief Guide to Global Inequality and its Solutions*. Windmill Books; R Patel and J Moore (2018) *A History of the World in Seven Cheap Things*. Verso Books; G Atkinson, S Dietz, E Neumayer and M Agarwala, eds. (2014) *Handbook of Sustainable Development*, 2nd edition, Edward Elgar Publishing; WM Adams (2009) *Green Development: Environment and Sustainability in the Developing World*, 3rd Edition, Routledge; JA Elliott (2012) *An Introduction to Sustainable Development*, 4th edition;

**Assessment:** Take-home assessment (40%) in the ST.

Take-home assessment (40%) in the period between MT and LT. Class participation (20%) in the MT and LT.

The assessments are separated by terms; one take-home assessment covers MT content and the other covers LT content.

The participation grade is based on student engagement with course material, and is assessed through a number of small assignments throughout both terms as well as participation in class discussions.

## **GY140**

### **Introduction to Geographical Research**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Austin Zeiderman, Dr Murray Low, Dr Richard Perkins, Dr Ryan Centner, Prof Henry Overman, Ms Jessie Speer, Dr Marco Di Cataldo and Prof Claire Mercer

**Availability:** This course is compulsory on the BA in Geography and BSc in Economic History and Geography. This course is available on the BSc in Environment and Development. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** The main objective of this course is to introduce students to the production of geographical and environmental knowledge and to prepare them to become producers of such knowledge themselves. It provides students with a sound understanding of both the conceptual foundations and real-world applications of a variety of methodological approaches for conducting research. To appreciate why, how, and to what ends geographers conduct research on the social and spatial



dimensions of human activity, the research process is examined from beginning to end: selecting a topic, performing a literature review, designing a project, collecting and analysing data, and communicating results. The process of producing knowledge about geography and the environment is also examined from a number of different perspectives: examining case studies of written work, engaging with internationally-renowned researchers, discussing the rationale for choosing a methodological approach, practicing the application of individual methods, and designing and executing a piece of independent research. Both quantitative and qualitative research methods are discussed in detail and practical exercises give students the opportunity to apply various methods from the course in their own research.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of lectures and classes across the Michaelmas Term and Lent Term. Students on this course will have a reading week in Week 6 of Michaelmas Term and Week 6 of Lent Term.

**Formative coursework:** Students will be given the opportunity to complete two formative assignments during the course of the year: one in MT that draws on qualitative research methods and one in LT draws on quantitative research methods. Information on the formative assignments will be provided.

**Indicative reading:** Methods in human geography: a guide for students doing a research project (Flowerdew and Martin, 2005); Statistics: a tool for social research (Healey, 2012); Statistics in geography and environmental science (Harris and Jarvis, 2011); Geography and geographers: Anglo-American geography since 1945 (Johnston, 1997); International Encyclopedia of Human Geography (Kitchin and Thrift, 2009); Key methods in geography (Clifford, French, and Valentine, 2010); Qualitative research methods in human geography (Hay, 2010).

**Assessment:** Project (50%, 3500 words) in the LT. Project (40%, 2500 words) and problem sets (10%) in the ST. The first project (3500 words) will be due toward the end of Lent Term. The problem set (500 words) and second project (2500 words) will be due at the start of Summer Term.

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## GY144

### Human Geography and the City

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Alan Mace

**Availability:** This course is compulsory on the BA in Geography. This course is available on the BSc in Geography with Economics. This course is not available as an outside option. This course is available to General Course students.

**Course content:** How can we understand the human geography of London? How have people shaped the city and how does the city's landscape impact people? How is this differentiated by race, class, gender, sexuality and ethnicity? We address these questions using London as a lab. You will be encouraged to engage with the city in numerous ways including through walks, media and the use of archives. Themes include; landscapes of empire, suburbanism, migration & diaspora, social housing and gentrification. To capture the specificity of the relationship between people and place the themes are sometimes developed in relation to particular settings; for example, Finsbury (housing), Hackney (gentrification) and Westminster (empire).

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of classes and lectures across Michaelmas and Lent Term. This course includes a reading week in Week 6 of Michaelmas Term and in Week 6 of Lent Term

**Formative coursework:** Students are expected to write two formative assignments and to participate actively in classes in the MT and the LT.

**Indicative reading:** Mapping tool (don't miss 'layer tools' in bottom left of right-hand window) <https://www.layersoflondon.org/map>  
Municipal dreams – <https://municipaldreams.wordpress.com/>  
Jonathan Meades on Letchworth Garden City (The suburbanisation of the UK) <https://www.youtube.com/watch?v=1qT5FquwhpA>  
de Botton, Alain. 2009. A Week at the Airport: A Heathrow Diary. London: Profile Books.  
Hall, Stuart. 2017. Familiar Stranger: A Life Between Two Islands. London: Penguin.

**Assessment:** Essay (50%, 2000 words) in the MT.  
Essay (50%, 2000 words) in the LT.

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## GY202

### Introduction to Global Development

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Camilla Royle

**Availability:** This course is compulsory on the BSc in Environment and Development. This course is available on the BA in Geography, BSc in Accounting and Finance, BSc in Economic History and Geography, BSc in Environmental Policy with Economics, BSc in Geography with Economics and BSc in International Relations. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** An introduction to analysing global development, focusing on key development theories, strategies, problems and trajectories. In Michaelmas Term we cover concepts and theories of development, histories of colonialism, the debt crisis and structural adjustment, neoliberalism, aid, governance and civil society. In Lent Term we examine poverty, migration, informality, housing, water, sanitation and gender.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of classes and lectures across Michaelmas and Lent Term. This course includes a reading week in Week 6 of Michaelmas Term and Week 6 of Lent Term.

**Formative coursework:** Students will produce two formative assignments during the MT and the LT.

**Indicative reading:** S. Chant and C. McIlwaine, Geographies of Development in the 21st Century:

An Introduction to the Global South, 2009; S. Chari and S. Corbridge (eds),

The Development Reader, 2008; G. Williams, P. Meth and K. Willis, Geographies of Developing Areas: the Global South in a Changing World, 2009;

V Desai & R Potter (Eds), The Companion to Development Studies, 2nd ed,

2008; T Forsyth (Ed), The Routledge Encyclopaedia of Development, 2005;

D. Simon (Ed.), Fifty Key Thinkers on Development, 2005; K Willis (2011)

Theories and practices in development, 2nd ed; UNDP, Human Development

Report, published annually; World Bank, World Development Report,

published annually.

**Assessment:** Exam (50%, duration: 2 hours) in the summer exam period.

Essay (50%, 3000 words) in the LT.

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## GY205

### Political Geographies

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Murray Low STC.S512

**Availability:** This course is available on the BA in Geography, BSc in Economic History and Geography, BSc in Environment and Development, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** An introduction to the relevance of a geographical perspective for explanation of contemporary political processes, and of a political perspective for explanation of contemporary geographies, at scales from the local to the global. Topics covered include: states; geopolitics; empires and national states; citizenship rights, migration and national 'closure'; nationalism, territory and identity; geographies of elections and representation; democratization; globalisation, neo-liberalism and governance.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online/in-person lectures and other supplementary interactive live activities.

This course is delivered through a combination of classes and lectures across Michaelmas Term and Lent Term.

This course includes a reading week in Week 6 of

Michaelmas Term and Week 6 of Lent Term

**Formative coursework:** Students will be expected to submit one formative essay per term of up to 1,500 words.

**Indicative reading:** Detailed reading lists will include journal articles, but indicative texts include: J Agnew, *Making Political Geography*, 2002; C Barnett and M Low (eds.) *Spaces of Democracy* 2004; J Agnew & S Corbridge, *Mastering Space*, 1995; K Cox, M Low and J Robinson (eds) *The Sage Handbook of Political Geography*, 2008.

**Assessment:** Essay (25%, 2000 words) in the LT. Take-home assessment (75%) in the ST.

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## GY206 Half Unit

### Urban Geography and Globalisation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Ryan Centner STC601c

**Availability:** This course is available on the BA in Geography, BSc in Economic History and Geography, BSc in Environment and Development and BSc in Geography with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** This course introduces students to the intersection of urban geography and the geography of globalisation, with the aim of understanding key references in academic debates, and their relevance for real-world social, economic, and political issues in our cities today. The course offers a critical, human-geographical perspective on 'global cities', how these manifest in different parts of the world, how they matter for distinct realms of urban life, and how we can study features of global urban geography. Themes include empires, development, and cities; 'global cities'; 'Third World cities' or 'cities of the global South'; urban spaces of neoliberalism; new geographies of urban theory; and planetary urbanisation. We examine cases related to migration, sexual minorities, the circulation of ideas, and gentrification. Examples come from both the 'global North' and the 'global South', with the aim of helping students understand when and how these categories may be useful.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of classes and lectures across Michaelmas Term.

This course includes a reading week in Week 6 of Michaelmas Term.

**Formative coursework:** The formative work will be an essay plan that directly prepares students for the summative work.

**Indicative reading:** Sassen, Saskia. 2001. *The Global City: New York, London, Tokyo*. Second edition.

Brenner, Neil and Nik Theodore (eds). 2002. *Spaces of Neoliberalism*.

Davis, Mike. 2006. *Planet of Slums*.

Robinson, Jennifer. 2006. *Ordinary Cities: Between Modernity and Development*.

Brenner, Neil and Christian Schmid (eds). 2014. *Implosions/Explosions: Towards a Study of Planetary Urbanization*.

Ghaziani, Amin. 2014. *There Goes the Gayborhood?*

**Assessment:** Essay (65%, 2500 words), class participation (20%) and presentation (15%) in the MT.

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## GY207 Half Unit

### Economy, Society and Place

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Alan Mace

**Availability:** This course is available on the BA in Geography, BSc in Economic History and Geography, BSc in Environment and Development, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** Why do people choose to live in particular places? Is it simply a trade-off of affordability and housing space or are other factors at play? Through which other mechanisms is the choice of residential location influenced and how significant is the outcome? Employing the theory of Bourdieu throughout the half unit, we address these and other questions, examining the interrelatedness of economy, governance and society in influencing the choice of where we live. We focus on the role of culture in nuancing class-based explanations of the relationship between people and place. We consider how housing choices can confer social advantage or disadvantage on individual households. And we discuss the significance for policy makers of placing the social at the centre of our understanding of housing choices. We use a series of place-based typologies and phenomenon to relate theory to practice. Examples might include but are not limited to; suburbanisation, rural second homes and gentrification.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities.

This course is delivered through a combination of classes and lectures in Lent Term. There is no teaching in week 11 due to the anticipated second year geography field trip.

This course includes a reading week in Week 6 of Lent Term.

**Formative coursework:** The formative work will be an essay plan that directly prepares students for the summative work.

**Indicative reading:**

- Bourdieu, P. (2005) 'Habitus'. In Jean Hillier and Emma Rooksby (eds) *Habitus: a sense of place*. 43-5.
- Mace, A. (2017), *Spatial capital as a tool for planning practice*. *Planning Theory* 16(2) 119-132.
- Peck, J. (2011). *Neoliberal Suburbanism: Frontier Space*. *Urban Geography*, 32(6), 884-919.
- Savage, M. *The Lost Urban Sociology of Pierre Bourdieu* (chapter 45). In Gary Bridge and Sophie Watson (eds) *The new Blackwell companion to the city*. 511-520.

**Assessment:** Essay (100%, 3000 words) in the ST.

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**GY209 Half Unit****The Economic Geography of Trade, Production and Development**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Davide Rigo

**Availability:** This course is compulsory on the BSc in Geography with Economics. This course is available on the BA in Geography, BSc in Economic History and Geography, BSc in Economics, BSc in Environment and Development and BSc in Environmental Policy with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** Economics A (EC100) or Economics B (EC102) or Microeconomics I (EC1A1 or EC1A3 or EC1A5) in combination with Macroeconomics I (EC1B1 or EC1B3 or EC1B5), and ST107 (or equivalent course in statistics) strongly recommended.

**Course content:** This course is concerned with economic geography. In particular we use ideas from International Trade, International Economics, Development and Regional Economics to talk about the location of economic activity across space and the consequences of uneven location. This module is concerned with two fundamental questions: i) what determines the distribution of production and trade across countries and regions? ii) which are the implications for economic development and inequalities? To answer to these questions, this module provides students with an introduction of international trade theories, their mechanisms and implications for trade patterns. In parallel, this module provides students with a review of the main empirical studies testing for those theories and documenting the implications of trade liberalisation for economic development and income inequalities. Armed with these theories and empirical facts, the module critically evaluates current trade policy disputes.

The main topics covered during the module will be:

1. Introduction to trade
2. The Ricardian model of comparative advantage
3. Heckscher-Ohlin and factor endowments
4. Trade, globalisation and inequality
5. Krugman's New Trade Theories
6. Spatial Distribution of Trade and Production
7. Trade Policy
8. Gravity models
9. Heterogeneous firms and trade

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/ seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through a combination of classes and lectures across Michaelmas Term.

This course includes a reading week in Week 6 of Michaelmas Term.

**Formative coursework:** Students will be expected to prepare for group discussion of the main readings and hand in a short essay for formative assessment.

**Indicative reading:**

- Pugel T.A. International Economics. McGraw-Hill.
- Baldwin R and Martin P., (1999), Two waves of globalization: superficial similarities, fundamental differences, NBER working paper 6904.
- Antràs, P. (2020), Conceptual aspects of global value chains. World Bank Policy Research Working Paper 9114.
- Autor D. Dorn D. and Hanson G. (2013), The China Syndrome: Local Labor Market Effects of Import Competition in the US. *American Economic Review*, 103(6), 2121-2168.
- Feenstra C. and Hanson G. (1999), The Impact of Outsourcing and High-Technology Capital on Wages: Estimates for the United States, 1979-1990. *Quarterly Journal of Economics*, 114, 907-940.
- Krugman, Paul (1979), Increasing returns, monopolistic competition, and international trade. *Journal of International Economics*, Vol. 9(4), pp. 469-479.
- Krueger, A. O. (1997), Trade Policy and Economic Development: How we learn. *The American Economic Review*, 87(1).

- James Feyrer, (2009), Distance, Trade, and Income – The 1967 to 1975 Closing of the Suez Canal as a Natural Experiment. NBER Working Papers 15557.

- Bernard A., J.B. Jensen, S.J. Redding, and P.K. Schott (2007), "Firms in International Trade". *The Journal of Economic Perspectives*, Volume 21, Number 3, pp. 105-130.

- Bustos, P. (2011), Trade Liberalization, Exports, and Technology Upgrading: Evidence on the Impact of MERCOSUR on Argentinian Firms. *The American Economic Review*, 101(1), 304-340

**Assessment:** Coursework (100%, 3000 words) in the LT.

**GY210 Half Unit****The Economics of Cities**

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Henry Overman

**Availability:** This course is compulsory on the BSc in Geography with Economics. This course is available on the BA in Geography, BSc in Economic History and Geography, BSc in Economics, BSc in Environment and Development and BSc in Environmental Policy with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course is capped at 80 students.

**Pre-requisites:** Economics A (EC100) or Economics B (EC102) or Microeconomics I (EC1A1 or EC1A3 or EC1A5) in combination with Macroeconomics I (EC1B1 or EC1B3 or EC1B5), and ST107 (or equivalent course in statistics) strongly recommended.

**Course content:** Urban economics is concerned with the spatial form of cities and the division of national economic activity into cities, both at a point in time and over time. Three fundamental questions are: (1) Why are economic activities within a country so unequally distributed across space? (2) Why do cities (and more broadly agglomeration of firms and workers) emerge and in what locations? (3) Why are economic activities within cities unequally distributed in general and between areas near the city centre and those near or in the suburbs?

The main topics covered in this course include:

- Why do cities exist and why do firms cluster?
- What determines equilibrium city size and features of the urban system?
- City growth and spatial transformation
- Diseconomies in cities: Urban location, land rents and land use patterns
- The role of local governments

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/ seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities.

This course is delivered through a combination of classes and lectures across Lent Term.

This course includes a reading week in Week 6 of Lent Term.

**Formative coursework:** Students will be expected to prepare for group discussion of some readings and hand in short essays or problem sets.

**Indicative reading:**

- O'Sullivan. A., Urban Economics. Boston: Irwin- McGraw-Hill, 2012.
- Greenstone M. R. Hornbeck & E. Moretti (2010). Identifying agglomeration economies: Evidence from winners and losers of large plant openings, *Journal of Political Economy*, Vol. 118, No. 3, 536-598.
- Duranton, G. 160& Puga, D. (2001). Nursery cities: Urban diversity, process innovation, and the life cycle of products. *American Economic Review*, 91(5).
- Ahlfeldt, G. M., & McMillen, D. P. (2018). Tall buildings and land values: Height and construction cost elasticities in Chicago, 1870–2010. *Review of Economics and Statistics*, 100(5), 861-875.
- Hilber, C. A., & Vermeulen, W. (2016). The impact of supply

constraints on house prices in England. *The Economic Journal*, 126(591), 358-405.

- Hilber, C.A.L. & Lyytikäinen, T. (2017). Transfer Taxes and Household Mobility: Distortion on the Housing or Labor Market? *Journal of Urban Economics* 101, 57-73.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

## GY220

### Environment: Science and Society

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Thomas Smith STC.421C and Dr Jessica Templeton

**Availability:** This course is compulsory on the BSc in Environment and Development and BSc in Environmental Policy with Economics. This course is available on the BA in Geography, BSc in Economic History and Geography and BSc in International Relations. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** An analysis of the debates concerning the nature, causes and effects of, and the alternative solutions to, the key natural environmental degradation and pollution problems faced by human societies. The purpose of this course is to provide essential information, first, about the scientific foundations for much environmental concern and, secondly, a social-science perspective on that science, identifying how it is communicated and employed in areas of environmental governance. The course provides both a grounded discussion of physical changes underlying some key environmental debates, and an introduction to approaches from social science concerning the governance implications of environmental science. Students will explore the role of science in environmental understanding and governance through a combination of lectures, classes, and practical environmental monitoring.

The course consists of three sections, although the specific content, order and relative proportion of teaching may change with staff availability:

**Part A: Introduction and Themes:** this introduces students to social scientific perspectives on scientific knowledge and environmentalism.

**Part B: Environmental Science, Risk and Policy:** this section examines the physical science basis of current regional and global environmental risks, including geohazards, wildfires, land-use change, and pollution.

**Part C: Science and Environmental Governance:** this final section of the course examines how environmental science is incorporated in global environmental governance (specific examples include climate change, ozone depletion, and biodiversity conservation). The course concludes with an examination of the notion of sustainability science.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of classes and lectures across Michaelmas and Lent Term.

This course includes a reading week in Week 6 of Michaelmas Term and Week 6 of Lent Term.

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

One essay/report in MT, one mock exam essay in LT

**Indicative reading:** No one book or small group of books adequately covers the themes considered in the course, and separate reading lists are provided for each distinct part of the syllabus. Basic reading material includes:

- T. Forsyth, *Critical Political Ecology; The Politics of Environmental Science*, 2003;
- A. Goudie (Ed), *The Human Impact Reader*, 6th edition, 2006;

- M. K. Hill, *Understanding Environmental Pollution*, 1997;
- J. Houghton, *Global Warming: The Complete Briefing*, 5th edition, 2015;
- M. Hulme, *Why We Disagree About Climate Change*, 2009;
- A.M. Mannion, *Dynamic World: Land Cover and Land-Use Change*, 2002;
- G. T. Miller (Ed), *Living in the Environment*, 2000;
- K. Smith, *Environmental Hazards*, 2001;
- United Nations Environment Programme, *UNEP Yearbook 2015*, 2015;
- M. Whitehead, *Environmental Transformations*, 2014.

**Assessment:** Exam (60%, duration: 2 hours) in the summer exam period.

Assignment (40%) in the LT.

Students may choose their assignment as either an environmental monitoring report (3000 words) or a summative essay (3000 words).

## GY222

### Applied Environmental Economics

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Eugenie Dugoua (course coordinator), Dr Sefi Roth, Dr Stephen Jarvis

**Availability:** This course is compulsory on the BSc in Environmental Policy with Economics. This course is available on the BA in Geography, BSc in Accounting and Finance, BSc in Economic History and Geography, BSc in Environment and Development, BSc in Geography with Economics and BSc in Psychological and Behavioural Science. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.

**Course content:** This course is an introduction to economic principles in the analysis of environmental change and natural resource use and in designing appropriate policy responses. The first part of the course primarily covers the concepts and tools of environmental and resource economics, such as the evaluation of regulatory and market-based instruments in controlling pollution; moral suasion and voluntary regulation; the economics of renewable resources (e.g. fisheries); the economics of non-renewable resources (e.g., fossil fuels and minerals). The second part applies these concepts and tools to provide an economic perspective on real-world policy issues. Topics covered include the following: cost-benefit analysis and environmental valuation; stated and revealed preferences methods (and some behavioural considerations); sustainable development; biodiversity; climate change; energy; directed technological change and green innovation; health and the environment.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities.

This course is delivered through a combination of classes and lectures across Michaelmas Term and Lent Term.

This course includes a reading week in Week 6 of Michaelmas Term and Week 6 of Lent Term.

**Formative coursework:** Students will be expected to produce non-assessed coursework throughout the year that will include at least one essay and may be asked to give class presentations.

**Indicative reading:** Detailed reading lists will be provided to support each course component.

For an overview and introduction to the main issues covered by the course, students may wish to consult the following: Field, B., & Field, M. K. (2016). *Environmental economics*. McGraw-Hill Education.



Keohane, N. O., & Olmstead, S. M. (2016). *Markets and the Environment*. Island Press.

Kolstad, C. (2011). *Intermediate environmental economics: International edition*. OUP Catalogue

OECD. (2018). *Cost-Benefit Analysis and the Environment: Further Developments and Policy Use*. OECD Publishing.

**Assessment:** Exam (75%, duration: 3 hours) in the summer exam period.

Essay (25%, 2000 words).

## GY245 Half Unit

### Quantitative Methods in Geography and GIS

**This information is for the 2022/23 session.**

**Availability:** This course is compulsory on the BA in Geography and BSc in Geography with Economics. This course is available on the BSc in Economic History and Geography, BSc in Environment and Development and BSc in Environmental Policy with Economics. This course is not available as an outside option nor to General Course students.

**Pre-requisites:** GY140 Introduction to Geographical Research or a 1st year statistics course such as ST107 Quantitative Methods (Statistics)

**Course content:** This course provides students with an introduction to quantitative methods for geographical analysis, specifically regression analysis and Geographical Information Systems (GIS). An understanding of quantitative methods of this type is essential for those who wish to go on to do their own research and for those who will use GIS in their future undertakings. The first part of the course is devoted to the principles of regression analysis as applied to quantitative social science. The second part of the course introduces students to the use of GIS in research. Theoretical discussion in the lectures is accompanied by practical computer classes in which students learn how to apply these methods on real data sets. The practical classes develop a range of skills which lead on to an assessed practical project.

Topics covered:

- 1 Introduction to quantitative methods
- 2 Regression analysis: linear models; parameter estimation; regression output interpretation; dummy variables
- 3 Regression analysis: hypothesis tests
- 4 Regression analysis: classical assumptions; omitted variables; reverse causality; heteroscedasticity; multicollinearity
- 5 Regression: practical applications in project work
- 6 GIS: Introduction
- 7 GIS: Spatial representation; vector data; raster data; remote sensing; databases, joins
- 8 GIS: Queries, spatial joins, overlay and data management
- 9 GIS: Examples

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through a combination of classes and lectures across Michaelmas Term.

This course includes a reading week in Week 6 of Michaelmas Term.

**Formative coursework:** Formative work is based solely on the first part of the course on regression analysis. A dataset is provided alongside a specific set of questions.

**Indicative reading:** Studenmund, A.H., *Using Econometrics: a practical guide*. Longman: London.

Bernhardsen, T (2002), *Geographic Information Systems: An Introduction*. New York: John Wiley and Sons.

Breslin, P., Frunzi, N., Napoleon, E., Ormsby, T., *Getting to Know ArcView GIS*. San Francisco: ESRI Press.

**Assessment:** Project (100%, 3000 words) in the LT.

## GY246 Half Unit

### Field Methods in Geography

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Ryan Centner STC 6.01c

**Availability:** This course is compulsory on the BA in Geography. This course is not available as an outside option nor to General Course students.

**Course content:** The course aims to prepare second-year students to undertake field research, focusing specifically on qualitative methods. It is linked to the BA Geography field course that takes place at the end of LT, and offers key preparation for third-year Independent Research Projects (IRP) that BA Geography students must conduct after this course.

Attendance and active participation is crucial for appropriate preparation for the field trip.

The course examines methodologies in field-based geographical research and evaluates their application to different kinds of research problems. It considers the choice of methods which may be used in the student's own IRP, and how to plan research.

It enables students to acquire familiarity with, and practice of, contemporary qualitative research techniques and to examine different ways of, and gain experience in, presenting research results. A further aim of the course is to enable students to evaluate critically the methodological validity of qualitative geographical research as distinct from quantitative approaches.

The course covers the following qualitative approaches to social science methodologies:

- (i) techniques for qualitative data analysis including structured and unstructured interviewing, participant observation, and transecting, including ethics when conducting fieldwork;
- (ii) application of qualitative research techniques in the field; and
- (iii) techniques for designing, carrying out, and presenting field research, including both the course's field report and the third-year IRP.

Topics covered:

1. Ethics, planning & qualitative methods in independent geography research projects
2. Observation & ethnography in human geography
3. Interviews & focus groups as qualitative methods
4. Transecting in field research
5. Field journals
6. Field-course location: History & context
7. Field-course location: Topics in the field A
8. Field-course location: Topics in the field B
9. Field-course location: Topics in the field C

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities.

Field-course: The course includes a one week-long field trip, normally in the final week of the Lent Term. In the past the field course has visited Havana, Cuba. The destination, duration and content of the field trip in 2020/21 is subject to change, depending on the global situation regarding coronavirus and restrictions on travel.

Students should be aware that, although the costs of this course are subsidised by the Department, they will be expected to make a substantial financial contribution themselves. There are bursaries available from the Department for students who can document financial need.

An alternative field exercise will be undertaken by students who are unable to participate in the above one-week residential field-course.

Students on this course will have a reading week in Week 6.

**Formative coursework:** Short exercises conducted in preparation for class sessions throughout the Lent Term.

**Indicative reading:**

- Chilson, P. and Mulcahy, J.B. (2017) *Writing abroad: A guide for travelers*. Chicago: University of Chicago Press.
- Bastian, H. (2019) *Everyday adjustments in Havana: Economic reforms, mobility, and emerging inequalities*. Lanham: Lexington

Books.

- Becker, H. S. (1998) *Tricks of the trade: How to think about your research while you're doing it*. Chicago: University of Chicago Press.
- Becker, H. S. (2007) *Writing for social scientists: How to start and finish your thesis, book, or article* (2nd edition). Chicago: University of Chicago Press.
- Cloke, P. et al (2004) *Practising human geographies*. London: Sage.
- Esterberg, K.G. (2002) *Qualitative Methods in Social Research*. Boston: McGraw-Hill.
- Flowerdew, R. and Martin, D. (eds.) (2005) *Methods in human geography: A guide for students doing a research project* (2nd edition). Harlow: Pearson/Prentice Hall.
- Hain, I. (2010) *Qualitative research methods in human geography* (3rd edition). Oxford: Oxford University Press.
- Hennink, M. et al (2011) *Qualitative research methods*. London: Sage.
- Jones, J., Quinn, S. and Brown, H. (2011) *Writing for sociology* (2nd edition). Berkeley: Department of Sociology, University of California at Berkeley.
- Luker, K. (2008) *Salsa dancing into the social sciences: Research in an age of info-glut*. Cambridge: Harvard University Press.
- Parsons, T. and Knight, P. (1995): *How to do your dissertation in geography and related disciplines*. London: Chapman & Hall.

**Assessment:** Project (60%) and research proposal (20%) in the ST. Class participation (20%) in the LT.

## GY247 Half Unit

### Field Methods in Geography with Economics

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Erica Pani (Course Convenor), Dr Ryan Centner, Prof Steve Gibbons

**Availability:** This course is compulsory on the BSc in Geography with Economics. This course is not available as an outside option nor to General Course students.

**Course content:** The course aims to prepare second-year students to undertake field research, focusing specifically on qualitative methods. It is linked to the BSc Geography with Economics field trip that takes place at the end of LT, and offers key preparation for this and third-year Independent Research Projects (IRP). Attendance and active participation is crucial for appropriate preparation for the field trip.

The course examines methodologies in field-based geographical research and evaluates their application to different kinds of research problems. It considers the choice of methods which may be used in the student's own research, and how to plan research. It enables students to acquire familiarity with, and practice of, contemporary qualitative research techniques and to examine different ways of, and gain experience in, presenting research results. A further aim of the course is to enable students to evaluate critically the methodological validity of qualitative geographical research as distinct from quantitative approaches. The course covers the following qualitative approaches to social science methodologies:

- (i) techniques for qualitative data analysis including structured and unstructured interviewing, participant observation, and transecting, including ethics when conducting fieldwork;
- (ii) application of qualitative research techniques in the field; and
- (iii) techniques for designing, carrying out, and presenting field research, including both the course's field report and the third-year IRP.

Topics covered:

1. Ethics, planning & qualitative methods in independent geography research projects
2. Observation & ethnography in human geography
3. Interviews & focus groups as qualitative methods
4. Transecting in field research
5. Field journals

6. Topics related to field trip research planning and poster preparation.

Field-course:

The field course offers an opportunity to apply the methods studied on the first part of the course to research on the economic geography of a specific location. Students will embark on a series of orientation and research activities during the trip. In the past, the field trip has visited the state of Kerala in south India, in the area around Kochi (formerly Cochin). Kerala provides a rich and fascinating introduction to South Asian landscapes and culture, both new and old. Kerala is often described as a success story of economic development – the so called 'Kerala model' - with high levels of literacy and life expectancy, despite its relatively low per capita income. In other years the field trip has run to L'Aquila in Italy, a site of recent earthquakes, to learn about local economic development policy in the context of disaster recovery. The destination, duration and content of the field trip is subject to change, depending on the global situation regarding coronavirus and restrictions on travel.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. Field-course: The course includes a residential field trip, normally in the final week of the Lent Term. In the past the field course has visited Kerala, India or L'Aquila, Italy. The destination, duration and content of the field trip is subject to change, depending on the global situation and restrictions on travel.

Students should be aware that, although the costs of this course are subsidised by the Department, they will be expected to make a substantial financial contribution themselves. There are bursaries available from the Department for students who can document financial need.

An alternative field exercise will be undertaken by students who are unable to participate in the above one-week residential field-course.

Students on this course will have a reading week in Week 6.

**Formative coursework:** Short exercises conducted in preparation for class sessions throughout the Lent Term.

**Indicative reading:**

- Chilson, P. and Mulcahy, J.B. (2017) *Writing abroad: A guide for travelers*. Chicago: University of Chicago Press.
- Bastian, H. (2019) *Everyday adjustments in Havana: Economic reforms, mobility, and emerging inequalities*. Lanham: Lexington Books.
- Becker, H. S. (1998) *Tricks of the trade: How to think about your research while you're doing it*. Chicago: University of Chicago Press.
- Becker, H. S. (2007) *Writing for social scientists: How to start and finish your thesis, book, or article* (2nd edition). Chicago: University of Chicago Press.
- Cloke, P. et al (2004) *Practising human geographies*. London: Sage.
- Esterberg, K.G. (2002) *Qualitative Methods in Social Research*. Boston: McGraw-Hill.
- Flowerdew, R. and Martin, D. (eds.) (2005) *Methods in human geography: A guide for students doing a research project* (2nd edition). Harlow: Pearson/Prentice Hall.
- Hain, I. (2010) *Qualitative research methods in human geography* (3rd edition). Oxford: Oxford University Press.
- Hennink, M. et al (2011) *Qualitative research methods*. London: Sage.
- Jones, J., Quinn, S. and Brown, H. (2011) *Writing for sociology* (2nd edition). Berkeley: Department of Sociology, University of California at Berkeley.
- Luker, K. (2008) *Salsa dancing into the social sciences: Research in an age of info-glut*. Cambridge: Harvard University Press.
- Parsons, T. and Knight, P. (1995): *How to do your dissertation in geography and related disciplines*. London: Chapman & Hall.

**Assessment:** Research proposal (20%) and poster (60%) in the ST. Class participation (20%) in the LT.

This course has three assessment components: 60% is for a

poster describing field-work research carried out as part of the course field trip (approximately 1000 words, but with graphical elements and images); 20% is for participation in classes and field trip activities; and 20% is for a proposal for future research (1250 words) such as that you will do if you take GY350, the 3rd Year Independent Research Project.

## GY248 Half Unit

### Field Methods in Geography & Environment

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Ryan Centner STC 6.01c, Prof Claire Mercer, Dr Thomas Smith 4.21c (field trip co-ordinator) and Dr Julia Corwin

**Availability:** This course is available on the BSc in Economic History and Geography, BSc in Environment and Development and BSc in Environmental Policy with Economics. This course is not available as an outside option nor to General Course students.

**Course content:** The course aims to prepare second-year students to undertake individual research projects. It examines the methodologies used in field-based geographical and environmental research and evaluates their application to different kinds of research problems. It considers the choice of methodology which may be used in the student's own Independent Research Project (IRP) and how to plan research. It enables students to acquire familiarity with, and practice of, contemporary qualitative research techniques and to examine different ways of, and gain experience in, presenting research results. A further aim of the course is to enable students to evaluate critically the methodological validity of geographical literature.

The course covers the following approaches to social science methodologies:

- (i) techniques for qualitative data analysis including structured and unstructured interviewing, participant observation, and research ethics, including ethics when conducting fieldwork;
- (ii) application of field-specific qualitative and field-specific quantitative research techniques in the field; and
- (iii) techniques for designing, carrying out, and presenting an Independent Research Project.

**Topics covered:**

1. Planning an independent research project
2. Qualitative methodology in human geography: What can we know? What kind of knowledge can we gain about qualities of the social and spatial world? And how?
3. Interviews (plus questionnaires and focus groups): What people think, and are able/willing to tell us
4. Ethnography & observation: What people do, and maybe even how they feel about it
5. Transecting & comparing: Making sense of places
6. How to design a research project
7. Field-trip specific teaching
8. Field-trip specific teaching
9. Field-trip specific teaching

**Field-course**

The destination, duration and content of the field trip in 2020/21 is subject to change, depending on the global situation regarding coronavirus and restrictions on travel.

In previous years, our trip destination has been Kerala, India. The Kerala field course offers an excellent opportunity to experience a fascinating environment at first hand. The field trip visits the states of Kerala and Tamil Nadu in south India, and will transect a section of the Western Ghats from Munnar to Thekaddy, before heading to the Kerala Backwaters and Fort Cochin. Kerala provides a rich and fascinating introduction to South Asian landscapes and culture, both new and old. The Western Ghats Mountains separate Kerala from Tamil Nadu and are important for agro-forestry products such as tea, cardamom, and other spices. South of Kochi is the complex agro-ecological system of the 'backwaters' – a chain of lagoons, lakes and canals along the length of Kerala. Students will embark on a series of orientation and research activities during the

trip.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. Students should be aware that, although the costs of this course are subsidised by the Department, they will be expected to make a substantial financial contribution themselves. There are bursaries available from the Department for students who can document financial need.

An alternative field exercise will be undertaken by students who are unable to participate in the above one-week residential field-course.

Students on this course will have a reading week in Week 6.

**Formative coursework:** Short exercises conducted in preparation for class sessions throughout the Lent Term.

**Indicative reading:** Alasuutari, P. et al. (2008) *The SAGE Handbook of Social Research Methods*. London: Sage  
Barnes, J. A., (1979), *Who Should Know What? Social Science, Privacy and Ethics*, Harmondsworth: Penguin. [HN29 B26 Course Collection]

Barzun, Jacques and Henry F. Graff (1985): *The Modern Researcher*, San Diego: Harcourt Brace Jovanovich, Part III.  
Bauer M W & G Gaskell (2000) *Qualitative researching with text, image and sound – a practical handbook*, London, Sage  
Bell, J. (1993): *Doing your research Project – a Guide for First-Time Researchers in Education and Social Science*, Milton Keynes: Open University Press, chapter 12.

Bryman, A. (2004) *Social Research Methods*. 2nd edition. Oxford: Oxford University Press

Coffey, A. and P. Atkinson (1996): *Making Sense of Qualitative Data*, chapter 2, London: Sage Publications.

Crotty, M.J. (2003) *Foundations of Social Research: Meaning and Perspective in the Research Process*. London, Sage  
Dunleavy, Patrick (1986): *Studying for a Degree in the Humanities and Social Sciences*, Basingstoke: Macmillan, chapter 5.

Esterberg, K.G. (2002) *Qualitative Methods in Social Research*. Boston: McGraw-Hill

Eyles, J. (ed.), (1988), *Research in Human Geography: Introductions and Investigations*. Oxford: Basil Blackwell.

Flick U (2006) *An introduction to qualitative research*, London, Sage (3rd edition)

Flowerdew, R. and Martin, D. (eds.) (2005) *Methods in Human Geography: A guide for students doing a research project*. 2nd edition. Harlow, England; New York: Pearson/Prentice Hall

Gilbert, N. (1992), *Researching social life*. London: Sage Publications.

Flick, U. (2006) *An Introduction to Qualitative Research*. 3rd edition. London: Sage

Flick, U., E. von Kardorff and I. Steinke (eds.) (2004) *A Companion to Qualitative Research*. London: Sage

Flowerdew, R. and D. Martin (2005) *Methods in Human Geography: A guide for students doing a research project*. 2nd edition. Essex: Pearson

Hay, I. (2010) *Qualitative research methods in human geography*. (3rd edition). Oxford: Oxford University Press.

Hennink, M. et al (2011) *Qualitative Research Methods*. London; Thousand Oaks, CA: SAGE

Kvale, S. (1996), *Interviews: An introduction to qualitative research interviewing*. London: Sage. Lindsay, J. (1997): *Techniques in Human Geography*, London: Routledge.

Mason J (2002) *Qualitative research*, London, Sage (2nd edition)

Parsons, Tony and Peter G. Knight (1995): *How to Do Your Dissertation in Geography and Related Disciplines*, London: Chapman & Hall.

Rogers, A., Vites, H., Goudie, A. (1992), *The student's companion to Geography*. Blackwell.

Turabian, Kate L. (1996): *A Manual for Writers of Term Papers, Theses, and Dissertations*, Chicago: University of Chicago Press.

Watson, George (1987): *Writing a Thesis – a Guide to Long Essays and Dissertations*, London: Longman.

**Assessment:** Research proposal (20%) and research project (60%)



in the ST.  
Class participation (20%) in the LT.

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## GY307 Half Unit

### Regional Economic Development

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Michael Storper STC 4.07

**Availability:** This course is available on the BA in Geography, BSc in Economic History and Geography, BSc in Economics, BSc in Environment and Development, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** In 2016, politics were shaped by regional development. In Britain, certain regions voted to leave the European Union and others (Greater London, Scotland) to stay. In the American presidential election in November 2016, 473 counties voted for the Democratic Party candidate and about 2600 counties voted for the Republican. However, the 473 counties contain more than 2/3 of the country's economic output, a majority of its population, produce almost all of its technological innovations, have higher personal incomes, and are responsible for most of the country's exports. This pattern has continued into the 2020s. This is because economic development is uneven across regions, within countries and at a wider global scale, between countries and continents. Over the past 40 years, in the current cycle of economic development that is defined by globalization and new technologies, these differences have become sharper, leading to more sharply divided politics in many countries. In many countries, a limited set of Superstar metropolitan areas has detached its economic performance from the rest of the national territory. If we bring this down to the personal level, where one lives matters for their opportunities, economic welfare and lifestyle. But places do not have a secure position in the world: they can go up or down the economic hierarchy and, with them, alter the opportunities or lack thereof for the people in them, as well as define opportunities or obstacles to migration. In cycles of about 40 years, the hierarchies of incomes among places can undergo significant change. Formerly prosperous places can decline; formerly less wealthy places can, under some conditions, develop, but only under the right conditions. Those that survive the cycles do so by changing their economic base and many other features of the local economy and society. With such change, the ways we live in places also evolves.

In 2009, the Nobel Prize in economics was awarded to Paul Krugman for founding what is now known as the "New Economic Geography." Since then, researchers have assembled a powerful, unified vision of what causes cities, metropolitan areas, regions, and countries in the world to develop in a geographically uneven manner. This vision brings together theories of the location of firms and households, trade, local labor markets, transport and trade costs, and local development policies/politics, into a unified whole.

There are challenges today for both the "473" counties and the other 2600. Roughly speaking, the 473 have to keep doing things that have made them prosperous, but this is a moving target as technologies change, and patterns of competition change at a local and global scale. Moreover, even prosperous city-regions have internal challenges, such as poor neighborhoods or unequal opportunities for their people. The less prosperous "2600" counties have different challenges: they have been largely bypassed by the positive dimensions of globalization and technological change. Yet regional policies in the US and other countries have not been very successful in helping them adjust to the current world.

In this course, we will learn the theories, analytical tools and data that explain these issues and frame the challenges for development of both prosperous and less prosperous regions.

**Teaching:** This course will be delivered through live, in-classroom

lectures, which will also be recorded and posted online for further consultation.

This course is delivered through weekly seminars in Michaelmas Term where the teacher actively invites student participation in the form of questions and debates, in addition to taught classes that involve readings, problem sets, debates and discussions, on a weekly basis

This course includes a reading week in Week 6 of Michaelmas Term.

**Formative coursework:** A variety of exercises including problems, reading analyses, use of examples that complement theoretical articles and so on. We draw these up as close as possible to the term, or even during the term, in order to enhance the student experience by making the examples relevant and contemporary.

**Indicative reading:**

- Pierre-Philippe Combes, Thierry Mayer, Jacques-François Thisse, 2008, *Economic Geography: The Integration of Regions and Nations*, Princeton: Princeton University Press.
- Philip McCann, 2001, *Urban and Regional Economics*, Oxford University Press.
- Steven Brakman, Harry Garretsen, Charles van Marrewijk, 2001, *An Introduction to Geographical Economics: Trade, Location and Growth*. Cambridge.
- Storper, M, and Walker, R, 1989 *The Capitalist Imperative*, Oxford: Blackwell.
- Storper, M. 1997 *The Regional World*, London: Guilford.
- Storper, M. 2014. *Keys to the City*, Princeton: Princeton University Press.
- Storper, M. et al, 2015, *The Rise and Decline of Urban Economies*. Stanford: Stanford University Press.

**Assessment:** Take-home assessment (100%) in the LT.

The take home exam involves a combination of short responses (eg a paragraph or so); and essays. The essay questions consist of a list of essay questions that correspond to the topics covered in the lectures. These essays will be grouped into different sections on the exam, and students will choose one question from each group. There will be either two or three groups of questions from which students will select.

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## GY308 Half Unit

### The Economic Geography of Growth and Development

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Olmo Silva STC 5.06a

**Availability:** This course is available on the BA in Geography, BSc in Economic History and Geography, BSc in Economics, BSc in Environment and Development, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** The course will introduce students to the framework and tools used by economists to study the processes of growth and development, and analyse its determinants. After a short discussion of the basic modelling framework, the course will focus on empirical aspects. First, it will discuss the drawbacks and failures of simple models in which technological change fully determines the rate of growth of a country or region. Then it will present a set of enriching ingredients, which will allow for a better understanding of why different countries and regions around the world are characterised by different stages of development. The presentation of the material will be structured around four main blocks: Human Capital, Education and Growth; Trade and Globalization; the Role of Geography and History; and the New Institutional Paradigm. The course will close with a discussion of how the original framework worked out by economists back in '60s, coupled with new insights, provides a flexible tool to derive policy implications for growth and development.



**Topics covered:**

1. Stylized facts and a general economic framework for studying growth
2. Physical and human capital accumulation
3. Trade and globalization: their effects on growth and inequality
4. The Role of Geography and History
5. Institutions and growth

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of classes and lectures across Lent Term.

This course includes a reading week in Week 6 of Lent Term.

**Formative coursework:** Students will be expected to prepare for group discussion of some readings and hand in short essays. There is also a class debate (normally taking place after Reading Week during one of the students' assigned classes) where students are asked to work in small groups and deliver a presentation on an assigned debate topic.

- Indicative reading:**
- Mankiw, G. (1995): "The Growth of Nations", Brookings Papers on Economic Activity, vol. 1.
  - Van Reenen, J. and B. Sianesi (2003): "The Returns to Education: A Review of the Empirical Macro-Literature", IFS Working Paper WP02/05 (appendix material is optional).
  - Wolf, A. (2004): "Education and Economic Performance: Simplistic Theories and their Policy Consequences", Oxford Review of Economic Policy, vol. 20.
  - Edwards, L. and R. Lawrence (2010): "US Trade and Wages: The Misleading Implications of Conventional Trade Theory", NBER Working Paper 16106.
  - Frankel, J. and D. Romer (1999): "Does Trade Cause Growth?", American Economic Review, vol. 89.
  - Krugman, P., Richard C. and T.N. Srinivasan (1995): "Growing World Trade: Causes and Consequences", Brookings Papers on Economic Activity, vol. 1 (excluding discussions).
  - Autor, D., D. Dorn and G. Hanson (2012): "The China Syndrome: Local Labor Market Effects of Import Competition in the United States", NBER Working Paper 18054.
  - Henderson, J. V., T. Squires, A. Storeygard, and D. Weil (2018): "The Global Distribution of Economic Activity: Nature, History and the Role of Trade", Quarterly Journal of Economics, vol. 133(1).
  - Nunn, N. and D. Puga (2012): "Ruggedness: The Blessing of Bad Geography in Africa", Review of Economics and Statistics, vol. 94(1).
  - Persson, T. and G. Tabellini (1994): "Is Inequality Harmful for Growth?", American Economic Review, vol. 84.
  - Rodrik, D., A. Subramanian and F. Trebbi (2004): "Institutions Rule: The Primacy of Institutions over Geography and Integration in Economic Development", Journal of Economic Growth, vol. 9.
  - Tabellini, G. (2010): "Culture and Institutions: Economic Development in the Regions of Europe", Journal of the European Economic Association, vol. 8.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

**GY309 Half Unit****The Political Geography of Development**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Camilla Royle

**Availability:** This course is available on the BA in Geography, BSc in Economic History and Geography, BSc in Environment and Development, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** This course analyses the politics of contemporary development processes and the geopolitical interests that influence them. We will critically explore the assumption that peace

leads to development and development leads to peace. The course considers development as both practical pursuit and as a series of discourses and representations. Topics addressed include: Critical Approaches to Development; Histories of Development and Geopolitics (Cold War through Neoliberal Contexts); 9/11 and the Security-Development Nexus; The Geopolitics of Climate Change; and New Geopolitical Landscapes (China and South-South Ties). The course will examine these themes using various case studies from the Global South and students are encouraged to develop their own research interests.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of classes and lectures across Lent Term.

This course includes a reading week in Week 6 of Lent Term.

**Formative coursework:** Students will be expected to produce one formative essay plan in the Lent Term.

**Indicative reading:** A comprehensive reading list will be provided during the course. Recommended readings include:

- Chant, S.; McIlwaine, C., 2009. Geographies of Development in the 21st Century. Northampton, MA: Edward Elgar.
- Feldman, S.; Geisler, C.; and Menon, G., 2011. Accumulating Insecurity: Violence and Dispossession in the Making of Everyday Life. 160 Georgia: University of Georgia press.
- Flint, C, 2016, Introduction to Geopolitics, London and New York: Taylor and Francis.
- Gregory, D., 2004. The Colonial Present: Afghanistan, Palestine, and Iraq. Malden, MA: Blackwell.
- Kapoor, I., 2008. The Postcolonial Politics of Development. London: Routledge.
- Massaro, V.A.; Williams, J., 2013. Feminist Geopolitics. Geography Compass 7(8), pp. 567-577.
- Mercille, J., 2011. Violent narco-cartels or US hegemony? The political economy of the 'war on drugs' in Mexico. Third World Quarterly 32(9), pp.1637-1653.
- Onslow, S., 2009. Cold War in Southern Africa: White Power, Black Liberation. Oxon: Routledge.
- Power, M., 2018. Geopolitics and Development. London: Routledge.
- Said, E., 2003. Orientalism. UK: Penguin.
- Wright, M., 2011. Necropolitics, Narcopolitics, and Femicide: Gendered Violence on the Mexico-U.S. Border. Signs: Journal of Women in Culture and Society 36(3), pp. 707-731.

**Assessment:** Essay (100%, 3000 words) in the ST.

**GY310 Half Unit****Urban Politics**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Murray Low STC. S512

**Availability:** This course is available on the BA in Geography, BSc in Economic History and Geography, BSc in Environment and Development, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** This course covers theories and processes of contemporary urban development from a variety of perspectives – it aims to introduce students to key concepts in, and approaches to, politics in cities, as these have emerged and developed over time. Themes include, but are not limited to, political and economic power in cities, the role of 'elites', urban government finance, the politics of local economic development policy, the multidimensional role of culture in urban change, and the emergence of forms of urban governance. Case studies are largely drawn from cities in the United States and the United Kingdom, reflecting the development of core ideas in mainstream urban politics largely in these contexts.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of classes and lectures across Michaelmas Term.

This course includes a reading week in Week 6 of Michaelmas Term.

**Formative coursework:** One essay plan due in the MT.

**Indicative reading:**

- David Harvey (2005) *A Brief History of Neoliberalism*.
- Robert Dahl (1961) *Who Governs?*
- Clarence Stone (1988) *Regime Politics*.
- Sharon Zukin (1995) *The Cultures of Cities*.

**Assessment:** Essay (100%, 3000 words) in the LT.

## GY311 Half Unit

### The Political Economy of Urbanisation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Alicia Lazzarini

**Availability:** This course is available on the BA in Geography, BSc in Economic History and Geography, BSc in Environment and Development, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** This course covers theories and processes of contemporary urban development from a critical political economy perspective, addressing urban problems and policy responses in our rapidly urbanizing world. The course examines what urbanisation means to the state, to (global/domestic) businesses, and ordinary citizens, focusing on a selected set of key themes that are pertinent to the understanding of urban injustice. Such themes include, but not limited to, the understanding of the (social) production of unequal urban space, global circulations of urbanism, gentrification, displacement and dispossession. Case studies are largely drawn from a diverse range of cities across the world, providing opportunities for students to contest urban theories that have largely been rooted in the experiences of the advanced economies.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through a combination of classes and lectures across Michaelmas Term.

This course includes a reading week in Week 6 of Michaelmas Term.

**Formative coursework:** Students will be expected to produce one formative essay outline in the Michaelmas Term.

**Indicative reading:**

- Harvey, D. (1989) *The Urban Experience*. Johns Hopkins University Press;
- Wu, F. (2015) *Planning for Growth: Urban and Regional Planning in China*. Routledge;
- Park, B-G. et al. (Eds.) (2012) *Locating Neoliberalism in East Asia*. Wiley-Blackwell;
- Labbé, D. (2014) *Land Politics and Livelihoods on the Margins of Hanoi, 1920-2010*. UBC Press;
- Lees, L., Shin, HB and López-Morales, E. (Eds.) (2015) *Global Gentrifications: Uneven Development and Displacement*. Policy Press;
- Lees, L., Shin, HB and López-Morales, E. (2016) *Planetary Gentrification*. Polity Press;
- Mathews, G. (2011) *Ghetto at the Center of the World: Chungking Mansions, Hong Kong*, The University of Chicago Press;
- Shao, Q. (2013) *Shanghai Gone: Domicide and Defiance in a Chinese Megacity*. Rowman & Littlefield

**Assessment:** Coursework (90%, 3000 words) and continuous

assessment (10%) in the MT.

Continuous assessment refers to class participation.

## GY313 Half Unit

### Firms and Economic Geography: Location, Technology and Innovation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Davide Rigo

**Availability:** This course is compulsory on the BSc in Geography with Economics. This course is available on the BA in Geography, BSc in Economic History and Geography and BSc in Environmental Policy with Economics. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** Students should have normally taken Economics A (EC100) or Economics B (EC102) or Microeconomics I (EC1A1 or EC1A3 or EC1A5) in combination with Macroeconomics I (EC1B1 or EC1B3 or EC1B5), and one or more of GY209, GY222, EC201, EC202, EC2A1, EC2A3 or EC2A5.

**Course content:** This course aims to develop theoretical and empirical understanding of spatial economic processes in order to study and evaluate a wide range of issues and policies. Particular emphasis will be put on regional economies, business and worker location decisions, focusing in particular on models of the location of economic and innovation activity with a particular emphasis on regional economies. We will analyse the New Economic Geography theories and the agglomeration of economic activity, with a particular focus on EU integration as a testing ground. We will also look at the global and local knowledge economy, focusing on core aspects of a society based on knowledge and technical progress and how this proceeds hand in hand with the enlargement of markets and the intensification of exchange. We will also explore the seeming contradiction that geographically localized knowledge may be increasingly significant just as so much of our world becomes more globalized.

Topics covered:

1. Core-periphery patterns and New Economic Geography theories
2. Formal tests of New Economic Geography models
3. Geographical clustering of firms
4. Spatial distribution of firms, skills and growth
5. Geographical clustering of innovative activities
6. Externalities: knowledge spillovers, networks and agglomeration
7. Relatedness, path dependency and resilience
8. Location strategies of multinational enterprises
9. The impact of foreign investment

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through a combination of classes and lectures.

This course includes a reading week in Week 6 of Michaelmas Term.

**Formative coursework:** Students will be expected to prepare for group discussion of the main readings and hand in a short essay for formative assessment.

**Indicative reading:**

- Krugman P. (1991), "Geography and Trade" MIT Press, Cambridge (Mass.)
- Baldwin, R. and C. Wyplosz (2009), "Economics of European Integration", McGraw Hill, 3rd edition.
- Puga, D. (2002), "European Regional Policies in the Light of Recent Location Theories", *Journal of Economic Geography* 2(4), 372-406.
- Combes P. and Overman H.G. (2003), "The spatial distribution of economic activities in the EU", CEPR discussion paper 3999. Sections 1-3.
- Davis, D. and Weinstein, D. (2003), "Market access, economic

- geography and comparative advantage”, *Journal of International Economics* 59(1): 1-23.
- Ellison G., Glaeser E., and Kerr W., (2010) “What Causes Industry Agglomeration? Evidence from Coagglomeration Patterns”, *American Economic Review*, 100(3): 1195-1213.
  - Moretti, E. (2004) Human capital externalities in cities. In: *Handbook of Urban and Regional Economics*, Volume 4.
  - Carlino G., Kerr W.R. (2015), Chapter 6 - Agglomeration and Innovation, in *Handbook of Regional and Urban Economics*, Volume 5, Pages 349-404.
  - D’Este P., Guy F., and Iammarino S. (2012), “Shaping the formation of university-industry research collaborations: what type of proximity does really matter?”, *Journal of Economic Geography*, 13, 537-558.
  - Neffke F., Henning M., and Boschma R. (2011), “How do regions diversify over time? Industry relatedness and the development of new growth paths in regions”, *Economic Geography*, vol. 87(3), pp. 237-265.
  - Head, K., Mayer, T. (2004), “Market Potential and the Location of Japanese Investment in the European Union”, *Review of Economics and Statistics*, 86 (4): 959–972.
  - Javorcik S. B., 2004, “Does Foreign Direct Investment Increase the Productivity of Domestic Firms? In Search of Spillovers Through Backward Linkages”, *American Economic Review*, 94 605-627.
- Assessment:** Coursework (100%, 3000 words) in the LT.

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## GY314 Half Unit

### The Economics of Housing Markets and Migration

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Olmo Silva STC.S506a

**Availability:** This course is compulsory on the BSc in Geography with Economics. This course is available on the BA in Geography, BSc in Economic History and Geography and BSc in Environmental Policy with Economics. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** Students should have normally taken Economics A (EC100) or Economics B (EC102) or Microeconomics I (EC1A1 or EC1A3 or EC1A5) in combination with Macroeconomics I (EC1B1 or EC1B3 or EC1B5), and one or more of GY209, GY210, GY222, EC201, EC202, EC2A1, EC2A3 or EC2A5.

**Course content:** The main aim of this course is to analyse how decisions made by individuals influence the distribution of economic activities across space. The lectures will focus on how people sort across areas; on how they express their demand and preferences for specific locations and spatial attributes; and on how individual decisions carry important implications for the urban/regional economies and their labour markets. The emphasis will be on quantitative aspects and the lectures will cover both economic theories and related empirical methodology/applications. The course will be split into two interrelated blocks. One will concentrate on residential markets and study decisions made by individuals in relation to tenure choice and demand for housing space. Some time will be devoted to analysing how these processes affect the neighbourhoods where individuals live in terms of social stratification and externalities. The other part of the course will analyse the dynamics of local labour markets, geographical mobility, national and international migration and their effects on the local economy.

Topics covered:

1. Housing markets: the own vs. rent decision
2. Housing markets: the elasticity of supply and demand of space
3. Housing markets: real estate cycles and price fluctuations
4. Housing markets: hedonics to uncover “what people want”
5. Neighbourhood effects: do places matter?
6. The externalities of homeownership
7. Local labour markets and spatial mismatch

8. The economic determinants of migratory flows
9. The local economic effects of migration: labour markets
10. The local economic effects of migration: innovation and entrepreneurship

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of classes and lectures across the Lent Term.

This course includes a reading week in Week 6 of Lent Term.

**Formative coursework:** Students will be expected to prepare for group discussion of some readings and hand in short essays and/or problem sets.

**Indicative reading:** Hilber, C. (2005): “Neighborhood Externality Risk and the Homeownership Status of Properties”, *Journal of Urban Economics*, 57(2), 213-241.

Mayer, C. and T. Somerville (2000): “Residential Construction: Using the Urban Growth Model to Estimate Housing Supply”, *Journal of Urban Economics* 48, 85-109.

Gibbons, S., S. Machin and O. Silva (2013): “Valuing School Quality Using Boundary Discontinuities”, *Journal of Urban Economics*, 75(1), 15-28.

Gibbons, S., O. Silva and F. Weinhardt (2013): “Everybody Needs Good Neighbours? Evidence from Students’ Outcomes in England”, *Economic Journal*, 123, 831-874.

Bracke, P., C. Hilber and O. Silva (2017): “Mortgage Debt and Entrepreneurship”, *Journal of Urban Economics*, 103(1), 52-66.

Hatton, T. (2005): “Explaining Trends in UK Immigration”, *Journal of Population Economics*, 18, 719-740.

Card, D. (2005): “Is the New Immigration Really So Bad?”, *Economic Journal*, F300-F323.

Hunt, J. and M. Gauthier-Loiselle (2010): “How Much Does Immigration Boost Innovation?” *American Economic Journal: Macroeconomics*, 2, 31–56.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

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## GY315 Half Unit

### Geographies of Race

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Austin Zeiderman STC 601D

**Availability:** This course is available on the BA in Geography, BSc in Economic History and Geography, BSc in Environment and Development, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** This course will critically analyze the intimate relationship between race and geography in the modern world. Through a range of historical and contemporary cases, it will examine how interconnected forms of racial and spatial difference are produced, reproduced, and transformed. Focusing on the material and cultural formation of racialized geographies, students will learn to recognize how racially inflected discourses and practices shape the production of space and how geographical location matters to racial classification, identification, and discrimination. The course will be organized around a series of archetypal spaces: for example, the body, the nation, the colony, the city, the home, the prison, the plantation, the border, the school, or the street. In each case, students will examine the confluence of race and space within broader themes, such as colonialism, capitalism, urbanization, globalization, environmentalism, migration, and incarceration. Since race often intersects with other forms of difference, students will also learn to interrogate the influence of gender, class, religion, nationality, and sexuality on the production of space and place. Texts from human geography (particularly Black geographies), critical race theory, colonial and postcolonial studies, history, sociology, and



anthropology in addition to other media, such as film, literature, journalism, and photography, will provide students with conceptual resources and methodological tools. The ultimate objective is to advance a comparative, critical analysis of the relationship between geography and race, past and present, and to explore the conditions of future possibility for anti-racism and spatial justice.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through a combination of lectures and classes in Michaelmas Term.

Students on this course will have a reading week in Week 6.

**Formative coursework:** Students will be expected to produce one formative essay outline in the Michaelmas Term.

**Indicative reading:** A detailed reading list will be provided at the beginning of the course, including works such as: Stuart Hall, "Race, Articulation and Societies Structured in Dominance" (1980); Michael Omi and Howard Winant, "Racial Formation" (1986); Kimberlé Crenshaw, "Mapping the margins: Intersectionality, identity politics, and violence against women of color" (1991); Katherine McKittrick and Clyde Woods, *Black Geographies and the Politics of Place* (2007); Paul Gilroy, *There Ain't No Black in the Union Jack: The Cultural Politics of Race and Nation* (1987); Edward Said, *Orientalism* (1978); Frantz Fanon, *The Wretched of the Earth* (1961); Cedric Robinson, *Black Marxism: The Making of the Black Radical Tradition* (1982); Laura Pulido, "Rethinking Environmental Racism: White Privilege and Urban Development in Southern California" (2000); bell hooks, "Homeplace: A Site of Resistance" (1991); C. L. R. James, *The Black Jacobins: Toussaint L'Ouverture and the San Domingo Revolution* (1938); Michelle Alexander, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (2010); Ruth Wilson Gilmore, *Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California* (2007); Paul Gilroy, *Black Atlantic: Modernity and Double Consciousness* (1993).

**Assessment:** Essay (100%, 3000 words) in the LT.

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## GY316 Half Unit

### Gender, Space and Power

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jessie Speer

**Availability:** This course is available on the BA in Geography, BSc in Environment and Development, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** Building on geographic approaches, this class will examine a range of spaces and processes through which gender is imagined and produced. These will include 1) empire and race; 2) nation and mobility; 3) city and property; 4) factory and labour; 5) market and consumption; 6) home and reproduction; 7) body and sexuality; 8) media and identity; and 9) nature and ecology. Through each topic, students will engage with feminist theory—as well as a range of contemporary case studies from across the globe—to better understand how power and resistance operate through the geographies of gender.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities.

This course is delivered through a combination of classes and lectures across Lent Term.

This course includes a reading week in Week 6 of Lent Term.

**Formative coursework:** The formative coursework will consist of a paper outline and bibliography due mid-term, through which students begin designing their final essays. This assignment will be marked with written feedback attached before the end of LT in order to help students prepare for the essay.

### Indicative reading:

- Carney, J. A. (2002). Converting the wetlands, engendering the environment: The intersection of gender with agrarian change in Gambia. In *Liberation Ecologies* (pp. 177-199). Routledge.
- Gilmore, R. W. (1999) "You have dislodged a boulder": Mothers and prisoners in the post-Keynesian California landscape. *Transforming Anthropology*, 8(1/2), 12–38.
- Hays-Mitchell, M. (2002). Resisting austerity: A gendered perspective on neo-liberal restructuring in Peru. *Gender & Development*, 10(3), 71-81.
- Kobayashi, A. (1994) For the sake of the children: Japanese/Canadian workers/mothers. In A. Kobayashi (ed.), *Women, Work, and Place*. Montreal and Kingston: McGill–Queen's University Press.
- Livermon, X. (2014). Soweto nights: Making black queer space in post-apartheid South Africa. *Gender, Place & Culture*, 21(4), 508-525.
- Meth, P. (2009). Marginalised men's emotions: Politics and place. *Geoforum*, 40(5), 853-863.
- Mohammad, R. (2013). Making gender ma(r)king place: Youthful British Pakistani Muslim women's narratives of urban space. *Environment and Planning A*, 45(8), 1802-1822.
- Pulido, L. (2009). Immigration politics and motherhood. *Amerasia Journal*, 35(1), 168-178.
- Smith, S. (2012). Intimate geopolitics: Religion, marriage, and reproductive bodies in Leh, Ladakh. *Annals of the Association of American Geographers*, 102(6), 1511-1528.
- Wright, M. W. (2011). Necropolitics, narcopolitics, and femicide: Gendered violence on the Mexico-US border. *Signs: Journal of Women in Culture and Society*, 36(3), 707-731.

**Assessment:** Coursework (70%, 2500 words) in the ST. Group presentation (30%) in the LT.

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## GY326 Half Unit

### Sustainable Business and Finance

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Richard Perkins

**Availability:** This course is available on the BA in Geography, BSc in Accounting and Finance, BSc in Economic History and Geography, BSc in Environment and Development, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.

**Course content:** This course seeks to explore and critically interrogate the governance of environmental sustainability by corporate and financial actors - commonly framed in terms of corporate social responsibility (CSR) and sustainable and responsible investment (SRI), respectively. Drawing on a range of theoretical ideas, the emphasis of the course is on providing students with an understanding of the motives, practices and outcomes of market actors' growing involvement in sustainability. Topics covered include business ethics, strategic CSR, self-regulation, ESG (environment, social and governance) in finance, green bonds, and greenwashing.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through weekly 2-hour interactive seminars across Michaelmas Term.

This course includes a reading week in Week 6 of Michaelmas Term.

**Formative coursework:** Students will be expected to produce a formative issue brief plan in the Michaelmas Term.

**Indicative reading:** Rasche, A., Morsing, M. and Moon, J. (eds) (2018). *Corporate Social Responsibility: Strategy, Communication*. Cambridge, Cambridge University Press.

Schoenmaker, D. and Schramade. W. (2018). *Principles of*



*Sustainable Finance*. Oxford, Oxford University Press.

**Assessment:** Assignment (100%) in the MT.

The assignment will be an issue brief (3000 words).

## GY327 Half Unit

### Global Environmental Governance

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Michael Mason PAN.10.01A

**Availability:** This course is available on the BA in Geography, BSc in Accounting and Finance, BSc in Economic History and Geography, BSc in Environment and Development, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** This course examines the issues, actors and processes that shape environmental governance at the transnational and global scales. Introductory lectures on the global environmental policy process introduce different scholarly perspectives informing recent and current research: these approaches are referred to as subsequent lectures address particular actor groups, processes and issues. Students are encouraged to think critically about the ways in which the regulation of global environmental risk is framed and politically negotiated.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live lectures and other supplementary interactive live activities

This course is delivered through a combination of classes and lectures across Lent Term.

Students on this course will have a reading week in Lent Term Week 6.

**Formative coursework:** Students will be expected to produce a formative essay (1500 words) in the Lent Term.

**Indicative reading:**

- Betsill, M.M., Hochstetler, K. and Stevis, D. (eds.) (2014) *Advances in International Environmental Politics*, second edition, Basingstoke: Palgrave Macmillan.
- Biermann, F. (2014) *Earth System Governance: World Politics in the Anthropocene*, Cambridge, MA: MIT Press.
- Daoudy, M. (2020) *The Origins of the Syrian Conflict: Climate Change and Human Security*, Cambridge: Cambridge University Press.
- Fuentes-George, K. (2016) *Between Preservation and Exploitation: Transnational Advocacy Networks and Conservation in Developing Countries*, Cambridge, MIT: MIT Press.
- Gupta, A. and Mason, M. (2014) *Transparency in Global Environmental Governance: Critical Perspectives*, Cambridge, MA: MIT Press.
- O'Neill, K. (2017) *The Environment and International Relations*, second edition, Cambridge: Cambridge University Press.
- Park, S. and T. Kramarz (2019) *Global Environmental Governance and the Accountability Trap*, Cambridge, MA: MIT Press.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

## GY328 Half Unit

### Political Ecology of Development

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Kasia Paprocki

**Availability:** This course is available on the BA in Geography, BSc in Economic History and Geography, BSc in Environment and Development, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is available as an

outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** This course explores the complex relationships between development, poverty and the environment. It covers a range of important natural resource and environmental issues, and provides students with the necessary tools to critically evaluate how these issues have been addressed by different stakeholders and at different levels of governance. Using concepts and analytical tools grounded in political ecology and critical development studies, the course examines several topics, including: the politics of sustainable development; environmental governance and tenure; and critical resource issues.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course takes place in Michaelmas Term only. It includes a reading week in Week 6.

**Formative coursework:** Students will be expected to produce one formative essay plan in the Michaelmas Term.

**Indicative reading:** Li, T (2007) *The Will to Improve*, Durham: Duke University Press.

Robbins, P (2012) *Political Ecology: A Critical Introduction*, Oxford: Wiley-Blackwell.

West, P (2006) *Conservation is Our Government Now: The Politics of Ecology in Papua New Guinea*. Durham: Duke University Press.

Curley, A (2021) "Resources is just another word for colonialism." In M. Himley, E. Havice, & G. Valdivia (Eds.), *The Routledge Handbook of Critical Resource Geography* (pp. 79-89). London: Routledge.

Sealey-Huggins, L. (2018) "The Climate Crisis is a Racist Crisis: Structural Racism, Inequality and Climate Change." In A. Johnson, R. Joseph-Salisbury, & B. Kamunge (Eds.), *The Fire Now: Anti-Racist Scholarship in Times of Explicit Racial Violence* (pp. 99-113). London: Zed Books.

**Assessment:** Essay (100%, 3000 words) in the MT.

## GY329 Half Unit

### Applied Economics of Environment and Development

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Juan Ruiz-Tagle STC3.19b

**Availability:** This course is available on the BA in Geography, BSc in Economic History and Geography, BSc in Environment and Development, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course is capped at 50 students.

**Pre-requisites:** Applied Environmental Economics (GY222) and/or Intermediate Microeconomics (EC201 or EC202 or EC2A1 or EC2A3 or EC2A5)

**Course content:** This course explores the complex relationships between economic development, poverty and the environment. It covers a range of important natural resource and environmental issues in developing countries, and provides students with the necessary tools to critically evaluate how these issues have been addressed by different stakeholders and at different levels of governance. Using concepts and analytical tools grounded in applied economics, primarily environmental and development economics, the course will examine a range of topics, including: the poverty-environment trap; property rights and governance; the food-energy-environment nexus; biofuels; and urbanization.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities.

This course is delivered through a combination of classes and lectures across Lent Term.

This course includes a reading week in Week 6 of Lent Term.

**Formative coursework:** Students will be expected to produce a 'mock exam' essay during the Lent Term.

**Indicative reading:** Barbier, E (2005) *Natural Resources and Economic Development*, Cambridge University Press.

Lopez, R., and M. Toman (2006) *Economic Development and Environmental Sustainability*. Columbia University Press.

**Assessment:** Take-home assessment (100%) in the ST. 3-day Take-Home assessment

## GY331 Half Unit

### Geographies of Global Migration

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Claire Mercer STC4.19

Professor Claire Mercer and Dr Alicia Lazzarini

**Availability:** This course is available on the BA in Geography, BSc in Economic History and Geography, BSc in Environment and Development, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

This course is capped at 53 students.

**Course content: Section 1: Understanding global migration**

**Section 2: Migration and development**

**Section 3: Migration and security**

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities.

This course is delivered through a combination of classes and lectures across Lent Term.

This course includes a reading week in Week 6 of Lent Term.

**Formative coursework:** Students will be expected to produce one piece of formative work in the Lent Term

**Indicative reading:** Cohen, R. (2008) *Global diasporas: an introduction*, second edition, Routledge, London.

Andersson, R (2014) *Illegality Inc: Clandestine migration and the business of bordering Europe* Berkeley, University of California Press

Knott, K. and S. McLoughlin (eds) (2010) *Diasporas: concepts, intersections, identities*, Zed, London

Samers, M. (2010) *Migration*, Routledge, Oxford

Mercer, C., B. Page and M Evans (2008) *Development and the African diaspora: place and the politics of home*, Zed, London

Van Naerssen, T., E. Spaan and A. Zoomers (eds) (2011) *Global migration and development*, London, Routledge

**Assessment:** Coursework (25%, 1500 words) in the LT.

Take-home assessment (75%) in the ST.

Take-home assessment (75%, 48 hours) in the ST. Coursework (25%, 1500 words) in the LT.

## GY350

### Dissertation

**This information is for the 2022/23 session.**

**Teacher responsible:** TBC.

**Availability:** This course is compulsory on the BA in Geography.

This course is available on the BSc in Environment and Development, BSc in Environmental Policy with Economics and BSc in Geography with Economics. This course is not available as an outside option nor to General Course students.

For students required to, or choosing to, submit an independent research project ('IRP') as part of a Bachelor's degree within the programmes' listed above.

**Pre-requisites:** GY245, GY246, GY247 or GY248 are a pre-requisite.

**Course content:** Students plan their own independent research project from start to finish on a geography topic of their choice. Carrying out the project generally includes reviewing the literature in their chosen topic area, formulating a viable and geography-relevant research question, analysing primary or secondary evidence or other material appropriate to the investigation (often a case study, data set, archival source, fieldwork observation, survey results or interviews, but also other material), and drafting the findings from their investigation into a final, polished submission. Students are expected to deal with the many procedural and analytical decisions that arise in independent research themselves, with guidance from Academic Advisers and others.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities.

This course is delivered through a combination of classes and lectures across Michaelmas Term as well as methods surgeries through MT and LT

This course includes a reading week in Week 6 of Michaelmas and Week 6 of Lent Term.

**Formative coursework:** Students are required to produce an extended proposal which they must submit during the MT. They will be expected to report regularly to their Academic Adviser on the progress they are making on their dissertation, at least during regular termly Advisee meetings, if not more frequently. Students may also choose to arrange additional oversight and update arrangements with either their Academic Adviser or PhD Adviser. Students are also required to deliver a presentation on their dissertation project as part of the GY350 conference during the LT.

**Assessment:** Research project (100%) in the ST.

Dissertations should not exceed 10,000 words, exclusive of appendices and other supportive material. Appendices may be used for supporting documentation and evidence, but not for discussion and analysis.

## HY113

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

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Antony Best, SAR 3.14

**Availability:** This course is available on the BA in Geography, BA in History, BA in Social Anthropology, BSc in Economic History and Geography, BSc in History and Politics, BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History, BSc in Politics, BSc in Politics and History, BSc in Politics and International Relations and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** An introductory survey of events outside Europe in the twentieth century, with a particular emphasis on the collapse of the Western colonial empires, the development of relations between the West and the new states within Asia and Africa, revolutionary developments in Latin America, and the rise of non-Western models of political development. The course includes the state of the European empires in the first half of the century; the Japanese challenge to the West; the Chinese revolution; Indian independence; the decolonization process in Asia and Africa; the Japanese developmental state; the rise of the non-aligned movement; Caribbean states' independence and the Cuban Revolution; the development of the Arab and non-Arab Middle East; American and Soviet relations with the Third World; post-independence South Asia; the modernization and underdevelopment debates; post-independence Africa; China under Mao and Deng; the Iranian Revolution.

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

lectures and 1 hour of classes in the ST.

There will be a reading week in the Michaelmas and the Lent Terms.

**Formative coursework:** Students will be asked to write at least three essays and to present a number of brief class reports

**Indicative reading:** W G Beasley, *The Rise of Modern Japan* (1990); A Best, J Hanhimäki, J Maiolo and K Schulze, *International History of the Twentieth Century* (2001); J Darwin, *Britain and Decolonization* (1988); J P Dunbabin, *International Relations since 1945, Vol 1, The Cold War, the Great Powers and their Allies* (1994) Vol 2, *The Post-Imperial Age, The Great Powers and the Wider World* (1994); D Fieldhouse, *Black Africa, 1945-1980* (1986); Goldschmidt, *A Concise History of the Middle East*; R Holland, *European Decolonization, 1918-81* (1985); W Keylor, *The Twentieth Century World* (1984); S Sarkar, *Modern India, 1885-1947* (1983); J Spence, *The Search for Modern China* (1990); M Yapp, *The Near East since the First World War* (1991); Skidmore and Smith, *Modern Latin America* (2005).

**Assessment:** Exam (100%, duration: 3 hours) in the summer exam period.

## HY116

### International Politics since 1914: Peace and War

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Nigel Ashton SAR M.07

**Availability:** This course is available on the BA in History, BA in Social Anthropology, BSc in History and Politics, BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History, BSc in Politics, BSc in Politics and History, BSc in Politics and International Relations and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** This course offers an overview of international politics since 1914, providing a factual grounding and surveying the main historiographical debates. Lectures and classes examine the origins, course, and aftermath of the First World War; the Great Depression, appeasement, the origins of the Second World War in East Asia and Europe; the course and aftermath of the Second World War and the global origins of the Cold War: and aspects of the Cold War world, including decolonization, European integration, the Arab-Israeli conflict, the 'American war' in Vietnam, and peaks and troughs of tension between the superpowers. The course also addresses the history of international organizations and of peace movements. It closes with the end of the Cold War and the origins of the Persian Gulf/Iraq wars of 1991 and 2003.

**Teaching:** Lectures will be pre-recorded and accessible online. The School aims to run in-person classes, subject to circumstances, with some online provision if and where necessary. There will be a reading week in the Michaelmas and the Lent terms.

**Formative coursework:** Students will be required to write three 2,000-word essays during the course of the year, two in the MT and one in the LT, from topics chosen from a past examination paper or designated in the course reading list. Essays do not form part of the final course assessment. However, they are required components of the course.

**Indicative reading:** A detailed course outline and reading list, subdivided by weekly topics, will be found in the HY116 Moodle site. The following works offer useful background: students should consider reading one of them in advance:

- A. Best, J. Hanhimäki, J. Maiolo, K. E. Schulze, *International History of the Twentieth Century and Beyond* (2015);
- W R Keylor, *The Twentieth Century World and Beyond: an International History since 1900* (2011).

**Assessment:** Exam (100%, duration: 3 hours) in the summer exam period.

## HY118

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

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Ronald Po SAR 2.18

**Availability:** This course is available on the BA in History, BA in Social Anthropology, BSc in History and Politics, BSc in International Relations and History, BSc in Politics, BSc in Politics and History, BSc in Politics and International Relations and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

**Course content:** This course provides an introduction to the international history of the early modern period by examining the complex political, religious, military and economic relationships between Europe and the wider world. The period between 1500 and 1800 enables the course to introduce students to a crucial period in international history. In political terms, it covers the rise of major dynastic states, with increasingly centralised institutions and concepts such as absolutism to promote the authority of the monarch, as well as the challenges to that authority and growing interest in political and social reform, culminating in the revolutions examined at the end of the course. Internationally, the period witnessed the gradual consolidation of leading European powers, as reflected in the Treaty of Westphalia (1648), with formerly peripheral states emerging to challenge their position by the early eighteenth century. At the same time, the rise of major Islamic empires in Eurasia and the growing contact between Europe and the wider world provide students with important points of comparison between European and non-European states. The intellectual, religious and cultural developments of this period provide an important context for these major political events. The course will discuss the influence of key movements, such as the Renaissance, the Scientific Revolution and the Enlightenment, which re-ignited an interest in the Classical past and fostered a culture of rational enquiry into the natural world. Yet religion remained a vital component in the world-view of contemporaries, whether Christian, Muslim, or Jewish. This world-view was subject to challenges throughout the period, as during the Reformation, and often sought to impose its own orthodoxy, whether through religiously-motivated conflicts or the persecution / conversion of certain groups. The course seeks to familiarise students with some of the most important issues and current debates on these aspects of this period. While its scope is necessarily broad in nature, the course will help students to deal with the dynamics of continuity and change over a long period of time.

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

There will be a reading week in week 6 of the Michaelmas and the Lent terms.

**Formative coursework:** One essay in the Michaelmas Term, two essays in the Lent Term. There may also be a mock exam.

**Indicative reading:** Beat Kümin (ed.), *The Early Modern World*, 3rd Edition (2018) D208 E81

Charles Parker, *Global Interactions in the Early Modern Age, 1400-1800* (2010) HN13 P23

Euan Cameron (ed.), *Early Modern Europe: An Oxford History* (2001) D228 E11

Chris Cook and Philip Broadhead, *The Routledge Companion to Early Modern Europe, 1453-1763* (2006) D208 C77

Paul Kennedy, *The Rise and Fall of the Great Powers: Economic Change and Military Conflict from 1500-2000* (1989) D217 K31

Richard Bonney, *The European Dynastic States, 1494-1660* (1991) D228 B71

William Doyle, *The Old Order in Europe, 1660-1800* (1992) D273. A3 D75

John F. Richards, *The Unending Frontier: An Environmental History of the Early Modern World* (2005) GF13 R51

Merry E. Weisner, *Christianity and Sexuality in the Early Modern World: Regulating Desire, Reforming Practice*, 2nd edition (2010)



BT708 W65

Marshall Hodgson, *Rethinking World History: Essays on Europe, Islam and World History* (1993) D21.3 H69

Stephen F. Dale, *The Muslim Empires of the Ottomans, Safavids and Mughals* (2010) DS292 D13

Jack Goldstone (ed.), *Revolution and Rebellion in the Early Modern World* (1991) D210 G62

K. N. Chaudhuri, *Asia before Europe: Economy and Civilisation of the Indian Ocean from the Rise of Islam to 1750* (1990) DS339 C49

**Assessment:** Exam (100%, duration: 3 hours) in the summer exam period.

## HY120

### Historical Approaches to the Modern World

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Dina Gusejnova SAR M.14

**Availability:** This course is compulsory on the BA in History and BSc in International Relations and History. This course is available on the BSc in History and Politics and BSc in Politics and History. This course is not available as an outside option nor to General Course students.

**Course content:** This course provides a foundation to allow first-year historians to come to grips with the many different ways in which historians pursue their craft. Historians have engaged in debates about the best way to approach the past since the earliest institutionalisation of the discipline in nineteenth-century universities, and even before. But the idea that there might be different, equally valid historical methods is relatively new. Some of the newer methods are often referred to as 'turns', such as the linguistic turn, or the postmodern turn, and their emergence is often accompanied by controversies within the discipline. It is worth noting that the emergence of a new approach does not signify that previously existing approaches become invalid. Rather, the course introduces students to a toolkit of approaches which equips future historians to develop independent approaches to their work.

The year begins with a critical discussion of the two institutions at the core of History: universities and archives. Students examine the power relations they sustain and the possibilities for change in the twenty-first century. Next students consider different case studies which shed light on scalar and spatial approaches to history, examining global, international and transnational history. In the second term, the course explores approaches to identity, culture, and society, including the history of commodities, sport and clothing. Finally students explore non-textual sources. As students encounter these different methodologies and sources, they maintain a critical approach to the work historians do and the archives they use for their research. While exploring these themes, the course also introduces students to key skills required of a historian: navigating a reading list; taking notes; composing reading summaries; identifying & using historiography; approaching essay questions; developing an argument; structuring essays; footnoting and evidence; avoiding plagiarism; and critically engaging with archival materials.

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

There will be a reading week in the week 6 of the Michaelmas and the Lent Terms.

**Formative coursework:** Students will be expected to produce 2 essays and 5 short pieces of group coursework across the MT and LT.

Regular Moodle posts are a component of the coursework for this course.

#### Indicative reading:

- Bentley, Jerry H., 'Sea and Ocean Basins as Frameworks of Historical Analysis', *Geographical Review*, 89, 2 (1999): 215-24.
- Berger, Stefan, Heiko Feldner, Kevin Passmore (eds), *Writing History: Theory and Practice*, 2nd ed. (2010).

- Briggs, Laura, *Reproducing Empire: Race, Sex, Science, and US Imperialism in Puerto Rico* (2002)
- Burke, Peter, *What is Cultural History?*, 2nd ed. (2008).
- Cannadine, David, ed. *What Is History Now?* (2002)
- Clavin, P. and G. Sluga (eds), *Internationalisms: A Twentieth Century History* (2017).
- Conrad, Sebastian, *What is Global History?* (2016).
- Davis, Natalie Zemon, *Fiction in the Archives: Pardon Tales and Their Tellers in Sixteenth-Century France* (1987).
- Dobson, Miriam, and Benjamin Ziemann (eds.), *Reading Primary Sources: the Interpretation of Texts from the Nineteenth to the Twentieth Century* (2009)
- Elmore, Bartow, *Citizen Coke: The Making of Coca-Cola Capitalism* (2014).
- Iggers, Georg, Supriya Mukherjee and Quingjia E. Wang, 'Historical Thought and Historiography: Current Trends', pp. 39-47 in Wright, James D. *International Encyclopedia of the Social & Behavioral Sciences* (2015) [doi.org/10.1016/B978-0-08-097086-8.62028-7] <http://www.sciencedirect.com/science/referenceworks/9780080970875>.
- Jordanova, Ludmila, *History in Practice*, 3rd edition (2017).
- Kelly, Marian Patrick, *Sovereign Emergencies: Latin America and the Making of Global Human Rights Politics* (2018).
- Lorenz, Chris, 'History: Theories and Methods', 131-37 in Wright, James D. *International Encyclopedia of the Social & Behavioral Sciences* (2015) [doi.org/10.1016/B978-0-08-097086-8.62142-6]
- Loughran, Tracey (ed.), *A Practical Guide to Studying History: Skills and Approaches* (2017).
- McCullagh, C Behan 'Historical Explanation, Theories of: Philosophical Aspects', 10-16, in Wright, James D. *International Encyclopedia of the Social & Behavioral Sciences* (2015) [doi.org/10.1016/B978-0-08-097086-8.63087-8]
- McNeill, J. R., *The Great Acceleration: An Environmental History of the Anthropocene since 1945* (2015).
- Paine, Lincoln, *The Sea and Civilization: A Maritime History of the World* (2013).
- Presnell, Jenny (ed.), *The Information-Literate Historian: A Guide to Research for History Students*, 3rd ed. (2018).
- Putnam, Lara, *Radical Moves: Caribbean Migrants and the Politics of Race in the Jazz Age* (2013).
- Schlotterbeck, Marian, *Beyond the Vanguard: Everyday Revolutionaries in Allende's Chile* (2018).
- Sheehan, James, 'Political History: History of Politics', pp. 380-85 in Wright, James D. *International Encyclopedia of the Social & Behavioral Sciences* (2015)
- Stoler, Anne Laura, *Along the Archival Grain: Epistemic Anxieties and Colonial Common Sense* (2010).
- Tosh, John, *Why History Matters* (2008).
- Tosh, John, *The Pursuit of History: Aims, Methods and New Directions in the Study of History*, 6th ed. (2015).
- Trouillot, Michel-Rolph, *Silencing the Past: Power and the Production of History*, 2nd ed. (2015).

**Assessment:** Exam (60%, duration: 2 hours) in the summer exam period.

Essay (40%, 2000 words) in the LT.

## HY200

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

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Tim Hochstrasser SAR 2.14

**Availability:** This course is available on the BA in History, BA in Social Anthropology, BSc in History and Politics, BSc in International Relations and History, BSc in Politics and History and BSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.



**Course content:** Human Rights are often assumed to have a precise twentieth-century origin in the 1948 Universal Declaration or in the succeeding decades of increasing activism. However, the history of human rights discourse and its practical impact emerged as only the latest stage of a sequence of intellectual debates and real-life struggles in specific historical settings over political, religious, economic rights, broadly defined. Different cultural milieus have produced a variety of contexts for working out tensions between claims by individuals or minorities for autonomy on the one hand and the rival demands of collective obligation and identity on the other.

This course will seek to explore an (inevitably selective) range of these historical contexts in order to demonstrate the continuity of perennial themes of conflict between the claims of individual actors and corporate institutions, whether states, churches, empires or other institutions, while also showing how and when key changes take place in the recognition of rights of political action, conscience, property ownership, gender identity and workers' rights etc. The growth of toleration and free speech, the abolition of slavery and torture, and the role of Declarations of Rights will all be examined, but less familiar subjects will also find their place. The contribution of the conceptual legacy and historical inspiration of Greece and Rome will be recognised as will the crucial role of the political thought of the High Middle Ages, and at the other end of the course specific connection will be made to the recent development of human rights organisations.

In each session a contrasted selection of contemporary writings will be studied to recover the intellectual framework of the discussion and the role of the dispositive political, social, and economic circumstances of the debate will also be considered.

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

There will be a reading week in week 6 of the MT and the LT. Students will be expected to read essential primary and secondary material for each weekly meeting, to participate fully in class discussions and offer an assessed presentation. Both presentations and participation will form part of summative assessment.

**Formative coursework:** There will be two essays of 2,000 words to be submitted in the Michaelmas and the Lent Terms.

**Indicative reading:** Michael Barnett, *Empire of Humanity: A History of Humanitarianism* (Ithaca, 2011)

Akira Iriye, Petra Goedde and William Hitchcock (eds.), *The Human Rights Revolution: An International History* (Oxford, 2012)

R. Ishay, *The History of Human Rights*, (Berkeley, 2004)

Jenny S Martinez, *The Slave Trade and the Origins of International Human Rights Law* (New York, 2012)

Samuel Moyn, *The Last Utopia*, (Harvard, 2010)

Jack N Rakove, *Declaring Rights: a brief history with documents* (Boston, 1998)

Gary J Bass, *Freedom's Battle: the Origins of Humanitarian Intervention* (New York, 2008)

Richard A Bauman, *Human Rights in Ancient Rome* (New York, 2000)

Robin Blackburn, *American Crucible: Slavery, Emancipation, and Human Rights* (New York, 2011)

Elizabeth Borgwardt, *A New Deal for the World: America's Vision for Human Rights* (Cambridge Mass, 2006)

Christopher Leslie Brown, *Moral Capital: the Foundations of British Abolitionism*, (Chapel Hill, 2006)

Roland Burke, *Decolonization and the Evolution of International Human Rights* (Philadelphia, 2010)

Stefan-Ludwig Hoffmann (ed.) *Human Rights in the Twentieth Century* (Cambridge 2011)

Lynn Hunt, *Inventing Human Rights. A History*. (New York/London, 2007)

John Hutchinson, *Champions of Charity: War and the Rise of the Red Cross*, (Boulder, 1996)

Michael Ignatieff, *Human Rights as Politics and Idolatry* (Princeton, 2001)

Margaret E Keck and Kathryn Sikkink, *Activists Beyond Borders:*

*Advocacy networks in International Politics* (Ithaca, 1998)

Martti Koskenniemi *The Gentle Civiliser of Nations: the rise and fall of International Law, 1870-1960*, (Cambridge, 2002)

Pauline Maier, *American Scripture: Making the Declaration of Independence* (New York, 1997)

Johannes Morsink, *The Universal Declaration of Human Rights: origins, drafting, and intent* (Philadelphia, 1999)

Roger Normand and Sarah Zaidi, *Human Rights at the UN: the Political History of Universal Justice* (Bloomington, 2007)

Larry Siedentop, *Inventing the Individual. The Origins of Western Liberalism* (London, 2014)

AWB Simpson, *Human Rights and the End of Empire: Britain and the Genesis of the European Convention* (Oxford, 2001)

Dale Van Kley (ed.), *The French Idea of Freedom: The Old Regime and the Declaration of the Rights of 1789* (Stanford, 1994)

**Assessment:** Exam (70%, duration: 3 hours) in the summer exam period.

Class participation (15%) and presentation (15%) in the MT and LT.

## HY206

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

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Nicholas Ludlow SAR 2.16

**Availability:** This course is available on the BA in History, BA in Social Anthropology, BSc in History and Politics, BSc in International Relations, BSc in International Relations and History, BSc in Politics and History and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** The Cold War dominated the second half of the 20th century, but until recently we had only an imperfect sense of what it was all about. Historians wrote about it, of necessity, from within the event they were seeking to describe, so that there was no way to know its outcome. And because only a few Western countries had begun to open their archives, these accounts could only reflect one side of the story. Cold War history, hence, was not normal history: it was both asymmetrical and incomplete. The end of the Cold War and the subsequent partial opening of Soviet, Eastern European, and Chinese archives have revolutionised the field. Everything we thought we knew is up for reconsideration, whether because of the new documents available to us, or as a consequence of being able to reflect on how it all came out in new ways - given that the historical discipline has evolved methodologically as well.

The course will provide an introduction to key topics in the new, international history of the Cold War. The selected topics vary from the study of specific Cold War crises to the exploration of broader themes such as the roles of ideology and technology.

Course objectives: (i) To equip students with comprehensive knowledge of the international politics of the Cold War; (ii) To offer a firm basis for more advanced historical work in this area; (iii) To provide some of the factual grounding and conceptual apparatus necessary to understand the contemporary world.

**Teaching:** 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT.

Students are expected to keep up with readings for weekly meetings, and to participate in the class discussions.

There will be a reading week in week 6 of the Michaelmas and the Lent Terms.

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

**Indicative reading:** Barrass, G, *The Great Cold War* (2009); Gaddis, J L, *The Cold War: A New History*; Hanhimäki, J & Westad, O A, *The Cold War: A History in Documents and Eyewitness Accounts*; Leffler, M P, *For the Soul of Mankind* (2007); Leffler, M P & Painter, D, *Origins of the Cold War* (2005); Reynolds, D, *One World Divisible:*

A Global History since 1945 (2001); Sarotte, M, 1989 (2009); Westad, O A, Reviewing the Cold War: Approaches, Interpretations, Theory (2000); Westad, O A, The Global Cold War (2005);  
**Assessment:** Essay (35%, 3500 words) in the LT.  
 Essay (35%, 3500 words) in the ST.  
 Presentation (15%) and class participation (15%) in the MT and LT.

## HY221 Not available in 2022/23

### The History of Russia, 1676-1825

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Paul Keenan SAR 2.13

**Availability:** This course is available on the BA in History, BSc in International Relations and History and BSc in Politics and History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

May be taken by 3rd years, General Course students and as an outside option where regulations, timetabling constraints and teaching capacity permit.

**Course content:** The course provides an introduction to the history of the early Russian empire. The following topics are studied: late Muscovite Russia by the 1670s; the impact of the reign of Peter I on the internal development and international position of Russia; the social and political developments of the period 1725-1762; popular revolt during the eighteenth century; the domestic and foreign policies of Catherine II; the impact of the Enlightenment and the French Revolution on Russia; Russia and the Napoleonic Wars; the failure of constitutional and social reform in the first quarter of the nineteenth century; the policies towards non-Russians within the empire; the Decembrist Revolt of 1825. The course is taught chronologically but several main themes are addressed throughout the period. These themes include: tsarist rule as an instrument of both reform and reaction; the relationship between the ruler and the major social groups; the significance of serfdom for Russia's economic, institutional and legal development; the 'missing' middle class; the nature and impact of Western ideas on Russia; the role of the Orthodox Church within the Russian state; the growth of a disaffected elite in Russia; the relationship between Russia and other European powers; the development of Russia as a 'great power'; the policies towards the non-Russians in the multi-ethnic empire; the growth of a Russian national consciousness.

**Teaching:** Students will engage with lecture content through asynchronous recorded lectures and synchronous live Q&A sessions each week.

Students will be asked to work together to prepare in small groups in advance of each week's class, focussing on primary sources, then discuss their findings and their relation to the week's readings in the synchronous classes.

The recorded presentations will provide another resource for students in advance of the class and will help students to develop the requisite set of skills (which are similar but not the same as a regular presentation); it will also help to mitigate the challenges of presentations for students with, for example, social anxiety considerations.

There will be a reading week in the Michaelmas and the Lent terms.

**Formative coursework:** Students will be required to write three essays, one of which will be done under examination conditions.

**Indicative reading:** A full reading list will be provided at the start of the course. Useful introductory works include: E. Kimerling-Wirtschafter, *Russia's Age of Serfdom*; N. S. Kollman, *The Russian Empire, 1450-1801*; J. Hartley, *A Social History of the Russian Empire 1650-1825*; S. Dixon, *The Modernization of Russia: 1676-1825*; M. Raeff, *Understanding Imperial Russia: State and Society in the Old Regime*; J. Billington, *The Icon and the Axe: An Interpretive History of Russian Culture*; A. Kahan, *The Plow, the Hammer and the Knout: An Economic History of 18th-Century Russia*; P. Dukes, *The Making of Russian Absolutism, 1613-1801*; D.

Saunders, *Russia in the Age of Reaction and Reform, 1801-1881*.

**Assessment:** Presentation (20%) and class participation (15%) in the MT and LT.

Take-home assessment (65%) in the ST.

## HY226 Not available in 2022/23

### The Great War 1914-1918

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor David Stevenson, Sardinia House 3.11

**Availability:** This course is available on the BA in History, BSc in International Relations, BSc in International Relations and History and BSc in Politics and History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

May be taken by 3rd years where regulations permit.

**Course content:** The international and comparative history of the First World War. The military, diplomatic, political, economic, social, and cultural aspects of the conflict will all receive attention. The origins and outbreak of the war; the military campaigning on the Western, Eastern, Italian, and extra-European Fronts; the war at sea and in the air; the intervention of neutral powers, war aims and attempts to negotiate peace; domestic politics in the belligerents; the war's economic and social effects; the experience of combat; the Russian Revolution and the road to the Armistice; the impact of the war on the international system and on individual and collective consciousness.

**Teaching:** Lectures will be pre-recorded and accessible online. The School aims to run in-person classes, subject to circumstances, with some online provision if and where necessary. There will be a reading week in the Michaelmas and the Lent terms.

**Formative coursework:** Students will be required to write three essays of 2500 words: two in the MT and one in the LT.

**Indicative reading:** C. Clark, *The Sleepwalkers: How Europe Went to War in 1914* (2013); N. Ferguson, *The Pity of War* (1998); A. Watson, *Ring of Steel: Germany and Austria-Hungary in World War I* (2014); A. Millett & W. Murray (Eds), *Military Effectiveness, Volume I. The First World War* (1988); H. Strachan (ed), *The Oxford Illustrated History of the First World War* (1998); H. Strachan, *The First World War: Vol. I. To Arms* (2005); D. Stevenson, *1914-1918: The History of the First World War* (2004); A. Kramer, *Dynamic of Destruction, Culture and Mass Killing in the First World War* (2007); R. Chickering, *Imperial Germany and the Great War, 1914-18* (1998); J. Winter (ed), *The Cambridge History of the First World War* (3 vols, 2014).

**Assessment:** Exam (100%, duration: 3 hours) in the summer exam period.

## HY232

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

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Anita Prazmowska SAR M.09

**Availability:** This course is available on the BA in History, BA in Social Anthropology, BSc in History and Politics, BSc in International Relations and History, BSc in Politics and History and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

May be taken by 3rd years where regulations permit.

**Course content:** The course aims to explain the history of these regions as expressed and moulded by the peoples and their leaders during a particularly turbulent period in European History. Attention will be paid to two European wars and the Russian Revolution, all of which had a profound impact on these countries' freedom to determine their destiny. The study of the inter-war period will include

a debate of the reasons for the collapse of democratic institutions, the emergence of patriotic and anti-Semitic movements, economic failures and responses to German and Italian aggression. The establishment, development and the collapse of Soviet domination of the region after the Second World War will be discussed on the background of ethnic and inter ethnic conflicts. In addition political, economic and cultural theories, which formed the background to the emergence of the independent states of Eastern and South Eastern Europe, will be considered. The course will develop these themes in the history of Poland, Czechoslovakia, Hungary, Bulgaria, Romania, Yugoslavia, Albania and the Baltic States. Final lectures will concentrate on the transition from Communism to democratic states. The break up of Yugoslavia and the wars in the Balkans will be considered in a separate lecture.

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

There will be a reading week in week 6 of the Michaelmas and the Lent terms.

**Formative coursework:** One essay in the MT

**Indicative reading:** R J Crampton, *Eastern Europe in the Twentieth Century* (1994); S K Pavlowitch, *A History of the Balkans 1804-1945* (1999); I Y T Berend, *Decades of Crisis. Central and Eastern Europe before World War II* (1998); A J Prazmowska, *Eastern Europe and the Outbreak of the Second World War* (1999); P G Lewis, *Central Europe since 1945* (1994); T Rakowska-Harmstone, *Communism in Eastern Europe* (1979); G Swain & N Swain, *Eastern Europe since 1945* (1993); F Fejto, *A History of the People's Democracies; Eastern Europe since Stalin* (1971); J Rothschild, *Return to Diversity. A Political History of East Central Europe since World War II* (1990); G Stokes, *The Walls Came Tumbling Down. The Collapse of Communism in Eastern Europe* (1993); John Connelly, *From Peoples into Nations. A History of Eastern Europe* (2020); Iam D. Armour, *A History of Eastern Europe 1918 to the Present. Modernisation, Ideology and Nationality* (2021)

**Assessment:** Exam (75%, duration: 3 hours) in the summer exam period.

Essay (25%, 3000 words) in the LT.

## HY235

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

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Antony Best, SAR 3.14

**Availability:** This course is available on the BA in History, BA in Social Anthropology, BSc in History and Politics, BSc in International Relations, BSc in International Relations and History, BSc in Politics and History and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

May be taken by 3rd years where regulations permit.

**Course content:** The course is concerned with providing a comparative political history of the major East Asian countries, China, Japan and Korea, in the period from the Opium War to the 1990s. The course is concerned with providing a comparative political history of the major East Asian countries, China, Japan and Korea, in the period from the Opium War to the 1990s. It begins by looking at the impact of the arrival of Western imperialism in the mid-nineteenth century and the respective approaches taken by Japan, Korea and China in response to this encroachment. For Japan, it covers the rise of the Meiji state, the beginnings of constitutional government and the development of Japanese imperialism. This naturally is linked with the study of Korea's failed efforts to maintain its independence; in regard to China it deals with the attempts by the Qing state to introduce reforms and the final collapse of Imperial China. It then deals with the difficulties provoked by modernization and nationalism in

the first-half of the twentieth century, taking in the rise and fall of Taisho democracy and the drift towards fascism in Japan and the Guomindang's revolution and state-building and the birth of the Chinese Communist Party in China. The course then concentrates on the aftermath of the Second World War for East Asia, studying the Chinese Civil War and the emergence of the People's Republic, the course and legacy of the US occupation of Japan and the formation of the two Koreas. The last part of the course covers the development of the People's Republic under Mao and Deng, the rise of Japan as an economic superpower and the emergence of South Korea and Taiwan as economic powers.

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

There will be a reading week in the Michaelmas and the Lent Terms.

**Formative coursework:** Students will be required to submit three 2000 word essays in all and to sit a mock exam.

**Indicative reading:** A detailed reading list will be issued at the start of the course, but the following survey texts are essential: W G Beasley, *The Rise of Modern Japan*; P Duus (Ed), *The Cambridge History of Japan: The Twentieth Century*; L Eastman (Ed), *The Nationalist Era in China, 1927-1949*; J L McLain, *Japan: A Modern History*; R MacFarquhar (Ed), *The Politics of China, 1949-1989*; A Buzo, *The Making of Modern Korea*; J Spence, *The Search for Modern China*.

**Assessment:** Exam (100%, duration: 3 hours) in the summer exam period.

## HY238 Not available in 2022/23

### The Cold War and European Integration, 1947-1992

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Piers Ludlow SAR 2.16

**Availability:** This course is available on the BA in History, BSc in International Relations and History and BSc in Politics and History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** The course will investigate the evolution of both the cold war in Europe and the process of European integration, asking what the linkages were between these parallel developments. The Marshall Plan; the birth of NATO; the Schuman Plan; German Rearmament and the EDC; the Western European Union; the US and Euratom; the other Community - the EEC; JFK's Grand Design; De Gaulle's rival vision; the 'double crisis' of 1965-6; Harmel, NATO and the WEU; Ostpolitik and the re-emergence of German foreign policy activism; enlargement, EPC, and Kissinger; Schmidt, Giscard and Carter; Euromissiles and Euroclerosis; Genscher-Colombo and the revival of political Europe; Europe and the end of the cold war - spectator or actor?; a German Europe or a European Germany?; Paris, Berlin & Maastricht.

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

There will be a reading week in the Michaelmas and the Lent terms and a revision session in the Summer Term.

**Formative coursework:** Students will be required to submit three essays, the last one of which will be formally assessed. There will also be a mock exam in the Summer Term.

**Indicative reading:** A detailed reading list will be provided at the start of the course. It will include William Hitchcock, *France Restored: Diplomacy and the Leadership in Europe*; Michael Hogan, *The Marshall Plan: America, Britain, and the Reconstruction of Western Europe, 1947-1952*; Marc Trachtenberg, *A Constructed Peace: The Making of the European Settlement 1945-1963*; Geir Lundestad, *'Empire by Integration': the United States and European Integration 1945-1997*; Pascaline Winand, *Eisenhower, Kennedy*



and the United States of Europe; Jeffrey Giauque, *Grand Designs and Visions of Unity*; N.Piers Ludlow, *The European Community and the Crises of the 1960s*; Timothy Garton Ash, *In Europe's Name: Germany and the Divided Continent*; Julius Friend, *The Long Presidency, France in the Mitterrand Years*; Phillip Gordon, *A Certain Idea of France: French Security Policy and the Gaullist Legacy*; Pekka Hamalainen, *Uniting Germany*; Kevin Featherstone, *The Road to Maastricht*

**Assessment:** Exam (75%, duration: 3 hours) in the summer exam period.

Essay (25%, 3000 words).

## HY239 Not available in 2022/23

### People, Power and Protest in Latin America, c.1895 to the present day

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Tanya Harmer SAR M.11

**Availability:** This course is available on the BA in History, BSc in International Relations and History and BSc in Politics and History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** HY239 is designed to provide students with an introduction to the history of Latin America from the late nineteenth century to the present day. Its focus is predominantly on Latin Americans and what happened within the region. However, the course will also explore Latin Americans' interaction with the wider world, including their pivotal and expanding relationship with the United States during the twentieth century. Major themes covered on the course include identity, citizenship and nationalism; neo-colonialism and anti-imperialism; state-building and concepts of "development"; revolution and resistance; dictatorship and violence; democratization and the struggle for social justice. Among more specific topics covered in lectures and seminars are Cuba's War of Independence; the Mexican Revolution; migration and workers' movements; the Guatemalan Revolution and the US-sponsored 1954 coup against Jacobo Arbenz's government; the Cuban Revolution; the Catholic Church and Liberation Theology; Allende's Chile and the 1973 Chilean coup; military dictatorship and anticommunism in the Southern Cone; solidarity networks and Human Rights; Central American revolutionary movements and conflict; democratization and peace; transitional justice and memory wars; the rise and fall of Latin America's Pink Tide; neoliberalism; and the struggle for indigenous and LGBTQ+ rights. In addressing these themes and topics, we will be paying particular attention to histories of race, class and gender with students encouraged to consider how different Latin Americans experienced and influenced the course of history in the region.

**Teaching:** Lectures will be online. The School aims to run in-person seminars, subject to circumstances, with some online provision if and where necessary.

There will be a reading week in the Michaelmas and the Lent Terms.

**Formative coursework:** Students will be required to do two presentations, to write one 2,000-word essay and one 1,000-1,500-word book review, and to contribute to weekly Moodle discussion forums. These assignments will not form part of the final assessment but they are a required component of the course, and students must complete them in order to be admitted to the course examination.

**Indicative reading:** A detailed course outline and reading list, subdivided by weekly topics, will be provided at the first lecture and will also be available on Moodle and in the departmental public folders. However, the following works are useful introductions for the course:

- Appelbaum, Macpherson and Roseblatt (eds), *Race and Nation in Modern Latin America*;

- Brown, *From Frontiers to Football: An Alternative History of Latin America since 1800*;
- Burgos-Debray, (ed.), I, Rigoberta Menchú: *An Indian Woman in Guatemala*;
- Chase, *Revolution within the Revolution: Women and Gender Politics in Cuba, 1952-1962*;
- Dinges, *The Condor Years: How Pinochet and His Allies Brought Terrorism to Three Continents*;
- Drinot (ed), *Che's Travels: The Making of a Revolutionary in 1950s Latin America*;
- Guillermprieto, *The Heart that Bleeds: Latin America Now*;
- Finchelstein, *From Fascism to Populism in History*;
- Kelly, *Sovereign Emergencies: Latin America and the Making of Global Human Rights Politics*;
- Meade, *A History of Modern Latin America: 1800 to the Present*
- Moya, *The Oxford Handbook of Latin American History*;
- Pensando, *Rebel Mexico: Student Unrest and Authoritarian Political Culture in the Long Sixties*
- Putnam, *The Company They Kept: Migrants and Politics of Gender in Caribbean Costa Rica, 1870-1960*
- Skidmore and Smith, *Modern Latin America*;
- Williamson, *The Penguin History of Latin America*

**Assessment:** Essay (25%, 3000 words) in the LT. Take-home assessment (75%) in the ST.

## HY240 Not available in 2022/23

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

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Joanna Lewis SAR G.02

**Availability:** This course is available on the BA in History, BSc in Economic History and Geography, BSc in International Relations and History and BSc in Politics and History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** The study of Empire has always been political. But with support for Brexit partly explained by pundits as imperial nostalgia, and the sweeping rise of the global Black Lives Matter movement, the imperative and importance of studying the British Empire and its legacy has gone stratospheric. This course will bring you back down to earth. It offers a unique and scholarly history of the complexity of the British Empire through its origins, rise, fall and legacy. No subject is off limit. Its primary focus is on understanding the experience of and the reasons for these processes including controversies and catastrophes. It includes histories of black women and men in Britain and the experience of what it was like being from the Empire and living in Britain. Many of the case studies are Africa focused. It is based on the premise that to understand the significant impact of Britain's empire and imperial experience you need to know your C19th. Within the context of Britain's wider political, social and cultural history, the course will examine from the late 1700s the following: the origins of the second empire; explorers; liberalism and racism; the expansion of colonies of white settlement; the role of missionaries; the scramble for Africa; the Victorians and popular imperialism; the contribution of empire to the First and Second World Wars; fast exit strategies; violent decolonisation; race and immigration; post-colonial dictators and the legacy of white settlers. Case studies include Britain and Zimbabwe; Idi Amin and Uganda; the Mau Mau insurgency in Kenya; plus British rule in Somaliland and the fallout of the Somali civil war. The thread of racism, the imperialism of industrial capitalism and the role of key individuals are recurring themes. This was an empire that I believe was uniquely polyphonic, ideological and Victorian, pushed along from above and pulled down from below.

**Teaching:** Lectures will be online. The School aims to run in-person classes, subject to circumstances, with some online provision if



and where necessary.

There will be a reading week in the Michaelmas and the Lent Terms.

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

A mock exam may also be offered.

**Indicative reading:** C19th: Padraic Scanlan, *Slave Empire: How Slavery Made Modern Britain* (2020); Benjamin Bowser and Aime Charles-Nicholas, *The Psychological Legacy of Slavery: Essays in Trauma, Healing and the Living Past* (2021) esp chs 7 & 8; Hazel V Carby, *Imperial Intimacies: A Tale of Two Islands* (Verso 2019); David Olusoga, *Black and British: A forgotten History* (2016); John Darwin, *The British Empire Project: The Rise and Fall of the British World System, 1830-1970* (2010); Ronald Hyam, *Understanding the British Empire* (2010); John Newsinger, *The blood never dried: A people's history of the British Empire* (Bookmark Publications 2006); Bill Schwarz, *The White Man's World: Memories of Empire* (2012); Shashi Tharoor, *Inglorious Empire: What the British Did to India* (Penguin, 2018); P D Morgan; S Hawkins (ed) *The Black Experience and the Empire* (OUP, 2004); Ashley Jackson & David Tomkins, *Illustrating Empire: A Visual History of British Imperialism* (2011); James Belich, *The Settler Revolution and the Rise of the Anglo-world* (OUP, 2011); Christian Høgsbjerg, Robert Hughes, *Fatal Shore: History of the Transportation of Convicts to Australia, 1787-1868* (Vintage Books, 2003); Gareth Atkins, Shinjini Das & Brian Murray, *The Bible, Race and Empire in the Long C19th* (2020); Beryn Sèbe, Bertrand Taithe, Peter Yeandle Max Jones (eds) *Decolonising Imperial Heroes* (2018); Mary Kingsley, *Travels in West Africa* (National Geographic adventure classics, 2002 edn) J G Farrell, *The Siege of Krishapur 1857* (Phoenix Paperback, 2002 edn)

C20th: Priyamvada Gopal, *Insurgent Empire: Anticolonial Resistance and British Dissent* (2020);

Scott Ellsworth, *The World Beneath Their Feet: the race to conquer the Himalayas* (John Murray 2020); Ronald Hyam, *Britain's Declining Empire* (2014); Prasenjit Duara (ed) *Decolonization: Perspectives from then and now* (2004); Peter Clarke, *Hope and Glory: Britain 1900-2000* (CUP, 2004); C. L. R. James in *Imperial Britain*, (2014); Jomo Kenyatta, *Facing Mount Kenya* (Heinemann African Writers Series, 1979 edn); David Anderson, *History of the Hanged* (2005); George Laming, *Castle of my skin* (Penguin Modern Classic, 2017edn); Chimamanda Ngozi Adichie, *Half of a Yellow Sun* (2017); Petina Gappah, *An Elegy for Easterly & The Book of Memory*; Simon Winchester, *Outposts: Journeys to the Surviving Relics of the British Empire*, (Penguin, 2002 edn); Jane Gourdam, *Old Filth* (Failed in London, try Hong Kong) (Hachette Digital, 2014 edn); Nadifa Mohamed, *The Orchard of the Lost Souls* (2016) *The Fortune Men* (2021); Joanna Lewis, *Women of the Somali Diaspora* (2021); Lipika Pelman: *Passing: An Alternative History of Identity* (2021); Hazel V Carby, *Imperial Intimacies: A Tale of Two Islands* (2019); Mark Leopold, *Amin* (2021).

**Assessment:** Exam (100%, duration: 3 hours) in the summer exam period.

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## HY241 Not available in 2022/23

### What is History? Methods and Debates

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Tim Hochstrasser SAR 2.14

**Availability:** This course is available on the BA in History, BA in Social Anthropology, BSc in History and Politics, BSc in International Relations and History, BSc in Politics and History and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

General Course students must seek prior permission from the teacher responsible to take this course.

**Course content:** What is history? How and for what purposes do we study the past? What kinds of debates and controversies result

from historical study? The purpose of this course is to provide undergraduate students with an introduction to these important issues. We will discuss the history of history from ancient times to the present and how it has changed as an intellectual pursuit over the years. We will think about different types of history – for example, international history, intellectual history, social history, economic history, cultural history or the history of religion – and we will discern their different concerns and priorities. We will analyse some of the most important themes in modern historical study: empires and colonialism, war and conflict, nationalism. We will outline different ideological frameworks for conducting historical research, for example Marxism, postmodernism, and gender studies. We will debate some of the key philosophical questions surrounding historical research: for example, how historians determine facts, and whether or not historical study can ever be truly objective? Finally, we will look at different ways of presenting the past, from traditional history books to museums and TV history.

**Teaching:** 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.

The first hour in each of the seminar sessions will be delivered as a lecture.

There will be a reading week in the Michaelmas and the Lent terms.

**Formative coursework:** Students will be expected to produce one formative essay in the MT and one formative essay in the LT. There will also be a mock exam.

**Indicative reading:** A full reading list will be provided at the start of the course but will include the following introductory surveys: Berger, Feldner and Passmore, *Writing History*; D Cannadine (Ed), *What is History now?*; L Jordanova, *History in Practice*; R Evans, *In Defence of History*; J Tosh, *The Pursuit of the Past*; M Bloch, *The Historian's Craft*; R G Collingwood, *The Idea of History*; T. Garton Ash, *The File*.

**Assessment:** Exam (80%, duration: 3 hours) in the summer exam period.

Class participation (20%) in the MT and LT.

The class participation will be graded and averaged across the MT and the LT.

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## HY242

### The Soviet Union: Domestic, International and Intellectual History

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Vladislav Zubok SAR 3.13

**Availability:** This course is available on the BA in History, BA in Social Anthropology, BSc in History and Politics, BSc in International Relations, BSc in International Relations and History, BSc in Politics and History and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** This course will cover the history of the Soviet Union, from its inception as a combination of the Russian Revolution and a Bolshevik dictatorship, through the Stalinist terror and World War II, its role as an international centre of the 'socialist camp' during the Cold War, to the failure of Gorbachev's reforms and a seemingly peaceful demise in 1991. Many courses on Soviet history deal separately with politics, social history, foreign policy, and intellectual/cultural developments. This course seeks to connect disparate threads into one historical and analytical narrative by focusing on major issues confronting the interpretation of the Soviet Union and its role in the international history of the twentieth century. The course takes advantage of the extraordinary wealth of new interpretations and sources about Soviet history that appeared in recent years. The following questions will be examined during this course. Was the Soviet Union a continuation or rejection of its Russian heritage? What

were the sources of Soviet legitimacy, modernization, and expansionism? What was Stalinism about? Why and how did the Soviets win the war against the Nazis? Can Soviet history be better understood as a multinational, imperial, or transnational history? How did the outside world affect Soviet domestic evolution? Why did the militarily successful Soviet state that emerged strongly from the Second World War then collapse so suddenly only a few decades later? The course provides a background for understanding the revival of Russia's nationalism and use of force abroad.

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

There will be a reading week in the Michaelmas and the Lent terms.

**Formative coursework:** Students will be required to write two 2,000-word essays (one in MT and one in LT) and make two class presentations (one in MT and one in LT).

**Indicative reading:** Vladislav Zubok, *A Failed Empire. The Soviet Union in the Cold War from Stalin to Gorbachev* (2007); Vladislav Zubok, *Zhivago's Children: The Last Russian Intelligentsia* (2009); Martin Malia, *The Soviet Tragedy. A History of Socialism in Russia* (Free Press, 1995); Ronald Suny, *The Structure of Soviet History. Essays and Documents* (Oxford, 2002); Terry D. Martin, *The affirmative action empire: nations and nationalism in the Soviet Union 1923-1939* (Ithaca: Cornell University Press, 2001); Sheila Fitzpatrick, *Everyday Stalinism. Ordinary Life in Extraordinary Times* (Oxford, 2000); Jochen Hellbeck, *Revolution on my mind. Writing a Diary under Stalin* (Cambridge, MA: Harvard University Press, 2006); Varlam Shalamov, *Kolyma Tales* (New York: Norton, c1980); Catherine Merridale, *Ivan's War. Life and Death in the Red Army, 1939-1945* (Picador, 2007); Elena Zubkova, *Russia After the War: Hopes, Illusions, and Disappointments, 1945-1957* (E.M.Sharp, 1998); Geoffrey Hosking, *Rulers and Victims: Russians in the Soviet Union* (Belknap, 2006); Yuri Slezkine, *The Jewish Century* (Princeton, 2006); relevant chapters on the Soviet Union and Soviet foreign policy from Melvyn Leffler and Arne Westad, eds, *The Cambridge History of the Cold War* (2010), vols. 1-3; Katerina Clark and Evgeny Dobrenko, with Andrei Artizov and Oleg Naumov, *Soviet Culture and Power. A History in Documents, 1917-1953* (New Haven, Yale University Press, 2007); William Taubman, *Khrushchev. The Man and His Era* (W.W.Norton, 2003); Alexei Yurchak, *Everything Was Forever, Until It Was No More. The Last Soviet Generation* (Princeton, 2005); Yegor Gaidar, *Collapse of an Empire: Lessons for Modern Russia* (Washington, Brookings, 2007).

**Assessment:** Exam (100%, duration: 3 hours) in the summer exam period.

## HY243

### Islamic Empires, 1400 - 1800

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Gagandeep S. Sood. SAR 2.07

**Availability:** This course is available on the BA in History, BA in Social Anthropology, BSc in Economic History and Geography, BSc in History and Politics, BSc in International Relations and History, BSc in Politics and History and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** Following the transformations wrought by the Mongols in the thirteenth and fourteenth centuries, there rose the Ottoman, Safavid and Mughal empires in the Near East, Iran and India. These 'Islamic' empires would go on to rank among the wealthiest and most powerful regimes of the early modern world. Supported by an array of provincial and local elites, they were at the zenith of their power in the sixteenth and seventeenth centuries, spanning a region which extended from the Mediterranean to the Bay of Bengal, from Yemen to the Crimea. Their populations were producers, consumers, importers and

exporters of goods critical for global trade; their location accorded them a vital role in the flow of ideas and information; there was a remarkable flowering of the arts in the period; and conversion to the region's dominant religion, Islam, continued apace, breaching new frontiers. By the eighteenth century, however, the empires had been reduced to shadows of their former selves, with power monopolised by a kaleidoscope of smaller regimes vying with each other for supremacy. This struggle paved the way for the region's later subordination to Europe's global empires, and the emergence of today's Middle East and South Asia.

This course will examine the Ottoman, Safavid and Mughal regimes, and the larger world to which they belonged, from their formation in the fifteenth and early sixteenth centuries to the 'unscripted possibilities' of the eighteenth century. We will study the ways in which temporal power was institutionalised; the patterns of daily life in urban and rural settings, as well as on the frontier; Islam in theory and in practice, and its relationship to the region's other major religious traditions; diplomacy within and without the region; the prevailing techniques and technologies of warfare; inherited and collective knowledge of other lands, near and far, and the everyday movement of people, goods and news; the signal achievements in the literary, visual and architectural realms; secular changes to the region's societies and economies; early modern millenarianism, fundamentalism and reformism; the eighteenth-century demise of the Islamic empires; and the concomitant rise of successor regimes which shaped the paths to modernity embarked upon.

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

There will be a reading week in week 6 of the Michaelmas and the Lent Terms.

**Formative coursework:** Students are expected to submit two 2000-word essays (one in MT, one in LT), give an oral presentation in class, and sit a 1-hour mock exam in ST.

**Indicative reading:** Christopher A. Bayly, *The Birth of the Modern World, 1780-1914: Global Connections and Comparisons* (Oxford, 2004)

Stephen F. Dale, *The Muslim Empires of the Ottomans, Safavids and Mughals* (Cambridge, UK, 2010)

Richard M. Eaton, *India in the Persianate Age, 1000-1765* (Allen Lane, 2019)

Joseph F. Fletcher, 'Integrative history: Parallels and interconnections in the early modern period, 1500-1800', *Journal of Turkish Studies* 9 (1985), 37-57

Colin Imber, *The Ottoman Empire, 1300-1650: The Structure of Power* (2nd edn, New York, 2009)

Ira M. Lapidus, 'State and religion in Islamic societies', *Past & Present* 151 (1996), 3-27

Rudi P. Matthee, *Persia in Crisis: Safavid Decline and the Fall of Isfahan* (London, 2012)

Donald Quataert, *The Ottoman Empire, 1700-1922* (Cambridge, UK, 2005)

David Morgan, *Medieval Persia, 1040-1797* (London, 1988)

John F. Richards, *The Mughal Empire* (Cambridge, UK, 1993)

Francis Robinson, 'Ottomans-Safavids-Mughals: Shared knowledge and connective systems', *Journal of Islamic Studies* 8:2 (1997), 151-184

Gagan D. S. Sood, *India and the Islamic Heartlands: An Eighteenth-Century World of Circulation and Exchange* (Cambridge, UK, 2016)

**Assessment:** Exam (100%, duration: 3 hours) in the summer exam period.

## HY245

### The United States and the World since 1776

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Elizabeth Ingleson

**Availability:** This course is available on the BA in History, BA in Social Anthropology, BSc in History and Politics, BSc in International

Relations and History, BSc in Politics and History and BSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.

**Course content:** This course explores how the United States has engaged with the world since 1776. After gaining independence from Britain, the United States looked westward, expanding its territory through indigenous dispossession and a pursuit of hemispheric dominance. By the end of the nineteenth century, the United States held overseas colonies. Soon thereafter, it became involved in one, and then a second, world war followed shortly by the Cold War and more recently the “forever wars.” Together we will think broadly about who has been involved in shaping U.S. foreign relations with the world. We will explore decisions made by diplomats and policymakers in Washington as well as the voices of a wide range of people who influenced and resisted U.S. power including missionaries, American Indians, businesspeople, women, workers, and immigrants. Over the course of the semester we ask three key questions: what is the U.S. empire and how did it develop and change over time? How has capitalism shaped and been shaped by U.S. engagement with the world? And how has the history of U.S. relations with American Indians influenced the development and projection of U.S. power?

**Teaching:** 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT.

There will be a reading week in week 6 of the Michaelmas and the Lent Terms.

**Formative coursework:** One essay in the Michaelmas Term and one essay in the Lent Term.

One essay will be thematic and the other will contextualise a primary source.

A mock exam may be offered as part of exam revision arrangements.

**Indicative reading:** 1. Walter LeFeber, *The American Age: United States Foreign Policy at Home and Abroad, 1750 to the Present* (1994)

2. Jane Burbank and Fredrick Cooper, *Empires in World History: Power and the Politics of Difference* (2010)

3. Brian DeLay, *War of A Thousand Deserts: Indian Raids and the U.S.-Mexican War* (2008)

4. Emily Rosenberg, *Financial Missionaries to the World: The Politics and Culture of Dollar Diplomacy* (2003)

5. Kristen Hoganson, *American Empire at the Turn of the Twentieth Century: A Brief History with Documents* (2016)

6. Erez Manela, *The Wilsonian Moment: Self-Determination and the International Origins of Anticolonial Nationalism* (2007).

7. Elizabeth Borgwardt, *A New Deal for the World: America's Vision for Human Rights* (2005)

8. Mae Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America* (2014)

9. Mary Dudziak, *Cold War Civil Rights* (2000)

10. Greg Grandin, *Empire's Workshop: Latin America, The United States and the Rise of the New Imperialism* (2007)

**Assessment:** Essay (35%, 3000 words) in the LT.

Take-home assessment (50%) in the ST.

Class participation (15%) in the MT and LT.

**Course content:** The Caribbean, while geographically small, has played a major role in global history. Over the course of five-hundred-years the Caribbean has been at the centre of clashes and encounters between indigenous peoples, Europeans, Africans, and Asians all of which has led to momentous political, social, economic and cultural change. Far from simply being a tropical tourist paradise or tax haven, the Caribbean is widely recognised as a key site of modernity through the role the region has played in global historical processes of exploration, colonialism, transatlantic slavery, capitalism, revolution, wars, migrations and diasporas. Critical movements have emerged from the Caribbean ranging from pan-Africanism, Garveyism, Rastafarianism, and multiculturalism all of which impacted Africa, Asia, the United States, Europe and Latin America. The Caribbean has spawned foundational writers, artists, and intellectuals like José Martí, C L R James, Una Marson, Eric Williams, Nicolás Guillén, Sam Selvon, Jean Price-Mars, Aimé Césaire, Frantz Fanon, Fidel Castro, Claudia Jones, Walter Rodney, Bob Marley, Jamaica Kincaid, to name just a few who have provided critical commentary on the region and its links to the wider world.

This course presents an overview of Caribbean political, social and cultural history from the height of transatlantic slavery to the late twentieth century. It especially focuses on the three central themes of American and European colonialism, race and revolution and takes an expansive view of the Anglophone, Francophone, and Hispanic Caribbean. Wherever possible, comparisons and contrasts with Europe, the United States and Latin America are drawn upon. Weekly topics that will be explored in lectures and classes include: European Colonial Encounters; transatlantic slavery and the making of ‘race’; the structure of slave societies: plantations and Maroons; the Haitian Revolution; abolition, apprenticeship and emancipation in the British and French Caribbean; Asian indentureship and the continuation of slavery in the Hispanic Caribbean; Independence, Wars, and the rise of US imperialism in the Hispanic Caribbean; inter-regional labour migrations and radicalism; the First World War; extra-regional labour migrations, Black Internationalism and Negritude; the US Occupation of the Dominican Republic and Haiti; economic Depression and Labour Rebellions; the Second World War and Departmentalisation; the Cold War; the Cuban Revolution and Caribbean Federation; Decolonization; the Black Power Movement; neo-colonialism, tourism, violence, and the politics of reparations.

**Teaching:** 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT.

There will be a reading week in week 6 of the Michaelmas and the Lent Terms.

**Formative coursework:** Students will be expected to produce one source analysis in the MT.

**Indicative reading:**

• Bolland, O Nigel, *On the March: Labour Rebellions in the British Caribbean, 1934-39* (Kingston: Ian Randle, 1995).

• Childers, Kristen Stromberg, *Seeking Imperialism's Embrace: national identity, decolonization and assimilation in the French Caribbean* (New York: Oxford University Press, 2016).

• Duke, Eric D, *Building a Nation: Caribbean federation in the black diaspora* (Gainesville: University Press of Florida, 2016)

• Dubois, L. *Avengers of the New World: The Story of the Haitian Revolution* (Cambridge MA: Harvard University Press, 2004).

• Dubois, L, and Garrigus, J (eds.), *Slave Revolution in the Caribbean, 1789-1804: A History in Documents* (New York: Bedford Press, 2006).

• Holt, Thomas, *The Problem of Freedom: Race, Labor, and Politics in Jamaica and Britain, 1832-1938* (Baltimore MD: Johns Hopkins University Press, 1992).

• Parker, Jason, *Brother's Keeper: The United States, Race and Empire in the British Caribbean 1927-1962* (New York: Oxford University Press, 2008).

• Putnam, Lara, *The Company they Kept: Migrants and the Politics of Gender in Caribbean Costa Rica, 1870-1960* (Chapel Hill: University of North Carolina Press, 2002).

• Renda, Mary L, *Taking Haiti: Military Occupation and the Culture of US Imperialism 1915-1940* (Chapel Hill: University of North

## HY246

### The Global Caribbean: Colonialism, Race and Revolutions 1780s-1980s

This information is for the 2022/23 session.

**Teacher responsible:** TBC

**Availability:** This course is available on the BA in History, BA in Social Anthropology, BSc in History and Politics, BSc in International Relations and History, BSc in Politics and History and BSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.



Carolina Press, 2004).

- Quinn, Kate, (ed), *Black Power in the Caribbean* (Gainesville: University Press of Florida, 2014).

**Assessment:** Essay (35%, 3500 words) in the LT.

Essay (35%, 3500 words) in the ST.

Class participation (15%) in the MT and LT.

Source analysis (15%) in the MT.

## HY247

### The History of Modern Turkey, 1789 to the Present

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Marc Baer SAR 3.17

**Availability:** This course is available on the BA in History, BA in Social Anthropology, BSc in History and Politics, BSc in International Relations and History, BSc in Politics and History and BSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.

**Course content:** The history of modern Turkey provides the student an important opportunity to examine a crucial nation bridging Europe and the Middle East, through the lenses of democracy and dictatorship, globalisation and nationalism, revolution and reform, and tolerance and genocide. This course explores late Ottoman and Turkish Republican history from 1789 to the present. The following topics may be studied: Global change and the Ottoman 'New Order', 1789-1807; the reforms of Mahmut II and the Tanzimat; reform and repression in the Hamidian era, 1876-1908; Salonica as window onto Ottoman transformations; the revolution of 1908; the Committee of Union and Progress and the Balkan Wars, 1908-1913; Talat Pasha, World War I, and the Armenian genocide; the collapse of the empire; Greco-Turkish wars, 1918-1922; Mustafa Kemal and the new Republic, 1923; the revolutionary changes wrought by Kemalism, 1923-1945; Turkey and World War II; transition to democracy, 1945-1950; democratising reforms, 1950-1960; the three coups of 1961, 1970, and 1980; political Islam in Turkey since the 1970s; the Turkish diaspora in Germany; the Kurdish issue since the 1980s; opening up to the world, 1983-1991; and Recep Tayyip Erdogan: new Atatürk, new caliph.

**Teaching:** 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT.

There will be a reading week in the Michaelmas and the Lent Terms.

Note that lectures are pre-recorded and available to the students online.

**Formative coursework:** Students are required to submit one essay of 2000 words in the Michaelmas Term.

**Indicative reading:** A full reading list will be provided at the start of the course. Most of the selected readings are written by scholars from Turkey. The textbook is Erik J. Zürcher, *Turkey, A Modern History*, 4th ed. Other readings will include Nilufer Göle, *The Forbidden Modern: Civilization and Veiling*; Kemal Karpat, *The Politicisation of Islam*; Müge Göçek, *Denial of Violence*; Mark Mazower, *Salonica: City of Ghosts*; Yalçın Çetinkaya, *The Young Turks and the Boycott Movement*; Taner Akçam, *A Shameful Act*; Sükrü Hanioglu, *Atatürk: An Intellectual Biography*; Esra Özyürek, *Nostalgia for the Modern*; Fethiye Çetin, *My Grandmother: An Armenian-Turkish Memoir*; Begüm Adalet, *Hotels and Highways: The Construction of Modernization Theory in Cold War Turkey*; Gökçe Yurdakul, *The Headscarf Debates*; and a graphic novel, Jenny White and Ergün Gündüz, *Turkish Kaleidoscope: Fractured Lives in a Time of Violence*.

**Assessment:** Essay (50%, 3000 words) in the LT.

Essay (50%, 3000 words) in the ST.

## HY300

### Dissertation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Dina Gusejnova SAR M.14

**Availability:** This course is compulsory on the BA in History.

This course is available on the BSc in History and Politics, BSc in International Relations and History and BSc in Politics and History. This course is not available as an outside option nor to General Course students.

**Course content:** A dissertation of not more than 10,000 words on a topic to be approved by the candidate's supervisor. It is designed to allow a detailed and thorough exploration of a topic of interest to the candidate. The topic should fall within the parameters of the degree course. It should include the examination of primary sources, in printed, manuscript and/or digital form.

**Teaching:** Workshops: 2 for second-year students in the Lent Term; 1 for third-year students in the Michaelmas Term.

Candidates should secure in the course of the LT of their second year the agreement of a member of academic staff in the Department of International History (who need not be their advisor or tutor) to supervise a suitable topic, and then submit a title to the Undergraduate Programmes Administrator by published deadline. Supervisors can be expected to offer advice on the scholarly literature, guidance on research and writing, and detailed comments on a sample of up to 3000 words.

**Assessment:** Dissertation (100%, 10000 words) in the ST.

The dissertation must be submitted by the published deadline in Week 1 of the ST in the student's third year. It should be typewritten. Precise details on length, format, presentation and deadline will be issued by the Department through the workshops and Moodle. Candidates may be called for an oral examination if the Examiners wish to satisfy themselves that the dissertation is the candidate's own work.

## HY311

### Limited War During the Cold War Era: The US in Korea (1950-53) and Vietnam (1954-75)

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Steven Casey SAR 2.10

**Availability:** This course is available on the BA in History, BA in Social Anthropology, BSc in History and Politics, BSc in International Relations and History, BSc in Politics and History and BSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** Based on a variety of primary sources, and a wide range of secondary reading, this course will explore US attitudes and policies towards and during the Korean and Vietnam Wars. The problems of limited war; the origins of the Korean War; Truman and the decision to intervene; Inchon and the decision to cross the 38th parallel; the Chinese intervention and its consequences; the US home front during the Korean War; the Truman-MacArthur Controversy; Korea and US Cold War strategy: NSC-68, NATO, and 'The Great Debate'; fighting while negotiating, 1951-53; legacies; JFK and Vietnam; LBJ and the decision to escalate; LBJ as Commander in Chief; the war on the ground in Vietnam: 'search and destroy' versus 'hearts and minds'; the Tet Offensive; the media and military at war; the US home front during the Korean War; Vietnam and US Cold War strategy: détente and triangular diplomacy; fighting while negotiating, 1969-73; legacies.

**Teaching:** 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.

There will be a reading week in the Michaelmas and the Lent terms.

**Formative coursework:** Students will be required to write two essays and two gobbet exercises during the year.

**Indicative reading:** A detailed course outline and reading list,



as well as handouts, will be available as the start of the course. The following works are recommended: Steven Casey, *Selling the Korean War* (2008); William Stueck, *Rethinking the Korean War* (2002); Burton I. Kaufman, *The Korean War: Challenges in Crisis, Credibility and Command* (1986, or later edition); Rosemary Foot, *The Wrong War: American Policy and the Dimensions of the Korean Conflict, 1950-53* (1985); George Herring, *America's Longest War* (various editions); David L. Anderson, *Shadow on the White House: Presidents and the Vietnam War* (1993); David L. Anderson (ed), *The Columbia History of the Vietnam War* (2011); Robert J. McMahon, *The Limits of Empire: The United States and Southeast Asia since World War II* (1999).

**Assessment:** Exam (100%, duration: 3 hours).

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## HY315

### The European Enlightenment, c.1680-1799

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Tim Hochstrasser, room SAR 2.14

**Availability:** This course is available on the BA in History, BA in Social Anthropology, BSc in History and Politics, BSc in International Relations and History, BSc in Politics and History and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** The European Enlightenment of the eighteenth century is conventionally taken to be the period in which the disciplines of philosophy, history, economics and anthropology, and other social sciences began to emerge as discrete disciplines independent of state and church control. This course therefore sets out to explore the new ideas generated in these areas as a result of a fresh understanding of man's place in the physical world. But while the course aims to look at ideas and concepts in themselves it is also concerned with the way that they were applied in political practice and adapted to provide new understanding of social structures, or as contemporaries put it, a 'Science of Man'. The chronological context of the Enlightenment is taken to be Europe between the reign of Louis XIV and the end of the Directory in France in 1799. Within this broad framework the following large themes provide the subject matter of both lectures and classes in the Michaelmas Term: the impact of the Scientific Revolution upon institutionalised religion; the emergence of a 'Republic of Letters'; English and French critiques of absolutist monarchy; the creation of scientific approaches to the study of ethics and politics; the political theory of enlightened despotism; the intellectual origins of the French Revolution; intellectual encounters with the New World; the concept of a Counter-Enlightenment; and the move from a private to a public sphere of cultural inquiry. The contributions of Newton, Locke, Voltaire, Montesquieu, and Rousseau - among others - will be highlighted. In the Lent Term the focus will be more narrowly directed to the study of individual key authors and texts and on the impact of enlightened ideas in particular countries, notably England, France, Prussia, Russia and the Habsburg Monarchy. Space will also be found for an examination of the contribution of enlightened thought to the visual arts and music in the 18th century. The course gives students the chance to consider whether or not the Enlightenment was an era of European history that fostered the application of reason to political and social reform, an end to censorship, torture, and hierarchical social models, and a beginning to religious toleration and recognizably modern concepts of human rights, international law and social equality. The focus throughout will be on the writings of the philosophes themselves and their attempts to convert theoretical innovation into practical reform through the agency of bureaucracy and rulers.

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

The first hour in each seminar session will be given as a lecture. There will be a reading week in week 6 of the Michaelmas and the Lent Terms.

**Formative coursework:** Two pieces of formative assessment are

required, the first a source-criticism exercise in the Michaelmas Term and the second a conventional essay in the Lent Term. In addition students will do a mock exam.

**Indicative reading:** A full reading list will be provided at the start of the course. The following represent basic introductory reading only, and an indication of some primary sources: T C W Blanning, *The culture of power and the power of culture* (2002); D Outram, *The Enlightenment* (1995); T Munck, *The Enlightenment* (2000); R Porter, *The Enlightenment* (2001); Ritchie Robertson, *The Enlightenment* (2021); Anthologies: I Kramnik (Ed), *The Portable Enlightenment Reader* (1995); S Eliot & B Stern (Eds), *The Age of Enlightenment* (2 vols, 1979).

**Assessment:** Exam (70%, duration: 3 hours) in the summer exam period.

Presentation (15%) and class participation (15%) in the MT and LT. Students MUST give an assessed presentation in either the MT or the LT.

Class participation will be graded across both the MT and the LT.

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## HY319 Not available in 2022/23

### Napoleon and Europe

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Paul Keenan SAR 2.13

**Availability:** This course is available on the BA in History, BSc in International Relations, BSc in International Relations and History and BSc in Politics and History. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students. HY319 is available to General Course students starting in the Michaelmas Term ONLY in 2020/21.

**Course content:** The Napoleonic Empire was crucial in the formation of modern Europe. Much of Europe was covered by the Napoleonic Empire and its impact was felt across large parts of the non-European world. The influence of the emperor and his policies was most obvious in relation to the European international system, particularly through his military campaigns and his territorial reorganisation of Europe in the wake of his successes. However, the Napoleonic era also saw major developments in the legal, constitutional, social, and economic order of many states, whether allied or opposed to the Napoleonic project. Likewise, in the aftermath of the French Revolution, much attention is paid to the impact of the Napoleonic era on the relationship between Church and State and the rise of national consciousness, whether in political or cultural terms. By studying how Napoleon's empire was created, challenged, and ultimately defeated, the course will focus on the nature of power and legitimacy in this era. An attempt will be made to place the Napoleonic empire in a broader context, in part by comparing it to other contemporary, rival states, including Russia, Austria, and the United Kingdom. Finally, the course will begin and end with an assessment of the Napoleonic myth, both in terms of his contemporaries and for subsequent generations of historians.

**Teaching:** Learning engagement activities will include preparatory small group work, presentations, and live discussion.

There will be a reading week in the Michaelmas and the Lent terms.

**Formative coursework:** Students will be expected to produce 1 essay and 1 other piece of coursework in the MT.

**Indicative reading:** A full reading list will be provided at the beginning of the course. Useful introductory reading includes: M. Lyon, *Napoleon Bonaparte and the Legacy of the French Revolution*; G. Ellis, *The Napoleonic Empire*; C. Emsley, *Napoleon: Conquest, Reform and Reorganisation*; M. Broers, *Europe under Napoleon, 1799-1815*; C. Esdaile, *Napoleon's Wars*; S. J. Woolf, *Napoleon's Integration of Europe*; P. Dwyer (ed.), *Napoleon and Europe*; P. Geyl, *Napoleon, For and Against*.

**Assessment:** Essay (50%, 3500 words) in the ST.

Document analysis (20%) in the LT.

Presentation (20%) and class participation (10%) in the MT and LT.

**HY320****The Cold War Endgame**

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Kristina Spohr, SAR 2.17

**Availability:** This course is available on the BA in History, BA in Social Anthropology, BSc in History and Politics, BSc in International Relations and History, BSc in Politics and History and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** Based upon a variety of primary sources, this course will explore why and how in the second half of the 1980s the East-West conflict between the United States and the Soviet Union transformed itself so suddenly and peacefully into the collapse of (European) communism, German unification and the end of the USSR and her empire, while China took an entirely different exit from the Cold War era. In doing so, we will ask what was the correlation between "high" and "low politics" in these events and processes? Topics will include: the onset of détente and *neue Ostpolitik*; the impact of Helsinki (1975) and human rights; détente's death, Euromissiles and the war in Afghanistan; the second Cold War of the early 1980s, pacifism and transatlantic turmoil; the Pope and the Polish crisis of 1980-81; Gorbachev's new thinking and reforms in the USSR; Reagan and Gorbachev: superpower summitry; the Chinese crackdown and the eastern European revolutions; German unification: domestic and international aspects; Kohl, Mitterrand and the road to the European Union; the collapse of the Soviet 'empire'; the Baltic independence struggle, Yeltsin and the Moscow coup; Soviet disintegration and Yugoslavia's implosion; explanations and interpretations of the Cold War endgame. The discussion in each seminar will draw on a combination of primary and secondary material.

**Teaching:** 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.

There will be a reading week in the MT and the LT.

**Formative coursework:** Students will be required to present one short class paper during MT or LT as well as to submit a practice essay (1,500 words) and one gobbet answer during MT. There will also be opportunity to do a 90min. timed written exercise consisting of an essay and gobbet answer in late LT.

**Indicative reading:** A detailed course outline and reading list, subdivided by weekly topics, as well as a document pack will be available at the beginning of the course on Moodle. The following works are recommended as essential reading: K Spohr, *Post Wall Post Square* (2019); P Zelikow & C Rice, *To Build a Better World* (2019); V Zubok, *Collapse* (2021); S Dockrill, *The End of the Cold War Era* (2005); O A Westad et al (eds), *The Cambridge History of the Cold War*, vols 2-3 (2010); M E Sarotte, 1989 (2009); Hal Brands, *The Unipolar Moment* (2016); A Brown, *The Gorbachev Factor* (1996); R L Garthoff, *The Great Transition* (1994); Idem, *Détente and confrontation* (1985); J Levesque, *The Enigma of 1989* (1997); C S Maier, *Dissolution* (1997); H Adomeit, *Imperial Overstretch* (1998); R Summy & M E Salla (eds), *Why the Cold War Ended* (1995). Also students should familiarise themselves with the Cold War International History Project homepage (<http://www.wilsoncentre.org>) and in particular: Bulletins No 5 'Cold War Crises', No 8-9 'The Cold War in the Third World and the Collapse of Detente in the 1970s', and No 12/13 'The End of the Cold War'.

**Assessment:** Exam (100%, duration: 3 hours) in the summer exam period.

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

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Artemis Photiadou

**Availability:** This course is available on the BA in History, BA

in Social Anthropology, BSc in History and Politics, BSc in International Relations and History, BSc in Politics and History and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** The Second World War was the most destructive conflict in modern European history. At the height of the war, German soldiers occupied lands from the Channel Islands to the Caucasian mountains, from Scandinavia to Attica. Across the continent, societies were torn apart by war, occupation, and civil war. Drawing on key secondary texts and primary sources, this course examines Nazi Germany's war in Europe from a comparative perspective. It looks at the origins of the conflict; the course of the war, from the partition of Poland to the fall of Berlin; war crimes; Nazi occupation regimes; local collaboration and the recruitment of hundreds of thousands of non-Germans into Hitler's armies; resistance and partisan insurgency; ethnic cleansing and genocide; and the aftermath of the war. The focus is not only on political leaders, party functionaries, and generals, but also on ordinary people, such as soldiers, peasants, slave workers, and concentration camp inmates. Particular attention is given to the views and experiences of contemporary intellectuals, such as George Orwell, Raphael Lemkin, Marc Bloch, and Hannah Arendt. The course considers the Second World War as an amalgam of different forms of conflict, including wars between states, civil wars, and partisan wars, and it also addresses more general questions about conflict and violence in the modern age.

**Teaching:** The School aims to run in-person seminars, subject to circumstances, with some online provision if and where necessary. There will be a reading week in the Michaelmas and the Lent Terms.

**Formative coursework:** Students will be required to write one conventional essay of 2,000 words during LT and one timed mock exam. Students will also be required to prepare short summaries of the readings (bullet points) for the weekly meetings.

**Indicative reading:** Omer Bartov, *The Eastern Front, 1941-45: German Troops and the Barbarisation of Warfare* (London, 1985). Christopher Browning, *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland* (New York, 1992). Richard J. Evans, *The Third Reich at War, 1939-1945* (London, 2008).

Saul Friedländer, *The Years of Extermination: Nazi Germany and the Jews, 1939-1945* (London, 2007).

Peter Fritzsche, *An Iron Wind: Europe under Hitler* (New York, 2016).

Robert Gildea, *Marianne in Chains: In Search of the German Occupation, 1940-1945* (London, 2002).

Jan T. Gross, *Neighbours: The Destruction of the Jewish Community in Jedwabne, Poland* (Princeton, 2001).

Christian Hartmann, *Operation Barbarossa: Nazi Germany's War in the East, 1941-1945* (Oxford, 2013).

Raul Hilberg, *The Destruction of the European Jews* (London, 1961).

Ian Kershaw, *Hitler 1937-1945: Nemesis* (London, 2001)

Ian Kershaw, *The End: Hitler's Germany, 1944-45* (London, 2011).

Halik Kochanski, *The Eagle Unbowed: Poland and the Poles in the Second World War* (Cambridge, MA, 2012).

Mark Mazower, *Inside Hitler's Greece: The Experience of Occupation, 1941-44* (New Haven, 1993).

Mark Mazower, *Hitler's Empire: Nazi Rule in Occupied Europe* (London, 2008).

Catherine Merridale, *Ivan's War: The Red Army at War 1939-45* (London, 2006).

Rolf-Dieter Müller and Gerd R. Ueberschär, *Hitler's War in the East: A Critical Assessment* (Oxford, 1997).

Nicholas Stargardt, *The German War: A Nation Under Arms, 1939-45* (London, 2015).

Jozo Tomasevich, *War and Revolution in Yugoslavia, 1941-1945: Occupation and Collaboration* (Stanford, 2001).

**Assessment:** Exam (85%, duration: 3 hours) in the summer exam period.

Presentation (15%) in the MT and LT.

**HY323****Travel, Pleasure and Politics: The European Grand Tour, 1670-1825**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Paul Stock SAR 2.15

**Availability:** This course is available on the BA in History, BA in Social Anthropology, BSc in History and Politics, BSc in International Relations and History, BSc in Politics and History and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** Throughout the eighteenth century thousands of young British men and women embarked on extensive journeys to continental Europe – an activity known as the Grand Tour. 'Travel, Pleasure and Politics: The European Grand Tour 1670-1825' explores who these people were, where they went, and the reasons for their expeditions. For some, the Tour was the final stage of formal education; to others an opportunity for sexual adventures and pleasure-seeking. The course discusses the practical challenges of eighteenth-century travel, the political, religious, and cultural contexts of the Tour, as well as the key places to visit and the reasons for their popularity. It also considers what the Tourists brought back with them: from physical artefacts for public and private collections, to new ways of seeing and understanding the world. 'Travel, Pleasure and Politics' introduces students to the actual writings of the Tourists, showing how they experienced international travel and shaped the modern tourist industry.

**Teaching:** 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.

There will be a reading week in week 6 of the Michaelmas and the Lent Terms.

**Formative coursework:** Students will be expected to produce 1 piece of coursework in the LT and 2 essays in the MT and LT. Specifically, the course's formative coursework will consist of two essays (MT and LT), one document analysis (LT). Students will also have an opportunity to sit a mock exam.

**Indicative reading:** Jeremy Black, *The British Abroad: the Grand Tour in the Eighteenth Century* (New York: St Martin's Press, 1992) D915 B62

John Brewer, *The Pleasures of the Imagination: English Culture in the Eighteenth Century* (New York: Farrar Straus Giroux, 1997) DA485 B84

James Buzard, 'The Grand Tour and after (1660-1840)', in Peter Hulme and Tim Youngs, eds., *The Cambridge Companion to Travel Writing* (Cambridge: Cambridge University Press, 2002) PR756.T72 C17

Edward Chaney, *The Evolution of the Grand Tour: Anglo-Italian Relations since the Renaissance* (London: Frank Cass, 1998) DA47.9 .I8 C45

Tony Claydon, Tony, *Europe and the Making of England, 1660-1760* (Cambridge: Cambridge University Press, 2007) BR757 C62

Stephen Conway, *Britain, Ireland, and Continental Europe in the Eighteenth Century: Similarities, Connections, Identities* (Oxford: Oxford University Press, 2011) LSE ebooks library

Brian Dolan, *Ladies of the Grand Tour* (London: HarperCollins, 2001) Women's Library@LSE 914.0425 DOL

Clare Hornsby, ed., *The Impact of Italy: the Grand Tour and Beyond* (London: The British School at Rome, 2000) DA47.9.I8 I31

Rosemary Sweet, *Cities and the Grand Tour: the British in Italy, 1690-1820* (Cambridge: Cambridge University Press, 2012)

John Towner, 'Venturing Abroad: The European Grand Tour', in *An Historical Geography of Recreation and Tourism in the Western World 1540-1940* (Chichester: John Wiley, 1996) G155 T74

**Assessment:** Exam (100%, duration: 3 hours) in the summer exam period.

**HY327****The Anglo-American Special Relationship, 1939-89**

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Nigel Ashton SAR M.07

**Availability:** This course is available on the BA in History, BA in Social Anthropology, BSc in History and Politics, BSc in International Relations and History, BSc in Politics and History and BSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Primarily for 3rd year BA History, BSc International Relations and History, and BSc Government and History students, but may be taken by 2nd years where regulations permit. May also be taken as an outside option and by General Course students where regulations, timetabling constraints and capacity permit.

**Course content:** This course will analyse the changing nature of the Anglo-American "special" relationship from its creation against the backdrop of the Second World War through to the end of the 1980s. It will illuminate the foundations of the relationship in terms of culture and ideology, and also the threat posed by common enemies in the Second World War and Cold War. The competitive dimension of the Anglo-American relationship will also be highlighted as a means of explaining instances of discord such as the Suez Crisis of 1956. Topics addressed include: the creation of the Anglo-American alliance, 1939-41; competitive co-operation in war strategy and politics, 1941-45; the American "occupation" of Britain during the Second World War; the emergence of the Cold War in Europe and Asia, 1945-54; the Palestine question; the Suez Crisis; nuclear relations; the Cuban Missile Crisis; European integration; decolonisation; the impact of the Vietnam War; the cultural Cold War; intelligence co-operation; Anglo-American relations in the 1970s; the Falklands War of 1982; and the revival of the special relationship under Thatcher and Reagan in the 1980s.

**Teaching:** 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.

In common with other Level 3 History courses, this course will include the study and discussion of primary sources in each weekly seminar. Documents will be drawn from published collections, including the Foreign Relations of the United States series and the Documents on British Policy Overseas, the diaries of key politicians or officials, copies of documents from the UK National Archives, the US National Archives and the relevant US Presidential Libraries.

There will be a reading week in week 6 of the Michaelmas and the Lent terms.

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

Formative assessment will be through the submission of one essay in week 7 of the MT, and one essay in week 5 of the LT (each essay must be a maximum of 2000 words long and be drawn from a list supplied at the start of the course).

One 'gobbet' answer, consisting of commentaries on two extracts, must also be submitted in week 9 of the LT.

**Indicative reading:** K. Burk, *Old World, New World: the Story of Britain and America* (2007)

D. Reynolds & D. Dimbleby, *An Ocean Apart: the Relationship between Britain and America in the Twentieth Century* (1988)

J. Dumbrell, 'A Special Relationship': *Anglo-American Relations from the Cold War to Iraq* (2006)

W. R. Louis & H. Bull (Eds), *The Special Relationship: Anglo-American Relations since 1945* (1984)

D. C. Watt, *Succeeding John Bull: America in Britain's Place, 1900-75* (1984)

**Assessment:** Exam (100%, duration: 3 hours) in the summer exam period.

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



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

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Kirsten Schulze SAR 2.12

**Availability:** This course is available on the BA in History, BA in Social Anthropology, BSc in History and Politics, BSc in International Relations and History, BSc in Politics and History and BSc in Social Anthropology. This course is not available as an outside option. This course is available with permission to General Course students.

The course is available to General Course students whose home department is International History.

**Course content:** The 1948 Arab-Israeli War; Israeli foreign and defence policy; the 1956 Suez-Sinai Campaign; the 1967 Six-Day War; regime change in Egypt and Syria in 1970; 1970/71 Black September; the 1973 Yom Kippur War; the 1975 Lebanese civil war; the ascendance of the Likud; the Camp David Accords 1979; the invasion of the Lebanon 1982; Palestinian resistance; the 1987 Intifada; the 1991 Madrid Peace Conference; the 1993 Oslo Accords; the 1994 Jordanian-Israeli Peace Treaty; the 2000 al-Aqsa intifada; peace efforts since 2000; the 2006 Lebanon War; and the 2006-2014 Gaza Wars.

**Teaching:** 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.

Week 6 of both the Michaelmas and the Lent terms will be a Reading Week.

**Formative coursework:** Students are required to write two essays, including a one-hour timed essay.

**Assessment:** Exam (50%, duration: 2 hours) in the summer exam period.

Essay (35%) in the LT.

Class participation (15%) in the MT and LT.

**HY329****Independent India: Myths of Freedom and Development**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Diva Gujral

**Availability:** This course is available on the BA in History, BA in Social Anthropology, BSc in History and Politics, BSc in International Relations and History, BSc in Politics and History and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** Focusing on the early decades after India gained independence in 1947, this course raises questions about the nature of freedom and the tasks of development and modernisation faced by postcolonial nations. The course begins with a brief study of Jawaharlal Nehru, India's first prime minister. Students will survey his philosophy and his style of leadership while exploring the myth of the strong male leader. The course will then cover India's foreign policy, asking students to probe the meaning of Nonalignment, and inspect the character of India's relations with Indians Overseas and with its neighbours, including China and Pakistan. Students will then turn to the nature of secularism in India by examining the treatment of Muslims who remained in India after the creation of Pakistan. This section also probes official attempts to reform Hinduism and improve the lives of Dalits (former untouchables) in India. Students then are asked to query how socialist India was by reading political theory from Communists, Socialists, Gandhians and others. Next, students interrogate the nature and extent of economic development achieved in this period by studying the strengths and weaknesses of international aid supplied to the country, as well as India's own development programmes. Students will then explore how Indians expressed their visions of modernity in the realms of science, art

& architecture and the emancipation of women. Finally, the course concludes by scrutinising the Constitution and the conduct of India's first democratic elections. Using a variety of primary source materials, with a strong element of film and visual arts, this course asks students to see India and Indians in new ways.

**Teaching:** Learning engagement includes seminars, recorded content, small group meetings and asynchronous Moodle posts. There will be a reading week in the Michaelmas and the Lent terms.

**Formative coursework:** Students will be expected to produce 1 essay (2000 words) in the MT, and 1 gobbet exercise (600 words) in the MT.

**Indicative reading:**

- Guha, R. (2007). *India after Gandhi: the History of the World's Largest Democracy*. London, Macmillan.
  - Khilnani, S. (1997). *The Idea of India*. London, Penguin.
  - Chatterji, J. (2007). *The Spoils of Partition: Bengal and India, 1947-1967*. Cambridge, Cambridge University Press).
  - Zamindar, V. F.-Y. (2007). *The Long Partition and the Making of Modern South Asia: Refugees, Boundaries, Histories*. New York, Columbia UP.
  - Gopal, J. N. (2013). *Citizenship and its Discontents: An Indian History*. Cambridge, MA, Harvard University Press.
  - Sherman, T.C. (2015) *Muslim Belonging in Secular India: Negotiating Citizenship in Postcolonial Hyderabad*. Cambridge, Cambridge University Press.
  - Kavuri-Bauer, S. (2011) *Monumental Matters: The Power, Subjectivity and Space of India's Mughal Architecture*. Durham, NC: Duke University Press.
  - Granville, Austin (1999) *Working a Democratic Constitution*. New Delhi: Oxford University Press.
  - Chatterjee, P. (1993). *The Nation and its Fragments: Colonial and Postcolonial Histories*. Princeton, Princeton University Press.
  - Chatterjee, P. (ed). (1998). *Wages of Freedom: Fifty Years of the Indian Nation-State*. Delhi, OUP.
  - Gould, W. (2011). *Bureaucracy, Community and Influence in India: Society and the State, 1930s - 1960s* Abingdon, Routledge.
  - Abraham, I. (2014). *How India Became Territorial: Foreign Policy, Diaspora, Geopolitics*. Palo Alto, Stanford UP.
  - Bhagavan, M. (2012). *The Peacemakers: India and the Quest for One World*. New Delhi, Harper Collins Publishers India.
  - McGarr, P. (2013). *The Cold War in South Asia: Britain, the United States and the Indian Subcontinent 1945-65*. Cambridge, Cambridge University Press.
  - Phalkey, J (2013). *Atomic State: Big Science in Twentieth Century India*. Hyderabad: Orient BlackSwan.
  - Tyabji, N. (2015). *Forging Capitalism in Nehru's India: Neocolonialism and the State, c.1940-1970*. New Delhi, OUP.
  - Chibber, V. (2003) *Locked in Place: State-Building and Late Industrialization in India*. 160 Princeton, NJ: Princeton University Press.
  - Kale, S. S. (2014). *Electrifying India: Regional Political Economies of Development*. Palo Alto, Stanford UP.
- Assessment:** Essay (30%, 3000 words) and document analysis (20%) in the LT.  
 Essay (35%, 3000 words) in the ST.  
 Video gobbet (15%) in the MT and LT.

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

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Chung Yam Po SAR.2.18

**Availability:** This course is available on the BA in History, BA in Social Anthropology, BSc in History and Politics, BSc in International Relations and History, BSc in Politics and History and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.



**Course content:** Did China foster or resist the early wave of globalisation? How should we situate China within the global context prior to the First Opium War? Compared with the Dutch and the British, in what ways did the Chinese interact with the world that had been created by global trade? Had China already become the world factory in the eighteenth century? Using both primary and secondary sources, this seminar examines these questions by looking at the production, circulation and consumption of a variety of commodities that were exported from and imported to China. If we agree that a commodity has its own social life and history, then we can also examine its story in order to complicate our understanding of China's role and significance in the global market throughout the long eighteenth century. This seminar is divided into two parts. In Part I (the first five sessions) we will historicise the political, social and economic background of the Qing dynasty in the early modern period. From week to week, we will identify remarkable watersheds that changed or transformed the way that China engaged in or became disengaged from the global market, covering the China Seas, Indian Ocean, Atlantic and Pacific. We will also focus on port cities in China and Southeast Asia, so as to illustrate exactly how peoples and places facilitated the flow of commodities on a global scale. In Part II (the remaining sixteen sessions) we will study a series of commodities that each fits under different featured themes, such as 'When Silk was Gold', 'Pepper and Parley', 'Camphor and Taiwan' and 'Opium and Power'.

**Teaching:** 20 hours of seminars in the MT. 20 hours of seminars in the LT.

There will be a reading week in the Michaelmas Term and the Lent Term.

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

**Indicative reading:** Kenneth Pomeroy, Steven Topik, *The World that Trade Created* (London and New York: Routledge, 2012). Frank Trentmann (ed.), *The Oxford Handbook of the History of Consumption* (Oxford: Oxford University Press, 2012). John E. Wills, Jr., *Pepper, Guns, and Parleys* (Cambridge, MA: Harvard University Press, 1974).

Gang Zhao, *The Qing Opening to the Ocean: Chinese Maritime Policies, 1684-1757* (Hawaii: University of Hawaii Press, 2013).

Maxine Berg (ed.), *Goods from the East, 1600-1800: Trading Eurasia* (Houndmills, Palgrave Macmillan, 2015).

Peter J. Kitson, *Forging Romantic China: Sino-British Cultural Exchange 1760-1840* (Cambridge: Cambridge University Press, 2013).

Sucheta Mazumdar, *Sugar and Society in China: Peasants, Technology, and the World Market* (Cambridge, MA: Harvard University, 1998).

Jean McClure Mudge, *Chinese Export Porcelain for the American Trade, 1785-1835* (Newark: University of Delaware Press, 1981).

Sarah Rose, *For All the Tea in China: Espionage, Empire, and the Secret Formula for the World's Favourite Drink* (London: Hutchinson, 2009).

Shelagh Vainker, *Chinese Silk: A Cultural History* (London: British Museum Press, 2004).

Carol Benedict, *Golden-Silk Smoke: A History of Tobacco in China, 1550-2010* (Berkeley: University of California Press, 2011).

Zheng Yangwen, *The Social Life of Opium in China* (Cambridge: Cambridge University Press, 2005).

**Assessment:** Essay (35%, 3000 words) in the LT.

Essay (35%, 3000 words) in the ST.

Presentation (15%) and class participation (15%) in the MT and LT.

This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.

**Course content:** Henry Kissinger might be the most controversial American statesman of the twentieth century. More than forty years since he left office, he remains the focus of intense popular and scholarly debate concerning the uses of American power during the Cold War. This course offers an introduction to these controversies in the study of 'America and the World' in the 1970s. The course begins by examining how Kissinger's ideas about foreign policy evolved during his early life in wartime Germany and his career as a foreign policy intellectual at Harvard University. The majority of the course is then concerned with the central controversies of Kissinger's time in office as national security adviser and secretary of state between 1969 and 1976. Each week students will examine Kissinger's role in shaping and implementing American foreign policy in a particular theatre of the global Cold War, focusing on the major crises and conflicts of the decade. Students read and reflect on extracts from Kissinger's memoirs as a primary source, in conjunction with the latest historical research on that topic. They are asked to engage with ongoing historiographical debates about Kissinger's record and legacy and to form their own judgements, based on their reading of primary and secondary sources. Finally, students are asked to reflect on Kissinger's ideas about international relations in light of his praxis as a statesman by asking, is Henry Kissinger really a Realist?

**Teaching:** The School aims to run in-person classes and seminars, subject to circumstances, with some online provision if and where necessary.

There will be a reading week in the Michaelmas and the Lent Terms.

**Formative coursework:** A 2,000-word essay in the Michaelmas Term.

**Indicative reading:** Roham Alvandi, Nixon, Kissinger, and the Shah: The United States and Iran in the Cold War (New York: Oxford University Press, 2014)

Garry Bass, *The Blood Telegram: Nixon, Kissinger, and a Forgotten Genocide* (New York: Knopf, 2013)

Mario Del Pero, *The Eccentric Realist: Henry Kissinger and the Shaping of American Foreign Policy* (Ithaca: Cornell University Press, 2010)

Niall Ferguson, *Kissinger: 1923-1968: The Idealist* (New York: Penguin, 2015)

Jussi Hanhimäki, *The Flawed Architect: Henry Kissinger and American Foreign Policy* (New York: Oxford University Press, 2004)

Christopher Hitchens, *The Trial of Henry Kissinger* (London: Verso, 2001)

Barbara Keys, *Reclaiming American Virtue: The Human Rights Revolution of the 1970s* (Cambridge, MA: Harvard University Press, 2014)

Henry Kissinger, *American Foreign Policy: Three Essays* (New York: W. W. Norton, 1969)

Henry Kissinger, *White House Years* (Boston, Little, Brown, 1979)

Henry Kissinger, *Years of Upheaval* (Boston: Little, Brown, 1982)

Henry Kissinger, *Diplomacy* (New York: Simon & Schuster, 1994)

Henry Kissinger, *Years of Renewal* (New York: Simon & Schuster, 1999)

Henry Kissinger, *Crisis: The Anatomy of Two Major Foreign Policy Crises* (New York: Simon & Schuster, 2003)

Henry Kissinger, *Ending the Vietnam War: A History of America's Involvement in and Extradition from the Vietnam War* (New York: Simon & Schuster, 2003)

Henry Kissinger, *World Order* (New York: Penguin, 2014)

Frederick Logevall and Andrew Preston (eds.), *Nixon in the World: American Foreign Relations, 1969-1977* (New York: Oxford University Press, 2008)

Daniel Sargent, *A Superpower Transformed: The Remaking of American Foreign Relations in the 1970s* (Oxford: Oxford University Press, 2015)

Sarah Snyder, *Human Rights Activism and the End of the Cold War: A Transnational History of the Helsinki Network* (New York: Cambridge University Press, 2011)

## HY331 Not available in 2022/23

### Henry Kissinger and the Global 1970s

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Roham Alvandi SAR M.12

**Availability:** This course is available on the BA in History, BSc in International Relations and History and BSc in Politics and History.

Jeremi Suri, Henry Kissinger and the American Century (Cambridge, MA: Harvard University Press, 2007)

**Assessment:** Essay (35%, 3500 words) in the LT.

Essay (35%, 3500 words) in the ST.

Presentation (15%) and class participation (15%) in the MT and LT.

3,500-word review essay on an extract from Kissinger's memoirs, using primary sources, due in the Lent Term (35%); 3,500-word review essay on Hitchens's Trial of Henry Kissinger, using primary sources, due in the Summer Term (35%); Class presentation (15%); Class participation (15%).

## HY332

### Interwar worlds: the cultural consequences of the First World War

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Dina Gusejnova room SAR M.14

**Availability:** This course is available on the BA in History, BA in Social Anthropology, BSc in History and Politics, BSc in International Relations and History, BSc in Politics and History and BSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.

**Course content:** A political catastrophe of global proportions, the First World War also had a transformative impact on cultural life worldwide throughout the interwar period. Trenchcoats, jazz, shellshock, avantgarde, aerial photography, radio news, spotlights – these wartime notions also represent a profound impact on cultural practices in the postwar era. This course will examine how technological, social, and political changes brought about cultural change in postwar societies, principally focusing on the transnational and global circulation of commodities, ideas, population groups, and cultural fashions between Europe and the world. Technological advancements spurred by military needs, such as radio, telephony, and photography, became available to postwar populations on a new scale. The representation of war atrocities and their impact on the human psyche created a need for new, hybrid, multilingual, and multimedia communication. Wartime disruption and change to education continued to have an impact on schools and universities in the postwar years, intensifying the global circulation of ideas. The increase in contact between previously disconnected communities, mediated as well as direct in places like prisoner of war camps, increased the exposure to different ideas, sights and sound, leading to the emergence of increasingly global cultural fashions such as jazz. Nonetheless, this globalisation of culture also went hand in hand with the growth of new forms of racist caricature and the drawing of new frontiers. The role of international and humanitarian organisations such as the Red Cross or YMCA in wartime changed the relationship between states and societies by introducing a transnational dimension to cultural provision, yet it is noteworthy that this new internationalism was neither disinterested nor did it lie 'beyond' ideology.

The course is organised around weekly themes which will discuss the war's "cultural consequences" through specific case studies and documents rather than a broader narrative of interwar cultural history. This will be supplemented by a systematic engagement with a range of methodological approaches to cultural and intellectual history in global and transnational perspective. By the end of MT, students will be encouraged to develop a research specialism in one of the thematic areas and concentrate on a local, national, or global dimension of this theme. In seminars and independent coursework, they will engage in the close reading and interpretation of key artefacts, ideas, or works of intellectual history, whose analysis will facilitate a nuanced understanding both of the scale and the depth of cultural change brought about by the war. Did the war act as a catalyst for a new, hybrid global culture, which had already been emerging in the age of steam and

print? Did it increase the global hegemony of European culture or weaken it? How did America's entry into the war affect the place of American culture in the postwar period? To what extent did the war give greater resonance to previously marginal cultural movements? What was the relationship between cultural change and political radicalism? How did experiences and expectations of gender and sexuality change in this period? How did interwar culture correspond to the making of new worlds in urban and rural settings, in colonies and mandates, in national or diasporic communities? These are some of the questions we will be exploring throughout the course.

**Teaching:** 20 hours of seminars in the MT. 20 hours of seminars in the LT.

There will be a reading week in week 6 of the Michaelmas and the Lent Terms.

Learning engagement includes content recorded in audio or video in collaboration with other students, live sessions, small group meetings, asynchronous moodle posts, and informal short presentations. This work will culminate in two independently researched essays based on a curated set of book reviews chosen from the course bibliography and beyond, and an individually researched case study.

**Formative coursework:** The draft of an analysis of a monument or primary source, 500 words in the MT.

The draft of a review of two books, 800 words in the MT.

**Indicative reading:** <https://encyclopedia.1914-1918-online.net/search/?fq%5Bquery%5D=culture>

'From 1919 to 2019: Pivotal lessons from Versailles', panel discussion at LSE with Margaret MacMillan, David Stevenson and Linda Yueh <http://www.lse.ac.uk/lse-player?id=4790>

recording here: <http://www.lse.ac.uk/lse-player?id=4790>

Atina Grossman, 'The New Woman' (2016), [https://www.youtube.com/watch?v=6LcovM4OqR0&list=RDCMUChrvkZPNMeC6nwMzoD6Gj6w&start\\_radio=1&t=0](https://www.youtube.com/watch?v=6LcovM4OqR0&list=RDCMUChrvkZPNMeC6nwMzoD6Gj6w&start_radio=1&t=0)

Sheila Fitzpatrick, *The Commissariat of Enlightenment. Soviet Organization of Education and the Arts under Lunacharsky, October 1917–1921* (Cambridge, 2002)

Robert Gerwarth, *The Vanquished: Why the First World War Failed to End, 1917-1923* (London, 2016)

Adom Getachew, *Worldmaking after empire: The Rise and Fall of Self-Determination* (Princeton, 2019)

Mary Hammond and Shafquat Towheed, *Publishing in the First World War. Essays in Book History* (Basingstoke, 2007)

Richard Overly, *The Morbid Age: Britain and the Crisis of Civilisation [1919 - 1939]* (London, 2010)

David Stevenson, *1914 - 1918: The History of the First World War* (London: Penguin Books, 2012).

Jay Winter, *Sites of Memory, Sites of Mourning: The Great War in European Cultural History* (Cambridge: Cambridge University Press, 2014)

**Assessment:** Essay (20%, 3000 words) and online assessment (20%) in the LT.

Essay (35%, 3000 words) in the ST.

Online assessment (10%) in the MT.

Class participation (15%) in the MT and LT.

Online assessment 1 (written analysis of a war memorial or primary source): 10%

Online assessment 2 (collaborative audio or video recording of a 10-minute group discussion of a war memorial or primary source, involving at least one more student from the course, a member of the general public, and an academic expert): 20%

Essay 1, book review essay on approaches to interwar cultural history (20%)

Essay 2, analysis of a case study (35%)

**HY333****Enslavement, commerce, and political formations in West Africa, c. 1550-1850**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jake Subryan Richards SAR 2.08 MT; TBC LT and ST

**Availability:** This course is available on the BA in History, BA in Social Anthropology, BSc in History and Politics, BSc in International Relations and History, BSc in Politics and History and BSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.

**Course content:** What role did West Africa and West African people play in the Atlantic world? In this module, we will investigate how African political communities formed and changed from the rise of the transatlantic trade in enslaved African people to the age of revolutions. Between c. 1550 and 1800, empires rose and fell, trading patterns were transformed, and social and cultural practices changed in the regions that became known as the Gold Coast, Bight of Benin, and West Central Africa. African empires that had expanded were threatened by revolutionary political rivals. Slaving, which had begun as a marginal enterprise, became the primary export activity, generating widespread warfare and demographic distortion. And ideas and practices regarding gods, gender, and land changed to make sense of problems such as inequality, the abuse of political power, and the interference of outsiders. We will discover how Africans participated in commerce, diplomacy, and cultural production on equal terms with Europeans between c. 1550 and 1700. We will trace how those relationships changed with growing commercial dependence on the transatlantic slave trade, along with its devastating effects on military conflict, spiritual beliefs, and political stability. Through various themes such as kinship, trade, spirituality, and political power, this course investigates how West Africans were participants in the Atlantic world, rather than its one-dimensional victims.

**Teaching:** 20 hours of seminars in the MT. 20 hours of seminars in the LT.

There will be a reading week in week 6 of the Michaelmas and the Lent Terms.

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

**Indicative reading:** Gwyn Campbell, Suzanne Miers, and Joseph C. Miller, eds., *Women and slavery*. 2 volumes (Athens, Ohio, 2007). Mariana Candido, *An African Slaving Port and the Atlantic World: Benguela and its Hinterland* (Cambridge, 2013).

Toby Green, *A fistful of shells: West Africa from the rise of the slave trade to the age of revolution* (London, 2019).

Linda Heywood, *Njinga of Angola: Africa's warrior queen* (Cambridge, MA, 2017).

Jan S. Hogendorn and Marion Johnson, *The shell money of the slave trade* (Cambridge; New York, 2003).

Robin Law, *The Oyo Empire, c.1600-c.1836: A West African imperialism in the era of the Atlantic slave trade* (Aldershot, Hampshire, England; Brookfield, Vt., USA, 1991).

T. C. McCaskie, *State and society in pre-colonial Asante* (Cambridge, 2002).

John K. Thornton, *Africa and Africans in the making of the Atlantic world, 1400-1680* (Cambridge; New York, 1992).

Jan Vansina, *Paths in the rainforests: toward a history of political tradition in equatorial Africa* (London, 1990).

Ivor Wilks, *Forests of gold: essays on the Akan and the Kingdom of Asante* (Athens, 1997).

**Assessment:** Essay (35%, 2500 words) and source analysis (20%) in the LT.

Essay (45%, 3500 words) in the ST.

**HY334****Communication Revolutions in Latin America, c.1539 to the Present**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Anna Cant SAR 3.12

**Availability:** This course is available on the BA in History, BSc in History and Politics, BSc in International Relations and History and BSc in Politics and History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** From the invention of the printing press to the explosion of social media, how and with whom we communicate has had powerful consequences throughout history. This course examines the idea of the communication revolution from two perspectives. First, how have changes in communications technology altered the speed and nature of communication between individuals and societies? We will look at how inventions such as the printing press, the camera and the radio helped connect Latin Americans to national and international networks and gave rise to new political and cultural identities. Second, how have individuals and groups used mass communication to both push for and resist revolutionary change? Examples include the role of print culture in the Atlantic Revolutions, printmaking in the Mexican Revolution and the pioneering use of radio education in the Andean countryside during the 1960s. The course is organised thematically around print, visual, electronic and digital communication revolutions, and extends from the colonial era to the present day. We will look at the disruptive effects of new communications technology and the struggle between different historical actors to gain control of that technology. Students will be introduced to an exciting range of primary sources spanning newspapers, photographs, posters, film and sound archives, alongside secondary literature from the fields of anthropology, history, art history, and cultural studies. This course will be of particular interest to those considering careers in advertising, marketing and journalism. It will enable students to reflect critically on the relationship between the media and social change, both in Latin America and beyond.

The course has three main objectives:

1. To examine changes in communication systems and their impact on Latin American societies, predominantly in the post-Independence era.
2. To engage with the main issues and historiographical debates concerning the history of communication and Latin America's place within that history.
3. To use a variety of primary sources (printed, visual and audiovisual) to explore the history of communication in Latin America.

**Teaching:** 20 hours of seminars in the MT. 20 hours of seminars in the LT.

There will be a reading week in the Michaelmas and the Lent Terms.

**Formative coursework:** One 2,000-word essay in the Michaelmas term. Two 10-minute presentations, one in the Michaelmas Term and one in the Lent Term. A discussion post each week on the Moodle discussion board.

**Indicative reading:** Ades, Dawn, and Alison McClean. *Revolution on Paper: Mexican Prints 1910–1960*. Edited by Mark McDonald. (London: British Museum, 2009).

Bronfman, Alejandra and Andrew Grant Wood (eds), *Media, Sound, and Culture in Latin America and the Caribbean* (University of Pittsburgh Press, 2012).

Burke, Peter, *Eyewitnessing: the uses of images as historical evidence* (Ithaca, NY: Cornell University Press, 2001).

Castro, Justin, *Radio in Revolution: Wireless Technology and State Power in Mexico, 1897-1938* (University of Nebraska Press, 2016).

Davidson, Russ (ed.), *Latin American Posters: Public Aesthetics and Mass Politics* (Museum of New Mexico Press, 2006).

Geggus, David, "Print Culture and the Haitian Revolution: The Written and the Spoken Word," *Proceedings of the American Antiquarian Society* 116, pt. 2 (2007): 299–314.

Ginsburg, Faye D., Lila Abu-Lughod; Brian Larkin, *Media worlds:*



anthropology on new terrain (Berkeley: University of California Press, 2002).

Guerra, Lillian, *Visions of power in Cuba: revolution, redemption, and resistance, 1959-1971* (Chapel Hill: University of North Carolina Press, 2012).

Katzew, Ilona, *Casta Painting: Images of Race in Eighteenth-Century Mexico* (Yale University Press, 2004).

Medina, Eden, Ivan da Costa Marques and Christina Holmes (eds.) *Beyond imported magic : essays on science, technology, and society in Latin America* (The MIT Press, 2014).

Najera, Luna, 'Contesting the Word: The Crown and the Printing Press in Colonial Spanish America', *Bulletin of Spanish Studies*, 89:4 (2012): 575-596.

Popkin, Jeremy D. 'A Colonial Media Revolution: The Press in Saint-Domingue, 1789–1793', *The Americas* (Jan 2018): 3-25.

Poole, Deborah, *Vision, Race, and Modernity: A Visual Economy of the Andean Image World* (Princeton University Press, 1997).

Sorlano, Cristina, *Tides of Revolution: Information, Insurgencies, and the Crisis of Colonial Rule in Venezuela* (University of New Mexico Press, 2018).

**Assessment:** Essay (35%, 3500 words) in the LT.  
 Essay (35%, 3500 words) in the ST.  
 Source analysis (15%) in the MT.  
 Class participation (15%) in the MT and LT.

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## HY335

### History of Foreign Relations of the People's Republic of China, 1949-2008

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Qingfei Yin

**Availability:** This course is available on the BA in History, BSc in History and Politics, BSc in International Relations and History and BSc in Politics and History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** China's reemergence as a global player raises important questions about the origins of the country's foreign policy and the impact of its international strategy on the Asia-Pacific region and the world. This course provides a comprehensive introduction to the history of foreign relations of the People's Republic of China (PRC) from 1949 to the early 21st century. In particular, students will assess competing explanations, such as historical experience, domestic politics, and the international system, for key events and policies.

The seminar combines a chronological and thematic approach. It begins with two important historical legacies of China's interactions with the outside world: the "tributary system" and the "century of humiliation." It then traces the foreign relations of the PRC from the Maoist era to the post-Maoist period, with special attention to the country's involvement in important regional conflicts, entanglement with the great powers, and relations with the Third World. The last part of the course introduces students to some new approaches to the studies of the history of PRC's foreign relations, such as historical memory, borderlands, migration, and global history.

The weekly readings will be drawn from both scholarly works and translated primary sources. Upon completion of the course, students should be able to critically examine how the past shapes China's relations with the world in present day.

**Teaching:** 20 hours of seminars in the MT. 20 hours of seminars in the LT.

Students on this course will have a reading week in Week 6 of the MT and the LT.

**Formative coursework:** One formative source analysis in the MT; one formative essay, 2000-2500 words, in the LT.

**Indicative reading:** Secondary Sources

Brazinsky, Gregg A. *Winning the Third World: Sino-American Rivalry During the Cold War*. Chapel Hill, NC: University of North Carolina

Press, 2017.

Chen, Jian. *Mao's China and the Cold War*. Chapel Hill, NC: University of North Carolina Press, 2001.

Fravel, M. Taylor. *Strong Borders, Secure Nation: Cooperation and Conflict in China's Territorial Disputes*. Princeton, NJ: Princeton University Press, 2008.

Friedman, Jeremy. *Shadow Cold War: The Sino-Soviet Competition for the Third World*. Chapel Hill, NC: University of North Carolina Press, 2015.

Garver, John W. *China's Quest: The History of the Foreign Relations of the People's Republic of China*. New York: Oxford University Press, 2016.

Hunt, Michael H. *The Genesis of Chinese Communist Foreign Policy*. New York: Columbia University Press, 1996. Lüthi, Lorenz M. *The Sino-Soviet Split: Cold War in the Communist World*. Princeton, NJ: Princeton University Press, 2008.

Niu, Jun. *From Yan'an to the World: The Origin and Development of Chinese Communist Foreign Policy*. Translated by Steven I. Levine. Norwalk, CT: EastBridge, 2003.

Khan, Sulmaan Wasif. *Muslim, Trader, Nomad, Spy: China's Cold War and the People of the Tibetan Borderlands*. Chapel Hill, NC: University of North Carolina Press, 2015.

Radchenko, Sergey. *Two Suns in the Heavens: The Sino-Soviet Struggle for Supremacy, 1962-1967*. Stanford, CA: Stanford University Press, 2009.

Shen, Zhihua, and Yafeng Xia. *A Misunderstood Friendship: Mao Zedong, Kim Il-Sung, and Sino-North Korean Relations, 1949-1976*. New York: Columbia University Press, 2020.

Westad, Odd Arne. *Restless Empire: China and the World Since 1750*. New York: Basic Books, 2015.

Zhai, Qiang. *China and the Vietnam Wars, 1950-1975*. Chapel Hill, NC: University of North Carolina Press, 2000.

Zhang, Xiaoming. *Deng Xiaoping's Long War: The Military Conflict between China and Vietnam, 1979-1991*. Chapel Hill, NC: University of North Carolina Press, 2015. Zhou, Taomo. *Migration in the Time of Revolution: China, Indonesia and the Cold War*. Ithaca, NY: Cornell University Press, 2019.

Primary Sources Collections

Chinese Foreign Policy Database. Wilson Center Digital Archive.

History and Public Policy Program. Washington, DC: Woodrow Wilson International Center for Scholars. <https://digitalarchive.wilsoncenter.org/theme/chinese-foreign-policy-database>.

China: Trade, Politics and Culture 1793-1980: Sources from the School of Oriental and African Studies and the British Library, London. Adam Matthew Digital.

**Assessment:** Essay (35%, 3000 words) in the LT.

Essay (35%, 3000 words) in the ST.

Source analysis (15%) in the MT.

Class participation (15%) in the MT and LT.

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## HY336

### The United States and nuclear weapons from the Manhattan project to the end of the Cold War

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Matthew Jones SAR 309

**Availability:** This course is available on the BA in History, BA in Social Anthropology, BSc in History and Politics, BSc in International Relations and History, BSc in Politics and History and BSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** This undergraduate level 3 course looks at the way nuclear weapons and the challenges they have posed have influenced the course of American foreign and defence policy, strategic thinking, and domestic politics, as well as wider trends in society and culture, from the instigation of the Manhattan project – the wartime US programme to develop an atomic bomb – to



the end of the Cold War in the late 1980s. The course will examine the political and moral dilemmas raised by the possession and possible use of nuclear weapons, the role they have played in the way the United States pursued its policies during the years of Cold War confrontation with the Soviet Union and People's Republic of China, and the domestic political controversies that US nuclear policies engendered. In the latter area we will consider the rise of anti-nuclear grass roots activism in the United States, alongside the place of nuclear issues in presidential elections and Congressional politics. We will also necessarily study some of the major events and crises of the Cold War, including the Berlin crises of 1948, 1958/9 and 1961, the Korean War, Indochina crisis of 1954 and the Cuban missile crisis. Debates over a nuclear test ban, culminating in the Partial Test Ban Treaty of 1963 will also be featured. The last portion of the course features analysis of the international negotiations over arms control and non-proliferation that have featured since the late 1960s and the controversies they generated. Throughout the course students will engage with contemporary writings and study primary source documents which will accompany each topic.

**Teaching:** 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.

Students will be expected to read essential primary and secondary material for each weekly two hour seminar class, to deliver presentations, and to participate in seminar discussions.

There will be a reading week in the Michaelmas and the Lent terms, and also a revision seminar class in the first week of the Summer term.

**Formative coursework:** Students will be expected to produce 1 essay in the MT and 1 piece of coursework in the LT. Students will be required to complete two pieces of formative work for this course - a 1,500 word essay for submission in week 7 of the MT, and a 1,000 word primary source analysis to be submitted in the week 7 of the LT.

**Indicative reading:** Paul Boyer, *By the Bomb's Early Light: American Thought and Culture at the Dawn of the Atomic Age* (1985). Bernard Brodie, 'The Development of Nuclear Strategy,' *International Security*, 2, 4, Spring 1978, 65-83.

Barton J. Bernstein and Peter Galison, 'In Any Light: Scientists and the Decision to Build the Superbomb, 1952-1954,' *Historical Studies in the Physical and Biological Sciences*, 19, 2, 1989, 267-347.

Francis J. Gavin, *Nuclear Statecraft: History and Strategy in America's Atomic Age* (Ithaca, 2012).

Benjamin P. Greene, *Eisenhower, Science Advice and the Nuclear Test Ban Debate, 1958-1963* (2007).

Gregg Herken, *Cardinal Choices: Presidential Science Advising from the Atomic Bomb to SDI* (1992)

Matthew Jones, *After Hiroshima: The United States, Race, and Nuclear Weapons in Asia, 1945-1965* (2010).

David Alan Rosenberg, 'The Origins of Overkill: Nuclear Weapons and American Strategy, 1945-1960,' *International Security*, 7, 4, 1983, 3-71.

Dane Swango, 'The United States and the Role of Nuclear Co-Operation and Assistance in the Design of the Non-Proliferation Treaty,' *International History Review*, 36, 2, 2014, 210-29.

Nina Tannenwald, 'The Nuclear Taboo: The United States and the Normative Basis of Nuclear Nonuse,' *International Organization*, 53, 3, 1999, 433-68.

Marc Trachtenberg, 'Strategic Thought in America, 1952-1966,' *Political Science Quarterly*, 104, 2, 301-34.

J. Samuel Walker, 'History, Collective Memory, and the Decision to Use the Bomb,' *Diplomatic History*, 19, 2, 1995, 319-28.

J. Samuel Walker, 'Recent Literature on Truman's Atomic Bomb Decision: A Search for Middle Ground,' *Diplomatic History*, 29, 2, 2005, 311-34.

William Walker, *A Perpetual Menace: Nuclear Weapons and International Order* (2012).

Herbert York, *The Advisors: Oppenheimer, Teller and the Superbomb* (1976).

**Assessment:** Exam (100%, duration: 3 hours) in the summer exam period.

Summative assessment consists of a three hour examination

paper sat in the Summer Term. The paper includes a section which asks candidates to analyse a selection of primary sources, and a section where candidates are required to complete two essays.

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## IR100

### International Relations: Theories, Concepts and Debates

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Sinja Graf

**Availability:** This course is compulsory on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available with permission to General Course students.

Students who have this course as a compulsory course are guaranteed a place.

**Course content:** This course offers an introduction to the study of International Relations (IR). It surveys mainstream and critical theories to the subject. The course also places these theories into conversation with each other to highlight key concepts and debates in the study of IR. We will begin by exploring the history of the modern inter-state system and the formation of IR as an academic discipline. We will proceed with studying major theories that analyse and/or criticize the modern international order before engaging several key topics from various perspectives. Overall, this course asks whether IR has developed based on particular (Anglo-American/European) experiences and viewpoints and whether it can and should become more global in its representation of diverse histories, concepts and theories.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term, Lent Term and Summer Term.

Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students are required to write two essays of 1,500 words.

**Indicative reading:** A full course description and guide to reading will be provided. Relevant course texts include:

R Devetak, J George & S Percy (Eds) *An Introduction to International Relations* (Cambridge, 2017)

J Baylis, S Smith & P Owens (Eds) *The Globalization of World Politics* (Oxford, 2016)

Robbie Shilliam, *Decolonizing Politics* (Polity, 2021)

R B Persaud & A Sajed (Eds) *Race, Gender, and Culture in International Relations. Postcolonial Perspectives* (Routledge, 2018).

**Assessment:** Take-home assessment (100%) in the ST.

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## IR101

### Contemporary Issues in International Relations

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Luca Tardelli CBG 10.05

Prof. Peter Trubowitz CBG 10.16

**Availability:** This course is compulsory on the BSc in International Relations. This course is available on the BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option nor to General Course students.

Students who have this course as a compulsory course are guaranteed a place.

**Course content:** This course provides an opportunity to gain an analytically deeper understanding and reflect critically upon some of the most topical issues that currently confront international relations and which shape the development of the contemporary international order. These include but are not limited to: the rise

of China; the war in Ukraine and tensions between Russia and the West; violent conflict in the Middle East; US foreign policy under President Joe Biden; European security and the future of NATO; challenges to multilateral cooperation and liberal internationalism; China's growing involvement in Africa; the international protection of human rights; international financial crises; poverty and global inequality; climate change and environmental security; migration and refugee crises; and the global response to COVID. The course encourages students to engage in debating the nature of, and possible responses to, contemporary challenges and crises in international politics. The course complements IR100 with a more applied policy focus, while emphasising the need for critical analytical depth when reflecting on the origins, nature and implications of current affairs. Students will develop an awareness of the relationship between the discipline of International Relations as a field of knowledge and the practices of world politics.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term.

Students on this course will have a reading week in Week 6 of Michaelmas Term and Lent Term, in line with departmental policy.

**Formative coursework:** Students will be expected to produce 1 formative opinion piece in the MT. Students will then be expected to produce 1 formative policy memo in the LT and submit the outline of their summative policy memo in the LT. In addition, students will be expected to deliver short class presentations in both the MT and LT.

**Indicative reading:**

- John Baylis, Steve Smith and Patricia Owen (eds), *The Globalization of World Politics* 8th ed (OUP: 2020)
- Chris Brown, *Understanding International Relations* 5th ed (Palgrave: 2019)
- Jenny Edkins and Maja Zehfuss (eds), *Global Politics: A New Introduction* (Routledge: 2019)
- Mary Kaldor and Iavor Rangelov (eds), *The Handbook of Global Security Policy* (Wiley-Blackwell: 2014).

**Assessment:** Policy memo (70%) in the ST. Presentation (20%) in the MT.

Class participation (10%) in the MT and LT.

Students on the course will write a 2,500 word 'policy memo' (70%) on a particular contemporary issue. Students will also give a group presentation on a particular issue or problem (20%). Participation in the class discussion will also be assessed (10%).

## IR102

### Thinking Globally: Studying International Relations

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Luca Tardelli CBG.10.05

**Availability:** This course is compulsory on the BSc in International Relations and BSc in International Relations and Chinese. This course is available on the BSc in Politics and International Relations. This course is not available as an outside option nor to General Course students.

Students who have this course as a compulsory course are guaranteed a place.

Students for whom the course is optional must commit to the course when they choose it.

**Course content:** The aims of this short course are two-fold. First, to enable you to reflect on and share ideas with other students about why you chose to study international relations and what it means to study international relations. Second, to acquire and develop the key skills you need to study international relations, including analytical skills, communications skills (verbal and written), problem solving skills and team working skills. Students will work together on the skills required for reading for academic purposes and taking notes; conducting research; writing essays and exams; and succeeding as an IR scholar.

**Teaching:** This course is delivered through a combination of workshops totalling 7 hours and 30 minutes across Michaelmas term.

**Formative coursework:** There is no formal 'formative assessment' for the course. A variety of 'formative exercises' will be used in the workshop setting aimed at developing and enhancing a range of study skills linked to the study of international relations.

**Indicative reading:** Chris Brown, *Understanding International Relations* 5th ed (Palgrave: 2019)

LSE LIFE Learning Resources, available at: <https://info.lse.ac.uk/current-students/lse-life/resources>

**Assessment:**

There is no summative assessment for this course.

## IR200

### International Political Theory

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Martin Bayly CBG 9.13

**Availability:** This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

This course has a limited number of places (it is capped).

**Pre-requisites:** Students must have completed International Relations: Theories, Concepts and Debates (IR100).

**Course content:** This course offers an introduction to the history of international political theory (IPT). The course deals with debates and themes prompted by classical thinkers and considers their location within the existing IR canon including realism, liberalism, feminist, and postcolonial theory. The course also broadens this purview to consider how 'classical' international thought has been adopted, adapted, and critiqued by more recent thinkers, including those situated outside of the 'west'. Students will be encouraged to consider how international thought sits within global intellectual history, the impact of world political events on IPT, and its enduring relevance. Topics covered will include sovereignty, the state, and war; international government, empire, and decolonization; gender, race, and class.

**Teaching:** This course is delivered through a combination of classes and lectures totaling a minimum of 40 hours across Michaelmas Term and Lent Term.

Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students are required to write two essays of a maximum length of 1,500 words each to be set and marked by class teachers. They are also expected to give at least one class presentation.

**Indicative reading:** D. Armitage, *Foundations of Modern International Thought*; E. Keene, *International Political Thought: A Historical Introduction*; S. Burchill, *Theories of International Relations*; R. Shilliam, *International Relations and Non-Western Thought*; I. Kant, *Kant's Political Writings*; E. H. Carr, *The Twenty Years' Crisis*; B. K. Sarkar, *The Futurism of Young Asia*; R. Vitalis, *White World Order, Black Power Politics: The Birth of American International Relations*

**Assessment:** Take-home assessment (100%) in the ST.

## IR202

### Foreign Policy Analysis 1

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Christopher Alden

**Availability:** This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and

International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

This course has a limited number of places (it is capped).

**Course content:** The course analyses various theoretical perspectives on foreign policy, and the means of conduct of the main actors in the international system towards each other. It focuses mainly, but not entirely, on states. Foreign Policy Analysis as a sub-discipline of IR; the problem of formulating goals and choosing policy instruments; the role of leadership and psychological elements in policy making; the rational actor model; bureaucratic politics; the impact of history and identity on foreign policy; domestic sources of foreign policy including public opinion, pressure groups and constitutions; the motivations underpinning foreign policy; the role and influence of transnational actors in relation to foreign policy making; foreign policy crises. The discussion classes combine a discussion of these themes with their application to the foreign policies of major powers in the international system.

In the LT the course turns to an analysis of the foreign policies of a selected group of major states, with due regard to their respective national interests, external commitments, traditional values and other relevant factors. There will be lectures on Britain, China, the United States and the Soviet Union/Russia. Additional guest lecturer country case studies will be included for the remainder of the course. The guest lectures offer additional empirical material to help with answering theoretical questions.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term, Lent and Summer Term.

Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students are required to write two essays of about 1,500 words each for their class teachers during the course and to make presentations in the discussion classes.

**Indicative reading:** C Alden and A Aran, *Foreign Policy Analysis – New Approaches*, 2nd Edition, Routledge, 2017; S Smith, A Hadfield and T Dunne (Eds), *Foreign Policies: Theories, Actors and Cases*, 3rd Edition, Oxford University Press, 2016.

**Assessment:** Take-home assessment (100%) in the ST.

## IR203

### International Organisations

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Ulrich Sedelmeier CBG 10.02

**Availability:** This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students. This course has a limited number of places (it is capped).

**Pre-requisites:** Students should have a background in International Relations. Prior familiarity with international relations theory is an advantage, but not necessary.

**Course content:** International organizations abound, ranging from the World Trade Organization to the United Nations. These institutions are forums for international cooperation and global problem solving, and they often have profound effects on the everyday interactions of states, with ultimate consequences for the lives of people worldwide. At the same time, the contemporary liberal international institutional order is increasingly challenged domestically and internationally. This course draws on theories of international institutions to explain comparatively the role of International Organisations in international politics. These questions include why states create International Organisations, why states transfer certain powers to them, how decisions in International Organisations are made, what impact they have, why they have become increasingly contested, and how they have

adapted to such challenges. The course explores these questions across a wide-range of issues, including international peace and security, international economic relations, global environmental politics, and human rights. International organisations to be discussed include the United Nations, the International Monetary Fund, the World Bank, the World Trade Organization, NATO, the International Criminal Court and regional organisations like the European Union, the African Union, and ASEAN.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term, Lent and Summer Term.

Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students will be expected to produce 1 essay in the MT, 1 essay in the LT and 1 presentation in either MT or LT. Formative essays are 1,500 words. Class teachers will mark the essays and provide feedback on student presentations.

**Indicative reading:** Ian Hurd (2021): *International Organizations: Politics, Law, Practice*, 4th edition (Cambridge: Cambridge University Press);

Volker Rittberger, Bernhard Zangl and Andreas Kruck, and Hylke Dijkstra *International Organization: Polity, Policy, Politics*, 3rd ed. (Basingstoke: Palgrave, 2019).

**Assessment:** Essay (30%, 2000 words) in the MT.

Take-home assessment (70%) in the ST.

For the summative essay, students will choose one question from a fixed range of questions. The questions will be posted on Moodle before Week 9 of the MT and will focus on the theories and conceptual material covered in the first part of the course.

## IR205

### International Security

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Anne Getmanski CBG.8.05

**Availability:** This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

This course has a limited number of places (it is capped).

**Course content:** This course tackles questions of war, peace and security from an analytical perspective, by highlighting changes and continuities in international security. What are the causes and consequences of war? What explains the use of violence for the resolution of inter and intra-state disputes? Does the liberal order promote peace and stability? What are the implications of changes in the distribution of power and the world? What renders the threat of force credible? Can intervention in civil wars ever curb violence and bring about peace? Do nuclear weapons make the world less safe? We address these questions through a combination of theoretical discussions and contemporary policy debates. The first half of the course reviews the major theoretical frameworks that have been used to explain the causes of war on the world stage, as well as its character and duration in the international and domestic arenas. We use these theoretical frameworks as a lens through which to examine problems of war and peace, and threats to individual, national and international security in the contemporary era. The second half of the course turns to questions of security more generally. We examine political violence, terrorism, insurgency, humanitarian emergencies, climate change, and other threats to individual and collective security.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. This course includes a reading week in Week 6 in line with departmental policy.

**Formative coursework:** Students will submit one formative essay in MT and one formative essay in LT, each essay up to 1,500 words. Detailed explanations and requirements will be posted on Moodle



at the beginning of the academic year.

**Indicative reading:**

- Bruce Bueno de Mesquita, "Principles of International Politics," 5th edition (Thousand Oaks, CA: CQ Press, 2014)
- James Fearon. 1995. Rationalist Explanations for War. *International Organization* 49(3):379-414.
- Jessica Weeks. 2012. Strongman and Straw Men: Authoritarian Regimes and the Initiation of International Conflict. *American Political Science Review* 106(2):326-347.
- Michael Tomz and Jessica Weeks. 2013. Public Opinion and the Democratic Peace. *American Political Science Review* 107(4):849-865.
- Elizabeth Saunders. 2018. Leaders, Advisors, and the Political Origins of Elite Support for war. *Journal of Conflict Resolution* 62(10):2118-2149.
- Zeynep Bulutgil. 2019. Prewar Domestic Conditions and Civilians in War. *Journal of Global Security Studies (Review Essay)*.
- Tanisha M. Fazal, "Wars of Law," (Ithaca, NY: Cornell University Press, 2018)

**Assessment:** Take-home assessment (100%) in the ST.

## IR206

### International Political Economy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Nikhil Kalyanpur CBG.8.04

**Availability:** This course is available on the BSc in Economics, BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students. This course has a limited number of places (it is capped).

**Course content:** The course examines the role of power and politics in international economic relations. Besides international structural factors, it emphasises the role of domestic political interests and their influence over foreign economic policies. Major approaches covered include historical views on international political economy, and contemporary systemic theories of international cooperation, interest groups politics, ideas and institutions. The course provides an overview and explanation of the international monetary and trade systems since 1944. It also discusses current debates on trade, monetary policy, the political roots of financial crises, globalisation and the retreat of the state, and environmental protection.

**Teaching:** This course is delivered through a combination of classes and lectures totaling a minimum of 40 hours across Michaelmas Term, Lent Term and Summer Term. This course includes a reading week in Week 6 in line with departmental policy.

**Formative coursework:** Students will be expected to produce 1 essay in the MT and 1 essay in the LT. Formative Essays 1,500 words.

**Indicative reading:** Basic references are: M Blyth (ed), *Routledge Handbook of International Political Economy (IPE)*; ; J Ravenhill (ed), *Global Political Economy*; S Strange, *States and Markets*; R Palan, *Global Political Economy: Contemporary Theories*; J Frieden & D Lake, *International Political Economy*; T Oatley, *International Political Economy*; A Walter & G Sen, *Analyzing the Global Political Economy*. A detailed reading list will be given at the beginning of the course.

**Assessment:** Take-home assessment (100%) in the ST.

## IR305

### Strategic Aspects of International Relations

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jürgen Haacke CBG 9.01

**Availability:** This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in

International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available with permission to General Course students.

This course has a limited number of places (it is capped).

**Course content:** This course examines key topics in relation to contemporary strategy. The course begins by exploring its relationship to the field of strategic and security studies. This includes an introduction to the literature on strategic theory, and the meanings of a range of strategy-related concepts. The course will then explore the insights and contributions of some important strategic thinkers, such as Carl von Clausewitz and Sun Tzu. With regard to military strategy, the course offers a particular focus on maritime strategy and the uses of air power. In addition, the course covers strategy in relation to several further topics including: nuclear power and deterrence; irregular war, especially insurgency and counterinsurgency; technological change; as well as ethical constraints. Multiple contemporary empirical cases relating to the study of strategic aspects of international relations will be discussed, such as the failures of counterinsurgency strategies; Russian strategy and 'hybrid war'; geostrategies towards the North Atlantic and the Arctic region; US-China strategic competition; contemporary hedging strategies by smaller powers; as well as debates about recent UK strategic defence and security reviews.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term.

Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students will be required to write two essays (c. 2000 words each) in the course of the year, one in MT and one in LT.

**Indicative reading:** Beatrice Heuser, *The Evolution of Strategy: Thinking War from Antiquity to the Present* (Cambridge University Press, 2010).

Clausewitz, Christopher Coker, *Rebooting Clausewitz- On War in the 21st Century* (Hurst, 2017).

Derek M.C. Yuen, *Deciphering Sun Tzu: How to read The Art of War* (Hurst, 2014).

Ian Speller: *Understanding Naval Warfare*, 2nd ed. (Routledge 2019).

Robert A. Pape, *Bombing to Win: Air Power and Coercion in War* (Cornell University Press, 1996).

Patrick Porter, *Military Orientalism: Eastern War Through Western Eyes* (Hurst, 2009).

P.W. Singer, *Wired for War: The Robotics Revolution and Conflict in the 21st Century* (Penguin, 2009).

Vipin Narang, *Nuclear Strategy in the Modern Era: Regional Powers and International Conflict* (Princeton, 2014).

David Kilcullen, *The Accidental Guerrilla: Fighting Small Wars in the Midst of a Big One* (Hurst, 2009).

Ben Barry, *Blood, Metal and Dust: How Victory turned into defeat in Afghanistan and Iraq* (Osprey, 2020).

Zbigniew Brzezinski, *Grand Chessboard: American Primacy And Its Geostrategic Imperatives*, (Basic Books, 1997).

Mitchell A. Orenstein, *The Lands in Between: Russia vs. the west and the New Politics of Hybrid War* (Oxford, 2019).

Klaus Dodds and Mark Nuttal, *The Scramble for the Poles* (Polity Press, 2016).

Graham Allison, *Destined for War: Can America and China Escape Thucydides's Trap?* (Houghton Mifflin Harcourt, 2017).

**Assessment:** Online assessment (100%) in the ST.

The online assessment is a 3-hour online exam in the summer exam period.

## IR312 Half Unit Genocide

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Jens Meierhenrich CBG.10.01

**Availability:** This course is available on the BSc in International



Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available with permission to General Course students.

This course has a limited number of places (it is capped).

This course cannot be taken in conjunction with S0309 Atrocity and Justice.

**Course content:** This course provides an introduction to the study of genocide. The course's disciplinary ambit ranges from anthropology to economics, from history to law, and from political science to sociology. Against the background of diverse disciplinary approaches, it explores major theoretical and empirical aspects of the role(s) of genocidal campaigns in international politics, inter alia, their origins, development, and termination; the manner of their perpetration, progression, and diffusion; their impact on the maintenance of international peace and security; their consequences for the reconstruction and development of states and the building of nations; and their adjudication in domestic and international courts and tribunals. Empirical cases to be discussed include Australia, Cambodia, China, the Democratic Republic of Congo, East Timor, Nazi Germany, Guatemala, Iraq, Northern Ireland, the Ottoman Empire, Rwanda, Uganda, the Soviet Union, Sudan, the former Yugoslavia, and Myanmar, among others. The course is designed to equip students with the analytic tools necessary for making sense of the evolution of the international system from the nineteenth century to the present - and for critically assessing the promise and limits of responding to collective violence.

**Teaching:** This course is delivered through ten 2-hour classes totalling a minimum of 20 hours in Michaelmas Term.

Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students are required to research and write one formative essay (1,000 words) due in Week 7 of Michaelmas Term. Essays must be fully - and carefully - referenced using one of the major conventions consistently.

**Indicative reading:** Lee Ann Fujii, *Show Time: The Logic and Power of Violent Display* (Ithaca: Cornell University Press, 2021).

Christian Gerlach, *The Extermination of the European Jews* (Cambridge: Cambridge University Press, 2016).

Jens Meierhenrich, *Genocide: A Reader* (Oxford: Oxford University Press, 2014).

A. Dirk Moses, *The Problems of Genocide: Permanent Security and the Language of Transgression* (Cambridge: Cambridge University Press, 2021).

Diane M. Nelson, *Who Counts? The Mathematics of Death and Life after Genocide* (Durham and London: Duke University Press, 2015).

Gérard Prunier, *Africa's World War: Congo, the Rwandan Genocide, and the Making of a Continental Catastrophe* (Oxford: Oxford University Press, 2009).

Sean R. Roberts, *The War on the Uyghurs: China's Internal Campaign against a Muslim Minority* (Princeton: Princeton University Press, 2020).

William A. Schabas, *Genocide in International Law: The Crimes of Crimes*, Second edition (Cambridge: Cambridge University Press, 2009).

**Assessment:** Essay (100%, 4000 words) in the LT.

Essays must be fully - and carefully - referenced using one of the major conventions consistently.

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### IR313 Half Unit Not available in 2022/23 Managing China's Rise in East Asia

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jürgen Haacke CBG.9.01

**Availability:** This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside

option. This course is available to General Course students.

**Course content:** The main focus of this class-based half-course on the contemporary international relations of East Asia is the management of China's rise. The course begins by exploring China's re-emergence as a major regional power, in part by discussing the economic, political and military dimensions of Chinese power, China's evolving identity, as well as the major aspects of its declaratory and substantive foreign and security policy. It also examines from different theoretical and political perspectives the implications that China's rise has been posing for East Asia. As regards the management of China's growing capabilities, status and ambitions, the course explores what political and security strategies vis-à-vis China have in turn been adopted by the key states that are either resident in or have a significant presence in the wider East Asia, such as the United States, Japan, Russia and India. The course also explores the ways in which China's rise has impacted on conflicts in the South China Sea and on the Korean peninsula, and the nature of the management of China's rise by states from continental and maritime Southeast Asia. It moreover examines how regional arrangements and institutional frameworks for dialogue and cooperation led by lesser regional states have served the management of China's rise. Concepts and theories from International Relations will be drawn upon as appropriate.

**Teaching:** 20 hours of classes in the MT. 2 hours of classes in the ST.

Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students will write two essays with a maximum length of 2,000 words and present on class topics.

**Indicative reading:** William A. Callahan, *China the Pessimist Nation* (Oxford: Oxford University Press, 2010); Thomas J. Christensen, *The China Challenge: Shaping the Choices of a Rising Power* (New York: W.W. Norton, 2015).

Aaron L. Friedberg, *A Contest for Supremacy: China, America, and the Struggle for Mastery in Asia* (New York: W.W. Norton, 2011); Jonathan Holslag, *China's Coming War with Asia* (Cambridge: Polity, 2015).

Alastair Iain Johnston and Robert S. Ross, eds, *Engaging China: The Management of an Emerging Power* (London: Routledge, 1999);

Rex Li, *A Rising China and Security in East Asia: Identity Construction and Security Discourse* (Abingdon: Routledge, 2009); Gilbert Rozman, *Chinese Strategic Thought toward Asia* (New York: Palgrave Macmillan, 2010);

David Shambaugh, ed., *Power Shift: China and Asia's New Dynamics* (Berkeley: University of California Press, 2005);

Sheila Smith, *Intimate Rivals: Japanese Domestic Politics and a Rising China* (New: Columbia University Press, 2015).

Ian Storey, *Southeast Asia and the Rise of China: The search for security* (London: Routledge, 2011);

Robert G. Sutter, *U.S.-Chinese Relations: Perilous Past, Pragmatic Present*, 2nd ed (Rowman & Littlefield, 2013);

Michael Yahuda, *Sino-Japanese Relations After the Cold War: Two Tigers Sharing a Mountain* (Abingdon: Routledge, 2013).

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

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### IR314 Half Unit

#### Southeast Asia: Intra-regional Politics and Security

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jürgen Haacke CBG.9.01

**Availability:** This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available with permission to General Course

students.

This course has a limited number of places (it is capped).

**Course content:** This class-only half unit course examines key aspects of the contemporary international relations of Southeast Asia, with the primary focus being on the intramural relations of the member states of the Association of Southeast Asian Nations (ASEAN). In order to contextualise these intramural relations, the course first explores the different domestic political settings in which Southeast Asian decision-makers have operated, including ethnic politics and insurgencies. It also examines some of the past interstate tensions and disputes in Southeast Asia and more recent transnational security challenges. The course then, secondly, analyses the foreign and security policies of select ASEAN states. This will involve taking account of a range of additional factors, such as geography, leadership, state-society relations, and economic interests. Thirdly, the course explores how the domestic backdrops and foreign policy outlooks of Southeast Asian states have shaped the nature, effectiveness and limits of ASEAN as a vehicle for intramural political-security cooperation. Specifically, the course assesses the grouping's efforts to establish an ASEAN political-security community. Fourthly, the course focuses on defence modernisation amid wider regional security challenges that maritime Southeast Asian states in particular are facing in the contemporary period. Concepts and theories drawn from International Relations, and especially Foreign Policy Analysis and Security Studies, will be applied as appropriate.

**Teaching:** This course is delivered through classes totalling a minimum of 20 hours across Michaelmas Term. Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students will write one essay with a maximum length of 2,000 words and present on class topics.

**Indicative reading:** Ba, Alice D. and Beeson, Mark (2018).

Contemporary Southeast Asia, 3rd ed. (Houndmills, Basingstoke: Palgrave Macmillan).

Acharya, Amitav (2014). Constructing a security community in Southeast Asia: ASEAN and the problem of regional order, 3rd ed. (Abingdon: Routledge).

Croissant, Aurel and Philip Lorenz (2018). Comparative Politics of Southeast Asia: An introduction to Governments and Political Regimes (Springer).

Ganesan, N. and Ramses Amer, eds (2010). International Relations in Southeast Asia: Between Bilateralism and Multilateralism (ISEAS).

Leifer, Michael (2000). Singapore's Foreign Policy: Coping with Vulnerability (Routledge).

Saravanamuttu, Johan (2010). Malaysia's Foreign Policy: The First Fifty Years-Alignment, Neutralism, Islamism (ISEAS).

Severino, Rudolfo (2006). Southeast Asia in Search of an ASEAN Community (ISEAS).

Slater, Dan (2010). Ordering Power: Contentious Politics and Authoritarian Leviathans in Southeast Asia (Cambridge University Press).

Tan, Andrew T.H., ed. (2007). A Handbook of Terrorism and Insurgency in Southeast Asia (Edward Elgar).

Till, Geoffrey and Jane Chan, eds (2014). Naval Modernisation in South-East Asia: Nature, causes and consequences (Routledge).

Weatherbee, Donald E. (2015). International Relations in Southeast Asia: The Struggle for Autonomy. 3rd ed. (Rowman & Littlefield).

**Assessment:** Online assessment (100%) in the ST.

The online assessment is a 2-hour online exam in the summer exam period.

International Relations. This course is not available as an outside option. This course is available with permission to General Course students.

This course has a limited number of places (it is capped).

**Pre-requisites:** Students must have completed International Political Theory (IR200) or Foreign Policy Analysis (IR202) or an equivalent course.

**Course content:** The course applies the theories and conceptual tools of the discipline of International Relations to the study of the Middle East region. It uses the empirical material offered by the history, politics, political economy and international politics of the region to explore these concepts and theories.

More specifically, it provides an analysis of the regional politics of the Middle East since 1918, and of their interaction with problems of international security, global resources and great power/super power/hyperpower politics.

Topics covered include: The emergence of the state system in the Middle East during the inter-war period; the interplay of domestic politics, regional conflicts and international rivalries; the Cold War and post-Cold War significance of the Middle East in global politics; the importance of oil and other economic factors and interests; conflict in the Gulf and the Arab-Israeli conflict; the foreign policies of major Middle Eastern states and the Lebanese civil war; the role of ideologies and social movements: Arab nationalism, militarism, political Islam and global jihadism; state and non-state actors; democracy and human rights issues, the Arab Spring uprisings; and international relations theory and its significance for the study of Middle East politics.

**Teaching:** This course is delivered through a combination of classes and lectures totaling a minimum of 40 hours across Michaelmas Term and Lent Term.

**Formative coursework:** Two essays of 1,500 words each and 2 presentations in the MT and LT.

**Indicative reading: Students are strongly advised to read before the beginning of the course:**

Fawaz A. Gerges, Making the Arab World: Nasser, Qutb, and the Clash That Shaped the Middle East

F. Halliday, The Middle East in International Relations: Power, Politics and Ideology

Madawi al-Rasheed, A Most Masculine State: Gender, Politics and Religion in Saudi Arabia

Fawaz A. Gerges, The Superpowers and the Middle East: Regional and International Politics

Louise Fawcett, International relations of the Middle East

**Course readings include:**

Nazih Ayubi, Over-stating the Arab State: politics and society in the Middle East

Lisa Anderson, 'The State in the Middle East and North Africa' Comparative Politics, October 1987

R Hinnebusch & A Ehteshami (Eds), The Foreign Policies of Middle East States

B Korany & A Dessouki (Eds), The Foreign Policies of Arab States

John Chalcraft, Popular Politics in the Making of the Middle East

Madawi al-Rasheed, Demystifying the Caliphate

Fanar Haddad, Sectarianism in Iraq: Antagonistic Visions of Unity

Fawaz A. Gerges (ed.), The New Middle East: Protest and Revolution in the Arab World

Z. Lockman, Contending Visions of the Middle East: The History and Politics of Orientalism

**Assessment:** Take-home assessment (100%) in the ST.

## IR315 International Relations of the Middle East

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Fawaz Gerges CBG.10.03

**Availability:** This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and

## IR317 Half Unit

### American Grand Strategy

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Peter Trubowitz CBG.10.16

**Availability:** This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside

option. This course is available with permission to General Course students.

This course has a limited number of places (it is capped).

**Pre-requisites:** None

**Course content:** This course explores American foreign policy at the broadest level of analysis – the level known as grand strategy. The course showcases the main theoretical perspectives that inform the study of grand strategy and applies them to historical and contemporary cases of American statecraft. In this connection, we will assess the relevance of the U.S. experience for theorizing about power politics and the implications of alternative theories for thinking critically about American international behaviour. Emphasis is placed on the debates and controversies that animate the study of grand strategy, as well as of the unique challenges posed by making foreign policy in the American political, economic, and cultural context.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Lent Term (LT).

**Formative coursework:** Students will write short weekly blog posts on Moodle and provide an 800-word outline of their assessed essay by the end of Week 8. This will be returned by the end of LT.

**Indicative reading:** John Lewis Gaddis, *Strategies of Containment* (2005)

Peter Trubowitz, *Politics and Strategy* (Princeton 2011)

Linda Weiss, *America Inc.?* (Cornell 2014)

Rebecca Thorpe, *The American Warfare State* (Chicago 2014)

Robert Kagan, *The Jungle Grows Back* (Knopf, 2018)

Joan Hoff, *A Faustian Foreign Policy* (Cambridge 2008)

**Assessment:** Essay (100%, 2500 words) in the ST.

Students will write a 2,500 word assessed essay selecting from a list of topics and questions provided by the course coordinator.

The essay will be due at the end of Week 1 of the ST.

## IR318 Half Unit

### Visual International Politics

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof William Callahan CBG.9.05

Darren Moon (Co-Teacher) KSW 4th floor

**Availability:** This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option nor to General Course students.

This course has a limited number of places (it is capped).

**Course content:** We live in a visual age. Images play an increasingly important role in shaping international political events and our understanding of them. The objective of this course is to examine how visual sources - maps, photographs, film, television, new media - influence international political phenomena, our perception of them, and public responses to them. The course has conceptual, empirical, and practical objectives.

At a conceptual level students will acquire knowledge of key theoretical and methodological debates necessary to study visual international politics. At an empirical level, students will gain a better understanding of several concrete instances where images helped to shape international political phenomena, from wars to humanitarian crises, from global social movements to alternative world orders. At a practical level, students will learn how to make a short documentary film.

**Teaching:** This course is delivered through lectures and classes totalling a minimum of 20 hours across Michaelmas Term. Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students will be expected to produce 1 essay-diary and 1 project in the MT.

MT week 7: 750-word essay diary

MT week 8: Rough edit of film - approx. 2 minutes duration

**Indicative reading:** Bleiker, Roland, ed. (2018) *Visual Global*

*Politics*. London: Routledge.

Callahan, William A. (2020) *Sensible Politics: Visualizing International Relations*. New York: Oxford University Press.

Harman, Sophie. (2019) *Seeing Politics: Film, Visual Method, and International Relations*. McGill-Queens University Press.

Rose, Gillian (2016) *Visual Methodologies: An Introduction to Researching with Visual Materials*, 4th ed. London: Routledge.

Berger, John (1972) *Ways of Seeing*. London: Penguin.

Evans, Jessica and Stuart Hall, eds. (1999) *Visual Culture: The Reader*. London: Sage.

Mirzoeff, Nicolas (2015) *How to See the World*. London: Pelican Books.

Shapiro, Michael J. (2011) *Cinematic Geopolitics*. London: Routledge.

**Assessment:**

Project (50%) in the MT.

Essay Diary (50%, 2500 words) in the LT.

The project will be a 5-minute documentary film, which will be made by teams of 3 students.

## IR319 Half Unit Not available in 2022/23

### Empire and Conflict in World Politics

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Tarak Barkawi CBG.9.03

**Availability:** This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available with permission to General Course students.

**Course content:** This is a course about war and empire. Many peoples and places in the world have been shaped by imperialism. This course explores some of the violent dimensions of the imperial past and present. It imagines world politics as a space of co-constitution and war or violent conflict as a form of social interconnection. The course considers armed conflict in imperial context from colonial "small war" through to the War on Terror.

It looks at how warfare shapes (and is shaped by) the societies, cultures and polities that populate world politics. It also considers some of the intellectual traditions that have arisen out of the experience of, and inquiry into, colonial violence, from the thought of resistance leaders to subaltern and postcolonial studies. The premise of the course is that imperial warfare and violence have been generative forces in shaping world politics, well beyond the times and places of specific battles and killings.

This course familiarises students with some themes from scholarship on empire and conflict in the social sciences and humanities. This involves, first, understanding the limitations of the sovereign nation-state as the basic unit of world politics. For most people in most times and places, international relations have taken imperial form of one kind or another. What would it mean to take empire seriously in international thought and inquiry? The course approaches this question by looking at the relations between empire and globalisation in historical and theoretical context. Second, although much scholarship on empire concerns economy and culture, the history of empire is a history of continual warfare and armed resistance. Such "small wars" have shaped society and politics in both the core and periphery of the international system, and often continue to do so long after the guns fall silent (as for example in the case of the US and the Vietnam War). The course will cover the histories, strategies and theories associated with such wars and their effects. Third and finally, the course will explore the intersection between empire and knowledge in political theory and social inquiry. Not only did anti-colonial resistance produce its own theorists, such as Frantz Fanon and Mao Zedong, but in recent decades empire has been the site of new turns in social and political theory and inquiry, as for example in subaltern studies and post-colonialism. The course will introduce students to this work and its applications to understanding world politics.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Lent Term. Students on this course will have a reading week in Week 6, in line with departmental policy.

#### Lectures

- 1) Introduction: Empire and International Relations
- 2) Empire/History/Globalization
- 3) Empire, the Regions, and World Politics
- 4) Politics/Strategy/War
- 5) Decolonising War
- 6) Orientalism and 'Small war'
- 7) Revolutionary Guerrilla War
- 8) Counterinsurgency
- 9) Empire after 1945
- 10) The War on Terror and the Colonial Present

#### Undergraduate Class Topics

- 1) Empire and History
- 2) Orientalism
- 3) The Politics of Imperial War
- 4) War and Society
- 5) The Global Colour Line
- 6) Empire and the United Nations
- 7) Counterinsurgency
- 8) Case Study: The Wars in Vietnam
- 9) Empire and the War on Terror

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

**Indicative reading:** Note: Required texts for this course change every year

- 1 Frantz Fanon, *The Wretched of the Earth* (London: Penguin, 2001 [1961]).
- 2 Tzvetan Todorov, *The Conquest of America: The Question of the Other* (Norman: University of Oklahoma Press, 1999 [1984])
- 3 Doty, Roxanne Lynn. (1996) *Imperial Encounters: The Politics of Representation in North-South Relations*. Minneapolis, MN: University of Minnesota Press.
- 4 Richard Drinnon, *Facing West: The Metaphysics of Indian-Hating and Empire-Building* (Norman: University of Oklahoma Press, 1997).
- 5 Michel Rolph-Trouillot, *Silencing the Past: Power and the Production of History* (Boston: Beacon, 2015 [1995])
- 6 Edward Said, *Culture and Imperialism* (New York: Vintage, 1994 [1993]).
- 7 Mark Mazower, *No Enchanted Palace: The End of Empire and the Ideological Origins of the United Nations* (Princeton: Princeton University Press, 2009)
- 8 Wolf, Eric R. (1997[1982]) *Europe and the People Without History*. Berkeley: University of California Press.

**Assessment:** Essay (100%, 4000 words) in the ST.

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## IR320 Half Unit Not available in 2022/23

### Europe's Institutional Order

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Karen Smith CLM 4.09

**Availability:** This course is available on the BSc in International Relations, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available to General Course students.

**Pre-requisites:** Students must have completed International Organisations (IR203).

**Course content:** Europe is the region with the highest density of organisations in the world. This course will analyse the importance of European organisations for both their member states and international relations in general. It will review the development of Europe's institutional order in the post-war era and its evolution since the end of the Cold War. Much emphasis will be placed on the evolution of West European organisations such as the Council of Europe, the European Union and NATO, but attention will also

be given to European organisations in the former communist bloc, trans-European organisations, and sub-regional organisations.

Lecture and class topics:

1. Europe in International Relations
2. Building Europe's Institutional Order I: NATO and the Warsaw Pact
3. Building Europe's Institutional Order II: economic integration in the European Community
4. Building Europe's Institutional Order III: economic cooperation in EFTA and COMECON
5. Europe's Institutional Order and the ending of the Cold War
6. Europe's security and defence institutions after the Cold War I: what is NATO for?
7. Enlarging Europe's institutional order after the Cold War I: NATO
8. Integration in Europe after the Cold War: the European Union since Maastricht
9. Enlarging Europe's institutional order after the Cold War II: the EU
10. Europe's security and defence institutions after the Cold War II: the case of the Ukraine crisis 2014

**Teaching:** 20 hours of classes in the LT.

20 hours of classes in the LT.

In line with departmental policy, students on the course will have a reading week in Week 6.

Independent study based on the readings is required. Classes provide an opportunity to discuss issues in depth in a small group setting. Attendance at classes is mandatory, as is adequate preparation for participation in each class discussion. Students will be required to give at least one presentation on one of the topics on the class schedule. Each presenter should provide the class with a one-page outline of the presentation. Presentations should be a maximum of 15 minutes long.

**Formative coursework:** Students will be expected to produce 1 essay and 1 other piece of coursework in the LT.

Students will produce one short 1,500 word formative essay due in week 6 of the Lent Term. The essay question is to be selected from a list provided to students in week 1. The purpose of the essay is to provide experience of summarising succinctly and engaging with complex empirical and theoretical material, develop research and writing skills necessary for the assessed essay, and to assist in the development of ideas and arguments for the assessed essay. Independent study, based on the readings indicated on the reading list, is required.

Students will also produce a 1.5-2 page outline of their summative essay in week 9. The outline will include the essay question/title, an overview of the argument, a draft of the structure, and an indicative reading list. The reading list must include primary sources.

Feedback will be given to students by the end of week 10.

**Indicative reading:** Brent Nelsen and Alexander Stubb, *The European Union: Readings on the Theory and Practice of European Integration* 4th ed (Palgrave, 2014)

Stuart Croft et al, *The Enlargement of Europe* (Manchester University Press, 1999)

Peter Stirk and David Weigall (eds), *The Origins and Development of European Integration* (Pinter, 1999)

Desmond Dinan, *Europe Recast: A History of the European Union*, 2nd ed (Palgrave, 2014)

Desmond Dinan, *Ever Closer Union? An Introduction to the European Union*, 4th ed. (Palgrave, 2010)

Mette Eilstrup-Sangiovanni (ed), *Debates on European Integration: A Reader* (Palgrave, 2006)

William Hitchcock, *The Struggle for Europe: the Turbulent History of a Divided Continent 1945 to the Present* (Anchor Books 2004)

Ben Rosamund, *Theories of European Integration* (Palgrave, 2000)

**Assessment:** Essay (100%, 3000 words) in the ST.

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## IR322 Half Unit Not available in 2022/23

### Sovereignty, Rights and Justice: Issues in International Political Theory

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Chris Brown

**Availability:** This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** Combines insights and concepts from political theory and international relations theory, and focuses on modern debates on sovereignty, the rights of states, individuals and peoples, and international justice.

Sovereignty and the norm of non-intervention; the contemporary international human rights regime; the ethics of war and violence; the politics of humanitarian intervention; the politics of international criminal law and the ICC; global social justice. Further details will be provided at the start of the session.

**Teaching:** 20 hours of seminars in the LT. (10 x 2 hr seminars.)

Week 6 is a reading week, in line with departmental policy

**Formative coursework:** Students will write one formative essay (1,500 words) due end of week 6; they can use this to develop ideas for the summative essay but students will not be allowed to 'cut and paste' their formative work into the summative essay. Students will produce a 2 page outline of the assessed essay in Week 10. This will set out the research question, an overview of the argument, a draft structure and indicative reading list. Students will receive approval of the research topic and feedback on the outline by the end of Week 11.

**Indicative reading:** A detailed list of references will be provided. Suitable introductions include: Chris Brown, *International Society, Global Polity: An Introduction to International Political Theory* (2015) and Anthony Lang, *International Political Theory* (2014);

**Assessment:** Essay (100%, 4000 words) in the ST.

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

## IR323 Half Unit

### Gendered/ing and International Politics

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Katharine Millar CBG.8.13

**Availability:** This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available with permission to General Course students.

This course has a limited number of places (it is capped).

**Pre-requisites:** Students must have completed International Political Theory (IR200).

**Course content:** The course examines the gendering of both the practices/events studies as international politics and the discipline/study of international relations. The course is grounded in feminist theory, and provides students with an introduction to feminist epistemologies and methods. Students will discover how 'gender matters' to the study and conduct of international politics through an examination of several substantive areas of international politics, including security, development, and NGOs and transnational social movements. These overarching topics are balanced with issue-specific case studies (e.g. sexual/sexualised violence in conflict; gendering of informal economy) to be discussed in class. Particular thematic attention will be paid to the on-going construction of global/transnational hierarchies that

are gendered and gendering.

Indicative topics to be covered:

- 1 Where (and why) is gender in international politics?
- 2 Introduction to feminist theory and its relation to the 'international'
- 3 Gender, epistemology and the study of international politics
- 4 Gender, the economy, and hierarchy
- 5 Intersectionality: gender, race, empire
- 6 Queer theory and sexuality in IR
- 7 Femininity, masculinity and security
- 8 Gender and poverty/development
- 9 Gender, the Environment and Climate Change
- 10 Feminist activism, NGOs and transnational social movements

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Lent Term. Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** An essay question and outline due in LT

**Indicative reading:** C Enloe, *Bananas, beaches and bases: making feminist sense of international politics*, rev'd 2nd ed (University of California Press, 2014)

C Weber, *Queer International Relations: sovereignty, sexuality and the will to knowledge* (OUP, 2016)

A Sisson Runyan and S Peterson, *Global Gender Issues in the New Millennium* 4th ed (Westview Press, 2013)

L Sjoberg, *Gender, War and Conflict* (Polity, 2014)

B Ackerly, J True and M Stern (eds), *Feminist Methodologies for International Relations* (CUP, 2006)

**Assessment:** Coursework (25%) in the LT.

Essay (75%, 3000 words) in the ST.

The coursework is comprised of:

- One (500 word max) blog posts, to a Moodle forum on a week assigned by the instructor (marked with grade, 15%).
- Two (250 word max) response to colleagues' blog posts (completion/participation grade, 10%, for 5% each)

Marks are docked for late submission

## IR324 Half Unit Not available in 2022/23

### The Practices of Transitional Justice

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Jens Meierhenrich CLM.6.07

**Availability:** This course is available on the BSc in International Relations, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available with permission to General Course students.

**Pre-requisites:** Students must have completed International Organisations (IR203) and International Political Theory (IR200).

**Course content:** This taught seminar introduces students to the theory and history of transitional justice. It explores the logic of amnesties, apologies, memorials, lustrations, reparations, trials, truth commission, and related responses to genocide, crimes against humanity, and other mass atrocities. Examining the whole array of historical and contemporary solutions to the problems of 'radical evil' (Immanuel Kant), the seminar assesses the conditions for - and limitations to - achieving order, truth, and justice in domestic politics and international affairs. Utilising insights from political science, law, history, sociology, and philosophy, the seminar will compare alternative institutional designs and divergent choices and consider their real, and imagined, social, political and economic consequences across space and time, from Athens to South Africa to Libya.

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

In line with departmental policy, students on the course will have a reading week in Week 6.

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

Students are required to research and write one essay (2,500

words). In addressing a given essay topic, students must seek to integrate, where applicable, theory and history and bring empirical evidence to bear on the research question they have chosen.

Essays must be fully—and carefully—referenced using one of the major conventions consistently. Submissions are due in Week 8 and must be made in hard copy. Feedback is provided by the course teacher, who is responsible for marking essays.

Several criteria are applied in the evaluation of student essays, notably: (1) Originality of argument: How unexpected is the advanced claim? (2) Use of literature: Has relevant scholarship been digested and put to good use? (3) Soundness of analysis: Is the inquiry comprehensive and logically consistent? (4) Organisation of evidence: Have argument and evidence been introduced and presented in a compelling manner? (5) Validity of findings: Does the argument remain valid when applied empirically? (6) Clarity of presentation: Are grammar, punctuation, and references flawless?

**Indicative reading:** Indicative reading list:

Jon Elster, *Closing the Books: Transitional Justice in Historical Perspective* (Cambridge: CUP, 2004)

Jens Meierhenrich, Alexander Laban Hinton and Lawrence Douglas (eds), *The Oxford Handbook of Transitional Justice* (Oxford: OUP, 2017)

Tricia D Losen, Leigh A Payne and Andrew G Reiter (eds), *Transitional Justice in Balance: Comparing Processes, Weighing Efficacy* (Washington DC: USIP, 2010)

Rosalind Shaw and Lars Waldorf (eds), *Localizing Transitional Justice: Interventions and Priorities after Mass Violence* (Stanford: Stanford University Press, 2010)

Kathryn Sikkink, *The Justice Cascade: How Human Rights Prosecutions are Changing World Politics* (New York: Norton, 2011)

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

## IR325 Half Unit Not available in 2022/23

### The Situations of the International Criminal Court

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Jens Meierhenrich CBG.10.01

**Availability:** This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available with permission to General Course students.

**Course content:** This taught seminar introduces students to the practices of the International Criminal Court (ICC). Focusing on the ICC's ongoing investigations and prosecutions - its so-called 'Situations' - the course exemplifies the politics of international law in the context of one of the most embattled international organisations in the international system. On the foundation of 'practice theory', it blends methodological approaches from law, the social sciences and the humanities. By adopting an evolutionary perspective to the ICC, the seminar raises - and answers - pertinent theoretical questions about institutional design and development of in international politics. Empirical cases to be discussed include the settings of the ICC's nine Situations (the DRC, Uganda, the Central African Republic, Sudan, Kenya, Libya, Cote d'Ivoire, and Mali) as well as the territories of the ICC's preliminary examinations (Afghanistan, Columbia, Georgia, Guinea, Iraq, Nigeria, Palestine, and Ukraine). Students will learn to work with both court documents and theoretical texts.

**Teaching:** This course is delivered through classes totalling a minimum of 20 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of in-person classes/classes delivered online. Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students will be expected to produce 1

essay in the LT.

Students are required to research and write one essay (2,500 words). In addressing a given essay topic, students must integrate theory and history and bring empirical evidence to bear on the research question they have chosen. Essays must be fully - and carefully - referenced using one of the major conventions consistently. Submissions are due in Week 8 and must be in hard copy. Feedback is provided by the course teacher, who is responsible for marking essays.

Several criteria are applied in the evaluation of student essays, notably: (1) originality of argument. (2) use of literature: has relevant scholarship been digested and put to good use? (3) soundness of analysis: is the inquiry comprehensive and logically consistent? (4) organisation of evidence: have argument and evidence been introduced and presented in a compelling manner? (5) validity of findings: does the argument remain valid when applied empirically? (6) clarity of presentation: are grammar, punctuation and references flawless?

**Indicative reading:** Indicative reading list:

Robert Cryer, Darryl Robinson, and Sergey Vasiliev, *An Introduction to International Criminal Law and Procedure*, Fourth edition (Cambridge: Cambridge University Press, 2019)

Jens Meierhenrich (ed) 'The Practices of the International Criminal Court', *Law and Contemporary Problems* Special Issue, Vol.76, Nos 3 & 4 (2014)

Martha Minow, Alex Whiting, and Cora True-Frost, eds., *The First Global Prosecutor* (Michigan: University of Michigan Press, 2015)

Benjamin N Schiff, *Building the International Criminal Court* (Cambridge: Cambridge University Press, 2008)

Carsten Stahn, ed., *The Law and Practice of the International Criminal Court* (Oxford: Oxford University Press, 2015)

William A. Schabas, *An Introduction to the International Criminal Court*, Sixth edition (Cambridge: Cambridge University Press, 2020)

Patrick S Wegner, *The International Criminal Court in Ongoing Intrastate Conflicts: Navigating the Peace-Justice Divide* (Cambridge: CUP, 2015)

**Assessment:** Essay (100%) in the ST.

## IR326 Half Unit Not available in 2022/23

### The Rule of Law: A Global History

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Jens Meierhenrich CBG.10.01

**Availability:** This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History, BSc in Politics and International Relations and LLB in Laws. This course is not available as an outside option. This course is available with permission to General Course students.

This course has a limited number of places (it is capped).

**Course content:** This taught seminar course introduces students to the theory and history of the rule of law, one of the most frequently invoked - and least understood - ideas of political theory and practice. What exactly is the rule of law? Is it still a harbinger of liberty or just the latest manifestation of neocolonial domination? Is it a moral ideal or merely a means to an end? Can it really facilitate democracy, development, and economic growth? And why is the rule of law compatible with authoritarianism? In answer to these and related questions debated in law and the social sciences as well as in international organizations, governments, think tanks, and NGOs the world over, this interdisciplinary course introduces students to important advocates of the rule of law (from A. V. Dicey to the World Bank) and also to notable critics (including Thomas Hobbes, Carl Schmitt, Judith Shklar, and Eric Posner). Through close readings of seminal texts and a global analysis of historical cases and trajectories, students will gain an innovative and in-depth understanding of the promise - and limits - of one of the most foundational concepts of the modern world.

**Teaching:** This course is delivered through classes totalling a minimum of 20 hours across Lent Term. This year, some or all of

this teaching will be delivered through a combination of in-person classes/classes delivered online.

Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students are required to research and write one formative essay (1,000 words) on an assigned topic and due in Week 7 of Lent Term. This essay will be used to sketch out ideas for the summative essay. Essays must be fully - and carefully - referenced using one of the major conventions consistently.

**Indicative reading:** Jens Meierhenrich and Martin Loughlin, eds., *The Cambridge Companion to the Rule of Law* (Cambridge: Cambridge University Press, 2021)

Tom Ginsburg and Tamir Moustafa, eds., *Rule by Law: The Politics of Courts in Authoritarian Regimes* (Cambridge: Cambridge University Press, 2008)

R. W., Kostal, *A Jurisprudence of Power: Victorian Empire and the Rule of Law* (Cambridge: Cambridge University Press, 2005)

José María Maravall and Adam Przeworski, eds., *Democracy and the Rule of Law* (Cambridge: Cambridge University Press, 2003)

Friedrich Kratochwil, *The Status of Law in World Society: Meditations on the Role and Rule of Law* (Cambridge: Cambridge University Press, 2014)

Eric Posner, *The Perils of Global Legalism* (Oxford: Oxford University Press, 2009)

**Assessment:** Essay (100%, 4000 words) in the ST.

Essays must be fully - and carefully - referenced using one of the major conventions consistently.

## IR345

### Global Politics of China

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof William A. Callahan CBG.9.05

**Availability:** This course is available on the BSc in International Relations and BSc in International Relations and Chinese. This course is not available as an outside option. This course is available with permission to General Course students.

**Course content:** China has long been of interest to students of International Relations due to its historical role as the major power of East Asia, and its current status as a great power with influence in geopolitics, world trade, and global governance. The course lectures examine the development of China's relations with the world in terms of history, culture, and policy-making, and consider how power works in various ways: economic power, military power, soft power, hard power, sharp power, propaganda, and United Front Work. The remainder of the course analyses case studies on China's relations with the United States, Russia, Japan, Hong Kong and Taiwan, Southeast Asia, and on the topical issues of Chinese IR theory, grand strategy, the Belt and Road Initiative, the environment, global cyber-politics, and Chinese world orders (including analysing science fiction for China's futuristic 'galactic politics').

**Teaching:** 10 hours of lectures and 12 hours of classes in the MT. 18 hours of classes in the LT.

Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students will complete two 1500-word essays during the course, and will make two presentations to the seminar. It is permissible for the presentations to be on the same topics as the essays.

**Indicative reading:**

- Economy, Elizabeth C., *The World According to China*, Oxford University Press, 2022.
- Breslin, Shaun. *China Risen? Studying Chinese Global Power*, Bristol University Press, 2021.
- Yahuda, Michael, *The International Politics of the Asia-Pacific*, 4 edn. London: Routledge, 2019.
- Zhao, Suisheng, *China's Big Power Ambition under Xi Jinping: Narratives and Driving Forces*, Routledge, 2021.

**Assessment:** Essay (75%, 2500 words) in the ST.

Presentation (25%) in the MT and LT.

During the course of the seminars students will participate in a group presentation (25%) and submit a 2500 word essay (75%) at the start of the ST.

It is permissible for the summative essays to be on the same topic(s) as the formative essays and presentations.

## IR349

### Conflict and Peacebuilding

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr David Rampton

**Availability:** This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available with permission to General Course students.

This course has a limited number of places (it is capped).

**Pre-requisites:** A basic background knowledge of the subject themes or related areas would be an advantage.

**Course content:** This course is intended for those interested in theoretical and practical approaches to the question of peace, the problems of war, conflict and violence, and responses to these issues, particularly in the form of liberal peacebuilding and statebuilding. The course is divided into three unequal but interconnected parts. The first part examines ideas and debates about the concepts, causes, contexts, dynamics and representations of conflict, violence and war. The second explores and problematises the concept of peace and the nature, meanings and goals of peace and peacebuilding. This leads into the third section which is concerned with a critical engagement with the range of international responses to conflict associated with the discourses and practices of liberal peacebuilding and statebuilding. The classes explore the nexus between theory and practice. Although the course and its readings are mainly theoretical and conceptual rather than empirical, students are encouraged to apply the ideas to actual cases, past and present. The course reading list has been selected in order to explore the contentions between mainstream and critical (e.g. feminist, postcolonial and poststructural) perspectives.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas and Lent Term. Students on this course will have a reading week in Week 6, in line with departmental policy.

The course teaching includes film showings linked to some of the lecture themes, followed by a discussion session. These are normally delivered in-person but may occasionally involve online screening and discussion sessions

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

Formative essays 1,500 words.

**Indicative reading:** Mark Duffield *Global Governance and the New Wars* (Zed Books 2014).

Sinisa Malesevic *The Sociology of War and Violence* (Cambridge University Press 2010).

Gezim Visoka *Peace Figuration after International Intervention: Intentions, Events and Consequences of Liberal Peacebuilding* (Routledge 2018)

Edward Newman and Karl DeRouen (eds.) *Routledge Handbook of Civil Wars* (Routledge, 2016).

Jacob Bercovitch, Victor Kremenyuk and William Zartman (eds.) *The Sage Handbook of Conflict Resolution* (Sage Publications, 2009)

Oliver Richmond (ed.) *Palgrave Advances in Peacebuilding: Critical Developments and Approaches* (Palgrave MacMillan UK 2010).

Hugh Miall, Oliver Ramsbotham, and Tom Woodhouse, *Contemporary Conflict Resolution: The Prevention, Management and Transformation of Deadly Conflicts*, 3rd ed (Polity, 2011).

**Assessment:** Essay (40%, 2000 words) in the LT.

Essay (60%, 3000 words) in the ST.



## IR354 Half Unit Not available in 2022/23 Governing International Political Economy: Lessons from the Past for the Future

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr James Morrison 95 ALD 1.14

**Availability:** This course is available on the BSc in International Relations, BSc in International Relations and History and BSc in Politics and International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** Some background knowledge of international political economy, such as that provided by IR204 'International Political Economy', will be useful for students taking this course.

**Course content:** Who governs the global economy? How do they do so? And to what ends do they govern it? This course examines these questions by examining the canonical theories of—and state approaches to—the challenges of global economic governance across the last several centuries. While this course takes history seriously, the primary objective is to use the history to tease out generalisable insights into those challenges we face today. More generally, this course of study will demonstrate the incomparable insights historical thinking offers in addressing contemporary challenges. History has always been central to the study and practice of international political economy. The most influential scholars and practitioners of international political economy have repeatedly turned to history both to explain, and to offer a fresh perspective on, the great challenges of their day. This course is designed to help students cultivate that invaluable skill and habit of mind.

Proceeding from the seventeenth century to the present, it examines:

- seminal theorists' particular treatments of international political economy
  - the ongoing, timeless debate between these theorists
  - the major shifts in the global economic order
  - the interaction between theories and policy in each shift
- The course begins with mercantilism and the 'age of empires.' It then explores the great critics of mercantilism—Adam Smith and David Hume—and the relationship between their critique and the revolutions in IPE that followed. It goes on to analyse the rise of so-called 'English' political economy and the 'First Era of Globalisation' in the 19th Century.
- The course then pivots to consider two major challenges to this hegemony of thought and practice. First, it traces the development of socialism from an internal critique through the writings of Marx & Engels to an instantiated alternative system in the early Soviet Union. Second, it considers the German Historical School's return to mercantilism and the ascent of the American Empire onto the global stage. These clash of empires then leads to the cataclysm of the First World War.
- In the interwar period, the course analyses the failed attempts to restore the global order. It analyses the radical challenge posed by fascist political economy. It also considers the variety of responses issued by different types of liberals. The course then transitions into a discussion of the several postwar orders, from Keynes's neoliberal institutionalism to Gandhi's rejection of Eurocentric political economy.
- Last, the course turns to the modern era. It analyses the trajectories of the postwar global trade and financial systems. It then turns to contemporary issues, such as the post-Cold War order, the 2008 Global Financial Crisis, and the rise of emerging markets.

**Teaching:** 10 hours of lectures and 10 hours of classes in the MT. Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students will be expected to produce 1 essay and 2 presentations in the MT.

**Indicative reading:** Thomas Munn. *England's Treasure by Forraign Trade*.

Adam Smith. *An Inquiry into the Nature and Causes of the Wealth of Nations*.

Karl Marx. *Communist Manifesto*.

JM Keynes. *General Theory of Employment, Interest, & Money*.

Gandhi, Mohandas K. *Hind Swaraj or Indian Home Rule*.

**Assessment:** Essay (100%, 2000 words) in the MT.

## IR355 Half Unit Economic Diplomacy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Boram Lee, CBG.8.09

**Availability:** This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available with permission to General Course students.

**Pre-requisites:** Some background knowledge of international political economy, such as that provided in IR206 'International Political Economy', will be useful to students taking this course.

**Course content:** The course introduces students to the theories and analytical frameworks relating to decision-making and negotiation in international economic relations and enables them to develop the skills needed to apply these to cases. It discusses the roles of the main actors, institutional settings and processes involved in domestic decision-making and international economic negotiations, and their interaction. The aim of the course is to provide participants with the ability to understand and analyse the factors shaping international negotiations in a range of policy issues from trade and investment, to the environment, economic summits and finance.

**Teaching:** This course is delivered through a combination of classes including lectures and workshops totalling a minimum of 20 hours during Lent Term. Students on this course will have a reading week in Week 6, in line with departmental policy. The course is composed of two modules. The first module (Week 1-3) discusses analytical toolkits for understanding economic diplomacy. During these initial weeks, students will learn about four approaches to economic diplomacy: a) balance of power and coercive bargaining, b) negotiations within international institutions, c) the effect of domestic politics, and d) the role of ideas and issue framing.

The second module (Week 4-10) features specific negotiation tactics frequently adopted by policymakers and important challenges that negotiators face in policy processes.

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

**Indicative reading:**

- Bayne, Nicholas and Woolcock, S. *The new economic diplomacy: decision-making and negotiation in international economic relations*, Third edition, Ashgate, Stephen 2013.
- Koremenos, Barbara. *The continent of international law: Explaining agreement design*. Cambridge University Press, 2016.
- Davis, Christina L. "Food fights over free trade." *Food Fights over Free Trade*. Princeton University Press, 2011.
- Oye, Kenneth A. *Economic discrimination and political exchange: World political economy in the 1930s and 1980s*. Princeton University Press, 1993.

**Assessment:** Take-home assessment (100%) in the ST.

## IR367 Half Unit Global Environmental Politics

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Joanna Flavell CBG 10.08

**Availability:** This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and



International Relations. This course is not available as an outside option. This course is available with permission to General Course students.

This course has a limited number of places (it is capped).

**Pre-requisites:** There are no prerequisites, though some background knowledge of international political economy, such as that provided in IR206 International Political Economy, might be useful to students taking this course.

**Course content:** An introduction to concepts and issues in the study of global environmental politics, with special emphasis on the political economy of environmental protection. The course will explore environmentalism and the greening of society through different theoretical and ideological perspectives. Throughout the course, students will interrogate what it means to demonstrate 'environmental leadership' and examine different environmental actors from non-state actors (NGOs and business), environmental movements and traditional political environmental leaders. Students will expand their knowledge on different aspects of global environmental politics, engaging with concepts such as Sustainable Development; private environmental governance; trade and environment;; climate change; biodiversity; deforestation.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Lent Term. Students on this course will have a reading week in Week 6, in line with departmental policy.

Indicative List of Topics:

- Introduction: The rise of global environmentalism in international politics
- Environmental Theories and Perspectives
- Global Environmental Governance
- Environmental Movements
- Environmental NGOs and non-state actors
- Global Finance, aid and Sustainable Development
- Multinational corporations and private environmental governance

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

**Indicative reading:** Betsill, M. M., K. Hochstetler and D. Stevis, Eds. (2014). *Advances in International Environmental Politics*. Basingstoke, Palgrave.

Biermann, Frank, & Kim, Rakhyun E. (2020). *Architectures of Earth System Governance: Institutional Complexity and Structural Transformation*. Cambridge: Cambridge University Press.

Chasek, Pamela S., Downie, David L., & Brown, Janet Welsh. (2021). *Global Environmental Politics* (8th edition ed.). London: Routledge.

Clapp, J. and P. Dauvergne (2011). *Paths to a Green World: The Political Economy of the Global Environment*. Cambridge, MA, MIT Press.

Corry, O. and H. Stevenson (2017). *IR and the Earth: Societal multiplicity and planetary singularity. Traditions and Trends in Global Environmental Politics*, Earthscan Ltd.

Death, C. (ed.). (2014). *Critical environmental politics*. Abingdon: Routledge.

Falkner, R. (2021). *Environmentalism and Global International Society*. Cambridge University Press.

Falkner, R. (2008). *Business Power and Conflict in International Environmental Politics*. Basingstoke, Palgrave Macmillan.

Falkner, R., Ed. (2016). *The Handbook of Global Climate and Environment Policy*. Cheltenham, John Wiley & Sons.

Jinnah, Sikina, & Morin, Jean-Frédéric. (2020). *Greening through trade: How American trade policy is linked to environmental protection abroad*. Cambridge, MA: MIT Press.

Jordan, A., Huitema, D., van Asselt, H., & Forster, J. (Eds.). (2018). *Governing Climate Change: Polycentricity in Action?* Cambridge, Cambridge University Press.

**Assessment:** Take-home assessment (100%) in the ST.

## IR368 Half Unit

### The Political Economy of Trade

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Marta Soprana CBG.8.10

**Availability:** This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available with permission to General Course students.

This course has a limited number of places (it is capped).

**Pre-requisites:** Some background knowledge of international political economy, such as that provided in IR206 International Political Economy, will be useful to students taking this course.

**Course content:** This course provides the basis for understanding the current trends in international trade, including the growth of unilateralism and protectionist pressures and the crisis of the world trading system. This understanding will be based on:

- the intellectual history of free trade and how this has shaped and continues to shape policy;
- an understanding of trade theory;
- background on changes in the nature of trade and investment in the 21st century;
- an analysis of the structural tensions in the trading system as well as the domestic economic and political factors shaping policy;
- knowledge of the underlying trends towards the use of preferential and plurilateral rather than multilateral cooperation in trade and investment
- the core issues in current trade negotiations;
- and thus an understanding of the current fundamental challenges facing the international trading system.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Lent Term.

Students on this course will have a reading week in Week 6, in line with departmental policy.

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

The formative essay is 1,500 words.

**Indicative reading:** Heydon, K and Woolcock, S (eds) (2012) *The Ashgate Research Companion to International Trade Policy*, HF 1379 A 82: e-book and hard copies available.

Hoekman, B and Kosteki. (2009) *The Political Economy of the World Trading System* HF 1359 H69 e-book available but reasonably price in paperback so something to purchase.

Martin, L (ed) (2014) *Oxford Handbook of The Political Economy of International Trade*, available as an e-book.

**Assessment:** Take-home assessment (100%) in the ST.

## IR369 Half Unit

### Politics of Money in the World Economy

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Jeffrey Chwieroth CBG.10.12

**Availability:** This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available with permission to General Course students.

This course has a limited number of places (it is capped).

**Pre-requisites:** Some background knowledge of international political economy, such as that provided in IR206 International Political Economy, will be useful to students taking this course.

**Course content:** This course is designed as a component of the study of a global system in which the management and mismanagement of money and finance are matters of fundamental consequence for international relations. It is intended to be of particular relevance to students specialising

in international political economy. This is a course in applied international political economy theory. It deals with the basic concepts regarding the creation, use and management of money and finance in the global system. Students are then introduced to the political foundations of international monetary governance. Issues covered include the use of national currencies as international money, the politics of exchange rate adjustment, the operations of banks and other institutions in international money and capital markets, the evolution of global financial markets, the relationship between states and markets in the arena of global finance, international monetary cooperation, and the choices of monetary and financial policies open to developed and developing countries. The course emphasises that contemporary issues, such as international financial crises, international financial regulation and the politics of IMF conditionality, are best understood in a broader theoretical and analytical context.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Michaelmas Term. Students on this course will have a reading week in Week 6, in line with departmental policy.

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

The essay will be 1500 words. Students are also expected to make presentations on topics of their choice

**Indicative reading:** No one book covers the entire syllabus, but the following general works provide a useful introduction:

- B Eichengreen, *Globalizing Capital* (2019);
- T Porter, *Globalization and Finance* (2005);
- D Andrews (ed), *International Monetary Power* (2006);
- J Frieden, *Currency politics: the political economy of exchange rate policy* (2015);
- E Helleiner, *The status quo crisis: global financial governance after the 2008 meltdown* (2014);
- C. Norloff, *America's global advantage: US hegemony and international cooperation* (2010);
- B Cohen, *Currency power: understanding monetary rivalry* (2015)
- J Chwieroth and A Walter, *The Wealth Effect* (2019)

**Assessment:** Take-home assessment (100%) in January.

## IR372 Half Unit Not available in 2022/23 Nuclear Non-proliferation and World Politics (Special Topics in International Relations)

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Etel Solingen (Susan Strange Visting Professor during 2019/20)  
Dr Ulrich Sedelmeier

**Availability:** This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** This course will apply theories of international relations to explain why some states have pursued nuclear weapons whereas most others have abstained. What is the role of the nonproliferation regime, major powers, international norms, democracy, and globalization on decisions to acquire or renounce nuclear weapons? How do international institutions, major powers and other states respond to violations of international legal commitments not to develop nuclear weapons? What is the relative effectiveness of sanctions and positive inducements in persuading states to abandon nuclear weapons programs? Countries under focus will be North Korea, Iran, Japan, Taiwan, Iraq, Libya, South Korea, India, Pakistan, Israel, and Egypt, among others. There will be simulations of negotiations geared to dissuade actual or potential nuclear proliferators from pursuing such designs.

**Teaching:** 9 hours of lectures and 13 hours and 30 minutes of

classes in the LT.

**Formative coursework:** 1 x Essay (1,500 words) and 1 x Essay Plan (1 page) in the Lent Term.

**Indicative reading:** Etel Solingen, *Nuclear Logics: Contrasting Paths in East Asia and the Middle East* (Princeton University Press, 2007)

William Potter and G. Mukhatzhanova, "Divining Nuclear Intentions" *International Security* 33, 1 (2008)

Nicholas L. Miller, "The Secret Success of Nonproliferation Sanctions," *International Organization* 68, No. 4 (2014): 913-944.

Nicholas L. Miller, "Nuclear Dominoes: A Self-Defeating Prophecy?" *Security Studies* 23, No. 1 (2014): 33-73.

Nina Tannenwald, *The Vanishing Nuclear Taboo?* *Foreign Affairs* November/December 2018.

Etel Solingen (ed.), *Sanctions, Statecraft, and Nuclear Proliferation* (Cambridge University Press, 2012)

**Assessment:** Essay (100%, 3000 words) in the ST.

## IR373 Half Unit

### China and the Global South

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Chris Alden 9th Floor IDEAS, PAN

**Availability:** This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available with permission to General Course students.

This course has a limited number of places (it is capped).

**Pre-requisites:** Foreign Policy Analysis (IR202)

**Course content:** This course focuses on the substantive role that China plays in the Global South where its preponderance of material power and putative developing country status confers upon it a dominant position in bilateral and regional political economies. China's economic position, coupled to an astute use of finances flowing from its mercantilist policies, has enabled it to become the leading trading partner and a significant investor in the developing world. Moreover, the Global South is increasingly figuring in Beijing's expanding security interests and soft power provisions. Interpretations embedded in prevailing academic discourses like socialisation, threat and peaceful rise take on new meaning when studied through the lens of ties with developing countries. Understanding how dynamics in this relationship are impacting upon a host of global and contemporary issues (BRICs, multilateralism, peacekeeping, the environment) is crucial to the shape of the 21st century.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Michaelmas Term. Students on this course will have a reading week in Week 6, in line with departmental policy. The course is delivered in cooperation with Dr. Alvaro Mendez (PAN 9.01C).

**Formative coursework:** Students will be expected to produce 1 book review in MT.

**Indicative reading:** Chris Alden & Lu Jiang. (2019). *Brave new world: debt, industrialization and security in China–Africa relations.* *International Affairs*, 95(3), 641-657. doi:<https://doi.org/10.1093/ia/iiz083>

Gaston Fornes & Alvaro Mendez. (2018). *The China-Latin America Axis: Emerging Markets and their Role in an Increasingly Globalised World* (2 ed.). New York: Palgrave Macmillan

David Shambaugh (Ed.) (2016). *The China Reader: Rising Power* (6th ed.). Oxford, UK: Oxford University Press,

**Assessment:** Presentation (25%) in the MT.

Online assessment (75%) in January.

During the course of the seminars students will participate in a group presentation (25%) and sit a 2-hour timed online examination.

**IR377 Half Unit****The Politics of Peace & Security in Sub-Saharan Africa**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Stephanie Schwartz

**Availability:** This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available with permission to General Course students.

**Course content:** This course explores the politics of peace, civil wars, and security in sub-Saharan Africa as it relates to the broader global context. Using post-independence sub-Saharan Africa as the background, we will explore the causes of civil war and determinants of peace, as well as the different political responses embraced by African leaders and politicians to other security challenges characteristic of the post-colonial period. We will study with a range of cases, including Rwanda, Burundi, Sudan and South Sudan, through which we will engage topics such as the relationship between identity and conflict, the origins of insurgency, conflict prevention, and post-conflict justice and reconciliation.

**Teaching:** This course is delivered through seminars totalling a minimum of 20 hours across Lent Term. Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students should post 2 discussion questions each week to Moodle. They will also do a written response to a film assigned for viewing. Through the film response the students will practice applying theories learned in class to analyze the film in response to a guided prompt. This type of analysis will be central to their summative take-home assessment.

**Indicative reading:**

- Ade Ajayi, J.F. 1982. "Expectations of Independence." *Daedalus* 3:2
- Mahmood Mamdani, 2001. *When Victims Become Killers*, Princeton: Princeton University Press., selections
- Kalyvas, Stathis N. 2003. "The Ontology of 'Political Violence': Action and Identity in Civil Wars." *Perspectives on Politics* 1 (3): 475 - 494.
- Reno, William. *Warlord Politics and African States*. London: Lynne Rienner, 1998. Introduction, chapters 3-4.
- Mampilly, Zachariah. *Rebel rulers: Insurgent governance and civilian life during war*. Cornell University Press, 2012. Selected chapters on blackboard
- Okech, Awino (2021) 'Governing Gender: Violent Extremism in Northern Nigeria.' *Africa Development*, 46 (3). pp. 1-19.
- De Waal, Alex. 2005. "Who are the Darfurians? Arab and African identities, violence and external engagement." *African Affairs*, 104 (415): 181-205.
- Deng, Francis Mading ; Deng, Daniel J; Cahill, Kevin M New York: "Bound by Conflict: Dilemmas of the Two Sudans" Fordham University Press; 2016, selected chapters
- Cohen, Dara Kay. 2013. *Female Combatants and the Perpetration of Violence: Wartime Rape in the Sierra Leone Civil War*. *World Politics* 65 (3): 383–415.
- Jok, Jok Madut. "Militaryization and gender violence in South Sudan." *Journal of Asian and African studies* 34, no. 4 (1999): 427-427
- Fujii, Lee Ann. "Killing neighbors." In *Killing Neighbors*. Cornell University Press, 2010.
- Alan Kuperman, "Rwanda in Retrospect," *Foreign Affairs* (January/February 2001); and Alison Des Forges, et al. response to Kuperman
- Samantha Power, "Bystanders to Genocide," *The Atlantic Monthly* 288, no 2 (September 2001): 84-108.
- Berry, Marie E. *War, women, and power: From violence to mobilization in Rwanda and Bosnia-Herzegovina*. Cambridge University Press, 2018.
- Autesserre, S., 2010. *The trouble with the Congo: Local violence and the failure of international peacebuilding* (Vol. 115). Cambridge University Press., selections

- Roland Paris, "Peacebuilding: The Limits of Liberal Internationalism," *International Security*, Vol. 22, no. 2 (1997).
- Msimang, Sisonke. "All Is Not Forgiven: South Africa and the Scars of Apartheid. (Essay)." *Foreign Affairs* 97, no. 1 (January 1, 2018): 28–34.
- Chapman, Audrey R. 2007. "Truth Commissions and Intergroup Forgiveness: The Case of the South African Truth and Reconciliation Commission." *Peace and Conflict: Journal of Peace Psychology*, 13(1): 51–69.
- Longman, Timothy. 2017. *Memory and Justice in Post-Genocide Rwanda*. Cambridge University Press. Selected Chapters on Blackboard

**Assessment:** Class participation (20%).

Take-home assessment (80%) in the ST.

**IR378 Half Unit Not available in 2022/23**  
**Critical War Studies**

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Tarak Barkawi CBG.9.03

Tarak Barkawi is Professor in the Department of International Relations at the London School of Economics and Political Science. He studies warfare between the West and the non-European world, past and present. He writes on the pivotal place of armed force in globalization, imperialism, and modernization, and on the neglected significance of war in social and political theory. He is author of *Soldiers of Empire, Globalization and War* and many scholarly articles.

**Availability:** This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available with permission to General Course students.

**Course content:** War transforms the social and political orders in which we live, just as it obliterates our precious certainties. Nowhere is this more obvious than in the fate of truths offered about war itself. War regularly undermines expectations, strategies and theories, and along with them the credibility of those in public life and the academy presumed to speak with authority about it. This course begins with the recognition that the unsettling character of war has been a profound opportunity for scholarship. For it is precisely in war's disordering and unsettling of politics and identities that the socially and historically generative powers of war are exposed. In bending, stretching and even breaking institutions and societies, war reveals them to us anew and offers perspectives obscured in times of peace. At the same time, these disruptions shape and inform the course and character of war. This violent but fecund juncture between war, society and politics is what this course seeks to understand.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Michaelmas Term. Students on this course will have a reading week in Week 6, in line with departmental policy. This course consists of three elements all taught in Michaelmas: a lecture series, classes, and a film series. This course is an advanced undergraduate option. It is a text-based course and not a survey course. That means we will concentrate on a few required readings—read carefully and in-depth. Rather than being given a list of readings for you to select from, you will be given specific, required readings that everyone must read. For each class, you will be doing required reading of approximately half a book, sometimes more. For each lecture, you are given one recommended background reading. In planning your time, you should read first for the class and second for the lectures. It is essential that you do the required reading for each class before class. The lecture series provides concepts, ideas and histories—intellectual scaffolding—against which to read the course texts. It is an essential and helpful aid to your reading.



The film series, attendance at which is voluntary, provides an opportunity for sociability and the exploration of course themes in popular cultures.

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

**Indicative reading:** Note: required texts change every year  
Hew Strachan, Clausewitz's On War: A Biography (New York: Grove Press, 2007)

Paul Fussell, *The Great War and Modern Memory* (New York: Oxford University Press, 1975)

William H. McNeill, *The Pursuit of Power: Technology, Armed Force, and Society since A.D. 1000* (Chicago: Chicago University Press, 1982)

Michael Sherry, *In the Shadow of War: The United States since the 1930s* (New Haven: Yale University Press, 1995)

Anders Engberg-Pedersen, *Empire of Chance: The Napoleonic Wars and the Disorder of Things* (Cambridge: Harvard University Press, 2015)

Debbie Lisle, *Holidays in the Danger Zone: Entanglements of War and Tourism* (Minneapolis: University of Minnesota Press, 2016)

Antoine Bousquet, *The Scientific War of Warfare: Order and Chaos on the Battlefields of Modernity* (London: Hurst, 2009)

Susan Jeffords, *The Remasculinization of America: Gender and the Vietnam War* (Bloomington: Indiana University Press, 1989)

Bruno Cabanes, *The Great War and the Origins of Humanitarianism 1918-1924* (Cambridge: Cambridge University Press, 2014)

**Assessment:** Essay (100%, 4000 words) in the LT.

The course will be 100% assessed by essay due after the end of term and based on a topic of the student's choice. Students will be given a list of questions to work from and may choose a question provided or develop their own question (based on course texts) in discussion with the course coordinator.

## IR379 Half Unit

### Russia in World Politics

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Tomila Lankina CBG 10.13

**Availability:** This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available with permission to General Course students.

**Pre-requisites:** None. If students have not taken Foreign Policy Analysis (IR202), they can consider attending the lecture of Foreign Policy Analysis (IR202) to enhance their knowledge and understanding.

**Course content:** The course offers an analysis of key issues in the development of Russian domestic, foreign and security policies and the role that it plays in global politics. The course covers the various factors shaping Russian domestic, foreign and security policy. It will explore both the domestic aspects of politics, political regime and protest; and foreign policy and security issues, such as Russia's recent military build-up, economic power projection, the geopolitics of oil and gas, as well as soft power and soft security aspects of Russia's foreign policy, including the role of the media and propaganda; hybrid warfare; the role of ideas and norms; we will also explore the historical legacies influencing Russian politics and political regime and how Russia sees the world and its neighbours. Each of the ten topics covered will speak to the major theoretical debates on the factors shaping domestic and foreign policy and students will be encouraged to evaluate the merits of the various theories based on available evidence. The background class focuses on the domestic and international context preceding Russia's emergence as a successor to the Soviet Union. The subsequent sessions analyse post-communist Russian domestic and foreign policy with a special focus on the President Putin era, including the consolidation of authoritarian rule, domestic civil society and protest, the military interventions in Georgia,

the invasion of Ukraine, the securitisation of Russia's media and Russia's attempts to influence politics in the EU and beyond.

Some of the questions to be addressed in the course of the ten classes are: How have domestic institutions and political regime changed following the collapse of the USSR? What is the nature of Russia's political regime type and in what ways does it matter for Russia's socio-economic development? What are the impacts of domestic politics on foreign policy making and thinking? How has Russia sought to use traditional security mechanisms, hard power and soft power to influence the "near abroad"? Has Russia's war in Ukraine suggested that a new Iron Curtain has descended isolating Russia from the West? What are the key mechanisms of Western influence on Russia's foreign policy? What kind of a relationship has Russia forged with China and what are the factors shaping this relationship? What drives the nuances of Russia's policy in the Middle East? What role do energy politics play in Russia's relations with its neighbours and in Russia's foreign policy globally?

**Teaching:** 20 hours of classes in the MT.

This course is delivered through classes totalling a minimum of 20 hours across Michaelmas Term. Students are expected to engage in independent study, using the reading list to deepen their knowledge and understanding of the subject.

Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students will be expected to produce 1 presentation and 1 other piece of coursework in the MT. The class presentation will be on the same topic as the topic covered that week and will help students better understand the subject of that seminar. Each student will write a review of one of the required readings in no more than 300 words.

**Indicative reading:** Greene, Samuel A., and Graeme B. Robertson. 2019. *Putin v. the People: The Perilous Politics of a Divided Russia*. New Haven: Yale University Press.

Frye, Timothy. 2021. Princeton: Princeton University Press.

Lankina, Tomila V. 2022. *The Estate Origins of Democracy in Russia: From Imperial Bourgeoisie to Post-Communist Middle Class*. Cambridge: Cambridge University Press.

Sharafutdinova, Gulnaz. 2020. *The Red Mirror: Putin's Leadership and Russia's Insecure Identity*. New York, NY: Oxford University Press.

Stoner, Kathryn E. *Russia Resurrected: Its Power and Purpose in a New Global Order*. Oxford: Oxford University Press, 2021.

Toal, Gerard. 2017. *Near Abroad: Putin, the West and the Contest over Ukraine and the Caucasus*. New York: Oxford University Press.

Tsygankov, Andrei, ed. *Routledge Handbook of Russian Foreign Policy*. London: Routledge, 2020.

**Assessment:** Essay (80%, 2500 words) in the LT.

Class participation (20%) in the MT.

## IR380 Half Unit

### The Politics of Inequality and Development

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Victoria Paniagua

**Availability:** This course is available on the BSc in International Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available with permission to General Course students.

**Pre-requisites:** Students must have completed International Political Economy (IR206).

Some background knowledge of international political economy, such as that provided in IR206 International Political Economy, will be useful to students taking this course.

**Course content:** This course examines the interaction between markets and states to understand the causes and consequences of economic development and inequality. We will explore these topics in light of contemporary theoretical, substantive, and



methodological debates within the fields of international and comparative political economy. The empirical focus of this course is the developing world. We will cover case studies in a variety of regions, including Latin America, Africa, Middle East, Asia, and Eastern Europe. However, because the approach of this course is comparative, historical, and analytical, to disentangle patterns in these regions we will also discuss the trajectories of advanced economies such as the United States and England. The course is divided in two main parts. The first one is dedicated to exploring within country income and wealth inequalities. We will address the following questions:

What are the political (and market) forces behind inequality? What can be done to curb down inequality and what is the role of the state in this process? How do citizens' preferences affect and are affected by inequality? Furthermore, we will examine the political consequences associated with the growing spread of income and wealth inequalities, particularly, its effects on regime type, democratic backsliding, the political influence of the top 1%, and recent trends in political polarization. The second part of the course is devoted to addressing between countries economic inequality, in other words, why are some countries wealthier than others? To answer this question, we will study why some countries have developed earlier (and more) than others and why some have fell behind.

**Teaching:** 10 hours of lectures and 10 hours of classes in the LT. There will be 10 weekly lectures of one hour each, shared with IR480. In addition, starting in Week 1, lectures will be followed by a weekly one hour class, where the required readings and lecture content will be discussed. Students are expected to read all required readings before attending the lectures and to actively engage during both the lecture and the seminar sessions.

**Formative coursework:** Formative coursework includes acting as a discussion leader; and submitting a discussion comment and question.

Discussion leader role:

Students will choose 1 (one) week in which they would like to perform as the discussion leader during the seminar session. The discussion leader will: (1) propose a set of 2 or 3 questions related to the required readings for discussion in class; (2) read in advance the pre-seminar comments posted on the Moodle forum (see below) and integrate these into our conversation; (3) moderate the discussion; (4) draw a brief summary/conclusion at the end of the discussion.

Students will choose 4 (four) weeks in which they will submit a brief comment, critique and/or question on the week readings (max. 100 words). It should be uploaded to the seminar group Moodle forum at least 24 hours before the seminar session. These brief comments will be used by the instructor and discussion leader as input for in-class discussion.

**Indicative reading:** Piketty, T. (2013). *Capital in the 21st Century*. Harvard University Press. (Chapter 1).  
Milanovic, B. (2016). *Global inequality: A New Approach for the Era of Globalization*. Harvard University Press. (Chapters 1-3).  
Lockwood, E. (2021). The international political economy of global inequality. *Review of International Political Economy*, 28(2), 421-445.  
Atkinson, A. (2015). *Inequality: What can be done?* Harvard University Press (chapters 1-3).

Kuznets, S. (1955). Economic growth and income inequality. *The American Economic Review*, 45(1), 1-28.

Milanovic, B. (2010). *The haves and the have-nots: A brief and idiosyncratic history of global inequality*. Basic Books (AZ).

**Assessment:** Presentation (10%) in the LT.

Take-home assessment (90%) in the ST.

Relations, BSc in International Relations and Chinese, BSc in International Relations and History and BSc in Politics and International Relations. This course is not available as an outside option. This course is available with permission to General Course students.

Priority will be given to students on the BSc in International Relations programme.

**Course content:** The number of forcibly displaced people has nearly doubled in the last decade. Amid this rise in forced migration, how are states, international organizations, and local communities responding? What is causing this increase in displacement and what are the political consequences - both in the Global North and the Global South? What are the everyday realities of being forcibly displaced? This course takes on these questions as we examine the politics of displacement and the evolution of the global asylum and refugee protection regime.

The course begins with an overview of the historical and legal origins of the asylum and refugee protection regime, including who qualifies as a refugee and asylum-seeker under international law and why. We then explore the disconnect between this foundation and the realities of displacement and mobility today. The course continues with an analysis of the causes and consequences of displacement, followed by an examination of the evolution of state, international and local responses to asylum-seeking. Throughout the course we pay particular attention to the politics of refugee and IDP hosting in the Global South, where the majority of displaced persons live, as well as refugees' and migrants' own perspectives on the experience and politics of displacement.

By the end of the course students will be able to articulate complex issues related to forced migration and global asylum governance; synthesize and critique scholarly work from a variety of disciplines - including political science, sociology, and anthropology; and analyze the causes of displacement and state responses to asylum-seeking.

**Teaching:** 10 hours of lectures and 16 hours of classes in the MT. Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students will be expected to produce 1 case study and 1 presentation in the MT.

Students will complete a 1-page case study proposal for feedback from the instructor by Week 4, and will also conduct a class presentation on the same topic. Both of these assessments will elicit feedback to aid the student in the preparation of the summative case study submission.

**Case Study Proposal Memo:** Students will submit a 1-page written case study proposal memo in Week 4 of the course, outlining their proposed case, the rationale for case selection, and a plan for its analysis, that aligns with course themes.

**Class Presentations:** students will do a seminar presentation on the topic of their case study. Students will present for a maximum of 8-10 minutes. This builds skills in summarising complex arguments, prioritising what is most important, and building oral and written arguments and presentation skills.

The rest of the class are required to engage critically with the presentation, and pose questions and offer feedback. They build skills in active listening to the oral presentation and responding to complex arguments in real-time. Students are provided with oral feedback on their presentations, so that other students can learn from this experience.

**Indicative reading:**

- Fiddian-Qasmiyeh, Elena et al., eds. *Oxford Handbook of Refugee and Forced Migration Studies*. Oxford: Oxford University Press. 2014.
- Nguyen, V.T. ed., 2018. *The displaced: Refugee writers on refugee lives*. Abrams
- Rawlence, B., 2016. *City of thorns: Nine lives in the world's largest refugee camp*. Picador.
- Tinti, P. and Reitano, T., 2018. *Migrant, Refugee, Smuggler, Saviour*. Oxford University Press.
- Hannah Arendt. "We Refugees" (1943) (11 pp)
- Gammeltoft-Hansen, T., 2014. International refugee law and refugee policy: The case of deterrence policies. *Journal of*

## IR395 Half Unit The Politics of Displacement and Refuge

This information is for the 2022/23 session.

**Teacher responsible:** Dr Stephanie Schwartz

**Availability:** This course is available on the BSc in International

Refugee Studies, 27(4), pp.574-595.

#### Additional Reading:

- Zolberg, Aristide R. 1983 "The formation of new states as a refugee-generating process." *The Annals of the American Academy of Political and Social Sciences*, 467, (1983): 24-38. (14 pp)
- Martin, D. A. (1991) "The Refugee Concept: On Definitions, Politics, and the Careful Use of a Scarce Resource". In Adelman, H. (ed.) *Refugee Policy: Canada and the United States*. Toronto: York Lanes Press, pp. 30-51. (21 pp)
- Kelley, Ninette. 2001. "The Convention Refugee Definition and Gender-Based Persecution: A Decade's Progress." *International Journal of Refugee Law* 13 (4), pp. 559-568 (9 pp)
- Zetter, R. (2007) "More Labels, Fewer Refugees: Remaking the Refugee Label in an Era of Globalization". *Journal of Refugee Studies*, 20(2). (20 pp)
- Janmyr, M., & L. Mourad. 2018. "Modes of Ordering: Labelling, Classification and Categorization in Lebanon's Refugee Response." *Journal of Refugee Studies*, vol. 31(4), pp. 544-565. (21 pp)
- Gleditsch, Kristian, and Idean Salehyan. "Refugees and the spread of civil war." *International Organization* 60.2 (2006): 335-366. (31 pp)
- Tinti, Peter and Tuesday Reitano. 2016. *Migrant, Refugee, Smuggler, Savior*. New York: Oxford University Press. Part I.
- Arar, R. (2017). "The New Grand Compromise: How Syrian Refugees Changed the Stakes in the Global Refugee Assistance Regime," *Middle East Law and Governance*, 9(3), 298-312. (14 pages)
- McAdam, J. (2014) "Conceptualizing Climate Change-Related Movement." In *Climate Change, Forced Migration and International Law*, Oxford: Oxford University Press, Chapter 1
- De Chatel, F. (2014). "The role of drought and climate change in the Syrian uprising: Untangling the triggers of the revolution." *Middle Eastern Studies*, 50(4), 521-535. (14 pp)
- Khoury, R. B. "Finding Home in War: The history—and limitations—of the international refugee regime." *Lapham's Quarterly "Roundtable."* 25 January 2017
- Finnemore, M. and Sikkink, K., 1998. International norm dynamics and political change. *International Organization*, 52(4), pp.887-917
- Lamis Abdelaaty (2020), "Rivalry, ethnicity, and asylum admissions worldwide," *International Interactions*, DOI: 10.1080/03050629.2020.1814768
- Gammeltoft-Hansen, T., 2014. International refugee law and refugee policy: The case of deterrence policies. *Journal of Refugee Studies*, 27(4), pp.574-595.
- Hansen, R. (2014) "State Controls: Borders, Refugees and Citizenship." In *Oxford Handbook RFMS*
- Costello, C., C. Nalule, & D. Ozkul. 2020. "Recognising refugees: understanding the real routes to recognition," *Forced Migration Review* 65, November
- Hamlin, R., 2012. "International law and administrative insulation: a comparison of refugee status determination regimes in the United States, Canada, and Australia." *Law & Social Inquiry*, 37(4), pp.933-968. (35 pp)
- Zhou, Y.Y. and Shaver, A., 2021. Reexamining the effect of refugees on civil conflict: a global subnational analysis. *American Political Science Review*, 115(4), pp.1175-1196.
- Barnett, M. and Finnemore, M., 2012. *Rules for the World*. Cornell University Press. Chapter 4

- "Defining Refugees and Repatriation at the United Nations High Commissioner for Refugees"
  - Bradley, Megan. "Rethinking refugeehood: statelessness, repatriation, and refugee agency."
  - *Review of International Studies* 40, no. 1 (2014): 101-123 (22 pp)
  - Stephanie Schwartz 2019. "Home, Again: Refugee Return and Post-Conflict Violence in Burundi," *International Security* 44:2, 110-145
- Assessment:** Case study (100%) in the LT.

## IR398

### Dissertation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Luca Tardelli CBG.10.05

**Availability:** This course is available on the BSc in International Relations, BSc in International Relations and Chinese and BSc in Politics and International Relations. This course is not available as an outside option nor to General Course students.

**Course content:** Candidates submit a dissertation of up to 10,000 words, excluding bibliography, but including notes and any appendices and tables, in the first week of Summer Term. The subject of the dissertation can be anything within the field of International Relations that the International Relations Faculty are able to supervise. Candidates submit the title of their dissertation for approval by the IR398 Course Co-ordinator before the end of the Michaelmas Term, and an outline of their project early in Lent Term. Students also receive written feedback from their supervisors on a 2,000-3,000 word dissertation sample as long as this is submitted by the end of the Lent Term.

Dissertations offer students the chance to enhance their knowledge through an in-depth analysis of a question in an area of particular interest to them. The dissertation assesses different skills from examinations. The aim is to develop the ability to make independent judgements and decisions about a promising and feasible research question, and on selecting and analysing the most important and relevant material. The outcome will be a coherent, sustained, systematically developed, and well supported argument on a topic, typically combining empirical material and theoretical insights, within the field of International Relations. The dissertation may draw entirely on secondary literature. There is no requirement for the use of primary sources and original material such as unpublished documents, archives, or personal interviews.

**Teaching:** This course is delivered through a combination of classes, workshops, and lectures totalling a minimum of 10 hours and 30 minutes across Michaelmas Term and Lent Term. In addition to formal teaching, students will see their dissertation supervisors regularly during both terms (usually twice per term, for a maximum of six times in total over the course of the year) for meetings of around 30 minutes each. The IR398 Course Co-ordinator will also run small group tutorials in the Lent Term and will be available for consultation throughout the year to help students address problems as and when they arise.

IR398 contains lectures on how to formulate a research question, how to structure a dissertation, and how to find and use evidence. Classes explore how questions are formed, how literature is used, and how evidence is deployed. Workshops and tutorials are a chance for students to discuss outlines, and receive guidance on issues of structure, research design and evidence. There may also be a chance for some students to present their work.

**Advice and Assistance:** The IR398 Course Co-ordinator will provide guidance on the nature and process of writing an IR dissertation, through the course lectures, classes and workshops, and office hours. They will also be available for consultation throughout the year to help students address problems as and when they arise.

While students will receive ample guidance and feedback on their work, the dissertation is an independent project. As such, although students will have a supervisor, and colleagues both in IR and other

departments can be approached for informal advice, no Faculty member can read a full draft of the thesis.

**Assessment:** Dissertation (100%, 10000 words) in the ST.

## LL100

### Foundational Legal Skills

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Sonya Onwu NAB 5.07

Additional teacher TBA

**Availability:** This course is compulsory on the BA in Anthropology and Law and LLB in Laws. This course is not available as an outside option nor to General Course students.

**Course content:** A non-assessed course to help students develop their legal skills. By the end of this course, students will be able to:

1. actively read legal material, and produce comprehensive working notes.
2. engage in independent, self-directed research.
3. critically evaluate a range of legal materials.
4. present clear written arguments in a structured, logical and well-reasoned way, and supported by substantiating evidence.
5. identify and apply the relevant law to the facts of a problem scenario in a structured and methodical manner.
6. assess and reflect upon their own skills development, identify areas for improvement, and the appropriate mechanisms for doing so.

**Teaching:** An initial two lectures will take place during Induction Week, followed by 10 weekly 45 minute classes.

This course includes a reading week in Weeks 6 of Michaelmas Term.

**Formative coursework:** Each week, students will be asked to upload a sample of work. Students will receive feedback in-class on their work.

**Indicative reading:** Readings will be taken from the assigned weekly material for the LLB first year core courses to avoid students having to read additional pieces. A guide to readings will be provided at the start of the course.

## LL104

### Law of Obligations

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Emmanuel Voyiakis

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

**Course content:** Introduction to the law of contract, including formation of contracts, express and implied terms, misrepresentation, exclusion clauses, remedies for breach of contract. Introduction to the principles of the law of restitution. Introduction to the law of torts: negligence and other specific torts, causation, defences, remedies for torts.

**Teaching:** This course will have a minimum of two hours of teaching content each week in Michaelmas Term and Lent Term in the form of a lecture (every week) and one hour class (week 2 onwards). This course includes a reading week in Weeks 6 of Michaelmas Term and Lent Term.

The lectures will be given by a number of different teachers. The basic work is done through the classes, and the lectures are designed to introduce the topics on the syllabus.

**Formative coursework:** Students will be expected to produce up to 4 assignments through the year, set and marked by their class teacher.

**Indicative reading:** A general reading list will be issued at the commencement of each term. Students should follow the advice

of their course convenor as to the textbooks to be read.

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

## LL105 Half Unit

### Property I

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Tatiana Flessas

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

**Course content:** The aim is to introduce students to the role of property concepts in legal and social thought. Particular attention is paid to the context, development and function of property forms in contemporary legal systems. The course encompasses a broad range of established and emergent property forms, ranging from questions of copyright, data and shared ownership to aspects of land and real property. Extensive use will be made of historical and other general commentaries on the question of property.

**Teaching:** This course will have a minimum of two hours of teaching content each week in Lent Term. This course includes a reading week in Weeks 6 of Lent Term.

**Formative coursework:** Students will be expected to produce one piece of work in the LT.

**Indicative reading:** All of the recommended cases and journal articles are available in electronic form and additional materials will be made available on the Moodle site which supports this course. A detailed reading list will be provided for the course, but the following textbooks are indicative: Davies, Property: Meanings, Histories, Theories; Murphy & Roberts, Understanding Property Law; Karapapa and McDonagh, Intellectual Property Law.

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

## LL106

### Public Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Jo Murkens

Additional Teachers: Professor Martin Loughlin, Dr Thomas Poole, Dr Andrew Scott, and Professor Conor Gearty.

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

**Course content:** The course covers: the conceptual framework of public law; central government and the executive; parliament; multi-layered government (the European Union, devolution and local government); judicial review; and civil liberties and human rights.

**Teaching:** This course will have a minimum of two hours of teaching content each week in Michaelmas Term and Lent Term in the form of a lecture (every week) and one hour class (week 2 onwards). This course includes a reading week in Weeks 6 of Michaelmas Term and Lent Term.

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

Other assignments will be set by the class teacher or the course convenor, as required.

**Indicative reading:** Basic texts: Martin Loughlin, The British Constitution: A Very Short Introduction (Oxford: Oxford University Press, 2013); A. Le Sueur, M. Sunkin & J. Murkens, Public Law: Text, Cases, and Materials (Oxford: Oxford University Press, 4th edn, 2019).

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

**LL108****Criminal Law**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Abenaa Owusu-Bempah

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

**Course content:** The course examines the 'general part' of criminal law and selected areas of the special part of criminal law in the context of theories of the aims and functions of criminalisation. The course will discuss the limits to criminalisation; the conceptual framework of criminal liability (conduct, responsibility, capacity, defences); homicide; sexual offences; non-fatal violence against the person; property offences (with particular reference theft, fraud, robbery and burglary); secondary participation in crime; attempts, conspiracy, encouragement; 'pre-inchoate' offences; regulatory offences.

**Teaching:** This course will have a minimum of two hours of teaching content each week in Michaelmas Term and Lent Term in the form of a lecture (every week) and class (week 2 onwards). This course includes a reading week in Weeks 6 of Michaelmas Term and Lent Term.

**Formative coursework:** A minimum of two pieces of written work will be required (one per term), usually one essay and one problem.

**Indicative reading:** A detailed reading list will be distributed at the start of the course. A number of criminal law textbooks are available, and students will be expected to read the relevant parts of the most recent editions of one of these, e.g. Nicola Lacey, Oliver Quick & Celia Wells, *Reconstructing Criminal Law*; Andrew Ashworth and Jeremy Horder, *Principles of Criminal Law*; Jonathan Herring, *Criminal Law: Text, Cases and Materials*; M. Allen, *Introduction to Criminal Law*. They will also be expected to read all cases and materials marked as primary on the detailed reading lists provided.

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

**LL109 Half Unit****Introduction to the Legal System**

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Nicola Lacey and Prof Neil Duxbury  
Course Convenor - Nicola Lacey

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

**Course content:** The course is designed as a foundation course to familiarise law students with the basic characteristics and functioning of legal systems. While most LLB courses focus on particular areas of law, covering the main doctrinal rules and principles which govern them, this course is distinctive in equipping students with three further important tools for a rounded understanding of law, its practical operation, and its impact in society. These are, first a detailed study of the rules, protocols and conventions which govern the judicial interpretation and development of law in the English legal system; second a comparative and historical analysis of the very different way in which those rules and protocols have developed in both the civilian systems of the continent of Europe, and the common law system of the United States, implying key difference in the constitutions of these legal systems; third, an examination of the distinctive ways in which legal rules and processes are embedded in particular institutional structures and traditions, and of the ways in which these institutions have been changing over the last 30 years, with implications for the social impact of law and for the relationship between law and other social rules, conventions and regulatory systems.

The course will include the following topics (though the order of sessions 5-11 may change):

- 1 What is law? (NL)
- 2 Reading Law: Statutory interpretation (ND)
- 3 Reading Law: Common law and judicial precedent (ND)
- 4 The Civilian Tradition (JB)
- 5 Adjudication and Due Process: the role of the trial (NL)
- 6 Reading Week
- 7 The Judiciary: Does it matter who the judges are? 160 (NL)
- 8 Developments in Criminal Justice; Law and Legitimacy (NL)
- 9 Developments in Civil Justice; Alternative forms of Dispute Resolution (NL)
- 10 Social Ordering beyond Formal Law: Legal Pluralism (NL)
- 11 Legal Decision-making beyond Lawyers: Lay Participation 160 (NL)

**Teaching:** This course will have a minimum of two hours of teaching content each week in Michaelmas Term in the form of a lecture (every week) and one hour class (week 2 onwards). This course includes a reading week in Weeks 6 of Michaelmas Term.

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

**Indicative reading:** This is a Moodle course, with the course materials, lecture outlines, class reading and suggestions for further reading set out through links to relevant sites. Students who would like to do some introductory reading are encouraged to read Tom Bingham, *The Rule of Law* (2010: Penguin 2011); *The Secret Barrister* (Macmillan 2018: Pan Macmillan Paperback 2019); Alexandra Wilson, *In Black and White* (Hachette 2020).

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

**LL201****Law and State Power**

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Thomas Poole

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

**Course content:** *Outline:*

The course provides an opportunity to take a deep dive into the modern state. We investigate how the state organises and exercises power, and how such power is legitimated and controlled. At all times we remain alert to the pathologies of state power - corruption, mismanagement, capture by elites - and what might be done to prevent them. Classic themes surrounding law and state power - such as tensions between technocracy and democracy, bureaucratic rationality and charismatic authority, agency autonomy and political accountability - are given contemporary resonance by studying topical themes of importance, such as populism and illiberal democracy, and the politics of pandemic management.

*Syllabus:*

Theories of power. The nature of the modern state. Law and government. Power and prerogative. Soft law: the role of policies and guidance in governance structures. Technocracy and democracy. Corruption and administration. The 'contracting state'. Risk and the regulatory state. Crisis management. The legal control of state power. Administrative justice.

**Teaching:** This course will have a minimum of two hours of teaching content each week in Michaelmas Term and Lent Term, in the form of a two hour seminar. This course includes a reading week in Weeks 6 of Michaelmas Term and Lent Term.

**Formative coursework:** At least one formative essay per term.

**Indicative reading:** C. Harlow & R. Rawlings, *Law and Administration* (4th ed., 2021).

**Assessment:** Online assessment (67%) in the ST Essay (33%, 4000 words) in the ST



## LL202

### Commercial Contracts

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Paul Macmahon (Michaelmas Term) and Dr Joseph Spooner (Lent and Summer Terms)

Additional Teachers: Professor Hugh Collins

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

**Pre-requisites:** Completion of LL104 - Law of Obligations is normally a prerequisite.

**Course content:** LL202 Commercial Contracts is a study of the general principles of English law governing commercial contracts. It approaches the topic in two parts. Part 1, 'Fundamentals of Commercial Contracting' is effectively a study of advanced contract law, and examines several important aspects of, or themes in, the law's regulation of commercial contracting. The topics are chosen because of their intrinsic interest, and because of the opportunity offered for an advanced contextualised examination of contract law. This part explores significant aspects of contract law such as contractual interpretation and the doctrines of mistake and frustration. Other topics include pre-contractual negotiations, multi-party transactions, and agreed remedies. Part 2, 'Fundamentals of Commercial Law' examines core topics in commercial law, offering students an overview of the most significant areas in this field, and applying contract law in commercial contexts. It focuses on sales contracts; banking contracts; credit and secured transactions; agency; assignment; commercial dispute resolution; and international commercial contracts.

Topics are likely to include:

*Part 1 – Fundamentals of Commercial Contracting*

- Agreed Remedies
- Precontractual negotiations
- The interpretation of contracts
- Mistakes in contracts
- Frustration of contracts
- Relational contracts and implied duties of good faith performance
- Multi-party projects (privity of contract)

*Part 2 – Fundamentals of Commercial Law*

- Agency
- Assignment
- Sale of goods contracts
- Credit and security
- Banking contracts
- Commercial dispute resolution
- International commercial contracting

**Teaching:** Two hours of lectures and one hour of class per week in Michaelmas Term and Lent Term. This course includes reading weeks in Week 6 of Michaelmas Term and Week 6 of Lent Term.

**Formative coursework:** Two formative (unassessed) essays in Michaelmas Term.

**Indicative reading:** For the advanced contract law portion of the course, students may choose as the main text either Chen-Wishart, *Contract Law*, (6th edn, OUP 2018) or McKendrick, *Contract Law* (14th edn, Red Globe Press 2021). Up-to-date casebooks include Burrows, *A Casebook on Contract*, (7th edn, Hart Publishing 2020) and McKendrick, *Contract Law: Text, Cases and Materials* (9th edn, OUP 2020).

For the commercial law topics, there is no main textbook but McKendrick (ed.), *Goode and McKendrick on Commercial Law* (6th edn, Penguin 2021) is used for some topics. For cases and materials, you might find useful Clarke, Hooley, Munday, Sealy, Tettenborn, and Turner, *Commercial Law: Text, Cases, and Materials*, (5th edn, OUP 2017). For topic overviews, you may also wish to try Burrows (ed.), *English Private Law* (3rd edn, OUP 2013), available online through the LSE Library website.

**Assessment:** Essay (25%, 1500 words) in the LT.

Online assessment (75%) in the ST.

## LL203

### Law of Business Associations (Company Law)

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Eva Micheler

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

Although this course is open to second and third year law students, experience suggests that third years are more successful.

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

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

We analyse the relationship between various groups with an interest in the affairs of the company – shareholders, directors, managers, financiers, trade creditors, employees, consumers and regulators - and the balance of power between them. The course looks beyond purely technical legal issues and encourages a critical examination of the system and proposals for reform. Registered companies are creatures of statute and close attention to the Companies Act 2006 and related legislation is essential.

However, no attempt is made to deal with all, or even most, of the complex technical aspects of the legislation and non-statutory regulation. The course concentrates on the problems and policies underlying the legislation, with some more detailed consideration of selected provisions. The influence of European Directives and Regulations on UK company law is also reflected.

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

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

Topics usually covered are:

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

**Teaching:** This course will have a minimum of two hours of teaching content each week in Michaelmas Term and Lent Term, either in the form of a two hour seminar or an online lecture and one hour class. This course includes a reading week in Weeks 6 of Michaelmas Term and Lent Term.

**Formative coursework:** At least one formative (unassessed) essay per term.

**Indicative reading:** Detailed lists will be provided during the course. The primary recommended text is: Eva Micheler, *Company Law - A Real Entity Theory* (OUP 2021); Brenda Hannigan, *Company Law* (6th edition, 2021). We also recommend: Sealy and Worthington, *Cases and Material on Company Law* (12th edn, 2022).

**Assessment:** Open-book exam (100%, duration: 3.5 hours) in the summer exam period.

## LL204

### Advanced Torts

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Emmanouil Voggiakis

Additional Teachers: Dr Charlie Webb and Dr Timothy Liau

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

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

**Course content:** If you liked Obligations, you are going to love this. Advanced Torts aims to broaden and deepen your knowledge of tort law in two ways. First, we look at a range of important torts that are not covered in the Obligations course. Second, we tackle the 'big' theoretical questions of tort law. You will emerge from the course not only with a better understanding of the rules and principles that govern specific torts, but also with the ability to engage critically with different views about the overall purpose and the moral and social function of tort law.

Here are some topics we usually cover:

- Theories of tort law: what is the aim of tort law, and do judges need a theory of it?
- Corrective justice vs economic theories of tort law
- Tort law, moral responsibility and luck
- Tort law and the 'compensation culture'
- The position of public authorities in negligence
- Tort actions for unwanted pregnancy/birth & children born with disabilities
- Strict liability regimes: liability for ultra-hazardous activities; liability for defective products; the justification of strict liability.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. This course includes a reading week in Weeks 6 of Michaelmas Term and Lent Term.

**Formative coursework:** At least one formative essay per term

**Indicative reading:** If all goes according to plan, the depth we will attain in the course and the focused nature of our reading lists for each topic will make textbooks redundant, or at least useful only as a basic introduction to the issues we will be covering. This means that the tort textbook you may have purchased for the LL104

Law of Obligations course will probably be good enough for our purposes. Here are some other introductory or general texts that you might like to consult from time to time, just to get a different perspective on things, and some more advanced or specialized books from which we will be setting reading for certain topics:  
General Texts: (try to consult their latest edition but earlier ones will probably do) W E Peel & J Goudkamp, *Winfield & Jolowicz on Tort*; N J McBride & R Bagshaw, *Tort Law*; B A Hepple et al., *Hepple and Matthews' Tort Law: Cases and Materials*; S Deakin, A Johnston & B Markesinis, Markesinis and Deakin's *Tort Law*.

Advanced/Specialised Texts: Arthur Ripstein, *Private Wrongs* (2016); Emmanuel Voyiakis, *Private Law and the Value of Choice* (2017); Ernest Weinrib, *The Idea of Private Law* (1995); David Owen (ed.), *Philosophical Foundations of Tort Law* (1997); Robert Stevens, *Torts and Rights* (2007); Jules Coleman, *Risks and Wrongs* (2002); Guido Calabresi, *The Cost of Accidents: A Legal and Economic Analysis* (1970); John Oberdiek, *Philosophical Foundations of the Law of Torts* (2014); Nicolette Priaux, *The Harm Paradox: Tort Law and the Unwanted Child in an Era of Choice* (2007).

**Assessment:** Open-book exam (100%, duration: 3.5 hours) in the summer exam period.

## LL205

### Medical Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Emily Jackson

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

**Course content:** Medical law is a rapidly developing and increasingly important subject. The unprecedented restrictions on liberty during the pandemic, and the very real possibility that the NHS might run out of ventilators became central political issues in 2020. New technologies, such as genome editing, egg freezing and face transplants, are invariably accompanied by demands for their regulation. In this course we examine the legal framework within which health services are provided, and we explore some of the difficult legal and ethical dilemmas that arise when determining the limits of medical innovation.

Subjects include resource allocation; public health; malpractice litigation; consent; mental capacity; mental health law; confidentiality; clinical research; the regulation of medicines; organ transplantation; embryo and stem cell research; abortion; assisted conception; preimplantation genetic diagnosis; surrogacy and assisted dying.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. This year some or all of this teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Weeks 6 of Michaelmas Term and Lent Term.

**Formative coursework:** At least one formative (unassessed) essay per term.

**Indicative reading:** Jackson, *Medical Law: Text, Cases and Materials*, 5th edition (Oxford UP, 2019).

**Assessment:** Take-home assessment (50%) and take-home assessment (50%).

Two take-home assessments worth 50% each. The first will take place between MT and LT, and the second will take place between LT and ST. Assessment dates will be confirmed prior to the start of Michaelmas Term 2021.

## LL207

### Civil Liberties and Human Rights

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Kai Moller

Additional Teachers: Professor Conor Gearty

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

**Course content:** The course provides a challenging introduction to human rights law and builds on the knowledge that students have acquired in Public Law in year one. The first term starts by focusing on the European Convention on Human Rights with an in depth analysis of the case law on several important rights, including but not limited to freedom of expression, freedom of association, freedom of religion, the right to respect for private life, and freedom from torture and inhuman or degrading treatment or punishment. The first half of the second term deals with more theoretical issues and introduces the students to theories of rights, the debate about the justification of judicial review, and the culture of justification. In the second half of Lent Term, the focus shifts to the UK Human Rights Act, considering the common law approach to liberty and then analysing in depth how the Human Rights Act impacts on the protection of civil liberties and human rights in this area. The term ends with a review of

the interrelationship between the Human Rights Act and the Strasbourg system, and also deals with the extra-territorial reach of the Act and its impact on UK national security/anti-terrorism law. Inevitably in the current political climate, the future of the Human Rights Act is also considered.

The goal of the course is to enable students to critically assess the European Court of Human Rights' and the U.K. Supreme Court's arguments about the compatibility of a policy or administrative decision with human rights and the particularities of human rights adjudication within the U.K. legal system. To this end, the course will focus on the necessary doctrinal and conceptual frameworks, theoretical aspects of human rights law, and in depth analysis of selected problems in human rights law.

This course does not touch upon strategic or policy issues (such as the most effective ways to promote human rights, NGO practices, etc.); rather it focuses on the controversial and often difficult moral and political issues that arise in human rights adjudication and on unravelling the implications of the particular way in which U.K. law has incorporated the ECHR.

The teaching of this course is mainly case based. To complete it successfully, students must prepare for each class by reading and thinking through the relevant cases; the classes will be conducted on the basis of the expectation that the students are familiar with the materials. There is no comprehensive textbook available for this course.

#### *Syllabus:*

The European Convention on Human Rights and the European Court of Human Rights; proportionality, the margin of appreciation, the living instrument doctrine, emerging consensus, negative and positive obligations. Freedom from torture and inhuman or degrading treatment; freedom of expression; freedom of association and 'militant democracy'; freedom of religion; the right to respect for private and family life. Theories of rights: rights as trumps and rights as principles. The debate about the justification of judicial review. The culture of justification and the right to justification. The Human Rights Act 1998; human rights and parliamentary sovereignty; human rights and standards of review; human rights and the common law; precedent and human rights law.

**Teaching:** This course will have a minimum of two hours of teaching content each week in Michaelmas Term and Lent Term. This course includes a reading week in Weeks 6 of Michaelmas Term and Lent Term. There will be a revision class in Summer Term.

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

**Indicative reading:** For the European Convention on Human Rights, interested students may want to take a look at Harris, O'Boyle and Warbrick, *Law of the European Convention on Human Rights* 4th edn (OUP, 2018). For the more theoretical aspects of the course, see Kai Möller's *The Global Model of Constitutional Rights* (OUP, 2015). For the UK side, representative works include Conor Gearty, *Civil Liberties* (OUP, 2007) and (more recently) *On Fantasy Island. Britain, Strasbourg and Human Rights* (OUP, 2016), Tom Hickman, *Public Law after the Human Rights Act* (Hart, 2010), Aileen Kavanagh, *Constitutional Review under the UK Human Rights Act* (CUP, 2009).

**Assessment:** Open-book Exam (100%, duration: 3.5 hours) in the summer exam period.

## LL210

### Information Technology and the Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Orla Lynskey

Additional teachers: Dr Giulia Gentile and Dr Martin Husovec

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

students.

**Pre-requisites:** This course does not require an in-depth understanding of contemporary computer technology – we are primarily interested in the implications of the use of information technology, and the intended and unintended consequences of regulating that use.

**Course content:** This survey course enables students to assess critically a selection of fundamental legal issues in the field of Information Technology (IT) Law. It begins by introducing students to key debates in technology and internet governance: do we need distinct legal rules to regulate technological systems? Who does, and should, enact these rules? Are technological systems like the Internet neutral, and should they be? Once students are equipped with this knowledge of technology governance and the challenges this poses for the law, we consider how the law has responded to the challenges brought about by technological systems and the extent to which legal issues have shaped the development of information society policy. The course does this by examining the key issues under three headings: data; digital platforms and current challenges.

The EU has taken the lead in proposing and adopting regulations to address the challenges of digitisation, ranging from its General Data Protection Regulation (GDPR) to the more recent Digital Services and AI Acts. Our primary focus will therefore be on EU law, although we will examine relevant developments and divergences in UK law and significant developments in other jurisdictions where relevant.

#### **Aims and Objectives:**

At the end of the course, students should be able to:

- Critically evaluate ongoing developments in law relating to technological systems;
- Display an understanding of how these developments relate to one another;
- Examine areas of doctrinal and political debate surrounding rules and theories;
- Evaluate those rules and theories in terms of internal coherence and practical outcomes;
- Draw on the analysis and evaluation contained in primary and secondary sources.

#### **Indicative Content:**

##### *Internet Governance and Infrastructure*

- An Introduction to IT Law
- Who Regulates? Questions of Jurisdiction
- What we Regulate?
- Net Neutrality
- Case study: Governing Cloud Computing

##### *Data*

- Data Flows and Data Localisation
- The GDPR: Regulating Personal Data Processing
- AdTech and the Monetisation of Personal Data
- Legal Responses to Automated Decision-Making and Profiling
- State Surveillance and Facial Recognition Technology

##### *Digital Platforms*

- Intermediaries and Freedom of Expression
- Platforms: Global Models
- Copyright Law in the Digital Environment
- Online Safety Bill and Defamation
- Website Blocking

##### *Current Challenges*

- The Emergent Legal Issues of the Sharing Economy
- Children's rights in the Digital Environment
- Robotics, Risk and Ethics
- AI and Justice

This is an indicative programme.

**Teaching:** This course will have a minimum of two hours of teaching content each week in Michaelmas Term and Lent Term. This course includes a reading week in Weeks 6 of Michaelmas Term and Lent Term.

**Indicative reading:** Murray: *Information Technology Law: Law and Society* 4th ed (Oxford: OUP, 2019) (Recommended for purchase). Lloyd: *Information Technology Law* 8th ed (Oxford: OUP, 2017). Lessig: *Code and Other Laws of Cyberspace* ver.2.0 (New York:



Basic Books, 2006).

Suggested Initial Reading:

Murray: *Information Technology Law: Law and Society* 4th ed, Ch.1.

**Assessment:** Take-home assessment (60%) in the ST.

Continuous assessment (40%) in the LT.

A summative essay of 3,000 words worth 40% to be submitted during Lent Term.

The remaining 60% of the overall mark will consist of a single take-home assessment question in, or immediately preceding, the Summer Term. This question will take the form of an extended practical case study. Students will be provided with specific guidance on how to approach both the portfolio pieces and the take home assessment before completion of this work.

## LL212 Not available in 2022/23

### Conflict of Laws

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jacobus Bomhoff

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

Interested students may wish to consider taking this course as an option in their third year. That said, over the past years many second year students have taken this course without any problems. The only required background understanding relates to (English) law of obligations. Basic issues of EU law relevant to the course will be covered in class.

It is also available as an outside option to third year students where regulations permit and with the permission of the course teacher.

**Course content:** Conflict of laws – also known as private international law – is the area of law concerned with private law cases that cross borders. Conflict of laws differs from public international law in that it deals with transactions between private individuals, rather than with those directly implicating States or international organizations.

What rules should an English court apply to a contract between companies from different countries, or to a tort claim arising out of an environmental disaster abroad? Should foreign celebrities be allowed to sue in the English courts when they feel they have been defamed in an article posted on an American website? Should the English courts recognize judgments from other countries, even when they conflict with English ideas of right and wrong? It is questions like these that make up the subject of the conflict of laws. The field's central technical questions are (1) jurisdiction (will an English court or a foreign court hear the case?), (2) choice of law (should the court apply its own law or that of a foreign country?), and (3) the recognition and enforcement of foreign judgments. During the course, these three questions will frame reflection on a range of topics, including commercial/practical issues (how can companies structure their cross-border transactions?), but also questions of a more political nature (to what extent should States be able to regulate matters beyond their own borders?) or with a strong social/cultural dimension (how should foreign cultural values be accommodated in English law?).

Although conflict of laws has a long history within English law, for some areas many of the relevant rules have changed dramatically in recent years under the influence of EU legislation and case law. Some of these EU rules have been retained in English law after Brexit. Others have been replaced by either English law or by international treaties. In this course, we will look at English law, EU law, and international treaty regimes where relevant; and we will take a comparative look at selected topics in US and Canadian law. During the course, we will look at (1) jurisdiction in international commercial litigation, (2) choice of law in contract and tort, (3) recognition and enforcement of foreign judgments, and (4) comparative aspects and theoretical foundations of conflict of laws (looking at US and Canadian law in particular).

Most of the material for this course (cases, literature extracts, text, and further reading references) is contained in a Course Reader which is uploaded in instalments on the course Moodle page.

**Syllabus:**

- Jurisdiction of English courts under the traditional English rules for actions in personam: Service of a claim form within the jurisdiction & out of the jurisdiction, choice of court clauses, stay of proceedings, restraining foreign proceedings (anti-suit injunctions).
- Jurisdiction of courts in other EU Member States under European Union Council Regulation 1215/2012, and the parallel regime in the Lugano Convention 2007.
- Recognition & enforcement of foreign judgments at common law (in English courts), under European Union rules (in EU Member States), under the Lugano Convention 2007, and under the Hague Conventions.
- Choice of law relating to contracts under the retained rules of the EU Rome I Regulation: Interpreting choice of law clauses in contracts, applicable law in absence of choice, overriding mandatory rules, public policy, foreign illegality in English law.
- Choice of law relating to tort under the retained rules of the Rome II Regulation, older English approach, 'interest analysis' and other approaches of the 'US conflict of laws revolution'
- Comparative conflict of laws & Theoretical foundations

**Teaching:** This course will have a minimum of two hours of teaching content each week in Michaelmas Term and Lent Term, either in the form of a two hour seminar or an online lecture and one hour class. This course includes a reading week in Weeks 6 of Michaelmas Term and Lent Term.

**Formative coursework:** One formative (unassessed) essay per term.

**Indicative reading:** Briggs, *The Conflict of Laws* (4th ed., Oxford University Press, 2019); Cheshire, North & Fawcett, *Private International Law* (15th ed., Oxford University Press, 2017) Resources: [www.conflictolaws.net](http://www.conflictolaws.net) (Topical references, cases and reviews)

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

## LL221

### Family Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Sarah Trotter

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

**Course content:** Family law is a hugely important area of law, not only because it is about the regulation of our most intimate relationships and about the effect of this regulation on those relationships, but also because it tells us a great deal about the society in which we live and the State. It is a fascinating time to be studying family law in this respect: in the past year alone there has been significant reform of divorce law and the law in relation to domestic abuse, key judgments have been handed down in areas ranging from child protection to financial provision, and the Law Commission has consulted on proposals to reform weddings law. And that is before we come to other significant developments, such as those in relation to assisted reproduction techniques, calls for greater recognition of siblings in law, and calls for a 'rights for grandparents' law. These developments offer a glimpse into just how fast-moving an area family law is; and it is in part this fast pace that makes family law such an exciting subject to study. At the same time, family law is a challenging area of law, and this is not least because it is in family law that we often encounter some of the most complex and multifaceted problems facing families and individuals. During the course, we explore such questions as: how has the COVID-19 pandemic affected family life and the family justice system? What is a 'family' in law? How should the



family justice system support those who have no legal advice and representation as a consequence of cuts to legal aid? What is the point of divorce law? How should finances and property be distributed on relationship breakdown? Should cohabiting siblings be able to have a civil partnership? Who should be the legal parents where four friends decide to conceive a child who will be cared for equally by all four of them? In what circumstances can a local authority legally intervene to remove a child from his or her family? How should the State respond to domestic abuse? What should be done if a woman conceals her pregnancy and wants the baby to be taken into State care without the knowledge of the baby's genetic father? If you are interested in thinking through questions of this sort and in embarking on a broader inquiry into how and why law constructs a particular vision of 'the family' and indeed regulates family life at all, then this would be a good course for you!

The structure of the course is as follows:

**Michaelmas Term:**

1. Family life and family justice
2. Legal constructions of 'the family', 'family life', and 'families'
3. Gender and identity
4. The institutions of marriage and civil partnership and the rise of cohabitation
5. The law of marriage and civil partnership: sex, gender, and religion
6. Divorce and dissolution
7. Family finances on relationship breakdown
8. Domestic abuse: its nature and extent
9. Domestic abuse: legal measures and State obligations
10. Death in the family: inheritance, intestacy, and financial support

**Lent Term:**

1. Legal constructions of 'children' and 'childhood'
2. Legal parenthood and parental responsibility
3. Child welfare
4. Post-separation parenting and private disputes over children
5. Grandparents
6. Child protection
7. Adoption
8. Siblings
9. Children's rights
10. Family law in practice

**Summer Term:**

1. Revision

**Teaching:** In the Michaelmas and Lent Terms there will be a 1-hour class and 2-hour lecture every week (excluding reading week) and in Week 1 of the Summer Term there will be two revision sessions (a 1-hour class and a 2-hour lecture). Alongside the formal classes and lectures there will be an optional reading group (meeting every fortnight in termtime to discuss a piece of writing relating to family law) and an optional film group (meeting every month in termtime to view and discuss a film relating to family law).

**Formative coursework:** You will be expected to write at least 1 essay in the Michaelmas Term and 1 essay in the Lent Term. Additional optional essays will be set at the end of each term and there will be an optional mock exam towards the end of the Lent Term.

**Indicative reading:** A detailed syllabus and course guide will be provided at the start of the course and a reading list and handout with questions to think about will be provided for each topic. The essential reading for each class will be based on articles and cases.

To get a sense of the subject of family law prior to commencing the course, I would suggest reading *Family Law and Personal Life* (2nd edition) by John Eekelaar (2017, Oxford University Press) and *In Your Defence: Stories of Life and Law* by Sarah Langford (2018, Doubleday).

**Assessment:** Open-book exam (100%, duration: 3.5 hours) in the summer exam period.

## LL232

### Law and Institutions of the European Union

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Floris De Witte

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

**It is recommended that this course is taken in the second year of the LLB.**

It is available to second and third year LLB and BA Anthropology and Law students. It is also available as an outside option to second and third year students where regulations permit.

**Course content:** The course is an introduction to European Union Law. The course considers a legal and political system which has become the most formidable system of transnational government in modern times. It is also a system that has become, in recent years, a source of continual political conflict: both over the content of its measures and the presence of its involvement in many spheres of activity. Discussions on the democratic nature of the EU, the relationship between the welfare state and EU law, and its very existence for example, will be covered in this course. Special attention will be given to the three major crisis that the EU is facing: the Euro-crisis, the refugee crisis, Russia's invasion of Ukraine and Brexit.

This course covers two aspects of EU law. First, it covers the institutional and constitutional structure of the European Union, including its political and judicial institutions. Second, it looks at the central policies of the European Union, notably the rights to free movement for goods, services, workers, and Union citizens.

At the end of the course you will be able to critically and independently assess both the legal structure of the EU as well as the political and social context within which it operates.

*Topics include:*

- History and Theory of European Integration
- Institutions and Law-Making of the European Union
- Democracy in the EU
- Sovereignty and EU Law
- Brexit and its consequences
- The Withdrawal Agreement and the UK-EU Trade and Cooperation Agreement
- Differentiated Integration and the Future of the EU
- Application of Union law in the Member States
- Judicial Review of EU law
- Fundamental Rights
- Internal Market and Free Movement
- Refugee Crisis and the AFSJ

**Teaching:** This course will have a minimum of two hours of teaching content each week in Michaelmas Term and Lent Term in the form of a lecture (every week) and one hour class. This course includes a reading week in Weeks 6 of Michaelmas Term and Lent Term. Essays will be set around reading week to allow students to dedicate time to writing skills.

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

Further peer-marked assessment is possible through the Moodle environment.

**Indicative reading:** Dawson & De Witte, *EU Law and Government* (CUP 2022). In addition, the course uses a broad range of online reading material (to be linked on Moodle).

**Assessment:** Take-home assessment (50%) in the period between MT and LT.

Take-home assessment (50%) in the period between LT and ST.

**One will take place in Week 0 of LT, one will take place in Week 0 of ST.**

**Please take this into account when choosing outside modules that are assessed in Week 0 of LT or ST.**

## LL233

### Law of Evidence

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Abenaa Owusu-Bempah and Dr Federico Picinali

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

**Course content:** If a person is suspected of committing a crime, how does the prosecution go about proving that she is guilty? Are there any restrictions on the type of evidence that the prosecution can use to prove its case? What protections does the law offer to defendants in order to safeguard them against false conviction? These are among the central questions in the law of criminal evidence, that is, the set of rules governing the production and the use of evidence in criminal trials.

This course concentrates on criminal, rather than civil, evidence. Emphasis is placed on matters of principle, conceptual issues and the most significant legal rules. The aims of the course are to teach students how to reason about evidence, and to encourage them to reflect critically on the modern law of criminal evidence. At a more detailed level, we consider how inferences are drawn from evidence, and how basic ideas of probability can give insights on this process. We study the standard of proof, asking whether a high standard such as 'proof beyond reasonable doubt' is justified. As far as pre-trial procedures are concerned, we examine – among other things – how the police gain confessions from suspects and produce eyewitness identification evidence; we also look at how the law regulates the admissibility of these types of evidence. A central theme on the course is the question as to what makes a trial fair. The European Convention on Human Rights is relevant to this question. In this context, we look – among other things – at whether courts should admit improperly obtained evidence, and we ask what the privilege against self-incrimination is and whether it can be justified. The study of trial fairness will also lead us to consider the roles that sexism and racism may play in the interpretation and application of the law of evidence. We will ask whether, beyond the veneer of neutrality, the law of evidence has been, and can be, used as an instrument of oppression of disadvantaged social groups. And we will discuss ways to prevent this from happening. As you will learn, much of the law of evidence consists of rules of admissibility. Among these we cover 'traditional' rules such as those regulating the admissibility of hearsay evidence (a topic that now has an important human rights angle) and of bad character evidence (can a defendant's previous convictions be introduced against her at trial?). We also look at particular problems relating to testimony, ranging from the protections afforded to vulnerable witnesses to the admissibility of evidence concerning the sexual history of complainants in trials for sexual offences.

**Syllabus:** While coverage may vary from year to year, we usually focus on the following themes and topics:

*Reasoning with Evidence:*

- Analysing Evidence: Relevance, Probative Value and Generalisations;
- The Standard of Proof;
- The Burden of Proof and the Presumption of Innocence;

*Trial Fairness and the Gathering of the Evidence:*

- Improperly Obtained Evidence;
- Eyewitness Identification;
- Confessions;
- Entrapment;

*Traditional Rules of Admissibility:*

- Hearsay;
- Confrontation;
- Bad Character Evidence;

*Trial Fairness and Defendant Cooperation:*

- The Privilege Against Self-Incrimination;
- Drawing Inferences from Silence;

- Disclosure;

*Testimony:*

- Examination of Witnesses
- Vulnerable Witnesses;
- Sexual History Evidence.

The course has a Moodle page. You are encouraged to consult it should you want more information on the themes, the topics, and the sort of material that we study.

**Teaching:** This course will have a minimum of two hours of teaching content each week in Michaelmas Term and Lent Term, either in the form of a two hour seminar or a lecture and one hour class. This course includes a reading week in Weeks 6 of Michaelmas Term and Lent Term.

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

**Indicative reading:** There is no set text for the course, but standard texts are useful on many topics. Consider, for instance, I. H. Dennis, *The Law of Evidence* (London: Sweet & Maxwell, 7th ed, 2020); A. Choo, *Evidence* (Oxford: OUP, 6th ed, 2021); L. Campbell, A. Ashworth and M. Redmayne, *The Criminal Process* (Oxford: OUP, 5th ed, 2019); R. Munday, *Evidence* (Oxford: OUP, 10th ed, 2019).

**Assessment:** Online assessment (100%) in the ST.

## LL241

### European Legal History

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Umberto-Igor Stramignoni NAB 7.34

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

**Course content:** This course seeks to explore some of the relations and processes that gave origins to the law of Western Europe.

The course opens with the emergence of a certain kind of "law" in and around Rome circa 8th century BCE. It then turns to law's subsequent developments as they made the Roman world possible, but also as they related to each other over time. As the ancient world wanes, and is replaced by the extraordinary and expansive world of Christianity, Roman law takes on new and different configurations. Things will shift again during the Italian Renaissance, Northern Humanism, and European Enlightenment, and with the French Revolution of 1789, leading up to the first major codification of law to take place in modern Europe.

**Teaching:** This course will have a minimum of two hours of teaching content each week in Michaelmas Term and Lent Term. This course includes a reading week in Weeks 6 of Michaelmas Term and Lent Term.

**Formative coursework:** At least one formative (unassessed) essay per term.

**Indicative reading:** There is no single textbook for this course. Instead, students will be required to familiarize themselves with the content of a mixture of visual aids (designed specifically for this course by Dr Stramignoni) and of written texts, including a selection of chapters from a range of different books and shorter articles from a variety of scientific journals suggesting different philosophical, historical, anthropological, cultural, and other approaches to the past of the law in Europe. Those thinking to take this course are encouraged to explore the course Moodle page for more information or contact the course convenor directly.

**Assessment:** Assessment path 1

Open-book exam (100%, duration: 3.5 hours) in the summer exam period.

Assessment path 2

Dissertation (100%, 12000 words) in the ST.

The essay will be on a topic to be agreed with Dr Stramignoni by the end of the Michaelmas Term. Please note: if you elect to be assessed by essay you are still expected to attend and actively participate to all lectures and seminars.

## LL250 Law and The Environment

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Veerle Heyvaert

**Availability:** This course is available on the BA in Anthropology and Law, BSc in Environment and Development, BSc in Environmental Policy with Economics, BSc in International Relations and LLB in Laws. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** The aim of this course is to study and understand how law can be used as a tool to pursue environmental goals and to think critically about law's contribution to local and global environmental protection.

### **Content:**

#### *I. General features of environmental law in the UK:*

The introductory sessions examine how we understand 'the value of the environment' as an object of legal protection, and how environmental law evolved through time. We review international and EU law as important sources of environmental law in the UK, and consider the impacts of Brexit. We study the responsibilities of and the relationship between Parliament, the Government, the Court, environmental agencies and devolved administrations, and consider the 2021 Environment Act as a blueprint for the future of environmental protection in the UK.

#### *II. Controlling space*

This section reviews legal strategies for environmental protection through the management of the built environment, parks and nature. It covers planning law, environmental impact assessment, and nature conservation law.

#### *III. Controlling climate change*

Seminars on climate change examine international law and the politics of climate change, different regulatory strategies to respond to the climate change challenge, and climate change litigation.

#### *IV. Controlling enterprise*

Section IV looks at how environmental harm can be prevented or limited by regulating heavily polluting industries. We study mandatory permitting approaches, and also pay attention to the role of ESG and CSR in shaping the environmental performance of private actors. We examine the relationship between international trade law and environmental protection, both generally and in the context of climate change. Section IV also addresses the legacy of industrial exploitation and examines and examines the legal framework for the clean up of contaminated land.

#### *V. The future of environmental law*

The final section focuses on new and upcoming developments in environmental law, both at the UK level and beyond. It includes an examination of the role of human rights in the pursuit of environmental protection, and discusses the potential for animal and nature rights.

**Teaching:** This course is delivered through weekly 2-hour seminars totalling a minimum of 40 hours across Michaelmas Term and Lent Term. This course includes a reading week in Weeks 6 of Michaelmas Term and Lent Term.

**Formative coursework:** Students are expected to write a formative essay; answer a problem set in writing; and participate in a mock exam.

**Indicative reading:** There is no set book that covers the entire course, however, several sessions use Bell, McGillivray, Pedersen et. al, *Environmental Law* (9th edition, Oxford University Press, 2017). A detailed reading list is provided for each seminar. Materials that are not sourced from Bell, McGillivray & Pedersen are made available on Moodle.

A good alternative source is Fisher, Lange & Scotford, *Environmental Law. Text, Cases and Materials* (2nd edition, OUP, 2019). Older but still useful introductory books include: Lazarus, *The Making of Environmental Law*, 2004; Holder & Lee, *Environmental Protection, Law & Policy*, 2007; R Carson, *Silent Spring*, 1962; R Eckersley, *Environmentalism and Political Theory*, 1992.

**Assessment:** Open-book Exam (50%, duration: 2.5 hours) in the summer exam period.

Essay (50%, 4000 words) in the ST.

## LL251 Intellectual Property Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Sivaramjani Thambisetty Ramakrishna  
Dr Luke MacDonagh

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

**Course content:** Intellectual Property Law consists in the rules determining when, and subject to what conditions, the production of information (broadly conceived) can generate rights to exclude others from access to that same information. Unlike the physical objects associated with real property rights, intangibles are non-rival and non-excludable. While the chair you may be sitting on accommodates only one person, many can whistle the same tune without depriving others of it. Yet while it often takes creativity, effort and investment to produce them, intangibles may be easily copied. To restrict this copying and thereby encourage the production of information, the law intervenes by establishing intellectual property rights around certain valuable intangibles – creative works like books, paintings and songs; inventions ranging from vaccines to the bag-less vacuum cleaner; and valuable brands like Coke ® or Google ®. Given that information is an increasingly important source of commercial value within the modern economy, it is not surprising that Intellectual Property Law is such a fast-growing field here and abroad. However, its apparently relentless growth is the focus of vigorous debate. Copyright already provides the legal foundation for the well-established film, music, TV and publishing industries, and its continuing expansion is said by some to be crucial given the trend towards media convergence in the 'digital future', and by others to be a threat to free speech and freedom of access to information. Patents sustain such key and diverse technologies as pharmaceuticals, biotechnology and computer implemented inventions; and the availability of these rights in rapidly developing sectors like synthetic biology or smart phone technologies can often raise complex ethical, political and innovation policy issues. Trade Marks are central to effective advertising and marketing but at the same time exemplify the tendency of more and more aspects of our cultural landscape to be 'commodified'.

The curriculum of LL251 reflects the fact that it will be examined by means of an 8000-word summative essay. Instead of expecting students to acquire a more detailed knowledge of the mechanics of each of the principal branches of intellectual property law (copyright, patents, and trade marks) the course is structured around a strong theme that runs persistently through all parts of IP law, which will also be the basis of the dissertation topic that will be assigned at the start of the year. The objective will be to develop the skills required to engage critically with the mechanics of each branch.

Indicative themes include 'the public domain' (which is often construed as the most basic principle of intellectual property law) 'knowledge sharing' (particularly crucial at a time of emergency), and 'the incentive effect' (one of the most essential strands in the justification of intellectual property law). We will use the chosen broad rubric both to introduce the basic elements of each branch of intellectual property and to focus on examples which illustrate contemporary intellectual property law: the constitution of the public domain in digital environments, the capture of public discourse by leading brands, the impact of incentives in the creation of software, the international dimension of incentives in the pharmaceutical sector. Students will be invited to use these and other case studies as resources for writing the final dissertation. Seminars will be based on informal lectures, class

discussion, and a variety of exercises. Reading lists will include further readings to enable students to explore certain themes in depth.

**Teaching:** This course will have a minimum of two hours of teaching content each week in Michaelmas Term and Lent Term, either in the form of a two hour seminar or an online lecture and one hour class. This course includes a reading week in Weeks 6 of Michaelmas Term and Lent Term.

**Formative coursework:** Students will be expected to produce 1 formative essay in the MT and 1 formative essay in the LT. The word limit for each formative will be 2000 words. Feedback on the formative will feed forward to the summative.

**Indicative reading:**

- Karapapa and McDonagh, *Intellectual Property Law* (OUP, 2019).
- Bently and Sherman *Intellectual Property Law* (OUP, 2018).
- Boyle *The Public Domain: Enclosing the Commons of the Mind* (Yale University Press, 2008)
- McDonagh, *Performing Copyright: Law, Theatre and Authorship* (Hart, 2021)

The course is supported by Moodle, so reading lists will be linked there or accessible via library-based websites.

**Assessment:** Essay (100%, 8000 words) in the ST.

## LL253

### The Law of Corporate Insolvency

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Sarah Paterson

**Availability:** This course is available on the LLB in Laws. This course is not available as an outside option nor to General Course students.

**Course content:** This course is concerned with English corporate insolvency law. Specifically, the course (1) examines the possible solutions for a company which is in financial distress and the legal procedures which are available to achieve them; and (2) examines important principles of English corporate insolvency law and how they impact not only financially distressed companies but also healthy companies contracting outside insolvency. In Michaelmas Term, and for the first two weeks of Lent Term, we analyse the principal insolvency procedures available in English law, with a view to evaluating the extent to which they meet their aims and objectives and the case for reform. For the rest of Lent Term, we analyse the legal rules affecting distressed and insolvent companies and those concerned with them (for example, creditors, directors, and employees) and the issues and principles underlying a corporate insolvency regime. This will lead us to consider how different goals are balanced in the corporate insolvency legislation, for example: ensuring that vulnerable stakeholders are protected while encouraging the rescue of financially distressed companies; giving companies a chance to recover while ensuring that companies cease to trade when failure is inevitable and losses must be stopped; and saving jobs while encouraging the purchase of financially distressed businesses. We will, of course, discuss the implications of the COVID-19 pandemic for corporate insolvency law.

(Corporate Insolvency Law bears a close relationship to the Law of Business Associations (BA) and students may find that taking BA as well as Corporate Insolvency will give them a broad understanding of major themes relating to corporate activity. Students who have studied, or are studying, Commercial Contracts also find that the courses complement each other in some respects.)

**Syllabus:**

*Corporate Borrowing*

- Outline of corporate borrowing and development and nature of security interests: fixed and floating charges; intercreditor issues.
- The test of insolvency.

*Insolvency Procedures*

- Out-of-court rescue in the era of the London Approach
- Receivership

- Administration (i) as a business rescue tool; and (ii) as a corporate rescue tool
- Part A1 moratorium
- Pre-packaged administration
- Company Voluntary Arrangements
- Schemes of Arrangement
- Part 26A restructuring plan procedure
- Liquidation

*Principles of Corporate Insolvency Law*

- Setting aside transactions
- The distributional order of priority
- Quasi-security devices for consumer creditors and commercial suppliers
- Liability of company directors
- Employees
- The regulation of insolvency practitioners

**Teaching:** This course will have a minimum of two hours of teaching content each week in Michaelmas Term and Lent Term. This course includes a reading week in Weeks 6 of Michaelmas Term and Lent Term.

**Formative coursework:** At least one formative (unassessed) essay per term.

**Indicative reading:** Detailed reading lists will be provided during the course. The recommended book is V. Finch and D. Milman, *Corporate Insolvency Law: Perspectives and Principles* (3rd ed., 2017) (Cambridge University Press).

**Assessment:** Open-book Exam (100%, duration: 3.5 hours) in the summer exam period.

## LL257

### Employment Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Astrid Sanders

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

**Course content:** This subject builds on contract and tort, and to some extent public law and EU law, but introduces the distinctive legal regulation of employment relations, such as the law of dismissal and discrimination law, and the institutional arrangements of industrial relations, including trade unions and collective bargaining. Employment law is an important area of legal practice, with employment law disputes representing one of the largest topics of civil litigation.

**Outline:**

- Contract of Employment: the duties of employer and employee; the variety of work relations; vulnerable workers and the personal scope of employment law
- Regulation of the Employment Relation: minimum wage, working time
- Anti-Discrimination Law: implications of the Equality Act 2010
- Dismissal: wrongful and unfair dismissal, economic dismissals
- Human Rights in the Workplace: civil liberties of employees at work
- Membership of Trade Unions, Worker Representation, and Collective Bargaining: freedom of workers to associate with each other and to act in association with each other
- Industrial disputes: strikes, other industrial action and lockouts; rights and liabilities of individual workers who take industrial action; civil liabilities for organising industrial action – the economic torts, the ‘golden formula’ immunities and loss of immunity – industrial action ballots.

**Teaching:** This course will have a minimum of two hours of teaching content each week in Michaelmas Term and Lent Term, either in the form of a two hour seminar or a lecture and one hour class. This course includes a reading week in Weeks 6 of Michaelmas Term and Lent Term.

**Formative coursework:** At least one formative (unassessed) essay



per term.

**Indicative reading:** For a concise overview of the subject a suggestion is:

- H. Collins, *Employment Law* (Oxford: OUP, 2nd ed, 2010).
- See also P. Davies and M. Freedland (eds), *Kahn-Freund's Labour and the Law* (London: Stevens and Son, 3rd ed, 1983) chapter 1. The leading textbooks are
- H. Collins, K.D.Ewing, A. McColgan, *Labour Law: Law in Context* (Cambridge: CUP, 2nd ed, 2019);
- S. Deakin & G. Morris, *Labour Law* (Oxford: Hart Publishing, 6th edn, 2012);
- A.C. L. Davies, *Perspectives on Labour Law*, 2nd edn (Cambridge: CUP, 2009).

**Assessment:** Open-book Exam (50%, duration: 2.5 hours) in the summer exam period.

Essay (50%, 4000 words) in the LT.

## LL259 Not available in 2022/23

### Legal and Social Change since 1750

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Michael Lobban

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

**Course content:** This course examines developments in British legal history in the two centuries after 1750. Drawing on printed and electronic primary sources, as well as secondary literature, it explores the changing nature of law in a number of areas. The course begins with an exploration of the nature of eighteenth century criminal justice, and how this was transformed in the nineteenth century. It explores issues of political crime and the concept and practice of the 'rule of law'. In the first term, students are also given a grounding in the system of the courts and how they were reformed.

In the second term, the course explores topics relating to status, examining the attitude taken by the law to women, children, workers and slaves. A final set of topics will turn to explore the impact of law on economic change, looking at how the law facilitated the growth of a modern economy.

The course will be taught by a combination of lectures and seminars in the Michaelmas and Lent Terms.

#### Lecture and Seminar Topics:

##### Michaelmas Term

The first term is devoted to an examination of the criminal and civil justice systems in the eighteenth and nineteenth centuries. Topics covered in the first term include the prosecution of crime in the era of the 'Bloody Code', the nature of the criminal trial before and after the arrival of criminal barristers in the courtroom, the reform of criminal punishments and the rise of the prison and modern policing. In the second half of the term, the course looks at political crime and the rule of law, and the impact of war on the law. It also considers the system of the civil courts, the nature of civil litigation and the reform of the major courts.

##### Lent Term

The second term is devoted to exploring the impact of law on society and the economy. Topics explored include the law relating to married women and the custody of children, the law of slavery, and the law relating to workers and trade unions. The economic topics addressed include the law relating to the environment, the transformation of tort and contract law, and the law relating to business organisation

**Teaching:** This course will have a minimum of two hours of teaching content each week in Michaelmas Term and Lent Term, either in the form of a two hour seminar or an online lecture and one hour class. This course includes a reading week in Weeks 6 of Michaelmas Term and Lent Term.

**Formative coursework:** Students who choose to be assessed by unseen examination must submit one essay each term. Those

submitting a dissertation will produce outlines and drafts that will be used for formative coursework purposes.

**Indicative reading:** Reading will be suggested during the course.

**Assessment:** Assessment path 1

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

Assessment path 2

Essay (100%, 12000 words) in the ST.

## LL272 Half Unit

### Outlines of Modern Criminology

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Nicola Lacey

Additional teacher: Dr Richard Martin

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

**Course content:** This half-unit course is a general introduction to the study of modern criminology. The course is highly selective and every effort is made to hold the reading requirements within reasonable limits. It is suitable for General Course students, and a limited number may be admitted on application.

The main focus is on the classical and contemporary theories developed over the past two hundred years to explain and predict criminal behaviour in society. The propositions, assumptions, empirical validity, and policy implications of these criminological theories, as well as the social context in which they were developed, will be examined. Other significant issues in criminology – such as the measurement and extent of crime, the role of demographics (age, race, gender, social class) in the causation of and reaction to crime, the influence of the media and political regimes, and the changing boundaries of criminological research – will also be discussed.

#### Course content:

- The history of criminological theory.
- Trends in crime and crime statistics. How official statistics can be interpreted and the role of crime surveys
- 'Classical' criminology, rational choice, and crime prevention theories.
- Individual explanations of crime: biological, psychological and psychoanalytic theories.
- Sociological explanations of crime, including macro and micro approaches and recent critical theories
- Criminal justice policy and 'law and order' politics.
- Discrimination, Inequalities, crime and criminal justice
- Crime and the mass media
- Green Criminology
- 'Big Data', Technology and Criminology

**Teaching:** This course will have a minimum of two hours of teaching content each week, in the form of a two hour seminar. This course includes a reading week in Week 6.

**Formative coursework:** The formative coursework consists in one class presentation (in groups) and one formative essay. Feedback on that essay will help prepare students for the summative assessment.

**Indicative reading:** The texts for this course are:

- *Criminology*, 3rd ed. by T. Newburn (2017)
- *The Oxford Handbook of Criminology*. By Leibling, A; Meara, L. and Maruna, S (eds) 6th edition (2017) (or 7th edition, currently in production)
- *Crime: The Mystery of the Common Sense Concept*. By R. Reiner (2017)

#### Recommended Readings

- Phillips, Coretta, Earle, Rod, Parmar, A and Smith, D (2020) Dear British criminology: where has all the race and racism gone? *Theoretical Criminology*, 24 (3). 427 - 446. <http://eprints.lse.ac.uk/101611/>
- Mary Bosworth and Carolyn Hoyle (eds.) *What is Criminology?*

(2011)

- *Law and Order: An Honest Citizen's Guide to Crime and Control*. by R. Reiner (2007)
- *Crime, Shame, and Reintegration*. by J. Braithwaite (1989)
- *Understanding Deviance* 7th Ed. by D. Downes, P. Rock and E. McLaughlin (2016)

**Assessment:** Essay (100%).

One 4-5000 word summative essay (100%).

## LL275

### Property II

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Neil Duxbury (MT and ST) and Prof Charles Webb (LT)

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

**Course content:** Property II examines principles of Land Law and the Law of Trusts. Land Law is taught in the first term and Trusts in the second term.

The Land Law component of Property II is designed to introduce students to the principles of the law of real property (i.e., land).

The course examines estates and interests in land, legal and equitable ownership, title registration, and trusts of land (including constructive trusts). It also considers the law governing specific third party interests – licences, proprietary estoppel claims, easements, freehold covenants and mortgages.

The Trusts component of the course focuses on general principles of trusts law and examines the circumstances in which trusts arise, the obligations of trustees, and the remedies available to beneficiaries when these obligations are breached. It also considers the nature and classification of trusts, including resulting and constructive trusts, and how the law of trusts relates to and impacts on the law of contract, wrongs and unjust enrichment.

**Teaching:** The course has at least two hours of teaching content each week in the Michaelmas and Lent terms. In both terms, Week 6 is a reading week.

**Formative coursework:** Two formative (unassessed) essays per term.

**Indicative reading:** Advice on reading, including textbook recommendations, will be provided at the beginning of the first and second terms. An essay which students might profitably read before the commencement of the course is Peter Birks, 'Before We Begin: Five Keys to Land Law', in *Land Law: Themes and Perspectives*, ed. S. Bright & J. Dewar (Oxford: Oxford University Press, 1998), 457-86.

**Assessment:** Open-book Exam (100%, duration: 3.5 hours) in the summer exam period.

Students are required to answer questions on both the Land Law and Trusts components of Property II.

## LL278

### Public International Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Stephen Humphreys

Additional Teachers: Professor Gerry Simpson, Dr Margot Salomon, Dr Mona Pinchis-Paulson, Dr Yusra Suedi

**Availability:** This course is available on the BA in Anthropology and Law, BSc in Environmental Policy with Economics, BSc in International Relations and LLB in Laws. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** This course provides an introduction to the

concepts, principles, institutions and debates that define public international law today. We begin with an overview of the international legal system, considering the sources of international law, the scope of responsibility for its breach, and its role in the creation and empowerment of states. In this connection we examine the work of the International Court of Justice, the WTO Appellate Body, various human rights courts and committees, the International Criminal Court, along with judgments of national courts invoking international law. We will take up a range of topical issues of global concern, studying their international legal dimensions. The issues to be discussed are likely to include war, trade and investment, human rights, climate change, and international crime. We also investigate aspects of the history of international law and its relation to the establishment and retreat of European empires, as well as approaches to international law that focus on gender, and the problem of fragmentation. Overall, our aim is to lay the basis for an informed assessment of the contribution and limits of international law as a force in world affairs.

**Teaching:** This course will have a minimum of two hours of teaching content each week in Michaelmas Term and Lent Term, in the form of a two hour seminar. This course includes a reading week in Weeks 6 of Michaelmas Term and Lent Term.

**Formative coursework:** One formative (unassessed) essay per term.

**Indicative reading:** Reading lists will be provided for each topic on Moodle. You are asked to buy M. Evans (ed.), *International Law* (Oxford: OUP, 5th ed, 2018) and *Blackstone's International Law Documents*.

Some other works to which you may wish to refer include the most recent editions of: D. Harris, *International Law: Cases and Materials*; H. Charlesworth and C. Chinkin, *The Boundaries of International Law*; M. Shaw, *International Law*; M. Koskeniemi, *From Apology to Utopia*; V. Lowe, *International Law*; and J. Crawford, Brownlie's *Principles of Public International Law*.

**Assessment:** Open-book Exam (100%, duration: 3.5 hours) in the summer exam period.

## LL284 Half Unit

### Topics in Sentencing and Criminal Justice

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Richard Martin

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

**Course content:** The criminal justice system is comprised of legal actors wielding significant power and discretion, the operation of which can have profound impact on the lives of suspects, defendants and complainants. In this course, we are interested in how state sanctioned power to control, coerce and punish those suspected (or proven) to have committed criminal offences is routinely exercised by legal actors students have only encountered briefly in their study of law thus far. Together, we will examine the laws, policies and regulatory schemes that purport to govern how actors perform their specific roles in the criminal process. By preparing fully for seminars and actively contributing to our discussions, the course will equip you with the knowledge and tools necessary to critically assess contemporary criminal justice issues. In the first five weeks, we track the construction of cases through the criminal process. This requires us to closely analyse the work of police, prosecutors and judges: How do they exercise their discretion? What kinds of dynamics, sub-cultures and formal (and informal) rules affect their decision-making? And how does this impact on the rights and interests of suspects, defendants, offenders and victims? In the second five weeks, we enter the realm of sentencing law and practice. We focus on how judges perform their role as sentencers, the principles and legal guidelines

they rely upon and the types of sentences they can (or must) hand down in different types of cases. We use the sentencing of rioters and community sentences as case studies to apply the general principles of sentencing, then conclude the course by assessing the impact that Covid-19 has had on the criminal justice system.

Course aims:

- To explore with students the substance and modes of legal regulation, including human rights principles, that have come to govern the criminal justice system in the recent decades.160
- To examine in detail the routine practices and decision-making that animates how power is wielded by key decision-makers in the criminal justice system, specifically police, prosecutors, and judges.160
- To familiarise students with contemporary theories and principles that are used by scholars to critically analyse the criminal process and specific practices within it.160
- To critically engage with empirical studies of the law-in-action, in addition to the case law analysis students will likely be familiar with from their LLB.

Topics by Week

1. The Criminal Justice System in England and Wales
2. In the Community: What Do Police Do and Why Do They Do It?
3. In the Station: Police Practices and Case Construction
4. Bringing the Case: Prosecutorial Discretion and Victims' Rights
5. In Court: The Criminal Courts and Legal Representation
6. Reading Week
7. Sentencing Rationales: Aims, Principles and Policies
8. Sentencing Practices: Discretion and Guidelines
9. Sentencing in Turbulent Times: Rioters
10. Community Sentences
11. The Impact of Covid-19 on the Criminal Justice System

**Teaching:** This course will have a minimum of two hours of teaching content each week, in the form of a two hour seminar. This course includes a reading week in Weeks 6 of term. Seminars include small group discussion and full class discussions, as well as practical exercises in which you are tasked with advising fictional clients or performing the role of sentencing judges. I will begin the seminar with some introductory remarks, usually outlining the topic or setting out its legal or political context. There are PowerPoint slides which will be uploaded on the Course's Moodle webpage in advance of each seminar, as well as lectures slides and recordings from previous years. We will work in and out of these slides during the seminar.

**Formative coursework:** Students will be expected to produce a 1500-word literature review.

**Indicative reading:** There is textbook reading, the material and topics assigned are designed to be as contemporary and engaging as possible, so the course supplements these texts with more recent articles or chapters that are particularly helpful or insightful. Sanders, Young and Burton's *Criminal Justice* is a leading text: it is informative and offers sharp, critical analysis but can be a bit too basic in places. The 5th edition of Campbell, Ashworth and Redmayne's *The Criminal Process* (2019) is very good and can be accessed via OUP's Law Trove. The standard sentencing text for England and Wales is: Ashworth and Kelly (2022) *Sentencing and Criminal Justice* (7th ed., Hart) and S. Easton and C. Piper (2016) *Sentencing and Punishment: The Quest for Justice* (4th ed., Oxford: OUP) is also good. Most of our readings are articles in journal e.g. *British Journal of Criminology* (BJ Crim), the *Criminal Law Review* (Crim LR) and the *Journal of Law and Society* (J. Law & Soc) and chapters in edited collection (various readings come from the sixth edition of the *Oxford Handbook of Criminology*). The course is designed to give students the time, support and intellectual freedom to read and research issues for themselves. The Summative Assessments, will after all, be testing students ability to read broadly, but purposefully, in order to critically evaluate a topic and advance a clear argument.

**Assessment:** Essay (100%, 5000 words) in the ST.

## LL293

### Tax and Tax Avoidance

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Michael Blackwell

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

**Course content:** Taxation is a topic that has throughout history pervaded political debate and is encountered in every area of life. Taxation was one of the very first subjects to be taught at LSE. The teaching of tax law as an academic subject started at LSE, where it was introduced by Professor GSA Wheatcroft in 1957.

The syllabus is set out below, although there is some variation of topics selected from year to year, depending on the focus of current debate, and in the order of topics.

- The first term of the course begins by looking at the tax administration system in the UK. The remainder of the first term focuses on a technical legal approach to tax. Using a mixture of legislation and case law we assess liability to UK tax on (i) employment income; (ii) business income; and (iii) capital gains. The term concludes by looking at 'international tax', ie the liability to tax where an individual or company is potentially subject to the tax laws of several jurisdictions.
- The second term of the course focuses on tax avoidance looking at questions such as: What is tax avoidance and how does it differ from tax planning? What strategies do individuals and companies adopt to avoid tax? How do judges respond to tax avoidance through anti-avoidance doctrines and rules of interpretation and to what extent is that compatible with the judicial role? How effective can legislative responses to tax avoidance be and what are the limitations on such responses? How can companies be fairly taxed in the digital economy? How have public attitudes to tax avoidance changed over time? Should corporations behave 'responsibly' and pay their fair share of taxes, or are they obliged to do whatever they can to maximize shareholder returns? To what extent does professional ethics inform accountants and lawyers who advise on tax avoidance? On the course the approach to the subject includes a strong policy perspective. However, legal issues are still important. The UK tax code is long and complex. There are also many relevant cases that are required reading too. This course requires students to understand and apply difficult concepts and legislation. By taking this course you should develop the following skills and attributes (i) working with and analysing legislation; (ii) working with and analysing case law; (iii) research skills; (iv) communication skills; (v) professionalism.

Students taking this course should be prepared to use a variety of sources ranging from statute and case law to literature on public policy. The precise balance of materials used varies from topic to topic. All the readings set will be accessible and non-mathematical. NO COMPUTATION is required and no knowledge of any discipline other than law is required. The course is open to second and third year law students, and experience suggests that it is equally suitable for both years.

**Teaching:** This course will have two hours of teaching content each week in Michaelmas Term and Lent Term. There will be a Reading Week in Week 6 of each term.

A variety of methods will be used within the weekly classes/seminars. This system is not suitable for students who favor passive lecture learning and regurgitation of facts. Student participation will be central. Assistance will be given with methods for statute-based work. Substantial preparation by students will form an integral part of the course.

**Formative coursework:** Students are expected to produce at least 2 formative assignments over the academic year.

**Indicative reading:** M.C. Blackwell 'The April 2019 loan charge' [2019] *British Tax Review* 240-257. [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=3434951](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3434951)  
M.C. Blackwell 'Conduct Unbefitting: Solicitors, the SRA and Tax Avoidance' [2019] *British Tax Review* 31-54. <https://papers.ssrn.com>



com/sol3/papers.cfm?abstract\_id=3354776

M.C. Blackwell 'Variation in the Outcomes of Tax Appeals Between Special Commissioners: An Empirical Study' [2013] *British Tax Review* 154. [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=3337780](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3337780)

**Assessment:** Open-book Exam (100%, duration: 3.5 hours) in the summer exam period.

Selected 'Legislation' may be taken into the examination, with non-verbal markings only.

## LL295

### Media Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Andrew Scott

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

**Course content:** The course examines freedom of speech and the legal and administrative regulation of the mainstream and social media. It centres on law and regulation in the UK, as influenced by European and international law.

The course opens with introductory lectures that introduce themes such as the 'media landscape', the sources and forms of media law (ethical, cultural and technological constraints, self-regulation, common law, statute, EC law and international law), and the rights and values that frame this area of law (free speech; privacy; impartiality; the protection of rights to a fair trial).

Thereafter, the course moves through three 'blocks' of study.

These blocks of study focus on (a) regulating content in defence of private interests (misuse of private information, data protection, confidentiality, copyright and defamation), (b) regulating content in defence of public interests (contempt and the integrity of justice; political diversity and impartiality; disinformation, fabrication and 'fake news'; offensive content; terrorism and national security), and (c) the control of journalistic newsgathering practices (risks to and protection of sources; technological circumvention of source protection; access to state information (Fol, and official secrets); open justice and access to courts and court documents; the regulation of the journalistic 'dark arts' (misrepresentation and subterfuge).

**Teaching:** This course will have a minimum of two hours of teaching content each week in Michaelmas Term and Lent Term.

Teaching will be conducted primarily through weekly two hour seminars and a recorded introductory lecture. Students will also receive supervision in respect of two short, assessed research papers. This course includes a reading week in Weeks 6 of Michaelmas Term and Lent Term.

**Formative coursework:** Students will be expected to submit two formative essays or essay plans, one in MT one in LT, in support of the development of their summative coursework.

**Indicative reading:** Supporting texts for the course include Millar and Scott, *Newsgathering: Law, Regulation and the Public Interest* (Oxford University Press, 2016); Parkes and Mullis (eds) *Gatley on Libel and Slander* (13th edn, Sweet & Maxwell, 2021), Moreham and Warby (eds), *Tugendhat and Christie: The Law of Privacy and the Media* (3rd edn, Oxford University Press, 2016), and Barendt et al, *Media Law: Texts, Cases and Materials* (Pearson, 2013); Leveson, *An Inquiry Into the Culture, Practices and Ethics of the Press: Report*, HC 780, 2012. These and other materials relevant to the course are generally made available via the BLPES electronic resources or online.

**Assessment:** Essay (50%, 4000 words) in the ST.

Essay (50%, 4000 words) in the LT.

During the year, students must complete two 4,000 word research essays on themes set by or agreed with the course convenor. The grades achieved for these papers will each comprise 50% of the overall grade for the course.

## LL300

### Competition Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Pablo Ibanez Colomo

Additional teachers: Dr Stavros Makris

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

**Course content:** Competition is widely understood to be the best means to deliver better goods and services at lower prices. The point of competition law is to preserve the process of rivalry between firms, and, by doing so, to benefit consumers and society at large. A broad range of corporate strategies are subject to this field of law. For instance, competition authorities enforce the law against large multinational firms (such as Microsoft, Google, or Intel) that have the ability to influence market conditions and exclude smaller rivals. Competition authorities also have the power to block mergers and acquisitions that are capable of harming consumers (think of a merger creating a monopoly). Attempts by firms to avoid competing by means of secret arrangements (the so-called 'cartels') are another key area of enforcement. Competition law regimes have progressively become a major feature of legal systems around the world. They have long been applied in the US and Europe – including the UK – but have now been adopted (and/or are actively enforced), inter alia, in jurisdictions like Brazil, Chile, China, Hong Kong, India, Malaysia, Singapore and South Africa. Unlike other legal disciplines, the relevant provisions in all of these regimes are virtually identical in their form and substance. This is, in other words, a truly cosmopolitan field. After this module, you will be equipped to understand and practice competition law almost anywhere in the world.

After an introduction in which competition law is put in its economic and institutional context, this module will address the main substantive and procedural aspects of the discipline. Topics covered include the following:

- Anticompetitive agreements between firms (including cartels and distribution agreements).
- Abusive practices by dominant firms.
- Mergers and acquisitions, including both mergers between competitors and vertical and conglomerate transactions.

**Teaching:** This course will have three hours of teaching content each week in Michaelmas Term and Lent Term. This course includes a reading week in Weeks 6 of Michaelmas Term and Lent Term.

**Formative coursework:** Students are expected to produce at least two formative essays per term

**Indicative reading:** N. Dunne, A. Jones and B. Sufrin, *EU Competition Law* (Oxford: OUP, 7th ed, 2019); and H. Hovenkamp, *The Antitrust Enterprise* (Cambridge: Harvard University Press, 2005).

**Assessment:** Online assessment (100%) in the ST.

## LL301

### Global Commodities Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Stephen Humphreys

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

The course is historical and theoretical in nature. It deals in the main with events from the colonial period (c.1510-1960) as they relate to the history of international and transnational law.

**It does not aim to prepare students to work in commodity trading nor to equip them with expertise in the contemporary law of commodity markets.** (For topics in these areas, see LL202, LL203, LL253, or LL300). While this class is complementary to LL278, it is



not necessary to have studied LL278 to take this class.

**Course content:** This course provides a critical introduction to the history of international law, with a focus on the colonial histories of Asia, Africa and the Americas. We will track the development of the production and consumption of raw materials, from their domestic origins to their marketization and circulation in global trade today. The histories of some principal commodities—spices, silver, sugar, coffee, rubber, oil—tell the story of today's global economy in microcosm. Their evolving regulation and exchange has provided the base for central elements of the contemporary international and transnational legal architecture. In exploring this history, we will touch on cross-cutting issues relating to some or all of the following: slavery, the law of the sea, human rights, trade law, environmental law, the laws of war, labour law, climate change and animal welfare law. We will also be looking at theories of consumption and production more generally, adopting a broad definition of 'commodity', drawn from Marxian and post-Marxist thought, to enrich our understanding and discussion of these topics. Our examination of emerging commodity markets will remain cognizant of the state-formation processes, international law developments, and trans-global networking entailed in their consolidation. We will also read and discuss theoretical and historical texts.

Summative assessment is through class presentation and dissertation work. Students will be expected to contribute regularly and often throughout the year and special emphasis is placed on producing a quality dissertation, critical in nature, extending into the theoretical and historical dimensions of contemporary international law problems. Lent Term in particular focuses on presentation and dissertation-writing with considerable time given over to individual feedback.

Following completion of the course, students can expect to have a broad understanding of the historical evolution of global law, with specific knowledge of how certain commodities have contributed to and shaped the most important international law challenges of our time. Through individual presentations and research projects students are expected to develop critical perspectives on aspects of the topics covered throughout the year as well as hone presentation skills.

On completion students should be able to demonstrate:

- A broad understanding of the historical rise in trade of global commodities and of its contribution to the development of international law, especially during colonial times.
- An awareness of intersecting legal issues relating to, for example: human rights, trade disputes, law of the sea, laws of war, environmental law, labour, animal welfare and illegal trade.
- An understanding of the impact that historical patterns of production and consumption of commodities around the world have had on contemporary international law structures.
- An appreciation of the critical theories that inform scholarly analysis of the global economy.

**Teaching:** This course will have a minimum of two hours of teaching content each week in Michaelmas Term and Lent Term, in the form of a two hour seminar. This course includes a reading week in Weeks 6 of Michaelmas Term and Lent Term.

**Formative coursework:** Students will be expected to submit one 2,000-word essay

**Indicative reading:** Fernand Braudel, *The Perspective of the World* (Civilization and Capitalism), 3 vols. trans. Sian Reynolds (Collins, 1984); Sarah Rose, *For All the Tea in China* (Arrow Books, 2010); Jean Baudrillard, *The Consumer Society* (Sage, 1998 [1970]); Duncan Kennedy (1985) 'The Role of Law in Economic Thought: Essays on the Fetishism of Commodities' 34 *The American University Law Review* 939-1001; Hugo Grotius, *The Freedom of the Seas, or the Right Which Belongs to the Dutch to take part in the East Indian Trade* [Mare Liberum], trans. Ralph Van Deman Magoffin (Oxford UP, 1916); David Graeber, *Debt: the First 5000 Years* (Melville House, 2011); Martti Koskenniemi (2011) 'Empire and International Law: The Real Spanish Contribution' 61 *University of Toronto Law Journal* 1-36; Lauren Benton and Benjamin Straumann (2010) 'Acquiring Empire by Law: From Roman Doctrine to Early Modern European Practice' 28 *Law and History Review* 1-37; Michel Foucault, *Territory, Security, Population* (Palgrave,

2009); Anne Orford (2005) 'Beyond Harmonization: Trade, Human Rights and the Economy of Sacrifice' 18 *Leiden Journal of International Law* 179-213; Peter Linebaugh and Marcus Rediker, *The Many-Headed Hydra: The Hidden History of the Revolutionary Atlantic* (Verso 2002); Steven Topik, Carlos Marichal and Zephyr Frank (eds), *From Silver to Cocaine: Latin American Commodity Chains and the Building of the World Economy, 1500-2000* (Duke University Press, 2006).

**Assessment:** Essay (85%, 8000 words) in the LT and ST.

Project (15%) in the MT and LT.

Summative assessment will be in two parts:

- 85% for an 8,000 word long essay (proposal to be submitted in LT)
- 15% for participation in, and presentation of, a research project.

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## LL305

### Jurisprudence

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Michael Wilkinson

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

**Course content:** The aims of the course are: To introduce students to philosophical thinking about the law. To familiarise students with the main methodological, conceptual, and normative issues in the study of law and its legitimacy. To provide students with knowledge of some of the most influential legal and political philosophers and their theories of the state and law. To encourage and enable students to think about doctrinal legal questions from a philosophical and critical perspective. To help students to develop legal reasoning skills by training them in abstract, philosophical arguments. Some of the themes that the course covers are: the social contract tradition (Hobbes, Kant, Rawls, Rousseau); the democratic legitimacy of the state and its law; Marxism and critical theory; Arendt's political theory and its implications for law; methodology in jurisprudence; natural law; legal positivism; the rule of law and legality; the use and significance of principles in adjudication and legal reasoning.

**Teaching:** This course will have a minimum of two hours of teaching content each week in Michaelmas Term and Lent Term in the form of a lecture (every week) and one hour class. This course includes a reading week in Weeks 6 of Michaelmas Term and Lent Term.

**Formative coursework:** Students will be expected to write at least one essay per term.

**Indicative reading:** Students are provided with outlines and readings for topics discussed in the Michaelmas and Lent Terms. For some introductory and background reading see: S. Veitch, E. Christodoulidis, and M. Goldoni, *Jurisprudence: Themes and Concepts* (3rd. ed), Routledge 2018; J.E. Penner and E. Melissaris, McCoubrey & White's *Textbook on Jurisprudence*, OUP 2012; Brian Bix, *Jurisprudence: Theory and Context* (3rd ed.), Thomson Sweet & Maxwell 2003.

**Assessment:** Online assessment (100%) in the ST.

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## LL342

### International Protection of Human Rights

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Theodora Christou

**Availability:** This course is available on the BA in Anthropology and Law, BSc in International Relations and LLB in Laws. This course is

available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

This course should be taken in the third year (see prerequisites). It is capped at 25 students.

**Pre-requisites:** Students need to have already taken and done well in a course in Public International Law or in Civil Liberties Law.

**Course content:** This course aims to provide a comprehensive and analytical account of the application of human rights standards in international law, and the operation of the existing international machinery for the protection of human rights. The course engages with both the theory and practice of human rights law and, in that process, some of the most vexing issues facing us today will be considered. What is the scope of the right to privacy in a digital age? What's the geographical scope of a state's human rights obligations? How does human rights law apply in war? What are the human rights obligations of corporations in a globalized landscape? How do human rights inform responses to modern slavery? What rights do asylum seekers have when they are fleeing conflict? Does existing law adequately protect women's rights or indigenous peoples? What is the role of human rights law in achieving the sustainable development goals?

The law of human rights reflects attempts made internationally to articulate basic legal standards for the protection of individuals and groups in their relations with the state, and to use the authority of international law, institutions, and procedures, to secure compliance with such standards. Human rights law is a modern phenomenon; but it has an ancient lineage. Some account of its evolution is given, from natural rights, civil liberties, the history of minorities protection, and the progressive development of human rights in public international law since 1945.

However, the major part of the course relates to post-1945 events concerning the protection of human rights. A section of the course deals with the role and reform of the United Nations to promote and secure the observance, on a universal basis, of international standards of human rights. The development of important legal standards (such as those of non-discrimination) is traced; and the work of various UN bodies in applying and promoting human rights is analyzed.

Comparisons are also drawn with regional attempts to promote and protect human rights, with the European system, the Inter-American system and the African system receiving special attention as regards their treaties, their institutions, procedure, and case-law.

By the end of the course students should have a good understanding of the substantive content of contemporary human rights and of the existing and alternative means available for protecting these rights and fundamental freedoms.

Extensive use is made of relevant case law, of the Civil and Political Covenant, the European Convention, the American Convention, the African Charter, and the International Court of Justice; and particular rights (such as those of persons belonging to minorities or indigenous peoples, the right to life, the prohibition of torture, the right to a fair trial, family life, and the fundamental freedoms) are studied in considerable detail.

**Teaching:** This course will have two hours of teaching content each week in Michaelmas Term and Lent Term, in the form of a two hour seminar. This course includes a reading week in Weeks 6 of Michaelmas Term and Lent Term.

**Formative coursework:** Students are expected to produce 1 essay in the MT and 1 essay in the LT.

**Indicative reading:** R. Smith, *International Human Rights*; Ilias Bantekas and Lutz Oette, *International Human Rights Law and Practice*.

**Assessment:** Essay (100%, 8000 words) in the ST.

## LL398 Half Unit

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

**This information is for the 2022/23 session.**

**Availability:** This course is available on the LLB in Laws. This course is not available as an outside option nor to General Course students.

This course is available to students in Year 3. It may be taken in Year 2 in exceptional circumstances with permission of the Departmental Tutor. This course cannot be taken in the same year as LL399.

**Course content:** The half-unit dissertation should be taken in Year 3 but in exceptional circumstances permission may be sought to take it in Year 2.

Students wishing to do either a full or half-unit dissertation should first consult their Academic Mentor in the preceding Summer Term about:

- 1 whether a dissertation is a suitable option for the student;
- 2 the particular dissertation topic;
- 3 who might be an appropriate dissertation supervisor.

Because this option requires considerable independent study, it is generally not advisable to opt to write a full-unit dissertation unless the student has been achieving marks of an upper second class standard. The dissertation subject must be of a suitable academic character that has not already or will not have been explored in depth in any taught course taken by the student but is related to subjects taught in the School.

In light of discussions with their Academic Mentor, a student wishing to pursue this option should approach a potential supervisor for approval. Once they have their supervisor's approval, students should select the relevant dissertation course on LFY.

They will then need to complete the 'Dissertation topic approval form' (available on LLB Dissertation Moodle page) which needs to be signed off by the student's proposed Dissertation Supervisor, Academic Mentor and the Chair of Examinations. This should be submitted to the LLB Admin Team by the end of Week 4 of Michaelmas Term, 16.00.

Including the initial meeting, students will have four support meetings with their supervisor to guide them through the research process as follows:

- 1 One initial meeting to establish the broad topic.
- 2 A second meeting to agree a title, review an outline and see an initial bibliography.
- 3 A third meeting to discuss progress and difficulties (optional for half-unit essays).
- 4 A fourth meeting to give feedback on progress to date, to take place before the end of the Lent Term.

In order for this feedback meeting to be of use, students will need to have made substantial progress with the preparation of a draft dissertation by the middle of the Lent Term. It is the student's responsibility to arrange these meetings with the supervisor.

Dissertations are normally submitted on the first day of the Summer Term of the academic session in which the dissertation is being written. There is discretion for an additional oral examination on the subject-matter of an essay which "may extend to cover the wider background aspects of the essay".

**Teaching:** 1 hour of lectures in the MT.

Beyond the one-to-one sessions held with the dissertation supervisor there is no formal teaching. However, there is a one hour session held in the Michaelmas term for all half-unit and full-unit dissertation students to orient them to the requirements of writing a dissertation.

**Indicative reading:** There is no essential reading as such, but there is a dedicated moodle site for the LLB dissertation options.

**Assessment:** Dissertation (100%, 8000 words) in the ST.

## LL399

### Full-unit Dissertation on an approved legal topic

**This information is for the 2022/23 session.**

**Availability:** This course is available on the LLB in Laws. This course is not available as an outside option nor to General Course students. This course is available to students in Year 3 only. It cannot be taken in the same year as LL398.

**Course content:** The full-unit dissertation can only be taken in the third year when students are better prepared for it.

Students wishing to do either a full or half-unit dissertation should first consult their Academic Mentor in the preceding Summer Term about:

- 1 whether a dissertation is a suitable option for the student;
- 2 the particular dissertation topic;
- 3 who might be an appropriate dissertation supervisor.

Because this option requires considerable independent study, it is generally not advisable to opt to write a full-unit dissertation unless the student has been achieving marks of an upper second class standard. The dissertation subject must be of a suitable academic character that has not already or will not have been explored in depth in any taught course taken by the student but is related to subjects taught in the School.

In light of discussions with their Academic Mentor, a student wishing to pursue this option should approach a potential supervisor for approval. Once they have their supervisor's approval, students should select the relevant dissertation course on LFY. They will then need to complete the 'Dissertation topic approval form' (available on LLB Dissertation Moodle page) which needs to be signed off by the student's proposed Dissertation Supervisor, Academic Mentor and the Chair of Examinations. This should be submitted to the LLLB Admin Team by the end of Week 4 of Michaelmas Term, 16.00.

Including the initial meeting, students will have four support meetings with their supervisor to guide them through the research process as follows:

- 1 One initial meeting to establish the broad topic.
- 2 A second meeting to agree a title, review an outline and see an initial bibliography.
- 3 A third meeting to discuss progress and difficulties (optional for half-unit essays).
- 4 A fourth meeting to give feedback on progress to date, to take place before the end of the Lent Term. In order for this feedback meeting to be of use, students will need to have made substantial progress with the preparation of a draft dissertation by the middle of the Lent Term. It is the student's responsibility to arrange these meetings with the supervisor.

Dissertations are normally submitted on the first day of the Summer Term of the academic session in which the dissertation is being written. There is discretion for an additional oral examination on the subject-matter of an essay which "may extend to cover the wider background aspects of the essay".

**Teaching:** 1 hour of lectures in the MT.

Beyond the one-to-one supervision sessions held with the student's dissertation supervisor there is no formal teaching as such. However, a one hour session will be held in the Michaelmas term for all full-unit and half-unit dissertation students to orient them to the dissertation requirements.

**Indicative reading:** There is no essential reading as such. There is a moodle site dedicated to the LLB half and full-unit dissertations.

**Assessment:** Dissertation (100%, 15000 words) in the ST.

## LN100

### Russian Language and Society 3 (advanced)

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Olga Sobolev PEL 6.01a and Mrs Irina Forbes

**Availability:** This course is available on the MA in Modern History. This course is available as an outside option to students on other

programmes where regulations permit. This course is available with permission to General Course students.

Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.

**Pre-requisites:** Completion of the Russian Language and Society 2 (Intermediate) course (LN102); or a good pass at A Level or its equivalent is required. An interview with the course co-ordinator prior to registration is compulsory.

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

**Teaching:** 40 hours of classes in the MT. 40 hours of classes in the LT. 4 hours of classes in the ST.

Four hours per week, which will feature: (a) interactive topical work; (b) oral practice; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials. Structured activities during the reading week.

This course has reading weeks in week 6 of Michaelmas and Lent terms.

**Formative coursework:** Students will be required to complete weekly language exercises.

**Indicative reading:** *Colloquial Russian 2*, by Olga Sobolev, Natasha Bershadski et al, Routledge, 2018;

Additional: Russian media sources on the web; Terence Wade, *A Comprehensive Russian Grammar* (Blackwell, 2010); Jeffrey Brooks, *The Firebird and the Fox: Russian Culture under Tsars and Bolsheviks* (Cambridge University Press, 2019); Geoffrey Hosking: *Russian History: A Very Short Introduction*, (Oxford University Press, 2012).

**Assessment:** Exam (30%, duration: 1 hour and 30 minutes) in the summer exam period.

Oral examination (30%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

## LN101

### Russian Language and Society 1 (beginner)

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Olga Sobolev PEL 6.01a and Mrs Irina Forbes

**Availability:** Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.

**Pre-requisites:** No previous knowledge of Russian is required; students with limited prior knowledge may be considered for the course subject to an interview with the course co-ordinator.

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

**Teaching:** 60 hours of classes in the MT. 60 hours of classes in the LT. 6 hours of classes in the ST.



Six hours per week, which will feature: (a) interactive topic work; (b) oral classes; (c) grammar classes; (d) tutorials; and (e) guided study using Language Showroom, IT and web-based materials. Students should note that the timetable will be held extremely flexible to accommodate students from all departments. Please contact the teacher responsible if you would like to follow this language course. Structured activities during the reading week. This course has reading weeks in week 6 of Michaelmas and Lent terms.

**Formative coursework:** Students will be required to complete weekly language exercises.

**Indicative reading:** Svetlana Le Fleming and Susan Kay, *Colloquial Russian*, Routledge, 2017; LSE Study Pack.

**Assessment:** Exam (30%, duration: 1 hour and 30 minutes) in the summer exam period.

Oral examination (30%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

## LN102

### Russian Language and Society 2 (intermediate)

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Olga Sobolev PEL 6.01a, Mrs Irina Forbes and Mrs Natalia Bershadski

**Availability:** Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.

**Pre-requisites:** Completion of the Russian Language and Society 1 (Beginner) course (LN101); or a good pass at GCSE/AS Level or its equivalent is required. An interview with the course co-ordinator prior to registration is compulsory.

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

**Teaching:** 50 hours of classes in the MT. 50 hours of classes in the LT. 5 hours of classes in the ST.

Five hours per week, which will feature: (a) interactive topical work; (b) oral practice; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials. Structured activities during the reading week.

This course has reading weeks in week 6 of Michaelmas and Lent terms.

**Formative coursework:** Students will be required to complete weekly language exercises.

**Indicative reading:** *Colloquial Russian*, by Svetlana Le Fleming and Susan Kay, Routledge, 2017;

Additional (cultural awareness): Jeffrey Brooks, *The Firebird and the Fox: Russian Culture under Tsars and Bolsheviks* (Cambridge University Press, 2019).

**Assessment:** Exam (30%, duration: 1 hour and 30 minutes) in the summer exam period.

Oral examination (30%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are

therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

## LN104

### Mandarin Language and Society Level 1 (Beginner)

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Hua Xiang PEL.6.01b

**Availability:** Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.

**Pre-requisites:** No previous knowledge of Mandarin is required; students with limited prior knowledge may be considered for the course subject to an interview with the course co-ordinator.

**Course content:** Beginners to intermediate study of the Mandarin language within the framework of social sciences and culture. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and multi-media materials. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness. In this level, the students are required to read and write up to 750 Chinese characters.

**Teaching:** 60 hours of classes in the MT. 60 hours of classes in the LT. 6 hours of classes in the ST.

Six hours per week, which will feature: (a) interactive topical work; (b) oral practise; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials.

This course has reading weeks in Week 6 of Michaelmas and Lent terms.

**Formative coursework:** The students will be required to complete weekly exercises. This includes grammar activities, writing Chinese characters and online communicative materials.

**Indicative reading:** CH Xiang, 2010, *Mastering Chinese*, London. Palgrave Macmillan.

X Liu (ed.), 2006, *New Practical Chinese Reader*, Vol. 1, text book and workbook, Beijing. Beijing Language and Cultural University Press.

Y Po-Ching & D Rimmington, 2002, *Beginners Chinese – A Grammar and Workbook*, Routledge.

Oxford Chinese Dictionary, 2010, Oxford Dictionaries.

**Assessment:** Exam (30%, duration: 1 hour and 30 minutes) in the summer exam period.

Oral examination (30%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

## LN110

### German Language and Society 3 (advanced)

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Peter Skrandies PEL.6.01f

**Availability:** This course is available on the MA in Modern History. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of



their studies following approval from the teacher responsible and subject to their own programme regulations.

**Pre-requisites:** An A-level or its equivalent is required. An interview with the course co-ordinator prior to registration is compulsory.

**Course content:** Advanced study of the German language within the framework of the social sciences and culture. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, and the use of authentic multi-media materials. The focus is on accuracy and communication that advance students' language competence, transferable skills and cultural awareness.

**Teaching:** 40 hours of classes in the MT. 40 hours of classes in the LT. 4 hours of classes in the ST.

Four hours per week, which will feature: (a) interactive topical work; (b) oral practice; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials. The course has reading weeks in weeks 6 of the Michaelmas and the Lent term.

**Formative coursework:** Weekly language exercises

**Indicative reading:**

- Beattie, S. (ed.) (2007) *160 Collins German Dictionary*, 1607th160edition, Glasgow: Harper Collins
- Durrell, Martin et al. (2015) *160 Essential German Grammar*, 2nd edition, 160London: 160Routledge
- Wolski, Werner (2012), *Pons Kompaktwörterbuch Deutsch als Fremdsprache*, Stuttgart: Klett Verlag

**Assessment:** Exam (30%, duration: 1 hour and 30 minutes) in the summer exam period.

Oral examination (30%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

## LN112

### German Language and Society 2 (Intermediate)

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Peter Skrandies PEL.6.01f

**Availability:** Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.

**Pre-requisites:** A good pass at GSCE/AS Level or its equivalent is required. An interview with the course co-ordinator prior to registration is compulsory.

**Course content:** The course is designed to be a bridge from intermediate to advanced study of the German language within the framework of social sciences and culture. It will introduce students to the study of the society, economy and culture of German-speaking countries through the medium of German. In a dynamic and communicative way the course develops speaking, listening, reading and writing skills through individual and group work, topical discussions, and by using authentic and multi-media material. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness.

**Teaching:** 50 hours of classes in the MT. 50 hours of classes in the LT. 5 hours of classes in the ST.

Five hours per week, which will feature: (a) interactive topical work; (b) oral practice; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials. This course has reading weeks in weeks 6 of the Michaelmas and the Lent term.

**Formative coursework:** Weekly language exercises

**Indicative reading:** Beattie, S. (ed.) (2007) *Collins German Dictionary*, 7th edition, Glasgow: Harper Collins  
 Braun, Birgit, Margit Doubek et. al. (2016) *DaF kompakt neu B1, Kursbuch und Arbeitsbuch*. Stuttgart: Ernst Klett. ISBN: 978-3-12-676315-8. (Set course book, purchase is required)

Durrell, Martin et al. (2015) *Essential German Grammar*, London: Routledge

Wolski, Werner (2012), *Pons Kompaktwörterbuch Deutsch als Fremdsprache*, Stuttgart: Klett Verlag

**Assessment:** Exam (30%, duration: 1 hour and 30 minutes) in the summer exam period.

Oral examination (30%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

## LN115

### Intercultural Communication and Management

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Hua Xiang PEL.6.01b and Dr Neil Mclean 20KSW.G.07

**Availability:** This course is compulsory on the BSc in International Relations and Chinese. This course is available on the BSc in Language, Culture and Society. This course is not available as an outside option nor to General Course students.

This course is capped.

**Pre-requisites:** No pre-requisite required.

**Course content:** The course will cover the main theories and concepts involved in inter-cultural communication, such as: face, politeness, (im)politeness, speech acts and pragmatics. It explains and analyses how theories and concepts about the above phenomena apply in real life, in business and in political communications. A range of case studies will be presented in the course. These demonstrate how linguistic and communication strategies can be used effectively in different interactional contexts.

Some important themes and areas include:

- The intercultural challenge, such as the importance of intercultural communication, barriers to intercultural communication, and how to deal with difference
- Understanding of culture and cultural dimensions, such as various theories of culture, socialisation and its role in the acquisition of language, non-verbal communication, communication styles and relativity as explored through concepts such as time, space, distance, as well as role performance and 160speech acts, such as apologies, giving compliments and showing gratitude
- Pragmatics and how language use should be and/or could be applied in a comparative cultural context
- Case studies of miscommunication across cultures and research on cultural difference

**Teaching:** 10 hours of lectures and 10 hours of classes in the MT.

10 hours of lectures and 10 hours of classes in the LT.

Two hours per week, featuring: (a) one hour lectures on a range of concepts and themes; (b) one hour classes; (c) student presentations; (d) tutorials. Structured activities will take place in the Week 6 Reading Week of the Michaelmas Term and the Lent Term.

**Formative coursework:** Students will be expected to produce 1 essay and 1 case study in the MT and 1 presentation and 1 project in the LT.

Short essay, case study analysis, presentation, and a project analysing a case of language use.

**Indicative reading:** Bowe, Heather, Martin Kylie and Manns

Howards (2014). *Communication across Cultures. Mutual Understanding in a Global World*, 2nd ed. Cambridge University Press.

Mooney, Annabelle et al (2010). *Language, Society and Power. An Introduction*, 3rd ed., London: Routledge

Scollon, Ron and Scollon Suzanne Wong (2001). *Intercultural Communication*, 2nd ed, Blackwell Publishing

van Dijk, Teun A. (2009). *Society and Discourse. How Social Contexts Influence Text and Talk*, Cambridge: Cambridge University Press

Yule, George (2010). *The Study of Language*, 4th ed., Cambridge: Cambridge University Press

*Chapters from:*

Wodak, Ruth, Barbara Johnstone & Paul Kerswill (eds) (2011). *The Sage Handbook of Sociolinguistics*, London: Sage

Spencer – Oatey, Helen (2008). *Culturally speaking: Culture, communication and politeness theory* (2 nd edition ). London & New York, Continuum

**Assessment:** Coursework (60%) in the MT and LT. Project (40%) in the LT.

## LN120

### Spanish Language and Society 3 (advanced)

**This information is for the 2022/23 session.**

**Teacher responsible:** Ms Maria Lourdes Hernandez Martin PEL. 6.01d and Ms Mercedes Coca PEL. 6.01i

**Availability:** This course is available on the MA in Modern History. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.

**Pre-requisites:** Completion of the Spanish Language and Society 2 (Intermediate) course (LN122); or a good pass at A Level or its equivalent is required. An interview with the course co-ordinator prior to registration is compulsory.

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

**Teaching:** 40 hours of classes in the MT. 40 hours of classes in the LT. 4 hours of classes in the ST. This course has reading weeks in week 6 of Michaelmas and Lent terms.

Four hours per week, which will feature: (a) interactive topical work; (b) oral practice; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials.

**Formative coursework:** The students will be required to complete weekly language exercises

**Indicative reading:**

- USO de la gramática española: avanzado, Francisca Castro, editorial Edelsa (más clave con respuestas);
- E Galeano, *Las Venas Abiertas de América Latina*, 1988;
- H Graham & J Labanyi (Eds), *Spanish Cultural Studies*, OUP 1995;
- Carlos Fuentes, *El Espejo Enterrado*, Taurus Bolsillo, 1998
- Edwin Williamson, *The Penguin History Of Latin America: New Edition*. 2009
- Giles Tremlett, *España Ante Sus Fantasmas*, Siglo XXI 2006.

Students will be advised to buy any relevant materials at the beginning of the course.

**Assessment:** Exam (30%, duration: 1 hour and 30 minutes) in the summer exam period.

Oral examination (30%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

## LN121

### Spanish Language and Society 1 (beginner)

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Roser Martinez-Sanchez PEL.6.01G

**Availability:** Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.

**Pre-requisites:**

- No previous knowledge of Spanish is required; students with limited prior knowledge may be considered for the course subject to an interview with the course co-ordinator.
- Please contact one of the teachers responsible **before** registering for this course.
- If you are thinking of taking this course in your 2nd or 3rd year, it is advisable to contact one of the teachers responsible **before** the summer vacation.

**Course content:**

- Beginners to intermediate study of the Spanish language through themes related to Spanish-speaking societies **within the framework of social sciences and culture**.
- In a dynamic and communicative way the course develops **all language skills** through individual and group work, authentic and multi-media materials, and research based learning.
- The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural critical awareness.

**Teaching:** 60 hours of classes in the MT. 60 hours of classes in the LT. 6 hours of classes in the ST.

Six hours per week, which will feature: (a) interactive topical work; (b) oral practise; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials.

This course has reading weeks in week 6 of Michaelmas and Lent terms.

**Formative coursework:** Students will be required to complete weekly tasks.

**Indicative reading:** Students will be advised on relevant materials at the beginning of the course.

**Assessment:** Exam (30%, duration: 1 hour and 30 minutes) in the summer exam period.

Oral examination (30%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

## LN122

### Spanish Language and Society 2 (intermediate)

**This information is for the 2022/23 session.**

**Teacher responsible:** Ms Maria Lourdes Hernandez Martin PEL.6.01D and Dr Roser Martinez-Sanchez PEL.6.01G

**Availability:** Available as an outside option to all undergraduate

and General Course students. Students can take this course in any year of their studies **following approval** from the teacher responsible and subject to their own programme regulations.

**Pre-requisites:**

- A good pass at GCSE+ / AS Level or its equivalent is required.
- For undergraduates who have either successfully completed the beginner course (LN121) or can show other evidence of the necessary degree of proficiency.
- Please contact Lourdes Hernandez-Martin (l.hernandez-martin@lse.ac.uk) before registering for this course.
- If you are thinking of taking this course in your 2nd or 3rd year, it is advisable to contact Lourdes Hernandez-Martin (l.hernandez-martin@lse.ac.uk) **before** the summer vacation.

**Course content:**

- Intermediate to advanced study of the Spanish language **through themes related to Spanish-speaking societies and communities within the framework of social sciences and culture.**
- In a dynamic and communicative way the course develops **all language skills** through individual and group work, authentic and multi-media materials, and research based learning.
- The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural critical awareness.

**Teaching:** 50 hours of classes in the MT. 50 hours of classes in the LT. 5 hours of classes in the ST.

Five hours per week, which will feature: (a) sociocultural units; (b) oral presentations; (c) grammar and vocabulary work; (d) research-based projects; and (e) guided study using web-based materials. It is possible that this year some of the teaching may be delivered via virtual classes.

This course has reading weeks in week 6 of Michaelmas and Lent term.

**Formative coursework:** Students will be required to complete weekly tasks.

**Indicative reading:** Students will be advised on relevant materials at the beginning of the course.

**Assessment:** Exam (30%, duration: 1 hour and 30 minutes) in the summer exam period.

Oral examination (30%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

## LN130

### French Language and Society 3 (advanced)

**This information is for the 2022/23 session.**

**Teacher responsible:** Miss Florence Niclot PEL 6.01.L and Mr Francois Simon PEL 6.01.K

**Availability:** This course is available on the MA in Modern History. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.

**Pre-requisites:** Completion of the French Language and Society 2 (Intermediate) course (LN132) OR/AND a good pass at A Level or its equivalent is required. An interview with the course Co-ordinator prior to registration is compulsory.

**Course content:** Advanced study of the French language within the framework of social sciences and culture. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual

and group work, topical discussions, authentic and studio-based multi-media materials. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness.

**Teaching:** 40 hours of classes in the MT. 40 hours of classes in the LT. 4 hours of classes in the ST.

Four hours per week, which will feature:

- Interactive seminars
- Oral classes
- Writing classes (grammar, writing for academic purposes)
- Workshops
- Tutorials; and
- guided study using IT and Web-based materials including a virtual learning environment supported by Moodle

This course has reading weeks in week 6 of Michaelmas and Lent terms.

**Formative coursework:** The students will be required to complete weekly language exercises.

**Indicative reading:** Students will be given the titles of the books when fully registered.

**Assessment:** Exam (30%, duration: 1 hour and 30 minutes) in the summer exam period.

Oral examination (30%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

## LN131

### French Language and Society 1 (beginner)

**This information is for the 2022/23 session.**

**Teacher responsible:** Miss Florence Niclot PEL 6.01 I and Miss Sandrine Victor PEL 6.01 I

**Availability:** Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.

**Pre-requisites:**

- No previous knowledge of French is required; students with limited prior knowledge may be considered for the course. An interview with the course co-ordinator prior to registration is compulsory.

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

**Teaching:** 60 hours of classes in the MT. 60 hours of classes in the LT. 6 hours of classes in the ST.

Six hours per week, which will feature:

- interactive topical work
- oral practice
- grammar and vocabulary work
- tutorials; and (e) guided study using IT and web-based materials.

This course has a reading week in Week 6 of both MT and LT

**Formative coursework:** The students will be required to complete weekly language exercises.

**Indicative reading:** Students will be given the titles of the books when fully registered.

**Assessment:** Exam (30%, duration: 1 hour and 30 minutes) in the summer exam period.

Oral examination (30%) in the ST.

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

## LN132

### French Language and Society 2 (intermediate)

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr Jean Souvignet PEL.6.01K and Miss Sandrine Victor PEL.6.01L

**Availability:** Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.

**Pre-requisites:** Students have completed French Language and Society 1 (beginner) (LN131) AND/OR a good pass at GCSE/AS Level or its equivalent is required.

An interview with the course co-ordinator prior to registration is compulsory.

**Course content:** A bridge from intermediate to advanced study of the French language within the framework of social sciences and culture, that underpin French contemporary Society. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and web-based multi-media materials. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness.

**Teaching:** 50 hours of classes in the MT. 50 hours of classes in the LT. 5 hours of classes in the ST.

Five hours per week, which will feature:

- Interactive topic work
- Oral classes
- Grammar classes
- Seminars
- Tutorials
- Guided study using IT and web-based materials including a virtual learning environment supported by Moodle.

This course has reading weeks in week 6 of Michaelmas and Lent terms.

**Formative coursework:** The students will be required to complete weekly language exercises.

**Indicative reading:** Students will be given the titles of the books when fully registered.

**Assessment:** Exam (30%, duration: 1 hour and 30 minutes) in the summer exam period.

Continuous assessment (40%) in the MT and LT.

Oral examination (30%) in the ST.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

## LN140

### Mandarin Language and Society 3 (Advanced)

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Hua Xiang PEL, 601B

**Availability:** This course is available on the MA in Modern History.

This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.

**Pre-requisites:** Students must have completed Mandarin Language and Society 2 (Intermediate) (LN142).

A good pass at A Level or its equivalent is required. An interview with the course co-ordinator prior to registration is compulsory.

**Course content:** Advanced study of the Mandarin language within the framework of social sciences and culture. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and multi-media materials. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness. At this level, the students are required to read and write up to 2500 Chinese characters.

**Teaching:** 40 hours of classes in the MT. 40 hours of classes in the LT. 4 hours of classes in the ST.

Four hours per week, which will feature: (a) interactive topical work; (b) oral practise; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials.

This course has reading weeks in Week 6 of Michaelmas and Lent terms.

**Formative coursework:** The students will be required to complete weekly exercises. This includes grammar activities, writing essays, in class presentation and online communicative materials.

**Indicative reading:** X Liu (ed.), 2006, *New Practical Chinese Reader*, Vol. 4, textbook and workbook, Beijing. Beijing Language and Cultural University Press;  
Y Po-Ching & D Rimmington, 2002, *Intermediate Chinese - A Grammar and Workbook*, Routledge; S Ma (ed.), 2002, *Modern Advanced Mandarin Course*, Beijing Language and Cultural University Press;  
Oxford Chinese Dictionary, 2010, Oxford Dictionaries.

**Assessment:** Exam (30%, duration: 1 hour and 30 minutes) in the summer exam period.

Oral examination (30%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

## LN142

### Mandarin Language and Society 2 (Intermediate)

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Hua Xiang PEL, 601B

**Availability:** This course is available on the BSc in International Relations and Chinese. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.

**Pre-requisites:** Students must have completed Mandarin Language and Society Level 1 (Beginner) (LN104).

This is an intermediate course, and in order to register, completion of Language and Society 1 or GCSE equivalent is required. An



interview with the course co-ordinator prior to registration is compulsory.

**Course content:** A bridge from intermediate to advanced study of the Mandarin language within the framework of social sciences and culture. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and multi-media materials. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness. At this level, the students are required to read and write up to 1500 Chinese characters.

**Teaching:** 50 hours of classes in the MT. 50 hours of classes in the LT. 5 hours of classes in the ST.

Five hours per week, which will feature: (a) interactive topical work; (b) oral practise; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials.

This course has reading weeks in Week 6 of Michaelmas and Lent terms.

**Formative coursework:** The students will be required to complete weekly exercises. This includes grammar activities, writing Chinese characters and online communicative materials.

**Indicative reading:** X Liu (ed.), 2006, *New Practical Chinese Reader*, Vol. 2, text book and workbook, Beijing. Beijing Language and Cultural University Press.

X Liu (ed.), 2006, *New Practical Chinese Reader*, Vol. 3, text book and workbook, Beijing. Beijing Language and Cultural University Press.

Y Po-Ching & D Rimmington, 2002, *Beginners Chinese - A Grammar and Workbook*, Routledge.

Oxford Chinese Dictionary, 2010, Oxford Dictionaries.

**Assessment:** Exam (30%, duration: 1 hour and 30 minutes) in the summer exam period.

Oral examination (30%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

## LN200

### Russian Language and Society 4 (proficiency)

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Olga Sobolev PEL 6.01a and Mrs Irina Forbes

**Availability:** This course is available on the MA in Modern History. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.

**Pre-requisites:** Completion of the Russian Language and Society 3 (Advanced) course (LN100) or an equivalent command of Russian is required. An interview with the course co-ordinator prior to registration is compulsory.

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

**Teaching:** 30 hours of classes in the MT. 30 hours of classes in the

LT. 3 hours of classes in the ST.

Three hours per week, which will feature: (a) interactive topical work; (b) oral practice; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials. Structured activities during reading week.

This course has reading weeks in week 6 of Michaelmas and Lent terms.

**Formative coursework:** Students will be required to complete weekly language exercises.

**Indicative reading:** *Colloquial Russian 2*, by Olga Sobolev, Natasha Bershadski et al, Routledge, 2018.

Additional: Russian media sources on the web; Terence Wade, *A Comprehensive Russian Grammar* (Blackwell, 2010); Richard Sakwa, Henry E. Hale, Stephen White *Developments in Russian Politics 9* (Red Globe Press, 2018); Robert Service *The Penguin History of Modern Russia: From Tsarism to the Twenty-first Century* (Penguin, 2015); Jeffrey Brooks, *The Firebird and the Fox: Russian Culture under Tsars and Bolsheviks* (Cambridge University Press, 2019).

**Assessment:** Exam (30%, duration: 1 hour and 30 minutes) in the summer exam period.

Oral examination (30%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

## LN210

### German Language and Society 4 (proficiency)

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Peter Skrandies PEL.6.01f

**Availability:** This course is available on the MA in Modern History. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations. This course is capped at 16 students.

**Pre-requisites:** Completion of the German Language and Society 3 (advanced) (LN110) or equivalent knowledge and skills are required. An interview with the course co-ordinator prior to registration is compulsory.

**Course content:** Further advanced (up to proficiency) study of the German language within the framework of the social sciences and culture. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, and the use of authentic multi-media materials. The focus is on accuracy and communication that advance students' language competence, transferable skills and cultural awareness.

**Teaching:** 30 hours of classes in the MT. 30 hours of classes in the LT. 3 hours of classes in the ST.

Three hours per week, which will feature: (a) interactive topical work; (b) oral practice; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials. The course has reading weeks in weeks 6 of the Michaelmas and the Lent term.

**Formative coursework:** Weekly language exercises

**Indicative reading:**

- Durrell, Martin (2011) *160 Hammer's German Grammar and Usage*, 5th edition, London: 160 Routledge
- Durrell, Martin et al (2011) *Practising German Grammar*, 3rd edition, London: Routledge

- Götz, Dieter et al (2008) *Grosswörterbuch Deutsch als Fremdsprache*, München: Langenscheidt

**Assessment:** Exam (30%, duration: 1 hour and 30 minutes) in the summer exam period.

Oral examination (30%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

## LN220

### Spanish Language and Society 4 (proficiency)

**This information is for the 2022/23 session.**

**Teacher responsible:** Ms Mercedes Coca PEL.6.01i and Ms Maria Lourdes Hernandez Martin PEL.6.01.d

**Availability:** This course is available on the MA in Modern History. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.

**Pre-requisites:** Completion of the Spanish Language and Society 3 (Advanced) course (LN120) or its equivalent is required. An interview with the course co-ordinator prior to registration is compulsory.

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

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

Three hours per week, which will feature: (a) interactive topical work; (b) oral practice; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials. This course has reading weeks in week 6 of Michaelmas and Lent terms.

**Formative coursework:** The students will be required to complete weekly language exercises

**Indicative reading:**

- F Matte Bon, Gramatica comunicativa del español, Tomo 1 y Tomo 2, Edelsa, 1998
- The following works are recommended:
- J P Fussi & J Palafox, España: el Desafío a la Modernidad 1808-1996, Espasa 1997;
- P Preston, Las Tres Españas del 36, 1997;
- P Preston, El Holocausto Español, Debate 2011;
- G Garcia Marquez, Fantasía y creación artística en América Latina y el Caribe 1981;
- N Chomsky, América Latina. de la Colonización a la Globalización, Cátedra, 2003;
- C Fuentes, El Espejo Enterrado, Taurus Bolsillo, 1998.

Students will be advised to buy any relevant materials at the beginning of the course.

**Assessment:** Exam (30%, duration: 1 hour and 30 minutes) in the summer exam period.

Oral examination (30%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

## LN230

### French Language and Society 4 (proficiency)

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr Francois Simon PEL.6.01K

**Availability:** This course is available on the MA in Modern History. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.

**Pre-requisites:** Students must have completed French Language and Society 3 (advanced) (LN130).

AND / OR attend a compulsory interview with the course coordinator prior to registration.

**Course content:**

- Further advanced (up to proficiency) study of French language within the framework of social sciences and culture.
- dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and studio-based multi-media materials.
- The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness.

**Teaching:** 30 hours of classes in the MT. 30 hours of classes in the LT. 3 hours of classes in the ST.

Three hours per week, which will feature: (a) Lectures; (b) Oral Classes; (c) Workshops; (d) Tutorials; and (e) Guided study using Language Showroom, IT and web-based material including a virtual learning environment supported by Moodle.

This course has reading weeks in week 6 of Michaelmas and Lent terms.

**Formative coursework:**

- 40 % Research project ( in the MT and LT (including 20% for the oral examination in the main exam period)
- 20% Continuous assessment

See Assessment below

**Indicative reading:** Students are encouraged to make full use of the resources of French books in the Library as well as reference books. Students are also strongly advised to use the French language resources available on the World Wide Web.

**Assessment:** Exam (30%, duration: 1 hour and 30 minutes) in the summer exam period.

Oral examination (30%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

**LN240****Mandarin Language and Society 4 (Proficiency)**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Hua Xiang PEL, 601B

**Availability:** This course is available on the MA in Modern History. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.

**Pre-requisites:** Students must have completed Mandarin Language and Society 3 (Advanced) (LN140). Students must complete LN140 or reach equivalent language level. An interview with the course co-ordinator prior to registration is compulsory.

**Course content:** Further advanced (up to proficiency) study of the Mandarin language within the framework of social sciences and culture. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and multi-media materials. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness. At this level, the students are required to read and write up to 3500 Chinese characters.

**Teaching:** 30 hours of classes in the MT. 30 hours of classes in the LT. 3 hours of classes in the ST.

Three hours per week, which will feature: (a) interactive topical work; (b) oral practise; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials. This course has reading weeks in Week 6 of Michaelmas and Lent terms.

**Formative coursework:** The students will be required to complete weekly exercises. This includes newspaper reading, research projects and online communicative materials.

**Indicative reading:** Hunshan Carolyn Lee, Hsin-Hsin Liang, Liwei Jiao and Julian K Wheatley, 2010, The Routledge Advanced Chinese Multimedia Course: Crossing Cultural Boundaries. Hong Kong, Routledge.

Authentic materials from newspaper, web and journals.

**Assessment:** Exam (30%, duration: 1 hour and 30 minutes) in the summer exam period.

Oral examination (30%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

**LN241****Mandarin for International Relations (Elementary)**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Hua Xiang PEL.6.01B

**Availability:** This course is compulsory on the BSc in International Relations and Chinese. This course is not available as an outside option nor to General Course students.

**Pre-requisites:** Students must have completed Mandarin Language and Society Level 1 (Beginner) (LN104) and Mandarin Language and Society 2 (Intermediate) (LN142).

**Course content:** A subject specific study of the Mandarin language within the framework of International Relations. In a dynamic and communicative way the course develops all four language skills

(i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and multi-media materials. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness. The focus will be specific vocabulary related to International Relations and reading skills of simple texts in the target language on International Relations topics.

**Teaching:** 44 hours of classes in the MT. 44 hours of classes in the LT. 4 hours of classes in the ST.

Four hours per week, which will feature: (a) interactive topical work; (b) oral practise; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials.

Reading week in Week 6 of MT and LT.

**Formative coursework:** Students will be expected to produce 1 essay, 1 exercise, 1 presentation, 1 project and 1 other piece of coursework in the MT and LT.

The students will be required to complete weekly exercises. This includes vocabulary quizzes, grammar activities, writing Chinese characters and use of online communicative materials.

**Indicative reading:** Newspaper articles, internet sources, other web-based materials dealing with international relationship issues.

<http://www.ftchinese.com/story/001065369?full=y>

<https://zht.globalvoices.org/category/topics/international-relations/>

**Assessment:** Exam (30%, duration: 1 hour and 30 minutes) in the summer exam period.

Coursework (50%) in the MT and LT.

Oral examination (20%) in the ST.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

**LN250****English Literature and Society**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Angus Wrenn PEL.6.01a

**Availability:** Available as an outside option to students on all undergraduate programmes where regulations permit, and to General Course students. Students can take this course in any year of their studies.

**Pre-requisites:** An A-level pass or equivalent is recommended but not required (especially for General Course students).

**Course content:** (a) Study of 20th century British literature (prose, poetry and drama) in its socio-political context; Study of individual authors (in weekly lectures) - these form the basis of the examination assessment (b) Study of major cultural themes running through the century e.g. Literature of War; Imperialism; Feminism; Modernism; Postmodernism; Political writing - these form the basis of the student's extended coursework essay. (c) Several trips to theatre productions during the year; (d) Extensive use of archive recordings of authors, and video; (e) Students encouraged to draw upon background in their main discipline, and to read widely.

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

Structured activities during the reading week in the MT and LT.

Revision workshops and tutorials in the ST.

This course has reading weeks in Week 6 of Michaelmas and Lent Terms.

**Formative coursework:** Two essays per year; topically based research presentations.

**Indicative reading:** (Primary texts) Conrad Heart of Darkness; T S Eliot The Waste Land; Virginia Woolf Mrs Dalloway; James Joyce Portrait of the Artist Forster Passage to India George Orwell Nineteen Eighty-Four; Larkin Collected Poems; Heaney Collected Poems; (Secondary text) The Cambridge History of Twentieth-Century



English Literature (The New Cambridge History of English Literature) by Laura Marcus and Peter Nicholls Cambridge: CUP, 2012

**Assessment:** Exam (70%, duration: 3 hours) in the summer exam period.

Essay (30%) in the LT.

## LN251

### Comparative Literature and 20th Century Political History

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Olga Sobolev PEL 6.01a and Dr Angus Wrenn PEL 6.01a

**Availability:** This course is available on the BA in History, BSc in History and Politics, BSc in International Relations and History and BSc in Politics and History. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Students can take this course in any year of their studies.

**Pre-requisites:** Although an A-level pass or equivalent in Literature is useful, it is not an absolute requirement (especially for General Course Students).

**Course content:** Comparative literature of the twentieth century leading up to and including the Cold War. (a) Study of major authors (prose, poetry and drama, in English translation where relevant) on both sides of the Iron Curtain with a focus on the recurrent cultural themes: social Utopia/Dystopia; art with a social/political function; the East-West dichotomy in the Cold War; ideological scepticism; individual and the state; the value of political protest (b) Use of video-recording related to the texts (c) Several related trips to galleries, film festivals and theatre productions during the year; (d) Students encouraged to draw upon background in their main discipline, and to read widely.

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

Structured activities during the reading week in the MT and LT. Revision workshops and tutorials in the ST.

This course has reading weeks in week 6 of Michaelmas and Lent terms.

**Formative coursework:** Students will be expected to produce 2 essays and 1 presentation in the MT and LT.

**Indicative reading:** A. Huxley *Brave New World*; G.B. Shaw *Annajanska the Bolshevik Empress*; E. Zamyatin *We*; G. Orwell *Animal Farm & 1984*; M. Bulgakov *The Heart of a Dog*; W. H. Auden *poems*; V. Mayakovsky *poems*; A. Solzhenitsyn *A Day in the Life of Ivan Denisovich*; Ian Fleming *From Russia with Love*; John le Carré *Tinker Tailor Soldier Spy*; Peter Scheider *The Wall Jumer*; Ian McEwan *The Innocent*; A. Makine *A Life's Music*; M. Kundera *The Unbearable Lightness of Being*; T. Stoppard *Professional Foul*; S. Dovlatov *The Suitcase*; B. Chatwin *Utz*.

**Assessment:** Exam (70%, duration: 3 hours) in the summer exam period.

Essay (30%, 2500 words) in the LT.

## LN252

### Contemporary Literature and Global Society

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Olga Sobolev PEL 6.01a and Dr Angus Wrenn PEL 6.01a

**Availability:** This course is available as an outside option to students on all undergraduate programmes, and to General Course students. Students can take this course in any year of their studies, subject to their own programme regulations.

**Pre-requisites:** Although an A-level pass or equivalent in Literature is useful, it is not an absolute requirement (especially for General

Course students).

**Course content:** (a) Study of contemporary (chiefly post 2000) literature and films in the context of modern globalised society, covering prose, poetry, drama and cinematic works; (b) Focus on cultural postmodernism, including such aspects as: decline of national cultural frameworks; 'commodification' of culture; 'media-driven' society; gender issues; the problem of identity; social elites and social fragmentation; (c) study of films and individual authors in English translation (where relevant). (d) several related trips to galleries, film festivals and theatre productions during the year; (e) extensive use of archive recordings of authors, and video; (f) students are encouraged to draw upon their background in their main discipline, and to read widely.

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

Structured activities during the reading week in the MT and LT. Revision workshops and tutorials in the ST.

This course has reading weeks in week 6 of Michaelmas and Lent terms.

**Formative coursework:** Students will be expected to produce 2 essays and 1 presentation in the MT and LT.

**Indicative reading:** Literature: Douglas Coupland, *Generation X*; Viktor Pelevin, *Generation P (Babylon)*; Vesna Goldsworthy *Gorsky* (Scott Fitzgerald *The Great Gatsby*); Branden Jacobs-Jenkins, *Gloria*, Milan Kundera, *Ignorance*; Mohsin Hamid, *The Reluctant Fundamentalist*; Marina Lewicka *A Short History of Tractors in Ukrainian*; Monica Ali, *Brick Lane*; Jonathan S. Foer *Everything Is Illuminated*; Zadie Smith, *White Teeth*, John le Carré *A Most Wanted Man*.

Films: *Good Bye, Lenin!* (2003); *Everything Is Illuminated* (2005); *Borat* (2006); *The Riot Club* (2014); *Loveless* (2018).

**Assessment:** Exam (70%, duration: 3 hours) in the summer exam period.

Essay (30%, 2500 words) in the LT.

## LN253

### European Literature and Philosophy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Olga Sobolev PEL 6.01a and Dr Angus Wrenn PEL 6.01a

**Availability:** This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Students can take this course in any year of their studies.

**Pre-requisites:** Although an A-level pass or equivalent in Literature is useful, it is not an absolute requirement (especially for General Course students).

**Course content:** (a) Literary treatment of the major philosophical trends of the twentieth century, including the aesthetics of Bergson and Nietzsche, the analytical school of Russell; political philosophy of Isaiah Berlin, the existentialism of Heidegger and Sartre, the paradox of the absurd of Camus, French and East European Phenomenology; Wittgenstein and philosophy of language (b) Related trips to galleries and theatre productions during the year; (c) Use of archive recordings of authors, and video; (d) Students encouraged to draw upon background in their main discipline, and to read widely.

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

Structured activities during the reading week in the MT and LT. Revision workshops and tutorials in the ST.

This course has reading weeks in week 6 of Michaelmas and Lent terms.

**Formative coursework:** Two essays per year; topically based research presentations.



**Indicative reading:** Dostoevsky *Crime and Punishment & The Parable of the Grand Inquisitor*; Kafka *Metamorphosis & The Trial*; Nabokov *Lolita*, *Speak Memory & Strong Opinions*; Celan *Todesfuge and other poems*; St-Exupery *The Little Prince*; Solzhenitzyn *One Day in the Life of Ivan Denisovich*; Camus *L'Etranger & The Myth of Sisyphus*; Kundera *The Unbearable Lightness of Being*; Stoppard *Dogg's Hamlet Cahoot's Macbeth*

**Assessment:** Exam (70%, duration: 3 hours) in the summer exam period.

Essay (30%, 2500 words) in the LT.

## LN254

### Literature and Aspects of Ethics

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Olga Sobolev PEL 6.01a and Dr Angus Wrenn PEL 6.01a

**Availability:** This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Students can take this course in any year of their studies.

**Pre-requisites:** Although an A-level pass or equivalent in Literature is useful, it is not an absolute requirement (especially for General Course students).

**Course content:** a) Literary treatment/projection of the aspects of ethics, focusing on the classical ideas of Aristotle and Kant, Schopenhauer, and Nietzsche, developed in modern times by Sartre, Lacan, Bernard Williams and Michel Foucault. The course will draw on a range of themes arising from the interface between literary and philosophical studies and will explore such issues as the objectivity of moral reasoning (the question whether the practices that are traditionally and factually legitimated by religion, law or politics are indeed worthy of recognition); the spiritual crisis of the modern world (desire, guilt and innocence); technological omnipotence versus determinism; and the illusion of liberty in a tolerant democracy based on consensus. It will also be concerned with such questions as whether philosophy and literature, when combined, can achieve more than the sum of the two parts.  
b) The course is based on a carefully chosen range of short stories from world literature (including such authors as Kafka, Murakami, Kundera, Borges, Bessie Head, Isabel Allende etc.) where there is either a direct allusion to or a strong parallel with the key ethical issues.  
c) Related trips to galleries and theatre productions during the year.  
d) Use of archive recordings of authors, and video.  
e) Students encouraged to draw upon background in their main discipline, and to read widely.

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

Structured activities during the reading week in the MT and LT.

Revision workshops and tutorials in the ST.

This course has reading weeks in week 6 of Michaelmas and Lent terms.

**Formative coursework:** Students will be expected to produce 2 essays and 1 presentation in the MT and LT.

**Indicative reading:** Literary texts: Bashevis Singer *The Spinoza of Market Street*; Franz Kafka *In The Penal Colony*; Isabel Allende *The Schoolteacher's Guest*; Thomas Mann *Death in Venice*; Jorge-Luis Borges *Blue Tigers*; Haruki Murakami *The Ice Man*; Jean-Paul Sartre *The Wall*; Guy de Maupassant *The Model*; Heinrich Böll *To Work or not to Work*; Bessie Head *A Power Struggle*.

**Additional reading:** Peter Singer and Renata Singer (eds.), *The Moral of the Story: An Anthology of Ethics Through Literature* (Wiley-Blackwell, 2004); Alex Voorhoeve, *Conversations on Ethics* (Oxford University Press, 2011); Luc Bovens, 'A response to Prelec', in: Oliver, Adam, (ed.) *Behavioural Public Policy* (Cambridge University Press,

2013); Brian Stock, *Ethics through Literature: Ascetic and Aesthetic Reading in Western Culture* (Brandeis, 2008).

**Assessment:** Exam (70%, duration: 3 hours) in the summer exam period.

Essay (30%, 2500 words) in the LT.

## LN270

### Society and Language: Linguistics for Social Scientists

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Peter Skrandies PEL.6.01f

**Availability:** Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.

**Course content:** The course will introduce students to key (socio) linguistic concepts (semantic and pragmatic meaning, discourse, register, genre, dialect, idiolect, sociolect) employed in the analysis of language use as a social process. Students will explore the reciprocal relationship between language and specific social contexts and structures (class, gender, ethnicity), and study the role that language plays in the creation, maintenance and change of social relations and institutions. Important themes are changing attitudes to language and the prestige afforded to particular languages and language varieties. The use of language for academic purposes will be analysed, as will be situations of language contact, multilingualism and the role of translation in intercultural and international communication. The implications and consequences for less widely used languages of the emergence of English (and other widely spoken languages) as global lingua francas will be outlined and discussed.

**Teaching:** 10 hours of seminars and 10 hours of classes in the MT. 10 hours of seminars and 10 hours of classes in the LT. 1 hour of seminars and 1 hour of classes in the ST.

Two hours per week, featuring: (a) Presentations on a range of concepts and themes; (b) classes including students' presentations; (c) revision workshops. Students on this course will have a reading week in Week 6 of MT and LT.

**Formative coursework:** Short essays, linguistic analyses, presentations.

**Indicative reading:**

- Edwards, John (2013). *Sociolinguistics: A Very Short Introduction*. Oxford: Oxford University Press
- Mesthrie, Rajend (ed) (2011). *The Cambridge Handbook of Sociolinguistics*, Cambridge: Cambridge University Press
- McConnell-Ginet, S., (2020). *Words matter: Meaning and power*. Cambridge: Cambridge University Press
- Mooney, Annabelle et al (2015). *Language, Society and Power. An Introduction*, 4th edition, London: Routledge
- Ottenheimer, H. J., & Pine, J. M. (2018). *The anthropology of language: an introduction to linguistic anthropology*. Wadsworth: Cengage Learning.
- Wodak, Ruth et al (2011). *The SAGE Handbook of Sociolinguistics*, London: SAGE
- Yule, George (2016). *The Study of Language*, 6th ed., Cambridge: Cambridge University Press

**Assessment:** Coursework (50%) in the LT and ST.

Take-home assessment (50%) in the ST.

The coursework consists of a sociolinguistic project which includes an oral presentation of the project (10%, 500 words) in the LT and a project essay (40%, 4000 words) in the ST.

The take-home assessment set during the summer exam period will have to be completed over a period of seven days.

## LN303

### Language Studies Dissertation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Olga Sobolev and Dr Neil Mclean

**Availability:** This course is available on the BSc in Language, Culture and Society. This course is not available as an outside option nor to General Course students.

**Pre-requisites:** The dissertation builds on first and second year linguistics or literature options offered by the Language Centre. These options require students to complete research tasks and projects as part of their coursework. Students' dissertation topics will be expected to reflect their study of appropriate options in intercultural communication, sociolinguistics or literature in their first and second years.

**Course content:** The dissertation will have two elements. These are the dissertation text of 7,000 words in the target language and a viva in English. Students' research questions will explore an area of linguistic or literary study or theory introduced during students first two years on the BSc in Papers 4 and 8. In addition to these courses, students will have completed SO201 and research projects written in their target language as part of their LS4 coursework. The dissertation will build on these learning experiences.

The dissertation will provide the opportunity to carry out an extended independent research project in the target language, and to present the findings of this study in two formats. The first is the text of 7,000 words written in the target language and following academic conventions in that language. The dissertation will contain the following core elements:

Literature review demonstrating the student's ability to work with a variety of sources in the target language, and justifying their research interest / niche.

Methodological framework, based on their first and second year grounding in systematic analysis within linguistic research or literary theory, and the research methods training offered in the Department of Sociology.

Original analysis of primary or secondary data specific to the topic.

The second format is the viva, during which the student will present and discuss their work with their main language teacher and a second member of the Language Centre who teaches either linguistics or literature.

**Teaching:** 10 hours of workshops in the MT. 8 hours of workshops in the LT.

Students will attend fortnightly dissertation workshops. In Michaelmas term, these will focus on the design of their project and data collection and analysis, in Lent term they will focus on presenting their findings. Students will also have two individual supervision meetings each term.

**Formative coursework:** Students will be expected to produce 1 essay in the MT and 2 essays and 1 presentation in the LT.

**Indicative reading:** This will depend on the dissertation topic. Students will be guided by their supervisor.

**Assessment:** Dissertation (70%, 7000 words) and presentation (30%) in the ST.

## LN320

### Spanish Language and Society 5 (mastery)

**This information is for the 2022/23 session.**

**Teacher responsible:** Ms María Lourdes Hernandez Martin PEL 6.01 d

**Availability:** This course is available on the MA in Modern History. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and

subject to their own programme regulations.

**Pre-requisites:** Completion of the Spanish Language and Society 4 (Proficiency) course (LN220) or its equivalent is required. An interview with the course co-ordinator prior to registration is compulsory.

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

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

This course has reading weeks in week 6 of Michaelmas and Lent terms.

Two hours per week, which will feature: (a) interactive topical work; (b) oral practice; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials.

**Formative coursework:** The students will be required to complete weekly tasks

**Indicative reading:** The following works are indicative texts: Students will be advised on relevant materials at the beginning of the course.

**Assessment:** Exam (30%, duration: 1 hour and 30 minutes) in the summer exam period.

Oral examination (30%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

## LN330

### French Language and Society 5 (mastery)

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr Francois Simon PEL 6.01 K

**Availability:** This course is available on the MA in Modern History. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.

**Pre-requisites:** Students must have completed French Language and Society 4 (proficiency) (LN230).

AND / OR attend a compulsory interview with the course co-ordinator prior to registration.

**Course content:**

- Further advanced (up to the level of mastery) study of the French language within the framework of social sciences and culture.
- dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic materials.
- The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness.

**Teaching:** 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.

Two hours per week, which will feature: (a) seminars; (b) Oral Classes; (c) Workshops; (d) Tutorials; and (e) Guided study using

Language (f) grammar. Showroom, IT and web-based material including a virtual learning environment supported by Moodle. This course has reading weeks in week 6 of Michaelmas and Lent terms.

**Formative coursework:**

- 40% : Research project (in the MT and LT (including an Oral examination (20%) in the main exam period).
- 20% : Continuous assessment (in the MT and LT).

See Assessment below

**Indicative reading:** Students are encouraged to make full use of the resources of French books in the Library as well as reference books. Students are also strongly advised to use the resources available on the World Wide Web.

**Assessment:** Exam (30%, duration: 1 hour and 30 minutes) in the summer exam period.

Oral examination (30%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

## LN340

### Mandarin Language and Society 5 (Mastery)

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Hua Xiang PEL, 601B

**Availability:** This course is available on the MA in Modern History.

This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Available as an outside option to all undergraduate and General Course students. Students can take this course in any year of their studies following approval from the teacher responsible and subject to their own programme regulations.

**Pre-requisites:** Students must have completed Mandarin Language and Society 4 (Proficiency) (LN240).

This is a Mastery course, and in order to register, completion of Language and Society 4 or equivalent is required. An interview with the course co-ordinator prior to registration is compulsory.

**Course content:** Further advanced (up to the level of mastery) study of the Mandarin language within the framework of social sciences and culture. In a dynamic and communicative way the course develops all four language skills (i.e. speaking, listening, reading and writing) through individual and group work, topical discussions, authentic and multi-media materials. The focus is on accuracy as well as communication that advance students' language competence, transferable skills and cultural awareness. At this level, the students are required to read and write up to 5000 Chinese characters.

**Teaching:** 20 hours of classes in the MT. 20 hours of classes in the LT. 2 hours of classes in the ST.

Two hours per week, which will feature: (a) interactive topical work; (b) oral practise; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials.

This course has reading weeks in Week 6 of Michaelmas and Lent terms.

**Formative coursework:** The students will be required to complete weekly exercises. This includes newspaper reading, research projects and online communicative materials.

**Indicative reading:** Students are encouraged to make full use of the resources of language gateway at LSE and online magazine subscription. There will be guided authentic materials from newspaper, web and journals.

**Assessment:** Exam (30%, duration: 1 hour and 30 minutes) in the summer exam period.

Oral examination (30%) in the ST.

Continuous assessment (40%) in the MT and LT.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

## LN341 Not available in 2022/23

### Mandarin in the Global Workplace

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Hua Xiang PEL.6.01B

**Availability:** This course is compulsory on the BSc in International Relations and Chinese. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** The students should have completed their third year abroad in China.

**Course content:** The linguistic focus will continue to advance students' receptive and productive skills, as well as to develop their mediation skills (translation and interpretation skills) in order to expand students' coherent and detailed subject knowledge into vocabulary, syntactic (semantic) structures and pragmatic usages associated with International Relations discourse.

The course will also target improving students' analytical and critical thinking abilities to evaluate one or more aspect of culture, history, geography, politics, social and economic structures in Chinese societies, using and improving intercultural and transferable skills. This will ultimately ensure students' autonomous problem solving ability and key/generic skills within a structured environment. The ultimate aim of this course is to help students to establish the effective communication between English and Chinese in international relations contexts, both orally and in writing, and therefore to improve their professional competence employability.

COMMUNICATIVE CONTENT:

The course is focused on the following communicative functions:

- Providing critical reasoning.
- Giving coherent description and logical comment.
- Participating constructively in discussion or debate.
- Exchanging specific information in international relations contexts: international law (such as human rights), international conventions and international organisations.
- Assessing the relevance and importance of the ideas of others.
- Reading and summarising texts from newspapers, journals, TV news and radio broadcasting.
- Competitive translation and interpretation skills on international relation topics.
- Writing essays to discuss issues with International Relations elements.
- Fostering intercultural awareness and understanding.
- Adopting a non-Eurocentric perspective.

**Teaching:** 22 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

Two hours per week, which will feature: (a) interactive topical work; (b) oral practice; (c) grammar and vocabulary work; (d) tutorials; and (e) guided study using IT and web-based materials.

Structured activities in Week 11 of MT and LT.

**Formative coursework:** Students will be expected to produce 2 essays, 2 problem sets, 2 presentations, 2 projects and 2 other pieces of coursework in the MT and LT.

The students will be required to complete weekly exercises.

This includes vocabulary quiz, presentation, writing, translation/interpretation and online communicative materials.

**Indicative reading:** Authentic materials will be used in this class.

**Assessment:** Coursework (70%) in the MT and LT.

Oral examination (30%) in the ST.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic



proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

## LN342

### Academic Chinese for International Relations

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Hua Xiang PEL.6.01B

**Availability:** This course is compulsory on the BSc in International Relations and Chinese. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** Students must have completed Mandarin Language and Society 4 (Proficiency) (LN240).

**Course content:** This course aims to develop students' linguistic skills at a near mastery level through studying authentic materials relevant to Year 4 international relation students. Possible topics such Sino-UK relation, Sino-USA relation, Modernity and the State in China, China's recent rise, e-Commerce, wealth inequality, gender discrimination, migrant workers, and so on ( Four themes – China and the world, China: past and current, China: economic development, China: human rights and equality). The students will be given opportunities to learn the key vocabulary related to China's history and current society, foreign policy, economic development, and human rights. Meanwhile, they will discuss and analyse real cases using methods/tools they have developed from their IR courses. The course is communicative and interactive. The students are required to read authentic materials in the target language and learn to discuss, summarise and debate ideas and issues in China as well as consider the applicability in different social/culture context.

COMMUNICATIVE CONTENT:

- Fluently express one's opinion in mandarin Chinese
- Fluently read and comprehend newspaper articles in mandarin Chinese (1500-2000 words)
- Skillfully summarise newspaper articles
- Understand presentations, talks, lectures in related areas in mandarin Chinese.
- Clearly and convincingly express one's subject analysis and viewpoint in mandarin Chinese

**Teaching:** 22 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

2 hour classes per week. The teaching will be theme based, communicative and using integrated approaches. The teaching will be focusing on:

- Learn proficiency/mastery level Chinese phrases and expressions (equivalent to HSK 6) specific to IR.
- Chinese proverbs.
- Longer sentences and more complicated sentence structures.
- Introduction of traditional Chinese characters and classical Chinese160

**Formative coursework:** Students will be expected to produce 2 essays, 2 presentations, 2 exercises and 1 project in the MT and LT. The students will be required to complete weekly exercises. This includes essays, in class presentation or recording, and project work.

**Indicative reading:** The students will be working with authentic materials in this unit, such as newspaper, journal articles and chapter selection from Chinese books.

**Assessment:** Coursework (70%) in the MT and LT. Oral examination (30%) in the ST.

Language courses map to the Common European Framework for Language Learning. This framework defines linguistic proficiency in the four language skills (reading, writing, speaking and listening) at different levels. To pass this course, students are therefore required to achieve a pass mark in each element of the assessment (continuous assessment, oral and written exams), as these test all four skills.

## MA100

### Mathematical Methods

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Ioannis Kouletsis

**Availability:** This course is compulsory on the BSc in Actuarial Science, BSc in Business Mathematics and Statistics, BSc in Data Science, BSc in Economics with Economic History, BSc in Finance, BSc in Financial Mathematics and Statistics, BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available on the BSc in Accounting and Finance, BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics and MSc in Economics (2 Year Programme). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** This course assumes knowledge of the elementary techniques of mathematics including calculus, as evidenced for example by a good grade in A Level Mathematics.

**Course content:** This is an introductory level course for those who wish to use mathematics seriously in social science, or in any other context. A range of basic mathematical concepts and methods in calculus of one and several variables and in linear algebra are covered and some applications illustrated. It is an essential pre-requisite for any mathematically orientated economics options and for many further mathematics courses. Topics covered: Matrices, reduced row echelon form, rank. Systems of linear equations, Gaussian elimination. Determinants. Vector spaces, linear independence, basis, dimension. Linear transformations, similarity. Eigenvalues. Diagonalization. Orthogonal diagonalization. Complex numbers. Vectors. Functions of several variables, derivatives, gradients, tangent hyperplanes. Optimisation including Lagrange's method. Vector-valued functions, derivatives and their manipulation. Inverse functions, local inverses and critical points, use in transformations. Integration, differential and difference equations. Some applications of the above topics.

**Teaching:** This course is delivered through a combination of classes, lectures, and pre-recorded videos, totalling a minimum of 60 hours across Michaelmas Term and Lent Term.

**Formative coursework:** Students will be expected to attempt a number of weekly self-study exercises (and check their answers using solutions provided) in preparation for their classes. Homework will be submitted weekly to the appropriate class teacher for marking and feedback. In addition, Home Assignments with Exam-Style Questions will be submitted for marking and feedback at regular intervals throughout the year. Success in this paper depends on dealing with the written work as it is assigned, in a regular and systematic manner.

**Indicative reading:** Ken Binmore & Joan Davies, *Calculus, Concepts and Methods*; Martin Anthony & Michele Harvey, *Linear Algebra, Concepts and Methods*.

**Assessment:** Exam (75%, duration: 3 hours) in the summer exam period. Exam (25%, duration: 1 hour) in the January exam period.

## MA102 Half Unit

### Mathematical Proof and Analysis

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Peter Allen

**Availability:** This course is compulsory on the BSc in Data Science. This course is available on the BSc in Actuarial Science and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

**Pre-requisites:** Students should have taken, or be taking concurrently, the course Mathematical Methods (MA100), **or** the course Quantitative Methods (Mathematics) (MA107).



**Course content:** The course is an introduction to the use of formal definitions and proofs in mathematics, and to basic results of elementary logic, set theory and analysis. Specific topics covered are as follows: Logic, sets and functions, relations, real numbers, infimum and supremum, sequences, limits and continuity.

This course is intended as preparation for a student interested in the application of mathematical concepts and proof to subjects such as computer science (in particular the analysis of algorithms) and economics.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term.

**Formative coursework:** Students will be expected to produce 10 problem sets in the MT.

Written answers to set problems will be expected on a weekly basis.

**Indicative reading:** Students may wish to have one of the recommended textbooks:

- N L Biggs, *Discrete Mathematics* (2nd edn) **or**
- P J Eccles, *An Introduction to Mathematical Reasoning*, but these are not required.

Further background reading can be found in:

- R Allenby, *Numbers and Proofs*;
- M Liebeck, *A Concise Introduction to Pure Mathematics*;
- V Bryant, *Yet Another Introduction to Analysis*, *and*;
- R Bartle & D Sherbert, *Introduction to Real Analysis*.

**Assessment:** Exam (90%, duration: 1 hour and 30 minutes) in the summer exam period.

Continuous assessment (10%) in the MT.

## MA103

### Introduction to Abstract Mathematics

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Peter Allen and Dr Emilio Pierro

**Availability:** This course is compulsory on the BSc in Financial Mathematics and Statistics, BSc in Mathematics and Economics and BSc in Mathematics with Economics. This course is available on the BSc in Actuarial Science, BSc in Business Mathematics and Statistics, BSc in Data Science and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

**Pre-requisites:** Students should have taken, or be taking concurrently, the course *Mathematical Methods* (MA100).

**Course content:** The course is an introduction to the use of formal definitions and proofs in mathematics, and to basic results of elementary set theory, number theory, linear algebra, algebra and analysis. Specific topics covered are as follows: Logic, sets and functions, relations, real numbers, infimum and supremum, sequences, limits and continuity, integers, prime numbers, greatest common divisor and modular arithmetic, complex numbers, groups and vector spaces.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 80 hours across Michaelmas Term and Lent Term.

**Formative coursework:** Students will be expected to produce 20 problem sets in the MT and LT.

Written answers to set problems will be expected on a weekly basis.

**Indicative reading:** Students may wish to have one of the recommended textbooks: N L Biggs, *Discrete Mathematics* (2nd edn) or P J Eccles, *An Introduction to Mathematical Reasoning*, but these are not required. Further background reading can be found in R Allenby, *Numbers and Proofs*; M Liebeck, *A Concise Introduction to Pure Mathematics*; V Bryant, *Yet Another Introduction to Analysis*; R Bartle & D Sherbert, *Introduction to Real Analysis* and H Anton, *Elementary Linear Algebra*.

**Assessment:** Exam (90%, duration: 3 hours) in the summer exam period.

Continuous assessment (10%) in the MT and LT.

## MA107 Half Unit

### Quantitative Methods (Mathematics)

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr James Ward

**Availability:** This course is compulsory on the BSc in Economic History with Economics, BSc in Economics and Economic History, BSc in Environmental Policy with Economics, BSc in Geography with Economics, BSc in International Social and Public Policy and Economics, BSc in Management and BSc in Social Policy and Economics. This course is available on the BSc in Accounting and Finance, BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics, BSc in Politics and Economics and Diploma in Accounting and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.

**Pre-requisites:** A-level Mathematics (or equivalent).

Students with A-level Mathematics who are confident of their mathematical skills may, regulations permitting, also consider the full unit **MA100 Mathematical Methods**.

**Course content:** The aim of this course is to develop the basic mathematical tools necessary for further study in economics and related disciplines. To this end we focus on: techniques of calculus (differentiation, partial differentiation, optimisation and integration), methods of linear algebra (use of matrices), and the solution of difference and differential equations. The ideas are taught systematically, with emphasis on their application to economic problems. Examples are used throughout the course for motivation and illustration.

Specific topics are as follows: sets, functions, equations, graphs. Difference equations, sequences, limits. Differentiation, inverse functions, exponential and logarithmic functions. Partial differentiation, chain rule, homogeneous functions. Optimisation in two variables: unconstrained and constrained. Lagrange multipliers. Vector notation and convexity. Matrix notation, systems of linear equations, inverse matrices. Integration. Differential equations.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Michaelmas Term.

**Formative coursework:** Written answers to set problems will be expected on a weekly basis.

**Indicative reading:** The course follows M Anthony & N L Biggs, *Mathematics for Economics and Finance: Methods and Modelling*, CUP, 1996. There are many other books with titles like *Mathematics for Economists* which may be of some use, but they won't cover the entire course.

**Assessment:** Exam (100%, duration: 2 hours) in the January exam period.

## MA203 Half Unit

### Real Analysis

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Konrad Swanepoel

**Availability:** This course is compulsory on the BSc in Financial Mathematics and Statistics, BSc in Mathematics and Economics and BSc in Mathematics with Economics. This course is available on the BSc in Actuarial Science, BSc in Business Mathematics and Statistics and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

**Pre-requisites:** *Introduction to Abstract Mathematics* (MA103) or *Mathematical Proof and Analysis* (MA102) are essential.

**Course content:** This is a course in real analysis for those who have already met the basic concepts of sequences and continuity on the real line. Here we generalize these concepts to

Euclidean spaces and to more general metric and normed spaces. These more general spaces are introduced at the start and are emphasized throughout the course.

Topics covered are:

- Metric and normed spaces, open and closed sets.
- Sequences in metric spaces, compactness, completeness.
- Pointwise and uniform convergence of sequences of functions.
- Continuity of real valued functions and of functions between metric spaces, uniform continuity and Lipschitz condition.
- Differentiation of real valued functions, the mean value theorem, differentiation of functions between Euclidean spaces, and partial derivatives.
- Series, including power series and series in normed spaces.
- Riemann integral and the fundamental theorem of calculus.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Michaelmas Term. In-person lectures and seminars might be replaced by online ones depending on the future COVID-19 situation.

**Formative coursework:** Written answers to set problems will be expected on a weekly basis.

**Indicative reading:** A comprehensive pack of lecture notes will be provided. The following book may prove useful for some aspects of the course:

- Robert G Bartle & Donald R Sherbert, Introduction to Real Analysis

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

## MA207 Half Unit

### Further Quantitative Methods (Mathematics)

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr James Ward

**Availability:** This course is available on the BSc in Management. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

**Pre-requisites:** Students should have previously taken **MA107 Quantitative Methods (Mathematics)**. It is not available to students who have taken **MA100 Mathematical Methods**, or equivalent, nor higher level methods courses.

**Course content:** This is a second course in quantitative methods, following on directly from Quantitative Methods (Mathematics) (MA107). This course will contain further algebra and calculus. As with the course MA107, the emphasis will be on applications in economics and finance. Topics covered: Matrix methods in portfolio analysis. Linear independence. Rank of a matrix. Eigenvalues and eigenvectors. Diagonalisation. Linear systems of recurrence equations. Markov process. Second-order recurrence equations. Macroeconomic models. Vector geometry. Gradient and directional derivative. Tangent hyperplanes and the optimal bundle. Resource allocation and Pareto efficiency. Orthogonal matrices and quadratic forms. Critical points of quadratic functions. Taylor's approximation. Optimisation of functions of two or more variables.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Lent Term.

**Formative coursework:** Written answers to set problems will be expected on a weekly basis.

**Indicative reading:** M Anthony & N Biggs, Mathematics for Economics and Finance (Cambridge, 1996); A Ostaszewski, Mathematics in Economics (Blackwell, 1993).

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

## MA208 Half Unit

### Optimisation Theory

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Julia Boettcher

**Availability:** This course is available on the BSc in Actuarial Science, BSc in Business Mathematics and Statistics, BSc in Data Science, BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

**Pre-requisites:** Mathematical Methods (MA100) and Introduction to Abstract Mathematics (MA103) are pre-requisites. Real Analysis (MA203) is desirable, and students who have not done MA203 should contact the teacher responsible.

**Course content:** Based on the relevant mathematical theory, the course describes various techniques of optimisation and shows how they can be applied. More precisely, the topics covered are: Introduction and review of mathematical background. Introduction to combinatorial optimisation; shortest paths in directed graphs; algorithms and their running time. Classical results on continuous optimisation: Weierstrass's Theorem concerning continuous functions on compact sets; optimisation of differentiable functions on open sets; Lagrange's Theorem on equality constrained optimisation; Karush, Kuhn, and Tucker's Theorem on inequality constrained optimisation. Linear programming and duality theory.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Lent Term.

**Formative coursework:** Written answers to set problems will be expected on a weekly basis.

**Indicative reading:** Good sources of literature are R K Sundaram, A First Course in Optimisation Theory; N L Biggs, Discrete Mathematics (2nd edition). Additional notes will be made available throughout the course.

**Assessment:** Exam (90%, duration: 2 hours) in the summer exam period.

Continuous assessment (10%).

## MA209 Half Unit

### Differential Equations

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Pavel Gapeev

**Availability:** This course is available on the BSc in Actuarial Science, BSc in Business Mathematics and Statistics, BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

**Pre-requisites:** Mathematical Methods (MA100) and Introduction to Abstract Mathematics (MA103) (or MA102) are pre-requisites. Real Analysis (MA203) and/or Further Mathematical Methods (MA212) are highly desirable, and students who have done neither MA203 nor MA212 should contact the lecturer.

**Course content:** The course concentrates on the theory and qualitative analysis of (ordinary) differential equations, although some solution techniques will be considered as well. Special attention will be paid to geometric concepts and the role of differential equations in the theory of dynamical systems. Specific topics covered are: First examples; illustrations of use of the computer package Maple. Existence and uniqueness of solutions. Autonomous 1 and 2 dimensional systems. Linear equations and systems: phase portraits; classification of systems in the plane; higher dimensional systems and higher order equations. Nonlinear systems in the plane: local and global behaviour; linearisation and stability at equilibrium points; Lyapunov functions; limit cycles. Control theory; linear systems; controllability.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Lent Term.

**Formative coursework:** Written answers to set problems will be expected on a weekly basis.

**Indicative reading:** Full notes will be handed out throughout the course. A good additional text book is D K Arrowsmith & C M Place, *Dynamical Systems - Differential Equations, Maps and Chaotic Behaviour*. Other books closely related to R Grimshaw, *Nonlinear Ordinary Differential Equations* and W A Brock & A G Malliaris, *Differential Equations, Stability and Chaos in Dynamic Economics*.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

## MA210 Half Unit

### Discrete Mathematics

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Peter Allen

**Availability:** This course is available on the BSc in Business Mathematics and Statistics, BSc in Data Science, BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

**Pre-requisites:** MA103 *Introduction to Abstract Mathematics*, or an equivalent course giving a background in rigorous mathematics.

**Course content:** This is a course covering a number of concepts and techniques of discrete mathematics. Topics covered: Counting: selections; inclusion-exclusion; generating functions; recurrence relations. Graph Theory: basic concepts; walks, paths, tours and cycles; trees and forests; colourings. Coding theory: basic concepts; linear codes.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Lent Term.

**Formative coursework:** Written answers to set problems will be expected on a weekly basis.

**Indicative reading:** PJ Cameron, *Combinatorics* (CUP 1994) An alternative book is: NL Biggs, *Discrete Mathematics* (OUP 2004) Extensive notes covering the course content in full will be distributed, so you may well not need either book.

**Assessment:** Exam (90%, duration: 2 hours) in the summer exam period.

Continuous assessment (10%).

## MA211 Half Unit

### Algebra and Number Theory

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Emilio Pierro

**Availability:** This course is available on the BSc in Business Mathematics and Statistics, BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

**Pre-requisites:** Students must have completed *Introduction to Abstract Mathematics* (MA103) and *Mathematical Methods* (MA100).

**Course content:** The aim of this course is to continue (from MA103) the study of abstract algebraic structures. There are two main strands in the course. First, we develop further the theory of groups, using permutation groups as a key example. We investigate the important concepts of normal subgroups

and quotient groups. Secondly, we introduce rings, and study factorisation in rings, where we also look at some connections with number theory. Groups: Review of basic group theory; permutations and permutation groups; homomorphisms; conjugation, normal subgroups and quotient groups; the first isomorphism theorem for groups. Rings: basic properties of rings and examples (including polynomial rings, matrix rings, and number rings); subrings, ideals and ring homomorphisms; divisibility in integral domains; greatest common divisors; Euclidean rings and unique factorisation; applications to number theory; principal ideal domains.

**Teaching:** This course is delivered through a combination of classes and lectures, totalling a minimum of 30 hours across Michaelmas Term. This year teaching will be delivered face-to-face.

**Formative coursework:** Written answers to set problems will be expected on a weekly basis.

**Indicative reading:** *A Book of Abstract Algebra*, Charles C Pinter, (Dover, 2nd edition, 2010);

*Introduction to Algebra*, Peter J Cameron (OUP 1988); *Rings, Fields and Groups: Introduction to Abstract Algebra*, Reg Allenby (Butterworth-Heinemann, 2nd edition 1991).

**Assessment:** Exam (80%, duration: 2 hours) in the summer exam period.

Coursework (20%) in the MT.

## MA212

### Further Mathematical Methods

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Adam Ostoja-Ostaszewski and Dr James Ward

**Availability:** This course is compulsory on the BSc in Actuarial Science, BSc in Business Mathematics and Statistics, BSc in Financial Mathematics and Statistics, BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available on the BSc in Economics, BSc in Management and MSc in Economics (2 Year Programme). This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

**Pre-requisites:** Students should ideally have taken the course

**Mathematical Methods** (MA100) or equivalent, entailing intermediate-level knowledge of calculus (proficiency in techniques of differentiation and integration) and linear algebra (including linear independence, eigenvalues and diagonalisation).

**Course content:** This course develops ideas first presented in MA100. It is divided into two halves: calculus and linear algebra.

The calculus half explores how integrals may be calculated or transformed by a variety of manipulations, and how they may be applied to the solution of differential equations. This aim is achieved by studying the following topics: Limit calculations. Riemann integral. Multiple integration. Improper integrals.

Manipulation of integrals. Laplace transforms. Riemann-Stieltjes

integral, to a level of detail dependent on time constraints. The linear algebra half covers the following topics: Vector spaces and dimension. Linear transformations, kernel and image. Real inner products. Orthogonal matrices, and the transformations they represent. Complex matrices, diagonalisation, special types of matrix and their properties. Jordan normal form, with applications to the solutions of differential and difference equations. Singular values, and the singular values decomposition. Direct sums, orthogonal projections, least square approximations, Fourier series. Right and left inverses and generalized inverses.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 60 hours across Michaelmas and Lent Terms.

**Formative coursework:** Written answers to set problems will be expected on a weekly basis.

**Indicative reading:** Useful background texts:

(i) for the calculus half:

Adam Ostaszewski, *Advanced Mathematical Methods*, (Cambridge University Press 1999)

Ken Binmore and Joan Davies, *Calculus, Concepts and Methods* (Cambridge University Press 2002);

Robert C. Wrede and Murray R. Spiegel, *Advanced Calculus* (McGraw-Hill Education; 3rd edition 2010).

(ii) for the linear algebra half.

Martin Anthony and Michele Harvey, *Linear Algebra: Concepts and Methods* (Cambridge University Press 2012).

**Assessment:** Exam (100%, duration: 3 hours) in the summer exam period.

## MA213 Half Unit

### Operations Research Techniques

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Gregory Sorokin

**Availability:** This course is available on the BSc in Accounting and Finance, BSc in Data Science, BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Management, BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

**Pre-requisites:** Mathematics, Statistics and Probability Theory to the level of the courses *Quantitative Methods (Mathematics)* (MA107) and *Quantitative Methods (Statistics)* (ST107) is required. In particular, students should have covered elementary distribution theory and the Poisson Process, and have an elementary knowledge of linear algebra and calculus.

**Course content:** An introduction to the main methodologies in Operations Research and their theoretical foundation.

Linear Optimisation: from the most basic introduction to sufficient conditions for optimality; duality; sensitivity of the solution; discovery of the solution to small problems by graphical methods, and proof of optimality by testing the sufficient conditions. Various other operational research techniques such as: Shortest Paths, Critical Path Analysis, Markov Chains, Queueing Theory, Inventory Management, Dynamic Programming.

**Teaching:** 20 hours of lectures and 10 hours of classes in the MT. This course is delivered through a combination of lectures and classes, totalling a minimum of 30 hours in Michaelmas Term.

**Formative coursework:** Students will be expected to produce 10 problem sets in the MT.

Students will be asked to submit weekly homework consisting of problem sets.

**Indicative reading:** A comprehensive pack of lecture notes will be provided.

The following books may prove useful for some aspects of the course:

- F S Hillier, G J Lieberman, *Introduction to Operations Research*, McGraw-Hill Series in Industrial Engineering and Management Science. 7th edition or later.

- W L Winston, *Operations Research*, Duxbury Press (2004).

- W L Winston, S C Albright: *Practical Management Science*, Cengage Learning. 4th edition or later.

**Assessment:** Exam (90%, duration: 2 hours) in the January exam period.

Continuous assessment (10%) in the MT.

## MA214 Half Unit

### Algorithms and Data Structures

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Tugkan Batu

**Availability:** This course is compulsory on the BSc in Data

Science. This course is available on the BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

**Pre-requisites:** Students must have completed *Mathematical Proof and Analysis* (MA102) **or** *Introduction to Abstract Mathematics* (MA103).

Basic Knowledge of Python is essential, such as provided by ST101 or a pre-session provided by the Digital Skills Lab.

**Course content:** Introduction to the fundamental principles of data structures and algorithms and their efficient implementation. Developing algorithmic thinking. Basic toolkit for the design and analysis of algorithms: Running time, Recurrence relations, Big-O notation, Correctness, Finite induction, Loop invariants. Tour of the most important data structures, fundamental algorithms, and algorithm design techniques: lists, stacks, queues, dynamic arrays, hash tables, priority queues, disjoint set unions, binary search trees, breadth-first search, depth-first search, minimum spanning tree computation, maximum flow, incremental and recursive algorithms, divide-and-conquer, greedy algorithms.

**Teaching:** This course is delivered through a combination of lectures and classes totalling a minimum of 30 hours across Lent Term.

**Formative coursework:** Written answers to set problems will be expected on a weekly basis.

**Indicative reading:**

• T H Cormen, C E Leiserson, R L Rivest & C Stein, *Introduction to Algorithms*, MIT Press, 3rd edition, 2009.

**Assessment:** Exam (80%, duration: 2 hours) in the summer exam period.

Coursework (20%) in the LT.

## MA222 Half Unit

### Further Mathematical Methods (Linear Algebra)

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr James Ward

**Availability:** This course is compulsory on the BSc in Data Science. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

**Pre-requisites:** Students should ideally have taken the course *Mathematical Methods* (MA100) or equivalent, entailing intermediate-level knowledge of linear algebra, linear independence, eigenvalues and diagonalisation.

**Course content:** This course develops ideas first presented in MA100. It consists of the linear algebra part of MA212, covering the following topics: Vector spaces and dimension. Linear transformations, kernel and image. Real inner products. Orthogonal matrices, and the transformations they represent. Complex matrices, diagonalisation, special types of matrix and their properties. Jordan normal form, with applications to the solutions of differential and difference equations. Singular values, and the singular values decomposition. Direct sums, orthogonal projections, least square approximations, Fourier series. Right and left inverses and generalized inverses.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours in the Lent Term.

**Formative coursework:** Written answers to set problems will be expected on a weekly basis.

**Indicative reading:** The following is a useful background text:

• Martin Anthony and Michele Harvey, *Linear Algebra: Concepts and Methods* (Cambridge University Press 2012).

**Assessment:** Exam (100%, duration: 1 hour and 30 minutes) in the summer exam period.



**MA301 Half Unit****Mathematical Game Theory**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Galit Ashkenazi-Golan COL 3.08

**Availability:** This course is available on the BSc in Accounting and Finance, BSc in Business Mathematics and Statistics, BSc in Data Science, BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Management, BSc in Mathematics and Economics, BSc in Mathematics with Economics, BSc in Mathematics, Statistics and Business and BSc in Psychological and Behavioural Science. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

**Pre-requisites:** Familiarity with a rigorous treatment of mathematics (through definitions, theorems and proofs) is expected. Basic knowledge of matrices and continuity as covered in Mathematical Methods (MA100) or Quantitative Methods (MA107) as well as some knowledge of probability is required.

**Course content:** Concepts and methods of mathematical game theory. Nim and combinatorial games. Congestion games. Games in strategic form, dominated strategies, Nash equilibrium. Cournot quantity competition. Game trees with perfect information, backward induction. Commitment. Expected utility. Mixed equilibrium. Zero-sum games, maxmin strategies. Extensive games with information sets, behaviour strategies, perfect recall. Bargaining. Geometry of equilibria.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Michaelmas Term.

**Formative coursework:** Written answers to set problems will be expected on a weekly basis.

**Indicative reading:** Required text: B von Stengel, Game Theory Basics. Cambridge University Press, 2022.

**Assessment:** Exam (90%, duration: 2 hours) in the January exam period.

Continuous assessment (10%).

**MA303 Half Unit Not available in 2022/23****Chaos in Dynamical Systems**

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Graham Brightwell

**Availability:** This course is available on the BSc in Business Mathematics and Statistics, BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

**Pre-requisites:** **Mathematical Methods** (MA100) and **Introduction to Abstract Mathematics** (MA103) are pre-requisites. It is highly desirable to have also taken the course **Real Analysis** (MA203).

**Course content:** Given a function  $f: X \rightarrow X$ , what is the (iterative) behaviour of  $f^n(x) = f(\dots(f(x)))$  ( $f$  applied  $n$  times). What do 'orbits' of  $f$  look like - an orbit has the form  $x, f(x), f(f(x)), \dots$ . Particular emphasis is given to long-term evolution and stability analysis of such systems  $f: X \rightarrow X$ . We explore connections with so-called fractal sets, which are roughly sets that look the same at any degree of magnification, and may have a dimension which is not an integer. We also discuss chaotic maps  $f$ , where  $f^n(x)$  cannot be determined if there is any small uncertainty about  $x$ . Topics covered: Iteration of discrete maps. Orbit analysis. Contraction mapping theorem. Quadratic maps. Bifurcations. Definition of chaos. Sarkovskii's theorem. Fractal sets.

**Teaching:** 22 hours of lectures and 10 hours of classes in the LT.

**Formative coursework:** Written answers to set problems will be expected on a weekly basis.

**Indicative reading:** Full lecture notes will be provided. The

following may prove useful, R Devaney, A First Course in Chaotic Dynamical Systems; R Devaney, An Introduction to Chaotic Dynamical Systems; E Scheinerman, Invitation to Dynamical Systems. A fun and interesting read might be Gleick, J., Chaos: Making a New Science.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

**MA315 Half Unit Not available in 2022/23****Algebra and its Applications**

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Martin Anthony

**Availability:** This course is available on the BSc in Business Mathematics and Statistics, BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** MA103 Introduction to Abstract Mathematics and MA211 Algebra and Number Theory are essential pre-requisites.

**Course content:** The aim of the course is to continue the study of abstract algebraic structures and show how these structures can be used to solve concrete problems. There are three strands: Group actions; Rings, polynomials and fields; Applications, including coding and cryptography. Group actions; revision of permutation groups; orbits and stabilizers, the orbit-stabilizer theorem; applications to counting problems. Rings, polynomials and fields: revision of rings; quotient rings; polynomial rings and the Euclidean algorithm for polynomials; irreducible polynomials and factorisation of polynomials. fields; fields as quotients of polynomial rings; construction and properties of finite fields: Applications: Designs and orthogonal latin squares ; Error-correcting codes, including linear codes, cyclic codes and perfect codes; cryptography.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Lent Term. This year, apart from pre-recorded lecture videos, there will be a weekly live online session of an hour. Depending on circumstances, classes might be online.

**Formative coursework:** Written answers to set problems will be expected on a weekly basis.

**Indicative reading:** Lecture notes will be provided. No additional reading is required, but the following books are recommended for further reading.

Introduction to Algebra, Peter J Cameron (OUP 2007);

Codes, N.L. Biggs (Springer, 2008).

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

**MA316 Half Unit****Graph Theory**

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Graham Brightwell

**Availability:** This course is available on the BSc in Data Science, BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

**Pre-requisites:** MA103 or equivalent course giving a background in rigorous mathematics.

**Course content:** This course examines the basic concepts and techniques of graph theory. The topics to be covered are: fundamental concepts, connectivity and matchings, colourings, extremal problems, Ramsey theory, the probabilistic method.

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

This course is taught through a combination of classes and lectures totalling a minimum of 30 hours in Lent Term.

**Formative coursework:** Written answers to set problems will be expected on a weekly basis.

**Indicative reading:** D. B. West, *Introduction to Graph Theory*, Prentice Hall 2001

R. Diestel, *Graph Theory*, Springer 2010.

N. L. Biggs, *Discrete Mathematics*, OUP 2004

J.A. Bondy and U.S.R. Murty, *Graph Theory with Applications*, North-Holland, 1976

B. Bollobas, *Modern Graph Theory*, Springer 1998.

**Assessment:** Exam (90%, duration: 2 hours) in the summer exam period.

Coursework (10%) in the LT.

## MA317 Half Unit Complex Analysis

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Amol Sasane

**Availability:** This course is available on the BSc in Business Mathematics and Statistics, BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

**Pre-requisites:** Solid grounding in mathematics, especially analysis, in particular MA203 Real Analysis.

**Course content:** The course will cover the fundamental concepts and methods in complex analysis. The basic objects of study in the course will be complex differentiable functions in domains, and the far-reaching consequences of the notion complex differentiability will be dealt with in the course. The specific topics that will be covered are: the geometry of complex numbers, complex differentiation, Cauchy-Riemann equations, Cauchy's integral theorem and its consequences, Taylor and Laurent series, and harmonic functions. The core results will be illustrated with computational examples and applications.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Michaelmas Term.

**Formative coursework:** Written answers to set problems will be expected on a weekly basis.

**Indicative reading:** (1) S.D. Fisher. *Complex Variables*. Corrected reprint of the second (1990) edition, Dover Publications, Inc., Mineola, NY, 1999.

(2) J.E. Marsden and M.J. Hoffman. *Basic Complex Analysis*. Second edition, W. H. Freeman and Company, New York, 1987.

(3) D.O. Tall. *Functions of a Complex Variable*. Routledge and Kegan Paul, London, 1985

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

## MA318 Half Unit History of Mathematics in Finance and Economics

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Jan van den Heuvel  
Prof June Barrow-Green

**Availability:** This course is available on the BSc in Actuarial Science, BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other

programmes where regulations permit. This course is available with permission to General Course students.

**Pre-requisites:** Students must have completed Mathematical Methods (MA100).

General Course students may substitute an equivalent course.

**Course content:** This course surveys the development of mathematics from the beginning of history with an emphasis on its applications to finance and economics. Major themes are origins of mathematics in different cultures; the development of arithmetic and geometry; the use of algebraic symbolism; the creation of the calculus, geometry, probability, and game theory. In order to give this course a distinctive flavour, we will illustrate these themes with examples taken from the social sciences, broadly interpreted. For example, the algorithms of arithmetic will be illustrated by their applications in finance, rather than astronomy. In addition, there will be sessions on diversity in mathematics, and on mathematics and ethics.

**Teaching:** 20 hours of lectures and 11 hours of classes in the LT. Apart from in-person lectures and classes, there will be pre-recorded videos for some of the material.

**Formative coursework:** Students are expected to submit written work on a weekly basis. One of these assignments will be an essay of 900-1100 words.

**Indicative reading:** The course is based on source material which will be distributed to students. J. Stedall's 'History of Mathematics: A Very Short Introduction' (Oxford 2011) is recommended for background reading. Additional reading for each of the sections of the course will be given in the course material.

**Assessment:** Exam (50%, duration: 2 hours, reading time: 5 minutes) in the summer exam period.

Essay (50%, 2000 words) in the ST Week 1.

## MA319 Half Unit Partial Differential Equations

**This information is for the 2022/23 session.**

**Teacher responsible:** Simon, Robert

**Availability:** This course is available on the BSc in Business Mathematics and Statistics, BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** Students must have completed Further Mathematical Methods (MA212) and Real Analysis (MA203).

**Course content:** The aim of the course is the study of partial differential equations. The focus will be on first order quasilinear equations, and second order linear equations. The method of characteristics for solving first order quasilinear equations will be discussed. The three main types of linear second order partial differential equations will be considered: parabolic (diffusion equation), elliptic (Laplace equation), and hyperbolic (wave equation) and their relation to the classification of conic sections. Techniques for solving these for various initial and boundary value problems on bounded and unbounded domains, using eigenfunction expansions (separation of variables, and elementary Fourier series), and integral transform methods (Fourier and Laplace transforms) will be treated. How to change between polar and Cartesian coordinates will be presented, especially for the solution of Laplacian and Poisson equations. Elementary distributional calculus and the notion of weak solutions will also be considered. Applications and examples will be discussed throughout the course.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Michaelmas Term.

**Formative coursework:** Students will be expected to produce 10 problem sets in the MT.

Written answers to set problems will be expected on a weekly basis.

**Indicative reading:** 1 S.J. Farlow. *Partial Differential Equations for Scientists and Engineers*. Dover, 1993.

2 J.D. Logan. *Applied Partial Differential Equations*. Second Edition. Springer, 2004.

3 W. Strauss. *Partial Differential Equations. An Introduction*. Second Edition. John Wiley, 2008.

Lecture notes will be provided.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

## MA320 Half Unit

### Mathematics of Networks

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Andrew Lewis-Pye

**Availability:** This course is available on the BSc in Data Science, BSc in Mathematics and Economics and BSc in Mathematics with Economics. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** Students must have completed Mathematical Methods (MA100) and Introduction to Abstract Mathematics (MA103).

**Course content:** Globalisation and the growth of the internet have meant not only an increasing need to understand the way in which social and communication networks form and operate, but also an unprecedented amount of data available to aid in this analysis. The last decade has seen a coming together of multiple scientific disciplines in an effort to understand how these highly connected systems function. The aim of this course will be to give an introduction to the study of networks, requiring as little background knowledge as possible. The course will begin with an analysis of some of the fundamental properties normally observed in real world networks, such as the small world property, high degrees of clustering and power law degree distributions. After reviewing required notions from game theory, we shall then apply these techniques to an analysis of the spread of behavioural change on networks, together with cascading effects and epidemic models. The final part of the course will be concerned with specific applications to the world wide web and page ranking.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Michaelmas Term.

**Formative coursework:** Written answers to set problems will be expected on a weekly basis.

**Indicative reading:** (1) D. Easley, J. Kleinberg. *Networks, crowds and markets*, Cambridge University Press, 2010.

(2) M. Newman. *Networks: An Introduction*, Oxford University Press, 2010.

(3) The Rise of the Network Society, *The Information Age: Economy, Society and Culture*, 2010 edition, Manuel Castells.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

## MA321 Half Unit

### Measure Theoretic Probability

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Albina Danilova

**Availability:** This course is available on the BSc in Financial Mathematics and Statistics, BSc in Mathematics and Economics and BSc in Mathematics with Economics. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

**Pre-requisites:** Students must have completed Real Analysis (MA203).

**Course content:** This is a first course in measure-theoretic probability. It covers the following topics. Abstract probability spaces: sample spaces, sigma-algebras, probability measures, examples. Borel sigma-algebra, Lebesgue measure. Random variables: distribution functions, discrete and absolutely continuous distributions, examples. Expectation and the Lebesgue integral: convergence theorems and properties. Different modes of convergence of random variables. Conditional expectation: definition, properties, examples. Changes of probability measure, Bayes' theorem.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Michaelmas Term.

**Formative coursework:** Written answers to set problems will be expected on a weekly basis.

**Indicative reading:** Comprehensive lecture notes will be provided.

The following books may prove useful:

D Williams, *Probability with Martingales*.

J. Jacod & P. Protter, *Probability Essentials*; A. Klenke *Probability Theory. A Comprehensive Course*

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

## MA322 Half Unit

### Mathematics of Finance and Valuation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Albina Danilova COL.4.09

**Availability:** This course is available on the BSc in Financial Mathematics and Statistics, BSc in Mathematics and Economics and BSc in Mathematics with Economics. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

**Pre-requisites:** Students must have completed Measure Theoretic Probability (MA321).

**Course content:** This course provides mathematical tools of stochastic calculus and develops the Black-Scholes theory of financial markets. It covers the following topics. Continuous-time stochastic processes, filtrations, stopping times, martingales, examples. Brownian motion and its properties. Construction of the Ito integral: simple integrands, Ito's isometry. Ito processes, Ito's formula, stochastic differential equations, Girsanov's theorem. Black-Scholes model: self-financing portfolios, risk neutral measure, risk neutral valuation of European contingent claims, Black-Scholes formula, Black-Scholes PDE, the Greeks. PDE techniques for derivative pricing. Implied volatility, basic ideas of calibration.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Lent Term.

**Formative coursework:** Written answers to set problems will be expected on a weekly basis.

**Indicative reading:** Lecture notes will be provided.

The following books may be useful.

T. Bjork, *Arbitrage Theory in Continuous Time*, Oxford Finance, 2004;

A. Etheridge, *A Course in Financial Calculus*, CUP, 2002;

M Baxter & A Rennie, *Financial Calculus*, CUP, 1996;

P. Wilmott, S. Howison & J. Dewynne, *The Mathematics of Financial Derivatives*, CUP, 1995;

J Hull, *Options, Futures and Other Derivatives*, 6th edition, Prentice-Hall, 2005.

D. Lamberton & B. Lapeyre, *Introduction to stochastic calculus applied to finance*, 2nd edition, Chapman & Hall, 2008.

S. E. Shreve, *Stochastic Calculus for Finance. Volume I: The Binomial Asset Pricing Model*. Springer, New York, 2004.

S. E. Shreve, *Stochastic Calculus for Finance. Volume II: Continuous-Time Models*. Springer, New York, 2004.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.



## MA323 Half Unit Computational Methods in Financial Mathematics

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Johannes Ruf

**Availability:** This course is compulsory on the BSc in Financial Mathematics and Statistics. This course is not available as an outside option. This course is available with permission to General Course students.

**Pre-requisites:** Students must have completed Introduction to Pricing, Hedging and Optimization (ST213).

**Course content:** Random number generation; the fundamentals of Monte Carlo (MC) simulation and applications in financial mathematics; variance reduction techniques for MC simulation and related issues; stochastic differential equations and their numerical solutions by means of MC simulation and their implementation.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Lent Term. This year, some of the teaching will be delivered through a combination of virtual classes and lectures delivered as online videos.

**Formative coursework:** Students will be expected to produce 5 problem sets and 5 other pieces of coursework in the LT.

**Indicative reading:** P. Glasserman, Monte Carlo Methods in Financial Engineering, Springer; R.U. Seydel, Tools for Computational Finance, Springer; S.M. Ross, Simulation, Academic Press (5th edition).

**Assessment:** Project (100%) in the ST.

The project will be a computational project due to in the week before ST starts.

## MA324 Half Unit Mathematical Modelling and Simulation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Aled Williams

**Availability:** This course is available on the BSc in Accounting and Finance, BSc in Data Science, BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Management, BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

General Course Students should check with the course convenor if they satisfy the prerequisites.

This course cannot be taken with MA334 Dissertation in Mathematics.

**Pre-requisites:** Students should have knowledge of: (1) linear programming, including duality, to the level of *Operations Research Techniques* (MA213) or *Optimisation Theory* (MA208); and (2) probability theory to the level of *Quantitative Methods (Statistics)* (ST107), in particular elementary distribution theory and the Poisson Process.

**Course content:** The course covers some of the most prominent tools in modelling and simulation. Both deterministic and stochastic models are covered. These include mathematical optimisation, the application of sophisticated mathematical methods to make optimal decisions, and simulation, the playing-out of real-life scenarios in a (computer-based) modelling environment.

Topics may include: formulation of management problems using linear/nonlinear and network models (these could include binary, integer, convex and stochastic programming models) as well as solving these problems and analysing the solutions; generating random variables using Monte Carlo simulation; discrete event simulation; variance reduction techniques; Markov Chain Monte Carlo methods.

The course will teach students to use modelling and simulation computer packages.

**Teaching:** 20 hours of lectures, 10 hours of classes and 5 hours of computer workshops in the LT.

**Formative coursework:** Formative assessment will be in the form of weekly homework. Some of the homework will have questions that are similar in nature to what is expected for the assessed project.

**Indicative reading:** Detailed lecture slides will be provided. The reading will be a combination of lecture slides and chapters from the following list of books.

Optimisation

- W L Winston, Operations Research: Applications and Algorithms, Brooks/Cole (4th ed., 1998)

- D Bertsimas and J N Tsitsiklis, Introduction to Linear Optimization, Athena Scientific (3rd ed., 1997)

- George B. Dantzig and Mukund N. Thapa, Linear Programming 2: Theory and extensions, Springer (2003)

Simulation

- S Ross, Simulation, Academic Press (5th ed., 2012)

- Joseph K. Blitzstein, Jessica Hwang, Introduction to Probability, Chapman and Hall/CRC Press (2014)

**Assessment:** Project (100%) in the ST.

The deliverable is a report of 15-20 pages, along with a copy of any computer code used.

## MA330 Half Unit Game Theory for Collective Decisions

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Olivier Gossner COL 2.04

**Availability:** This course is available on the BSc in Accounting and Finance, BSc in Data Science, BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Management, BSc in Mathematics and Economics, BSc in Mathematics with Economics, BSc in Mathematics, Statistics and Business and BSc in Psychological and Behavioural Science. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

**Pre-requisites:** Familiarity with a rigorous treatment of mathematics (through definitions, theorems and proofs) is expected. Basic knowledge of matrices as covered in Mathematical Methods (MA100) or Quantitative Methods (MA107) as well as some knowledge of probability is required. Recommended: MA301 Mathematical Game Theory, otherwise with approval from the MA330 lecturer.

**Course content:** Coalitional game theory - central solution concepts and applications to economics: games with transferable utility, the Core, Shapley value, market games, social choice, stable matching.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Lent Term.

**Formative coursework:** Written answers to set problems will be expected on a weekly basis.

**Indicative reading:** Lecture notes will be provided, as well as references to selected papers. Further reading: M Maschler, E Solan, S Zamir: Game Theory, Cambridge University Press 2020.

**Assessment:** Exam (90%, duration: 2 hours) in the summer exam period.

Continuous assessment (10%).



## MA333 Half Unit

### Optimisation for Machine Learning

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Laszlo Vegh COL 2.02

**Availability:** This course is available on the BSc in Business Mathematics and Statistics, BSc in Data Science, BSc in Mathematics and Economics, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

**Pre-requisites:** Students must be familiar with the fundamentals of continuous optimisation, to the level in Optimisation Theory (MA208) or equivalent.

**Course content:** Machine learning uses tools from statistics, mathematics, and computer science for a broad range of problems in data analytics. The course introduces a range of optimisation methods that play fundamental roles in machine learning. This is a proof-based course that focuses on the underlying mathematical models and concepts.

Basic tools from convex analysis. Lagrangian duality and Karush-Kuhn-Tucker conditions. First-order methods and convergence guarantees, including conditional gradient descent and stochastic gradient descent. Quadratic programming, support vector machines. Online convex optimization, online gradient and multiplicative weight methods. Second-order optimization: Newton's method.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 32 hours across Lent and Summer term.

**Formative coursework:** Students will be expected to produce 8 exercises in the LT.

Written answers to set problems will be expected on a weekly basis.

**Indicative reading:**

- Vishnoi, N. (2018). Algorithms for Convex Optimization (2021). Cambridge University Press.
- Boyd, S., & Vandenberghe, L. (2004). Convex optimization. Cambridge University Press.
- Nesterov, Y. (2018). Lectures on convex optimization (Vol. 137). Springer.
- B. Gärtner and M. Jaggi. Optimization for machine learning (lecture notes), 2021.
- E. Hazan. Introduction to online convex optimization (lecture notes), 2021.

**Assessment:** Exam (90%, duration: 2 hours) in the summer exam period.

Coursework (10%) in the LT.

The coursework will comprise two problem sets during term time.

## MA334 Half Unit

### Dissertation in Mathematics

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Graham Brightwell

**Availability:** This course is available on the BSc in Mathematics and Economics and BSc in Mathematics with Economics. This course is not available as an outside option nor to General Course students.

This course cannot be taken with MA324 Mathematical Modelling and Simulation.

**Pre-requisites:** Students must have completed Real Analysis (MA203).

This course requires a high degree of independence and commitment from the student, and has to be completed on time by the end of LT. The expected workload is high but also rewarding, and is completed by the end of LT (no exam). Some dissertation topics might require additional pre-requisites which will be specified in the description of the topic provided by the member of staff supervising the dissertation.

**Course content:** The dissertation in mathematics is an individual project that serves as an introduction to mathematical research. The student will investigate and study an area of mathematical research or apply advanced mathematical techniques to model and solve problems arising in other areas related to the student's degree programme (e.g., in finance or economics). The student will write a report on their findings and present and discuss their findings in an oral examination. The project may include some programming. The dissertation topic will normally be proposed by the Department.

**Teaching:** 5 hours of seminars in the MT. 4 hours of seminars in the LT.

This course is delivered through seminars and computer workshops that total a minimum of 10 hours across Michaelmas and Lent Term, which give general and practical information, plus personal supervision time, which is scheduled independently with student supervisors. The seminars in MT will cover important aspects of writing a dissertation in mathematics, including: what plagiarism is and how to avoid it, the use of libraries for research, electronic research, general aspects of writing mathematics, managing a research project and the writing up process. The computer workshops in MT will provide guidance on preparing a manuscript using mathematical text processing software (in particular, LaTeX). The seminars in LT will cover how to give a presentation about the findings in the dissertation and how to prepare for the oral examination. Each student will be assigned a supervisor who will monitor their progress and provide appropriate guidance through the MT and LT. Normally students will have three individual supervision meetings each term.

**Formative coursework:** Students will be expected to produce 1 presentation and 1 other piece of coursework in the LT.

**Indicative reading:** This will depend on the topic of the dissertation. Students will be guided by their supervisor.

**Assessment:** Dissertation (75%) in the LT Week 10.

Presentation (25%) in the LT Week 11.

Assessment is based on the dissertation and an oral examination. Three hard copies and one electronic copy of the dissertation must be submitted by week 10 of Lent Term. The report may include some computer code relating to the project. The dissertation excluding the bibliography must not exceed 20 pages of A4 paper, where the dissertation is required to have 1.5 line spacing at a minimum (at most 33 lines of text/mathematical formulae per page), 11-point font and 1-inch margins all around. If the dissertation contains any computer code this should be placed in the appendix of the dissertation and does not count towards the page limit.

The oral examination consists of a 15-minute presentation to an audience of two members of staff on the main findings contained in the dissertation. This will be graded and worth 25% of the course grade. Students will be given support in the seminars on how to prepare, how to present, and what is expected.

## MG104 Half Unit

### Operations Management

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Natalia Krasnikova

**Availability:** This course is compulsory on the BSc in Management. This course is available on the BSc in Accounting and Finance, International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course is not capped, any student that requests a place will be given one.

**Course content:** Operations management is a key function in every organisation. It is concerned with the processes that transform inputs into goods and services. This course introduces students to key concepts and techniques used in operations management, and their practical applications. The course covers a range of

topics related to manufacturing and service operations such as operations strategy, sustainability, process design and analysis, supply chains, inventory management, lean operations, and quality control.

**Teaching:** Teaching hours in the LT will be commensurate with a usual half unit undergraduate course.

This course includes a reading week in Week 6 of Lent Term, in line with departmental policy.

**Formative coursework:** Students are expected to prepare answers to set questions on a weekly basis, and they will receive teacher and peer feedback during the classes. One formative take-home assessment will be set in LT.

Students will also be offered additional support for their summative assignments in preparatory sessions, and they will have the opportunity to ask questions during assessment clinics.

**Indicative reading:** A selection of essential readings is provided below. For further details, please refer to the full reading list for the course.

- Iansiti, M. & Serels, A. (2013). *Operations Strategy*. Harvard Business Publishing.
- Whelan, T. & Fink, C. (2016). *The Comprehensive Business Case for Sustainability*. Harvard Business Review.
- Frei, F.X. (2006). *Breaking the trade-off between efficiency and service*. Harvard Business Review.
- Fisher, M.L. (1997). *What is the right supply chain for your product?* Harvard Business Review.
- Spear, S. & Bowen, H.K. (1999). *Decoding the DNA of the Toyota Production System*. Harvard Business Review.

**Assessment:** Take-home assessment (40%) in the LT.

Take-home assessment (60%) in the ST.

Take-home assessments will be individual assessments.

## MG105 Half Unit

### Organisational Behaviour and Leadership

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Connson Locke MAR.5.36 and Dr Dorottya Sallai MAR.4.10

**Availability:** This course is compulsory on the BSc in Management. This course is available on the BSc in Accounting and Finance, International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course is not capped, any student that requests a place will be given one.

**Course content:** This course introduces students to social science theories, research and application related to understanding human behaviour in the workplace. That is, this course is about the people side of business and management. Each week focuses on a different topic investigating individual, group, and organisational issues.

Topics include: personality and performance, managerial decision-making, motivating others, fairness in organisations, the multicultural workplace, power and influence, the adaptive leader, team leadership.

**Teaching:** Teaching hours in the MT will be commensurate with a usual half unit undergraduate course.

This course includes a reading week in Week 6 of Michaelmas Term, in line with departmental policy.

**Formative coursework:** Students will have the opportunity to submit a 1000-word essay during MT and receive formative feedback. Students will also work in groups to answer an essay question through an in-class presentation and will receive structured feedback based on the criteria for marking essays (e.g. structure, evidence).

**Indicative reading:** Colquitt, J.A., LePine, J.A., & Wesson, M.J. (2009) *Organizational Behavior: Improving Performance and Commitment in the Workplace* (International edition). Yukl, G. (2009). *Leadership in Organizations*. (7th ed.). Englewood

Cliffs, NJ: Prentice Hall.

**Assessment:** Essay (45%, 1500 words) and essay (45%, 1500 words) in the period between MT and LT.

Class participation (10%) in the MT.

Class participation will be based on oral representations of weekly reading summaries.

Essay topics will be available at the end of MT and due before the start of LT.

## MG205

### Econometrics: Theory and Applications

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jordi Blanes I Vidal MAR.6.08

**Availability:** This course is compulsory on the BSc in Management. This course is available on the BSc in Accounting and Finance. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course has a limited number of places (it is capped). Students who have this course as a compulsory course are guaranteed a place. Places for all other students are allocated on a first come first served basis.

**Pre-requisites:** Quantitative Methods (Mathematics) (MA107) or equivalent and Quantitative Methods (Statistics) (ST107) or equivalent

**Course content:** Simple and Multiple Regression; Hypothesis Testing; Mechanics and Limitations of OLS; Causality; Natural, Field and Laboratory Experiments. Panel Data and Fixed Effect Models. Instrumental Variables Regression.

The main aim of this course is to provide a thorough understanding of the quantitative techniques which guide evidence-based managerial decision-making. It seeks to develop a framework in which students can examine whether the predictions of managerial, social or economic theory are supported by empirical evidence. Particular emphasis is made on (a) illustrating the many ways in which evidence is abused in the academic or managerial debate, and (b) trying to establish causality in the relationship between variables. The approach is both formal, as the course makes extensive use of econometric theorems and techniques, and solidly grounded in intuition, as it provides numerous examples of tests of real-life relations. Many of these examples will be illustrated using the STATA software package, and the students will be expected to learn the basics of data manipulation and regression running. A solid base of introductory statistics and probability (equivalent to that provided by ST107) and introductory algebra and calculus (equivalent to that provided by MA107) will be expected.

**Teaching:** Teaching hours will be commensurate with a usual full unit undergraduate course.

This course includes a reading week in Week 6 of Michaelmas and Lent Term, in line with departmental policy.

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

There will be one formative assessment each term.

**Indicative reading:** The textbook for the course is:

- James H. Stock and Mark W. Watson, *Introduction to Econometrics*, Second Edition, Pearson, 2007.

Two other very useful (complementary) books are:

- Christopher Dougherty, *Introduction to Econometrics*, Third Edition, Oxford University Press, 2007;
- Jeffrey M. Wooldridge, *Introductory Econometrics - A Modern Approach*, Third Edition, South-Western, 2006.

**Assessment:** Exam (100%, duration: 3 hours) in the summer exam period.

## MG206 Half Unit

### Firms, Management and Competitive Advantage

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr Nilesh Dattani MAR.6.14

**Availability:** This course is available on the BSc in Business Mathematics and Statistics, BSc in Management, International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course has a limited number of places (it is capped). Students who have this course as a compulsory course are guaranteed a place. Places for all other students are allocated on a first come first served basis.

**Pre-requisites:** Students must have completed EC100 OR EC102 OR EC1A1 AND EC1B1 OR EC1A3 AND EC1B3 OR EC1A5 AND EC1B5 OR equivalent.

**Course content:** This is not a course on corporate strategy. It focuses on the evolution of thinking about firms and the activity of management and examines firm advantages through conceptual ideas and empirical knowledge. There will be an emphasis on analysing firms as reservoirs of resources and capabilities and topics to be covered will include distinctive capabilities of firms, organisational design, decision making in firms, organisational routines, managerial leadership and the role of ethics. Particular attention will be given to firms in technology-based industries and the management of innovation and contrasts will be made with public sector management.

Please watch the following video to find out more about this course:

[http://richmedia.lse.ac.uk/management/20160606\\_UGcourse\\_MG206.mp4](http://richmedia.lse.ac.uk/management/20160606_UGcourse_MG206.mp4)

**Teaching:** Teaching hours in the LT will be commensurate with a usual half unit undergraduate course.

This course includes a reading week in Week 6 of Lent Term, in line with departmental policy.

**Formative coursework:** Students are expected to produce one piece of written work and to do the weekly class exercises

**Indicative reading:** A reading list will be available to students taking the course.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

## MG207

### Managerial Economics

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Catherine Thomas MAR.6.29

**Availability:** This course is compulsory on the BSc in Management. This course is available on the BSc in Business Mathematics and Statistics. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

This course has a limited number of places (it is capped). Students who have this course as a compulsory course are guaranteed a place. Places for all other students are allocated on a first come first served basis.

**Pre-requisites:** Economics A (EC100) or Economics B (EC102) or Microeconomics I (EC1A3) or Macroeconomics I (EC1B3) is a pre-requisite. In addition, Quantitative Methods (Mathematics) (MA107) or equivalent is also a pre-requisite. This course cannot be combined with Microeconomic Principles I (EC201) or Microeconomic Principles II (EC202) or Microeconomics II (EC2A1 and EC2A3).

**Course content:** The objective of the course is to provide students with insights from economic theory which are relevant to applications in managerial decision making. The emphasis

is on applying microeconomics ideas to solve problems. Topics covered include consumer theory, production, market structure, monopoly, oligopoly, pricing, game theory, bargaining, auctions, and asymmetric information.

**Teaching:** Teaching hours will be commensurate with a usual full unit undergraduate course.

This course includes a reading week in Week 6 of Michaelmas and Lent Term, in line with departmental policy.

**Formative coursework:** Students are expected to prepare answers to set problems on a weekly basis. Some of this work will be assessed. Assiduous preparation for the weekly tutorials is essential to achieve a good exam performance.

**Indicative reading:** No textbook covers the whole course but Hal R Varian, *Intermediate Microeconomics with Calculus* (International Student Edition) is the best text book to use for the course. In addition students are advised to refer to T C Bergstrom & H R Varian, *Workouts in Intermediate Microeconomics* (1990), which contains practice problems.

**Assessment:** Exam (100%, duration: 3 hours) in the summer exam period.

## MG209 Half Unit

### E-business

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Antonio Cordella MAR.4.35 and Dr Francesco Gualdi MAR.4.04

**Availability:** This course is available on the BSc in Management, International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course is not capped, any student that requests a place will be given one.

**Course content:** This course presents an analysis of the management, economics and information systems theories and practices in online business. This is a management information systems course and not a technical course. It is mainly directed at undergraduate students. It focuses on the study of the impact of digital technologies on business strategies and market configurations. Internet-based systems offer new means to operate businesses and to compete in the global marketplace and it is important for future executives and entrepreneurs to understand the economic and managerial implications of these transformations. Students will gain a good understanding of why and how successful companies are taking advantage of e-business, as well as an understanding of the main challenges and risks associated with different e-business models and strategies in a fast changing technological and business environment.

The course is structured into four main sections:

1. Strategic, technological, and economic foundations of e-business
2. E-business and its configurations: B2C and B2B
3. E-business: strategic and organisational challenges
4. Implementation of e-business strategies'

**Teaching:** Teaching hours in the LT will be commensurate with a usual half unit undergraduate course.

This course includes a reading week in Week 6 of Lent Term, in line with departmental policy.

**Formative coursework:** Students will complete a formative assessment which consists of a 500 word abstract of the final essay.

Each student will receive feedback on the approach, the structure of the presentation, and the argumentation they have proposed to frame the essay.

Aim of the formative work is to offer students the opportunity to self-evaluate their understanding of the subject, to test their preparation, to help them better understand what are the criteria of assessment, and to help them to better identify what is need to

achieve the desiderated outcomes.

- Indicative reading:** 1. Chaffey, D., e-Business and e-Commerce Management, (Fifth Edition) Harlow, England: Pearson Education, (2011)
2. Cordella, A. "Transaction Costs and Information Systems: Does IT Add Up?" *Journal of Information Technology* (2006) Vol. 21 (3), pp. 195-202
3. Garicano, Luis & Kaplan, Steven N, 2001. "The Effects of Business-to-Business E-Commerce on Transaction Costs," *Journal of Industrial Economics*, Wiley Blackwell, vol. 49(4), pages 463-85, December
4. Hope Koch and Ulrike Schultze. 2011. Stuck in the conflicted middle: a roletheoretic perspective on B2B e-marketplaces. *MIS Q.* 35, 1 (March 2011), 123-146.
5. Kauffman, Robert J.; Li, Ting; van Heck, Eric (2010) Business Network-Based Value Creation in Electronic Commerce. *International Journal of Electronic Commerce* 15 (1) / Fall
6. Loebbecke, C. & Palmer, J.W. (2006) RFID in the fashion industry: Kaufhof Department Stores AG and Gerry Weber International AG, fashion manufacturer. *MIS Quarterly Executive*, Vol.5, No.2, 69-79
7. Mahadevan, B. (2003) Making sense of emerging market structures in B2B, *California Management Review*, 46(1) 86-101.
8. Novak, J. & Schwabe, G. (2009). Designing for Reintermediation in the Brick-and-Mortar World: Towards the Travel Agency of the Future. *Electronic Markets*, 19, pp. 15-29
9. Picot, A., C. Bortenlanger, et al. (1997). "Organization of Electronic Markets: Contributions from the New Institutional Economics." *The Information Society: An International Journal* 13(1): 107-123.
10. Pramadari, K., Evgeniou, T. & Doukidis, G. (2009) Implementation of collaborative e-supply chain initiatives: an initial challenging and final success case from grocery retailing. *Journal of Information Technology*, 24, 269-281
11. Rigby, D. (2011) The future of shopping. *Harvard Business Review*, December, 65-76.
12. Shapiro, C. and H. R. Varian (1998). Networks and Positive Feedback. *Information Rules: A Strategic Guide to the Network Economy*. Harvard, MA, Harvard Business School Press.
13. Zott C., Amit R., Massa L. (2011). The business model: Recent developments and future research. *Journal of Management*, 37: 1019-1042

**Assessment:** Exam (50%, duration: 2 hours) in the summer exam period.  
Group project (30%) and class participation (20%) in the LT.

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## MG210 Half Unit

### Corporate Social Responsibility and International Labour Standards

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Sarah Ashwin MAR.5.18

**Availability:** This course is available on the BSc in Management, International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course is not capped, any student that requests a place will be given one.

**Pre-requisites:** Any social science background

**Course content:** Corporate Social Responsibility (CSR) is becoming an expected element of corporate strategy. This course critically evaluates CSR, focusing on firms' attempts to prevent labour standards violations in their supply chains. We begin by analysing the rise of CSR, setting it in the context of global value chains, international labour standards, and emerging private forms of regulation. We then analyse topics such as: the impact of CSR on corporate financial performance; whether CSR is an effective means of raising labour standards; theories of CSR; how to embed CSR within the firm and comparative CSR. The course

includes plenty of examples of how large firms are dealing with the ethical challenges posed by global supply chains. The course is interdisciplinary, and students are encouraged to bring insights from their "home" discipline so that seminars become a mutual learning experience. The course will include one lecture from a CSR professional.

**Teaching:** Teaching hours in the LT will be commensurate with a usual half unit undergraduate course.

This course includes a reading week in Week 6 of Lent Term, in line with departmental policy.

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

**Indicative reading:** Kaplan, S. (2019) *The 360° Corporation: From Stakeholder Trade-offs to Transformation*. Stanford: Stanford University Press;

Kuruvilla, S. (2021) *Private Regulation of Labor Practices in Global Supply Chains: Problems, Progress and Prospects*, Ithaca and London: ILR Press;

Locke, R. (2013) *The Promise and Limits of Private Power: Promoting Labor Standards in a Global Economy*, Cambridge: Cambridge University Press.

Vogel, D. (2005) *The Market For Virtue: The Potential and Limits of Corporate Social Responsibility*, Washington D.C.: Brookings Institution Press.

**Assessment:** Exam (40%, duration: 1 hour and 15 minutes) in the summer exam period.

Essay (60%, 2000 words) in the ST.

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## MG212 Half Unit

### Marketing

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Heather Kappes MAR.6.21

**Availability:** This course is available on the BSc in Accounting and Finance, BSc in Business Mathematics and Statistics, BSc in Management, International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course is not capped, any student that requests a place will be given one.

**Course content:** The course will introduce basic marketing concepts including customer behaviour; segmentation, targeting and positioning; product management and diffusion; pricing, placement and promotion; and marketing relationships.

**Teaching:** 20 hours of lectures and 10 hours of classes in the MT. Teaching hours in the MT will be commensurate with a usual half unit undergraduate course.

This course includes a reading week in Week 6 of Michaelmas Term, in line with departmental policy.

**Formative coursework:** Formative feedback will be provided on case analysis questions similar to those posed in the individual case analysis.

**Indicative reading:** Indicative readings:

Kotler, P. and Armstrong, G. (2010) *Principles of Marketing*, Pearson, New Jersey.

Kotler and Keller (2009) *Marketing Management*, Pearson PrenticeHall.

Lambin, J-J, Chumpitaz, R. and Schuiling, S. (2007) *Market Driven Management: Strategic and Operational Marketing*, Palgrave Macmillan.

**Assessment:** Group project (40%) in the MT.

Case analysis (60%) in the LT.

The course teaching team will form the project groups within allocated classes.

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## MG213 Half Unit

### Information Systems

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Edgar Whitley MAR.4.32 and Dr William Venters MAR.4.33

**Availability:** This course is available on the BSc in Management, International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course is not capped, any student that requests a place will be given one.

**Course content:** The course will cover the role of data, information and knowledge within management; the evolution of digital management practices; digital business strategy; information systems development and organisational change; Artificial Intelligence and distributed ledger technologies; information systems outsourcing; and IT infrastructure including cloud computing, and digital platforms.

Please watch the following video to find out more about this course:

[http://richmedia.lse.ac.uk/management/20160606\\_UGcourse\\_MG213.mp4](http://richmedia.lse.ac.uk/management/20160606_UGcourse_MG213.mp4)

**Teaching:** 20 hours of lectures and 10 hours of classes in the LT. Teaching hours in the LT will be commensurate with a usual half unit undergraduate course.

This course includes a reading week in Week 6 of Lent Term, in line with departmental policy.

**Formative coursework:** Students will present draft essay plans for peer review in the LT.

**Indicative reading:** Indicative readings:

Beynon-davies, P. (2013). *Business Information Systems*, Palgrave, London.

Bharadwaj, A., El Sawy, O. A., Pavlou, P. A., and Venkatraman, N. (2013). Digital Business Strategy: Toward a Next Generation of Insights, *MIS Quarterly* 37(2), 471–482.

Galliers, R. and Leidner, D. (2009) *Strategic Information Management*. Routledge, London.

Laudon, K and Laudon, J (2013) *Management Information Systems*, Pearson, London.

Sarker, S., Chatterjee, S., Xiao, X., and Elbanna, A. (2019). The Sociotechnical Axis of Cohesion for the IS Discipline: Its Historical Legacy and its Continued Relevance, *MIS Quarterly* 43(3), 695–719.

Willcocks, L. P., Venters, W., and Whitley, E. A. (2014). *Moving to the Cloud Corporation: How to face the challenges and harness the potential of cloud computing*, Palgrave Basingstoke.

**Assessment:** Essay (50%) in the period between LT and ST. Group project (40%) and reflective learning report (10%) in the LT. The reflective learning report will be individual reflections on group working.

orientation. After setting the global scene of labour markets, Human Resources and organisational change in the twenty-first century, it then proceeds to look at the management of people in different national contexts. The focus then shifts down to the employment relationship – why firms hire workers and how they strategically manage them. Once workers are hired as employees, we begin to explore how the latter might be motivated and rewarded, and how the design of policies varies across organisations of different types. To help us with this, we usefully draw on key ideas and models from the field of organisational studies that are also a prelude to thinking through the implications for HRM in environments where innovation and technology are prone to rapid change. This then allows us to gain an overview of the potential contribution that HRM can make to the dynamic capabilities of firms generally.

Topic outline

1. Motivation and incentives (theories from Economics and Psychology)
2. The macro-context (enterprise governance, employer networks, skill and training, and employment relations)
3. Stakeholders in firms and employee management (Corporate Social Responsibility and HR)
4. Cross-cultural management of employees: the complexities and opportunities
5. Firm strategy and international HR alignment
6. Identification of talent gap and solutions (expatriation and repatriation)
7. Global Talent Management (selection, training and development, performance appraisal and management, compensation)
8. Managing HR in cross-border alliances, in particular international Mergers and Acquisitions and Joint Ventures
9. Negotiations in relation to human resource management

**Teaching:** Teaching hours in the MT will be commensurate with a usual half unit undergraduate course.

This course includes a reading week in Week 6 of Michaelmas Term, in line with departmental policy.

**Formative coursework:** The formative assessment will help students to prepare for the summative assessment.

**Indicative reading:** Caligiuri, P. M. (2006). Chapter 9 Performance management in a cross-national context. In Bennett, W., Jr., Lance, C., & Woehr, D. (Eds.). *Performance measurement: Current perspectives and future challenges*. Mahwah, NJ: Erlbaum.

Cappelli, P. (2015). Why We Hate HR and What HR Can Do About It. *Harvard Business Review*, July – August.

Giangreco, A., Sebastiano, A., & Peccei, R. (2009). Trainees' reactions to training: an analysis of the factors affecting overall satisfaction with training. *The International Journal of Human Resource Management*, 20(1), 96-111.

Randall S Schuler, Ibraiz Tarique, Susan E Jackson (2004), *Managing Human Resources in Cross-Border Alliances*, in (ed.) 3 (*Advances in Mergers & Acquisitions*, Volume 3), Emerald Group Publishing Limited, pp.103-129.

Briscoe, D., Schuler, Randall S, & Tarique, Ibraiz. (2016). Chapter 6 *International Employment Law, Labor Standards, and Ethics*. In (Eds.) *International human resource management: Policies and practices for multinational enterprises* (5th ed.). New York, NY: Routledge.

Brown, M. P., Sturnam, M. C., & Simmering, M. J. (2003). Compensation Policy and Organizational Performance: The Efficiency, Operational, and Financial Implications of Pay Levels and Pay Structure. *The Academy of Management Journal*, 46, 752-762.

Lewicki, R.J., Barry, B. and Saunders, D.M.2010. *Negotiation*. New York: McGraw-Hill.

Chapter 1 –The Nature of Negotiation, pp. 1-31.

The course also draws on additional articles from a variety of international journals in the field e.g. *The International Journal of Human Resource Management*, *British Journal of Industrial Relations*, *Harvard Business Review*. Students will also analyse multiple cases from Insead and Harvard Business Publishing.

**Assessment:** Essay (60%) in the period between MT and LT. Class participation (10%) and group presentation (30%) in the MT.

## MG214 Half Unit

### Human Resource Management

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jeffrey Thomas MAR.5.14

**Availability:** This course is available on the BSc in Management, International Exchange (1 Term) and International Exchange (Full Year). This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

This course is not capped, any student that requests a place will be given one.

**Pre-requisites:** Students must have completed Organisational Behaviour and Leadership (MG105) or equivalent.

**Course content:** This course is designed to provide insights into Human Resource Management, especially in a way that appeals to students of management who are quite international in their

The group project presentation (30%) will be group work. Students will have the opportunity to form their own project groups within their allocated class, but the course teaching team will retain the right to make changes to group membership where necessary. Peer review will be conducted and will provide context for the marker of the group projects, while allowing students to develop the skills of peer review.

The essay (60%) will be a "multi-media" essay. It requires a written text essay, complimented by another form of media: either a video, or an audio interview, or a graphic - illustrating the effects of HR theory and research on the practice of each students' target job after graduation.

The class participation grade (10%) will be assessed upon the quality of the student's contribution to class discussions.

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## MG228 Half Unit Not available in 2022/23 Managing the Stone-Age Brain

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Satoshi Kanazawa MAR.6.15

**Availability:** This course is available on the BSc in Management, International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course is not capped, any student that requests a place will be given one.

**Course content:** The course will introduce Management students to the new science of evolutionary psychology and explore the biological and evolutionary foundations of human behaviour. In the first few weeks, various critiques of and competing perspectives on evolutionary psychology, with regard especially to the relative importance of biological/evolutionary vs. social/cultural determinants of human behaviour and its sex differences will be discussed and debated. In later weeks, an evolutionary perspective will be applied to various topics in management such as organizational behaviour, occupational choice, productivity, and status hierarchy. The study of business and management is currently dominated by economic perspectives, supplemented by sociological and social psychological perspectives, in American business schools. The course will provide a necessary corrective to the dominance of economics perspectives in the study of business and management by providing biological and evolutionary perspectives and thereby throwing a new light on the old problems (and finding potential solutions for them) in organizations and organizational behaviour. The course will provide evolutionary and biological perspectives on management and organizational behaviour. It will introduce the students to the following topics: Principles of evolution; Principles of evolutionary psychology; Sex differences in preferences, values, cognition, emotions, and behaviour; Physical attractiveness; General intelligence; Evolutionary constraints on human behaviour and their relevance to organizational behaviour.

**Teaching:** 10 hours of lectures and 10 hours of classes in the LT. 1 hour of lectures in the ST.

Teaching hours in the LT will be commensurate with a usual half unit undergraduate course.

This course includes a reading week in Week 6 of Lent Term, in line with departmental policy.

**Formative coursework:** Each student will give a class presentation on the week's readings and their presentation will be evaluated by the course instructor and the feedback will be given to the student within one week.

**Indicative reading:** Buller, David J. 2005. *Adapting Minds: Evolutionary Psychology and the Persistent Quest for Human Nature*. Cambridge: MIT Press. [The most comprehensive book-length critique of modern evolutionary psychology to date] Saad, Gad. (Editor.) 2011. *Evolutionary Psychology in the Business Sciences*. New York: Springer. Nicholson, Nigel. 2000. *Managing the Human Animal*. New York:

Thompson Texere.

Miller, Geoffrey. 2009. *Spent: Sex, Evolution, and Consumer Behavior*. New York: Viking.

Miller, Alan S. and Satoshi Kanazawa. 2007. *Why Beautiful People Have More Daughters*. New York: Penguin.

Kanazawa, Satoshi. 2012. *The Intelligence Paradox: Why the Intelligent Choice Isn't Always the Smart One*. New York: Wiley.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

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## MG301

### Strategy

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Ricardo Alonso MAR.6.30

**Availability:** This course is compulsory on the BSc in Management. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

This course has a limited number of places (it is capped). Students who have this course as a compulsory course are guaranteed a place. Places for all other students are allocated on a first come first served basis.

**Pre-requisites:** Students should have completed (i) Economics A (EC100) or Economics B (EC102) or Microeconomics I (EC1A1/EC1A3) in combination with Macroeconomics I (EC1B1/EC1B3), (ii) Quantitative Methods (Mathematics) (MA107) or equivalent and Quantitative Methods (Statistics) (ST107) or equivalent, and (iii) Economics for Management (MG207) or Microeconomic Principles I (EC201) or Microeconomic Principles II (EC202) or Microeconomics II (EC2A1 and EC2A3).

**Course content:** The first half of the course studies how firms compete with each other. More specifically, we will study strategic situations (competition and rivalry, competitive advantage (sources and sustainability), entry and entry deterrence, product differentiation, the role of information in markets, etc.) and formulate decision models of these situations. While the modelling and predictions are based on game theory, we will contrast our findings to real life games according to the growing empirical evidence.

The second half of the course studies how firms organize and the challenges they face in doing so. More specifically, we study the way managers interact with the different constituencies inside the firm- workers, board members, and other managers- and how those interactions shape the actual design of organizations. It presents, again with a heavy emphasis on the evidence, how the need to motivate organizational members and to coordinate their actions shape the provision of incentives, the allocation of authority, the ownership structure, acquisition and diffusion of knowledge, and patterns of communication.

Beyond the emphasis on the content of the course, the course also aims to be a course where students learn to think critically and analytically. Students will learn to identify trade-offs in how firms behave and the way they organize themselves, and critically evaluate the sources of those trade-offs by appealing to simple models of individual behaviors. Students will learn to read the primary literature, discuss papers in class, interpret the evidence etc. Students will learn to ask questions such as: What is the evidence? What evidence would convince me of the opposite hypothesis?

**Teaching:** Teaching hours will be commensurate with a usual full unit undergraduate course.

This course includes a reading week in Week 6 of Michaelmas and Lent Term, in line with departmental policy.

**Formative coursework:** Formative work such as problem sets and mock exam questions will be set.

**Indicative reading:** The basic readings for the course will be the lecture notes written by Dr. Alonso. These lecture notes can be complemented with the following additional readings:

- Thinking Strategically: Competitive Edge in Business, Politics

and Everyday Life, WW Norton, 1993, by Avinash Dixit and Barry Nalebuff

- The Art of Strategy, WW Norton, 2008, by Avinash Dixit and Barry Nalebuff.
- Games of Strategy (WW Norton, 3rd edition, 2009) by Avinash Dixit, Susan Skeath and David Reiley.
- Economics of Strategy (5th Edition) David Besanko, David Dranove, Mark Shanley, Scott Schaefer. (2009)
- An Introduction to Game Theory (Oxford, 2003) by Martin J. Osborne
- Strategic Management, Garth Saloner, Andrea Shepard and Joel Podoldny, Wiley, 2000
- The Modern Firm: Organizational Design for Performance and Growth, John Roberts 2007.
- Build, Borrow, or Buy: Solving the Growth Dilemma (Harvard Business Press 2012) Laurence Capron and Will Mitchell

**Assessment:** Exam (60%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

Continuous assessment (30%).

Group project (10%) in the LT.

For the project students will be required to work in groups.

4 in-lecture multiple choice quizzes (weeks 5 and 11 of the MT and weeks 15 and 21 of the LT)

For the continuous assessment students are required to attempt at least 3 out of 4 in-lecture assessments. Students who attempt all four (4 out of 4) will achieve a mark based on their three highest scores. Students who attempt three in-lecture assessments (3 out of 4) will receive a mark based on the scores in these assessments. Students who attempt less than three in-lecture assessments will receive a mark of 0 for each missed assessment and will receive an overall mark based on their scores in the best three assessments, including any zeroes. Students who fail to attempt any in-lecture assessments (0 out of 4), will be awarded a Zero Incomplete for the whole course and cannot be awarded the degree until they submit the work at resit.

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## MG302 Half Unit

### Topics in Management Research

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Diane Reyniers MAR.6.07

**Availability:** This course is available on the BSc in Business Mathematics and Statistics, BSc in Management, International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course has a limited number of places (it is capped). Students who have this course as a compulsory course are guaranteed a place. Places for all other students are allocated on a first come first served basis.

**Pre-requisites:** Third year only.

**Course content:** This course addresses various interesting topics which will be used to encourage creative and logical thinking, structuring of clear arguments and critical assessment of evidence. The focus is on interpretation of findings rather than statistical or econometric techniques.

The intellectual backbone of the course is applied and empirical economics (including behavioural economics) and finance but, wherever appropriate contributions from the psychology, sociology and management literature will be discussed. We will mainly deal with issues which are amenable to rigorous empirical investigation. The course is designed around a set of empirical research papers. Examples of questions considered are whether pain killers are more effective when they are expensive, whether creative people cheat more, whether people overvalue their own ideas.

The main objective of the course is to enable students to comprehend and critically assess the management literature, to evaluate statements in terms of evidence and to detect false reasoning or logic. Students will gain confidence in expressing

their own ideas.

Topics vary each year (based on student feedback) but examples are racial discrimination, negotiation and gender, grit, leadership, optimism and entrepreneurship.

Please watch the following video to find out more about this course:

<https://echo360.org.uk/media/b724a1cb-48eb-4198-abdb-786be177f6fd/public>

**Teaching:** 10 hours of lectures and 10 hours of classes in the MT. Teaching hours in the MT will be commensurate with a usual half unit undergraduate course.

This course includes a reading week in Week 6 of Michaelmas Term, in line with departmental policy.

**Formative coursework:** A take-home mock exam paper.

**Indicative reading:** A reading list will be available on Moodle.

**Assessment:** Exam (100%, duration: 2 hours) in the January exam period.

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## MG303 Half Unit

### International Business Strategy and Emerging Markets

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Christine Cote MAR.5.25

**Availability:** This course is available on the BSc in Accounting and Finance, BSc in Management, International Exchange (1 Term) and International Exchange (Full Year). This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

This course cannot be taken with MG307 International Context of Management.

This course has a limited number of places (it is capped). Students who have this course as a compulsory course are guaranteed a place. Places for all other students are allocated on a first come first served basis.

**Pre-requisites:** All students, including BSc Management students, must be in their 3rd year and should have taken Economics A (EC100) or Economics B (EC102) or Microeconomics I (EC1A3) in combination with Macroeconomics I (EC1B3), or equivalent. This course cannot be taken with MG307 International Context of Management.

**Course content:** This course analyses the emergence of firms which operate on a global scale and their current and likely future interactions with emerging markets. It will combine the development of conceptual frameworks primarily through the lectures with the analysis of key cases in the classes.

Multinational firms have been an increasingly significant aspect of the corporate environment in developed countries since the 1960s, and are responsible for a high proportion of global output, exports and investment, as well as the bulk of foreign direct investment. In the past few decades their activities have been increasingly focused to developing economies, notably those which have liberalised and entered a more rapid growth phase. These economies, emerging markets, include some important world economies including China, India, transition economies such as Russia, and Latin American countries such as Brazil and Argentina. The "new institutional economics" has recently developed as a field to understand the impact of variation in institutions on economies' performance.

This course will focus on how the institutional characteristics of emerging markets affect the choices and behaviour of multinational firms, now and into the future. We commence with the basic framework of analysis of the behaviour of multinational enterprises (MNEs), outlining models of the MNE which draw on transaction cost economics, the eclectic OLI paradigm of Dunning, and more recent concepts such as the resource based view. We will provide an analysis of economic performance and growth in emerging markets building on the new institutional economics and working with a large variety of datasets and



sources. The course will then turn to key topics. These will include the interaction between international trade and investment in the internationalisation choices of MNEs; the emergence of global supply chains; the determinants of FDI; the effects of FDI on the host economy; entry mode choices; measures of institutional and cultural distance; and the growing importance of multinationals from emerging markets.

Students will work with case material as well as the required reading, and the group project will comprise a case write up, which will be presented prior to submission in class for comment and discussion.

**Teaching:** Teaching hours in the LT will be commensurate with a usual half unit undergraduate course.

This course includes a reading week in Week 6 of Lent Term, in line with departmental policy.

**Formative coursework:** Students will undertake a formative essay (1000 words) for which feedback will be provided in preparation for the final summative coursework.

**Indicative reading:** Dunning, John (1979). "Toward an Eclectic Theory of International Production: Some Empirical Tests". *Journal of International Business Studies*. 11 (1): 9–31.

R. Caves, *Multinational Enterprise and Economic Analysis*, 2nd Edition, Cambridge University Press 1996; P. Ghemawat, *Redefining Global Strategy*, Harvard Business School Press, 2007; J. Williamson, "The New Institutional Economies", *Journal of Economic Literature*, 2000; Estrin et. al., "Entry Mode in Emerging Markets", *Strategic Management Journal*, 2009; T. Khanna and K Palepu, "The Future of Business Groups in Emerging Markets", *Academy of Management Journal* 2004.

**Assessment:** Essay (50%) in the ST.

Project (40%) and class participation (10%) in the LT.

LT group project will be a case based project which will consist of an in class group presentation during week 11 of term.

## MG305 Half Unit

### Innovation and Technology Management

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jonathan Liebenau MAR.5.30

**Availability:** This course is available on the BSc in Accounting and Finance, BSc in Management, International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course has a limited number of places (it is capped). Students who have this course as a compulsory course are guaranteed a place. Places for all other students are allocated on a first come first served basis.

**Course content:** The focus of this course is on how innovative technologies are managed and their consequences. It includes technological innovation in areas such as telecoms, hi tech industries, pharmaceuticals, biotechnology, space technology, financial technologies. Aspects covered are how new industries are created, how existing industries can be transformed by new technologies, linkages between technological development and the creation of wealth, and implementation success and failure of technological systems. Topics include: technology and entrepreneurship, technology strategy, R&D management, patents and intellectual property, disruptive, radical and incremental innovation, technology policy. Economic, systems, managerial and sociological approaches will be compared using a variety of case studies.

**Teaching:** Teaching hours in the MT will be commensurate with a usual half unit undergraduate course.

This course includes a reading week in Week 6 of Michaelmas Term, in line with departmental policy.

**Formative coursework:** Classes are based around reading and discussing selected journal articles and case studies from the course study pack on Moodle. Formative feedback is provided on class participation.

In addition, students will present an essay plan in preparation for the final case-based essay, on which formative feedback will be provided.

**Indicative reading:** J Howells, *The Management of Innovation and Technology*, Sage, 2005; J Fagerberg, D.C. Mowery, and R.R. Nelson (Eds.), *The Oxford handbook of innovation* (Series Oxford Handbooks in Business and Management), Oxford University Press, 2006; D MacKenzie, *Knowing Machines: Essays on Technical Change*, MIT Press, 1998; M Bauer (Ed), *Resistance to New Technology: Nuclear Power Information Technology and Biotechnology*, CUP 1995; M Biagioli (Ed), *The Science Studies Reader*, Routledge, 1999; H Collins & T Pinch, *The Golem at Large: What you should know about technology*, Cambridge University Press, 1998;

D Mowery & N Rosenberg, *Paths of Innovation: technological change in 20th century America*, Cambridge University Press, 1998; J McLaughlin, P Rosen, D Skinner & A Webster, *Valuing Technology: organisations, culture and change*, Routledge, London and New York, 1999;

**Assessment:** Essay (90%, 5000 words) in January.

In-class assessment (10%) in the MT.

## MG307 Half Unit

### International Context of Management

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr Nilesh Dattani MAR.6.14

**Availability:** This course is available on the BSc in Business Mathematics and Statistics, BSc in Management, International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course cannot be taken with MG303 International Business Strategy and Emerging Markets.

This course has a limited number of places (it is capped). Students who have this course as a compulsory course are guaranteed a place. Places for all other students are allocated on a first come first served basis.

**Pre-requisites:** This course cannot be taken with MG303 International Business Strategy and Emerging Markets.

**Course content:** The course aims to apply social science theory to the analysis of the conduct and management of transnational activities; to critically appraise concepts such as globalisation, regionalisation, national competitiveness, transnationality of firms, etc. in the context of international management structures and processes; to delineate the international political, economic, social and legal structures and environments within which the activity of management takes place. The topics to be covered will include: the nature of the contemporary global political economy; the globalisation of business, finance and trade in goods and services; Global competition; the transnational corporation in the global economy; the tension between globalisation and regionalisation; the international trading order; the international monetary regime; the impact of culture on global business; the changing position of the state in the global economy; the new diplomacy of states and firms.

**Teaching:** 10 hours of lectures and 10 hours of classes in the MT. Teaching hours in the MT will be commensurate with a usual half unit undergraduate course.

This course includes a reading week in Week 6 of Michaelmas Term, in line with departmental policy.

**Formative coursework:** Students are expected to produce one piece of written work and do the weekly class exercises.

**Indicative reading:** M. Peng & K. Meyer, *International Business* (3rd edn), Cengage (2019); R.W. Griffin & M.W. Pustay, *International Business: A Managerial Perspective* (9th edn), Pearson (2019); O. Shenkar, Y. Luo & T. Chi, *International Business* (4th edn), Routledge (2021)

**Assessment:** Essay (100%, 3000 words) in the LT.



## MG308 Half Unit Not available in 2022/23 Simulation Modelling and Analysis

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Nayat Horozoglu

**Availability:** This course is available on the BSc in Management, International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course has a limited number of places (it is capped). Students who have this course as a compulsory course are guaranteed a place. Places for all other students are allocated on a first come first served basis.

**Pre-requisites:** ST107 Quantitative Methods (Statistics) or equivalent. A basic understanding and some experience of Microsoft Excel are required.

**Course content:** The aim of the course is to introduce students to concepts, techniques and applied aspects of the development and analysis of simulation models. The course will cover two main approaches for modelling problems bound by uncertainty (stochastic behaviour): Monte Carlo Simulation (static problems) and Discrete Event Simulation (dynamic problems). The course covers topics such as types of uncertainty, sampling methods, structuring problems for simulation, running simulation models, analysing simulation outputs, testing and validating simulation models, risk analysis using simulated models, applications of simulation.

**Teaching:** Teaching hours in the LT will be commensurate with a usual half unit undergraduate course but note that teaching may take a different format and/or structure in 2021/22.

**Formative coursework:** One formative piece of coursework will be set in LT.

**Indicative reading:** The extensive lecture notes provided are the essential reading for this course. These lecture notes can be complemented with the following background readings:

- Law, AM. (2015). *Simulation Modelling and Analysis* (5th ed.). New York: McGraw-Hill Education.
- Pidd, M. (2004). *Computer simulation in management science* (5th ed.). Hoboken: Wiley.
- Robinson, S. (2014). *Simulation: The Practice of Model Development and Use* (2nd ed.). Basingstoke: Palgrave Macmillan.
- Vose, D. (2008). *Risk analysis: A quantitative guide* (3rd ed.). Chichester: Wiley.

**Assessment:** Project (100%) in the ST.

## MG310 Half Unit Not available in 2022/23 Strategic Decision Making

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Valentina Ferretti

**Availability:** This course is available on the BSc in Management, BSc in Psychological and Behavioural Science, International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course has a limited number of places (it is capped). Students who have this course as a compulsory course are guaranteed a place. Places for all other students are allocated on a first come first served basis.

**Pre-requisites:** Elementary statistical and mathematical concepts, as well as a true curiosity towards the fascinating field of decision making and a strong interest in rebooting your analytical "decision-ware".

As this course embraces the two key stages of the decision making process, i.e. the initial divergent and creative stage and the subsequent convergent and analytical one, please, note that it is important to feel comfortable with interdisciplinary research,

as well as with the use and discussion of both qualitative and quantitative strategies for successful decisions. Group work will also be a key component of the course.

**Course content:** This course is about making successful strategic decisions and building decision resilience during challenging times, in both the professional domain and the personal one. In this era of unprecedented uncertainty, learning how to make decisions against the backdrop of external factors that we cannot control or predict represents a fundamental skill for any sector of society and business. Knowledge of what it takes to develop a good decision making process is thus an invaluable part of everyone's toolbox, particularly for rising stars who will be in positions of leadership in the future. This course introduces students to the key concept of decision quality and to cutting edge strategies and tools to integrate data and judgments and develop winning strategies. This course's lectures will entail a deep dive into the progressive stages of a strategic decision making process, with interactive experiments and puzzles to develop bias awareness and decision analysis expertise. Seminars will consist of interactive sessions, enabling you to master an actionable decision framework and become confident decision analysts. The learning outcomes of this course are twofold. First, to discover the key decision traps when framing, structuring and modelling decisions and why they are dangerous. Second, to understand and master cutting edge, replicable and versatile solutions for framing, structuring, modelling and communicating better decisions.

**Teaching:** Teaching hours will be commensurate with a usual half unit undergraduate course but note that teaching may take a different format and/or structure in 2021/22.

Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:**

**Two formative assignments:**

1. Group project plan presentation (i.e. the selected decision context, due in week 7)
2. Group project pitch of the key decision analysis' impacts observed as a result of the strategic decision making process developed as a group across classes 2, 3, 4, and 6. Students will present and discuss the key impacts of their decision making process (e.g. discovery of new objectives that were not in their original mental models, recommendation of a different solution to the decision as a result of the used elicitation protocols, etc.) and receive real time feedback, from both their peers and the lecturer. Feedback will be provided following specific criteria (i.e. the same criteria that will be used to evaluate the individual technical account of the group project's impacts that is summative assignment n.2) and by completing a set of both descriptive and evaluative tasks (e.g. indicating the strongest part of the presentation, as well as parts that need revision, etc.).

The above two formative assignments have been designed to prepare the students for the following two summative works: (i) the group project presentation of the chosen decision making problem/opportunity and (ii) the individual technical account of one key impact observed in the group project.

The topic of the group project (i.e. a decision making problem or opportunity to be modelled and analysed by means of Multicriteria Analysis) can be a personal decision (e.g. which job offer to accept when confronted with multiple ones, which master to apply for, etc.) or a real world case (e.g. how to reduce plastic consumption in the LSE new coffee place). Students will have to collect data, develop and apply a quantitative model, interpret the results and refer to the key scientific literature for the main steps in the development of the model. Students are allowed to work in groups of maximum 4/5 people. This summative assignment will help students develop their strategic problem solving skills by demonstrating their ability to apply both qualitative and quantitative tools to frame, structure and model a decision, interpret its results, and develop sound recommendations. In the individual technical account of the group project's impacts (max 1500 words), students will have to report on the developed process by focusing on the observed key impacts of the used tools. This second summative assignment will help students

develop their critical thinking skills.

**Indicative reading:** Belton, V. and Stewart, T. (2002) Multiple Criteria Decision Analysis. London, Kluwer.

Keeney, R.L. (1992) Value-Focused Thinking: A Path to Creative Decision-making. Cambridge: Harvard Univ. Press. HD30.23 K21 (Course Collection).

G.S. Parnell et al. (2013) Handbook of Decision Analysis. Hoboken, Wiley.

Spetzler C., Winter H., Meyer J. 2016. Decision quality: value creation from better business decisions. Wiley.

**Assessment:** Group project (50%) in the LT Week 11.

Technical report (50%) in the ST Week 1.

The individual technical report (1500 words maximum) will provide an explanation and insightful discussion of one key impact observed in the developed group decision making process.

## MG311 Half Unit

### Foundations of Behavioural Decision Science

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Luc Schneider

**Availability:** This course is available on the BSc in Management, BSc in Psychological and Behavioural Science, International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course has a limited number of places (it is capped). Students who have this course as a compulsory course are guaranteed a place. Places for all other students are allocated on a first come first served basis.

**Pre-requisites:** It is an advantage to have taken an introductory social science course in one of these fields: economics, management, psychology or sociology.

It is important to be comfortable with multi-disciplinary research and group work.

**Course content:** This course introduces students to the foundations of Behavioural Decision Science: the science that explains and predicts how humans make decisions (the decision 'process') and how well (the decision 'outcome'). The course will explore the different stages of the decision making process identifying factors important in understanding our decision making. Students will be introduced to the concepts of framing, explore the way in which we make judgements, understand the rich and diverse influences of risk, uncertainty and affect (emotions), and investigate strategies for decision making. Throughout the course, students will be introduced to many cognitive biases and aspects of context which influence how/what judgements and decisions we make. In the final portion of the course, student will get the opportunity to see examples of how information/choice designers are seeking to help or influence decision makers or teach skills to help the public or professionals to make better decisions themselves. Many of these concepts and techniques can, and have been applied across personal, professional and policy situations – and the course will provide opportunities to learn about and discuss such applications. Importantly, across both parts of the course, discussion of core concepts and examples will be woven together with new advances and applications in the field, particularly those within the course leader's field of expertise.

The course is entirely seminar-based, and will combine within the sessions - traditional lecture-style teaching of concepts with hands-on demonstrations of the concepts in action, and in depth class discussions of the week's material. Examples used within the sessions will be drawn from across a range of different domains which could include managerial, policy, health, emergency response, law, consumer, and even personal domains.

By the end of this course, students will have an understanding of the key concepts in Behavioural Decision Science, be able to evaluate the strengths and weaknesses of human decision making,

and be able to recognise and adapt different techniques to improve decision making. The summative will provide an opportunity to show the skills and knowledge you have learnt throughout the course and consists of two parts which are described below.

**Teaching:** Teaching hours in the LT will be commensurate with a usual half unit undergraduate course.

This course includes a reading week in Week 6 of Lent Term, in line with departmental policy.

**Formative coursework:** 1. Analysing a real decision maker– Group Presentation (Week 10): Over several weeks (both in and outside class), you will work as a group to analyse a real decision that you will select. In Week 10, you will be required to present a summary of this analysis in a timed group presentation. In this presentation, you will need to report on: 1) what is the key decision being investigated? 2) identify and explain the key judgements that your decision maker is making and what decision making factors (e.g. biases) are at play? and 3) discuss your suggested solution(s) for improving decision making. After the presentation you will receive feedback as a group. This feedback will help you prepare for the summative assessment.

2. Review of anonymous essays (Week 11): Students will play the role of the "examiner" and using anonymous examples of summative assessments (submitted by students from a previous year) explore the different evaluation criteria which are used in this course. This exercise will help you improve your summative assessment.

**Indicative reading:** Bazerman, M. (2017) Judgment in Managerial Decision Making. New York: Wiley. 8th edition; Hastie, R., and Dawes, R.M. (2001). Rational Choice in an Uncertain World. Sage Publications, Thousand Oaks; Kahneman, D. (2011) Thinking Fast and Slow. London: Allen Lane; Russo, J. E. & Schoemaker, P. J. H. (2002) Winning decisions: How to make the right decision the first time, Piatkus Publ. Limited.

**Assessment:** Coursework (100%, 3000 words) in the ST. Summative (due beginning of ST): The summative assessment will be a 'Report and Essay'. It comprises two parts.

Part 1: An "Analysing a Decision Maker" Report: In the first part (no more than 1000 words), you will be asked to write a report detailing the analysis of a decision maker that you completed during the term. You will need to report on: 1) what is the key decision being investigated? 2) identify and explain the key judgements that your decision maker is making and what decision making factors (e.g. biases); and 3) discuss your suggested solution(s) for improving decision making.

Part 2: In-depth Scholarly Essay: In the second part of the coursework (no more than 2000 words), you will choose a topic from within MG311, which you as a developing scholar has found interesting or important and write your in-depth essay on it. This essay should be done in a scholarly and rigorous manner making reference to behavioural literature, theories and concepts. The first part of the report will count for 50% of your mark while 50% will come from the second part. You will be required to provide full essay-style referencing.

Although the first part of the summative assignment will involve you reporting on the "analysing a decision maker" task conducted with your group, all students will write both parts of the summative essays on their own and will receive an individual mark.

## MG312 Half Unit Not available in 2022/23

### Extreme Organisational Behaviour: Examining behaviour in non-normative organisational contexts

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Haiyang Liu

**Availability:** This course is available on the BSc in Management, International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General

Course students.

This course has a limited number of places (it is capped). Students who have this course as a compulsory course are guaranteed a place. Places for all other students are allocated on a first come first served basis.

**Pre-requisites:** Organisational Behaviour and Leadership (MG105) or equivalent

**Course content:** Extreme OB seeks to understand atypical forms organisational phenomena. Alternative forms of organisations and unique individual circumstances have become more commonplace in recent years; however, OB theories—designed to apply to “typical” workplace behaviour and contexts—have not kept pace. The emphasis in this course will be on critically evaluating existing OB theories as they relate to extreme forms of workplace behaviour (e.g., workaholism, pro- and antisocial behaviour, exploitation) and contexts (e.g., COVID-19, poverty, disasters, military, and hospital). Weekly topics include isolated and high pressure work environments, passion work, virtual and flexible teams.

**Teaching:** Teaching hours will be commensurate with a usual half unit undergraduate course but note that teaching may take a different format and/or structure in 2021/22.

Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students will be expected to produce 2 pieces of coursework (1 essay outline based on a case study and 1 presentation) in the MT.

**Indicative reading:** The course relies heavily on journal articles (for example, Academy of Management Journal, Journal of Applied Psychology, Journal of Organizational Behaviour, and Harvard Business Review). An extensive reading list is provided at the start of the course. Indicative readings include:

Eikhof, D. R., & Haunschild, A. (2006). Lifestyle meets market: Bohemian entrepreneurs in creative industries. *Creativity and Innovation Management*, 15, 234-241.

Green, F. (2004). Why has work effort become more intense? *Industrial Relations*, 43, 709-741.

Griffin, M. A., Neal, A., & Parker, S. K. (2007). A new model of work role performance: Positive behavior in uncertain and interdependent contexts. *Academy of Management Journal*, 50, 327-347.

Hewlett, S. A., & Luce, C. B. (2006). Extreme jobs: the dangerous allure of the 70-hour workweek. *Harvard Business Review*, 84, 49-59.

Johns, G. (2006). The essential impact of context on organizational behavior. *Academy of Management Review*, 31, 386-408.

Kniffin, K. et al (2021). COVID-19 and the Workplace: Implications, Issues, and Insights for Future Research and Action. *American Psychologist*, 26: 63-77

O'Boyle, Jr., E. H., Forsyth, D. R., Banks, G. C., & McDaniel, M. A. (2012). A meta-analysis of the Dark Triad and work behavior: A social exchange perspective. *Journal of Applied Psychology*, 97, 557-579.

Perrewé, P. L., Hochwarter, W. A., Ferris, G. R., McAllister, C. P., & Harris, J. N. (2014). Developing a passion for work passion: Future directions on an emerging construct. *Journal of Organizational Behavior*, 35, 145-150.

**Assessment:** Case study (100%) in the LT.

Assessment is based on a 3,000 word Case Study in which students will be asked to identify and describe an example of an “extreme” organisational phenomenon and to use existing theory(ies) to explain it, noting what the theory(ies) can and cannot account for. Students will then be asked to propose a modification to the theory(ies) to make it “fit” the phenomenon better. The Case Study, which will be due at the beginning of LT, will account for 100% of the final grade in this course. The Case Study will be supported by formative feedback from instructors and peers throughout the course, as well as a presentation.

## MG315 Half Unit Not available in 2022/23

### Marketing Action Learning Project

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Haider Ali

**Availability:** This course is available on the BSc in Business Mathematics and Statistics, BSc in Management, International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** Core Disciplines II: Marketing, Human Resource Management and Information Management (MG201) or Marketing (MG212).

**Course content:** This course will build on theoretical concepts taught in the pre-requisites, by applying these theories and concepts to a real-life situation. Working in teams, students will develop a marketing plan for a new product/service launch; from ideation through to marketing research and setting marketing launch budgets, and considering Return on Investment. With support from the course leader, students will get the opportunity to use knowledge gleaned from many management courses to craft a compelling marketing plan. This course will test not only your academic knowledge but also your practical problem-solving skills, resourcefulness, and creativity.

**Teaching:** 2 hours of lectures in the MT. 21 hours of seminars and 3 hours of classes in the LT.

Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** As part of their teams, students will be expected to produce 3 pieces of formative coursework in the LT.

i) One page memo drafting the scope of the project area.

ii) Mid Term Report One – proposing the market segment to be targeted (based on relative attractiveness).

iii) Mid Term Report Two – Research Plan

Work undertaken for the above can be used within the final report that is submitted for summative assessment.

**Indicative reading:** Malcolm McDonald, *Marketing Plans: How to Prepare them, How to use them*, 7th Edition, Wiley Business Model Generation, Osterwalder & Pigneur, Wiley

**Assessment:** Project (90%, 5000 words) and in-class assessment (10%) in the LT.

The project will be completed in a group. A Group Evaluation Form will be required, where students' comments on their peers can affect the final grade allocated. Please note that project group membership will be allocated by the course leader.

In the last class of the Lent Term students will be required to write, under exam conditions, a reflective piece on the work undertaken by their team and their contribution to it. The precise focus of students' answers will be determined by the question that they have to address.

## MG316 Half Unit

### Brand Strategy

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr Guido Van Garderen

**Availability:** This course is available on the BSc in Management, International Exchange (1 Term) and International Exchange (Full Year). This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

This course is not available for postgraduates.

This course has a limited number of places (it is capped). Students who have this course as a compulsory course are guaranteed a place. Places for all other students are allocated on a first come first served basis.

**Course content:** The most valuable assets that firms have are the products/services that they offer and the brands that are associated with them. Managing Products & Brands is a rigorous examination of the theory and corporate practices relevant to product and brand management. Its core objectives are to provide an understanding of the important issues in planning and



evaluating product/brand strategies, to provide the appropriate theories, models, and analytical tools that enable managers to make well-informed product/brand management decisions, and to provide a platform for students to apply these principles. The critical approach adopted will blend theory and practice so as to promote effective managerial decision making on a short as well as long term basis.

**Teaching:** Teaching hours in the LT will be commensurate with a usual half unit undergraduate course.

This course includes a reading week in Week 6 of Lent Term, in line with departmental policy.

**Formative coursework:** Students will work during class in groups, where they will do exercises and receive immediate feedback.

The groups will use the same exercises to create their final group project. Detailed guidelines on the group project will be provided in the course syllabus and sample projects will be available.

**Indicative reading:**

- David A. Aaker (1996) *Building strong brands*. New York: The Free Press.
- Byron Sharp (2010) *How brands grow - what marketers don't know*. Melbourne: Oxford University Press.
- Youngme Moon (2010) *Different, Escaping the Competitive herd*. New York: Crown Business, Random House.
- Kevin Lane Keller, Brian Sternthal and Alice Tybout (2002) Three questions you need to ask about your brand, *Harvard Business Review*, volume 80, issue 9, page 80-86.
- Lodish, Leonard M, and Carl F Mela (2007), "If Brands Are Built Over Years, Why Are They Managed Over Quarters?", *July/August, Harvard Business Review*, 85, 7/8 (July-August), 104-112).
- Rangaswamy, Arvind, Raymond R Burke, and Terence Oliva (1993) "Brand Equity and the Extendibility of Brand Names", *International Journal of Research in Marketing, Special Issue on Brand Equity*, Vol. 10, p. 61-75.

**Assessment:** Exam (50%, duration: 2 hours) in the summer exam period.

Project (40%) and class participation (10%) in the LT.

The Group Project will be completed during the course in groups.

## MG317 Half Unit

### Leading Organisational Change

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Dorottya Sallai MAR.4.10

**Availability:** This course is available on the BSc in Management. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students.

**Pre-requisites:** Students must have completed Organisational Behaviour and Leadership (MG105).

Organisational Behaviour and Leadership (MG105) or equivalent.

**Course content:** Businesses operate in an increasingly complex environment, where change is a constant feature of business life. The impact of not managing change in an effective way can be devastating for small and large businesses alike. Getting people to change even when it is in their best interest is the most difficult task faced by today's leaders. Yet, successful change can be achieved at individual, team and organisational levels through the use of a number of practical tools and skills.

The course provides students with an understanding of organizational change as a multifaceted phenomenon and equips them with skills to adopt a reflective, multi-dimensional approach when managing change in their future careers. In their everyday jobs, managers need to identify when change is needed, manage its implementation or guide others through it. In this course students learn about theories, strategies, skills and techniques for leading successful change.

The course applies a wide range of change-related theories that impacted the field since the 1930s. The course covers issues such as how change can be managed, what is happening in change processes and why managers need to work with change.

Topics addressed in the course will include:

- Identifying the need for change and diagnosing what to change
- Understanding organisational change strategies
- Managing internal power, stakeholders and politics
- Leadership in change
- Culture and mergers in change projects
- Resistance to change
- Fairness and change
- Communication and change
- Sustaining change and learning

**Teaching:** 15 hours of lectures and 9 hours of seminars in the LT. Students on this course will have a reading week in Week 6, in line with Departmental policy.

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

**Indicative reading:**

- ISE Managing Organizational Change: A Multiple Perspectives Approach 4th Edition, By Ian Palmer, Richard Dunford, David A. Buchanan, 2022 | Published: January 11, 2021
  - *The Theory and Practice of Change Management (5th Edition)*, John Hayes, Publisher: Red Globe Press, 2021
  - Amis, J.M. & Greenwood, R., 2021. Organisational Change in a (Post) Pandemic World: Rediscovering Interests and Values. *Journal of management studies*, 58(2), pp.582–586.
  - Amis, J.M. & Janz, B.D., 2020. Leading Change in Response to COVID-19. *The Journal of applied behavioral science*, 56(3), pp.272–278.
  - Burnes, B., 2020. The Origins of Lewin's Three-Step Model of Change. *The Journal of applied behavioral science*, 56(1), pp.32–59
  - Burke, W. W., & Litwin, G. H. (1992) A Causal Model of Organizational Performance and Change. *Journal of Management*, 18(3), 523-545.
  - Keller, S., Schaninger, B., 2019 *A better way to lead large-scale change*. New York. McKinsey and Company
  - Kotter, 1995 *Leading Change: Why Transformation Efforts Fail*, 1995, *Harvard Business Review*, March-April 1995
- Assessment:** Essay (90%, 2000 words) and other (10%) in the LT.
- Coursework essay (2000 words) worth 90 % in the LT. Students will write an essay on a topic that draws from multiple topics in the course.
  - Simulation exercise 10 %

## MG318 Half Unit

### Social Enterprise Design Fundamentals

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Nadia Millington MAR.5.37

Guest lecturers / external team mentors

**Availability:** This course is available on the BSc in Management. This course is not available as an outside option nor to General Course students.

**Course content:** The lecture weeks (5 weeks)

During the foundational element, students will be provided with a theoretical overview of this young field, including but not limited to:

- (1) Introduction to social enterprise- definitions / taxonomies of social innovation/business models for social innovation
- (2) Solving social problems- human centered vs problem centric vs opportunity centric approaches
- (3) Theory of change
- (4) Designing social business models & social Innovation
- (5) Social impact measurement

Throughout the course, examples are given of real social enterprises in order give practical insight to complement the theory and cases studies where applicable will be utilised.

The Interactive Lecture weeks ( 5 weeks)

During the interactive lecture weeks, students will be provided with a short lecture followed by interactive exercises that help them to develop the initial stages of a social enterprise solution based and then will develop a draft business model and conduct



some minimum viable product testing to check the validity of their recommendations. An advantage of the course for students will be an opportunity to discover lean and human centred design principles as an approach to problem solving that spans many social disciplines and is being used by social scientists, creative designers and world class entrepreneurs

**Ethical limitations:** Students will be encouraged to engage in developing solutions to problems without complex ethical considerations as there is insufficient time for the students to get approval for these projects from the Ethics Committee before the term concludes. More specifically students will be steered away from working with

(i) Minors

(ii) Vulnerable populations such as refugees / homeless without a third party ( the logic is that an established third party can provide the structure for students to approach these populations in a safe way)

(iii) Any domestic violence related initiative

(iv) Other such initiatives that would mean that the team cannot self-certify its project

Further students will be advised of LSE's ethical standards to ensure that they comply with them fully in the execution of their projects.

**Teaching:** 20 hours of lectures and 1 hour of help sessions in the LT.

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

**Indicative reading:**

- Dees, J.G. (1998a), *The Meaning of Social Entrepreneurship*, Stanford University: Center for Social Innovation, Graduate School of Business, Kauffman Center for Entrepreneurial Leadership, Ewin Marion Kauffman Foundation, available at [https://centers.fuqua.duke.edu/case/wp-content/uploads/sites/7/2015/03/Article\\_Deess\\_MeaningofSocialEntrepreneurship\\_2001.pdf](https://centers.fuqua.duke.edu/case/wp-content/uploads/sites/7/2015/03/Article_Deess_MeaningofSocialEntrepreneurship_2001.pdf)
- Zahra, S. A., Gedajlovic, E., Neubaum, D. O., & Shulman, J. M. (2009). A typology of social entrepreneurs: Motives, search processes and ethical challenges. *Journal of Business Venturing*, 24(5), 519–532.
- Battilana, J., & Lee, M. (2014). Advancing Research on Hybrid Organizing - Insights from the Study of Social Enterprises. *Academy of Management Annals*, 8(1), 397–441. <https://doi.org/10.1080/19416520.2014.893615>
- Yunus, M., Moingeon, B., & Lehmann-Ortega, L. (2010). Building social business models: Lessons from the Grameen experience. *Long Range Planning*, 43(2–3), 308–325
- Guclu, A., Dees, J., and Battle Anderson, B. (2002), 'The Process of Social Entrepreneurship: Creating Opportunities Worthy of Serious Pursuit', Duke Fuqua School Duke University: Center for the Advancement of Social Entrepreneurship [https://pdfs.semanticscholar.org/0c2b/ef26f70f2601d32baea6a38be38b19bcb98f.pdf?\\_ga=2.259436163.860888573.1576600015-242801340.1574790274](https://pdfs.semanticscholar.org/0c2b/ef26f70f2601d32baea6a38be38b19bcb98f.pdf?_ga=2.259436163.860888573.1576600015-242801340.1574790274)
- Giacomini Joseph (2014) What is Human Centred Design? *The Design Journal*. Vol 17(4) pp 606-623

**Assessment:** Essay (50%, 1400 words) and group presentation (50%) in the LT.

## MY360 Half Unit Not available in 2022/23

### Quantitative Text Analysis

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Blake Miller and Dr Friedrich Geiecke

**Availability:** This course is available on the BSc in Politics and Data Science. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** Knowledge of statistics and probability to the level of ST107 or equivalent.

**Course content:** The course surveys methods for systematically

extracting quantitative information from text for social scientific purposes, starting with classical content analysis and dictionary-based methods, classification methods, and state-of-the-art scaling methods. It continues with probabilistic topic models, word embeddings, and concludes with an outlook on current neural network based models for texts. The course lays a theoretical foundation for text analysis but mainly takes a very practical and applied approach, so that students learn how to apply these methods in actual research. A common focus across methods is that they can be reduced to a three-step process: first, identifying texts and units of texts for analysis; second, extracting from the texts quantitatively measured features - such as coded content categories, word counts, word types, dictionary counts, or parts of speech - and converting these into a quantitative matrix; and third, using quantitative or statistical methods to analyse this matrix in order to generate inferences about the texts or their authors. The course systematically surveys these methods in a logical progression, with a practical, hands-on approach where each technique will be applied using appropriate software to real texts. Lectures, class exercises and homework will be based on the use of the R statistical software package but will assume no background knowledge of that language.

**Teaching:** A combination of classes and lectures totalling a minimum of 30 hours across Lent Term. This course has a Reading Week in Week 6 of LT.

**Formative coursework:** One problem set in LT.

**Indicative reading:** *quanteda*: An R package for quantitative text analysis. <http://kbenoit.github.io/quanteda/>

Benoit, Kenneth. 2020. "Text as Data: An Overview." In Curini, Luigi and Robert Franzese, eds. *Handbook of Research Methods in Political Science and International Relations*. Thousand Oaks: Sage. pp461-497.

Grimmer, Justin and Brandon M. Stewart. 2013. "Text as Data: The Promise and Pitfalls of Automatic Content Analysis Methods for Political Texts." *Political Analysis* 21(3):267–297.

Loughran, Tim and Bill McDonald. 2011. "When Is a Liability Not a Liability? Textual Analysis, Dictionaries, and 10-Ks." *The Journal of Finance* 66(1, February): 35–65.

Evans, Michael, Wayne McIntosh, Jimmy Lin and Cynthia Cates. 2007. "Recounting the Courts? Applying Automated Content Analysis to Enhance Empirical Legal Research." *Journal of Empirical Legal Studies* 4(4, December):1007–1039.

**Assessment:** Project (20%) and group project (20%) in the ST. Problem sets (60%) in the LT.

Four summative problem sets will be marked in four of the weeks. These will constitute 60% of the final overall mark. The group project will be an original analysis of texts using some of the methods covered in class, and may focus on replicating or extending a published work, written up as a report. 20% of the final overall mark will be based on the subsection of the group report written by the student, and 20% of the final overall mark will be based on the collectively written sections of the group report.

## MY361 Half Unit

### Social Network Analysis

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Eleanor Power

**Availability:** This course is available on the BSc in Politics and Data Science. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** None, although prior knowledge of statistics, including logistic regression, and/or some background in social theory, is desirable.

**Course content:** This course focuses on data about connections, forming structures known as networks. Networks and network data describe an increasingly vast part of the modern world, through connections on social media, communications, financial transactions, and other ties. This course covers the fundamentals

of network structures, network data structures, and the analysis and presentation of network data. Students will work directly with network data, and structure and analyse these data using the R statistical programming language.

Social networks have always been at the centre of human interaction, but especially with the explosive growth of the internet, network analysis has become increasingly central to all branches of the social sciences. How do people influence each other, bargain with each other, exchange information (or germs), or interact online? A diverse array of deep questions about human behaviour can only be answered by examining the social networks encompassing and shifting around us. Network analysis has emerged as a cross-disciplinary science in its own right, and has in fact proven to be of even greater generality and broader applicability than just the social, extending to ecology, physics, genetics, computer science, and other domains.

This course will develop the theory and methodological tools needed to model and predict social networks and use them in social sciences as diverse as sociology, political science, economics, health, psychology, history, or business. The core of the course will comprise the essential tools of network analysis, from centrality, homophily, and community detection, to random graphs, network formation, and information flow. The course will also provide an introduction to network modelling, analysis and visualisation using R (a statistical programming language).

**Teaching:** A combination of classes and lectures totalling 30 hours across Lent Term. This course has a Reading Week in Week 6 of LT.

**Formative coursework:** Students will be expected to submit two formative problem sets that build on what was covered in the staff-led lab sessions, to be completed by the student outside of class. Example answers and written feedback will be given.

Student groups will give an oral presentation of their plan for their group project in the final seminar of the term, for which they will receive peer feedback and verbal feedback from staff.

**Indicative reading:**

- Newman, M.E.J. (2010). *Networks: An introduction*. Oxford, UK: Oxford University Press.
- Scott, J. (2017). *Social Network Analysis*. Los Angeles: SAGE. 4th edition.
- Easley, D., and Kleinberg, J. (2010). *Networks, Crowds, and Markets: Reasoning about a highly connected world*. New York: Cambridge University Press.

**Assessment:** Project (20%) and group project (20%) in the ST. Problem sets (60%) in the LT.

Four summative problem sets will be marked in four of the weeks. These will constitute 60% of the final overall mark. The group project will be a structured, independent exploration of a social network dataset written up as a report. 20% of the final overall mark will be based on the subsection of the group report written by the student, and 20% of the final overall mark will be based on the collectively written sections of the group report.

## PB100

### Foundations of Behavioural Science

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jet Sanders CON.3.08

**Availability:** This course is compulsory on the BSc in Psychological and Behavioural Science. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Students following the BSc in Psychological and Behavioural Science will automatically be enrolled onto PB100.

There are a very limited number of places available for students from outside the Department of Psychological and Behavioural Science who meet the pre-requisites laid out below.

**Pre-requisites:** You must have a genuine and demonstrable interest in Behavioural Science and its real world applications.

**Students from outside the BSc in Psychological and Behavioural**

**Science will be asked to demonstrate how they meet this pre-requisite by producing a 200 word statement.** This statement will be reviewed by the course leader before places on the course are confirmed.

**Course content:** The aim of this course is to provide an understanding of, and the ability to critically appraise, the fundamental ideas which drive the multidisciplinary field of Behavioural Science in relation to policymaking.

The course gradually moves from the foundational principles of Behavioural Science to the practical applications based on those principles. The course is organised into three interlinked blocks. The first block introduces dual-processing models of human behaviour to highlight the role of the environment in shaping decisions; this block considers the Dual System approach, heuristics and biases, and the influence of time, risk, and social preferences. The second block delves into the science of happiness by introducing the main accounts of subjective wellbeing, how it is conceptualised and measured and its implications for policy and other contexts. Finally, in the third block, we introduce various techniques from Behavioural Economics (incentives, commitments, defaults), Social Psychology (ego, messenger and social norms), and Cognitive Psychology (priming, affect) can be used to shape behaviour by means of the MINDSPACE checklist. We close by addressing the role of behavioural spillover effects and a discussion on the ethics of nudging.

Throughout the course, evidence from observational studies, laboratory experiments and field experiments will be discussed, with a special emphasis on policy-level interventions.

By the end of the course you should:

- Have a broad understanding of the fundamental principles of Behavioural Science, and its relations with foundational principles in Psychology and Economic Theory and policy;
- Be able to critically appraise the evidence base, tools and impact of Behavioural Science and its relation to policy interventions;
- Be able to explain the approaches that have been developed to change behaviour, based on the MINDSPACE framework;
- Be able to apply the core theories of Behavioural Science in policy and practice-based contexts.

**Teaching:** This course is delivered through a combination of lectures and classes totalling a minimum of 40 hours across Michaelmas Term and Lent Term. There is a reading week in Week 6 of both Michaelmas Term and Lent Term.

**Formative coursework:** Students will complete a number of pieces of formative work to cement learning and prepare for summative assessments:

- Essay plan (comprising an introduction and then plan for the remaining sections).
- Practice pitch with peer feedback.

**Indicative reading:**

- Sunstein, C. R., & Thaler, R. (2009). *Nudge: Improving Decisions About Health, Wealth and Happiness*. London: Penguin.
- Kahneman, D. (2011). *Thinking, fast and slow*. Macmillan.
- Dolan, P. (2015). *Happiness by Design: Finding Pleasure and Purpose in Everyday Life*. London: Penguin.
- Halpern, D. (2015). *Inside the Nudge Unit: How small changes can make a big difference*. London: W H Allen.
- Dolan, P. (2019). *Happy Every After: Escaping the myth of a perfect life*. London: Penguin.

**Assessment:** Essay (60%, 3500 words) and presentation (40%) in the LT.

**Essay (60%) in LT** - Students will be required to write a 3,500 word essay answering a question. There will be a number of questions provided and students can choose which they'd like to answer.

**Presentation (40%) in LT** - The presentation will take the form of a 3 minute pitch delivered as part of the annual *PB100 Behavioural Science Foundations to Real-World Applications Forum*.

**PB101****Foundations of Psychological Science**

**This information is for the 2022/23 session.**

**Teacher responsible:** To be confirmed

**Availability:** This course is compulsory on the BSc in Psychological and Behavioural Science. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

Students following the BSc in Psychological and Behavioural Science will be automatically enrolled onto PB101.

There are a very limited number of places available for students from outside the Department of Psychological and Behavioural Science who meet the pre-requisites laid out below.

**Pre-requisites:** You must have a genuine and demonstrable interest in Psychological Science and how it relates to and informs other disciplines concerned with humans and human behaviour.

**Students from outside the BSc in Psychological and Behavioural Science will be asked to demonstrate how they meet this pre-requisite by producing a 200 word statement.** This statement will be reviewed by the course leader before places on the course are confirmed.

**Course content:** This course provides an introduction to human cognition and behaviour, addressing foundational topics in psychological science. These foundational topics include key concepts such as evolution, genetics, neuroscience, human evolutionary biology and anthropology, and specific topics, such as perception, memory, heuristics and biases, decision-making, child development, psychopathology, personality and individual differences, emotion, attraction and sexuality, cross-cultural differences, social relations, stereotypes and prejudice, norms and attitudes, social learning, social influence and persuasion, and group processes.

The course will offer an integrated perspective on these topics, investigating the evolution and variation in human psychology over time, across cultures, and over the lifespan. The course will introduce the history of the study of humans and human psychology, offering students the historical context to trends in research. By the end of the course, students will have a broad knowledge of key topics in psychology and related disciplines. Students will be prepared for more in-depth investigations of more advanced topics in later courses.

By the end of this course you should:

- Have an introductory understanding of the psychological and behavioural sciences.
- Have an understanding of how the psychological and behavioural sciences connect to other closely related social and biological sciences.
- Have developed "mental models" of human behaviour that you can apply to understanding interactions in your everyday lives and events occurring in the world around you.
- Be able to connect different levels of understanding such that you can zoom into the individual brain, zoom out to the societal-level and contextualize both in the breadth of human history and depth of evolutionary history.

**Teaching:** This course is delivered through a combination of lectures and classes totalling a minimum of 40 hours across Michaelmas Term and Lent Term. There is a reading week in Week 6 of both Michaelmas Term and Lent Term.

**Formative coursework:** Students will complete a number of pieces of formative work to cement learning and prepare for summative assessments:

- A number of pop-quizzes
- A practice blog-post

**Indicative reading:**

- Chudek, M., Muthukrishna, M., & Henrich, J. (2015). Cultural Evolution in Buss, D.M. (Ed.) *The Handbook of Evolutionary Psychology* (2nd ed., Vol. 2). Hoboken, NJ: John Wiley and Sons.
- Gray, P. O., & Bjorklund, D. F. (2018). *Psychology* (8th ed.). New York, NY: Worth Publishers.
- Heine, S. J. (2015). *Cultural Psychology*. New York, NY: W. W. Norton.

- Henrich, J. (2016). *The secret of our success: How culture is driving human evolution, domesticating our species, and making us smarter*. Princeton, NJ: Princeton University Press.
- Henrich, J., Heine, S. J., & Norenzayan, A. (2010). The weirdest people in the world? *Behavioral and Brain Sciences*, 33(2-3), 61-83.
- Laland, K. N., & Brown, G. (2011). *Sense and nonsense: Evolutionary perspectives on human behaviour*. 160New York, NY: Oxford University Press.
- Muthukrishna, M., & Henrich, J. (2016). Innovation in the collective brain. *Philosophical Transactions of the Royal Society of London B: Biological Sciences*, 371(1690).
- Muthukrishna, M., & Henrich, J. (2019). A problem in theory. *Nature Human Behaviour*, 3, 221-229.

**Assessment:** Exam (25%, duration: 1 hour and 30 minutes) in the summer exam period.

Blog post (25%) in the MT.

Wikipedia article (25%) in the LT.

Multiple choice quiz (25%) in the ST.

**Blog Post (25%) in MT** - Students will write a 1000 word blog post that summarises a key finding or findings in psychology. This will result in more engagement, communication and summarizing of research as well as encouraging them to seek out new findings in the psychological and behavioural science, finding ways to connect these to the real world.

**Wikipedia Article (25%) in LT** - Students will create or edit a Wikipedia or Simple Wikipedia entry on a topic in psychology that is either incorrect, badly described, or missing. This will teach students critical thinking skills, not to take information at face value, and how to communicate research to a smart audience looking for both an overview and details.

**Multiple Choice Quiz (25%) in ST** - The quiz will take place online during the Summer Term and will consist of sixty multiple choice questions.

**Exam (25%) in ST** - The exam will take place in the summer exam period and consist of four questions requiring short written answers.

**PB102 Not available in 2022/23****Social Psychology**

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Bradley Franks QUE.3.05

**Availability:** This course is available on the BA in Social Anthropology, BSc in Psychological and Behavioural Science and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course can be taken as an outside option by students on any year of undergraduate degrees, and as an option by students on the General Course. You should check with your department any restrictions they may place on outside options.

**Course content:** This course aims to provide a thorough introduction to the fundamental topics of social psychology – a branch of psychological science that seeks to understand and explain human behaviours in actual or assumed presence of others. In this course, we will review and critically evaluate socio-psychological explanations and theories of individual, interpersonal and group processes. Here, we will study a wide range of phenomena, ranging from the way individuals perceive and think about the social world, to the way they conceptualize themselves and participate in social groups, to the way that the broader social context influences our thoughts and behaviour. Other topics will include interpersonal attraction, attitudes and attitude change, pro-social behaviour, and human aggression.

A short video on the course is here: <https://youtu.be/cO6bINGn2jQ>  
The course offers an essential complement to any degree programme in the social sciences, and it is particularly relevant to any profession that involves dealing with other people. Over the duration of this course, you will develop the knowledge and



analytical skills necessary to apply the insights gained from Social Psychology to real-world social issues and to identify effective ways for achieving behavioural and societal change.

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

**Formative coursework:** Students are expected to produce two assignments as coursework, one in MT and one in LT. The first assignment comprises of four separate short answers responding to a choice of eight questions, comprising up to 2,000 words in total (i.e. about 300 to 500 words each).

The second assignment is an essay that students write under exam conditions as a 1-hour mock exam. Students will be given three topics, from which they can choose one to prepare and answer the corresponding mock exam question. All formative assignments will be assessed by the class teachers, who will provide detailed feedback to the students.

**Indicative reading:** Hogg, M. A. and Vaughan, G. M. (2013). *Social Psychology*, 7th edition. Harlow, Prentice Hall. Library catalogue number is HM251 H71 and the book is also available electronically through the library website.

Additional references and a synopsis of lectures and class topics will be made available online in early September, and will also be distributed in the first lecture of the series.

**Assessment:** Exam (100%, duration: 3 hours) in the summer exam period.

The exam will consist of four short answer out of eight questions, and two essay answers out of six questions.

## PB130

### Statistics and Research Methods for Psychological and Behavioural Science

**This information is for the 2022/23 session.**

**Teacher responsible:** To be confirmed

**Availability:** This course is compulsory on the BSc in Psychological and Behavioural Science. This course is not available as an outside option nor to General Course students.

**Course content:** This course equips students with the bedrock knowledge and skills for conducting research in psychology and behavioural science. It integrates core concepts from the process of planning and conducting research with those involved in understanding and analysing data. Its lectures and classes introduce enough research methods and statistics to provide a foundation for Years 2 and 3. Students will be provided with a dataset that they can use to put what they learn into practice, as well as having the opportunity to collect and analyse data of their own. By the end of this course you should:

- Be able to situate contemporary research in psychology and behavioural science in the historical context of psychological enquiry.
- Have an understanding of the processes required in planning, carrying out, summarising, and evaluating research in psychological and behavioural science.
- Understand the principles for designing, conducting, and writing up qualitative and quantitative research projects.
- Understand the statistical methods needed to familiarise oneself with a dataset, summarise its key features, and identify key relationships among variables.
- Have practical experience collecting and analysing psychological and/or behavioural data.
- Be prepared for later courses in statistics and research methods for psychological and behavioural science.

**Teaching:** This course is delivered through a combination of lectures, workshops, lab sessions and classes totalling a minimum of 84.5 hours across Michaelmas Term and Lent Term. There is a reading week in Week 6 of both Michaelmas Term and Lent Term.

**Formative coursework:** Students will complete a number of pieces of formative work to cement learning and prepare for summative

assessments:

- A number of statistics worksheets.
- A160practice piece focusing on writing up qualitative research.
- A practice piece focusing on writing up quantitative research.

**Indicative reading:**

- American Psychological Association (2020). *Publication manual*. (7th ed.). Washington: APA.
- Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners*. London: Sage.
- British Psychological Society (2014). *Code of Human Research Ethics*. BPS.
- Cooper, H., Camic, P. M., Long, D., Panter, A., Rindskof, D., & Sher, K. (2012). *The APA handbook of research methods in psychology* (volumes 1-3). Washington: APA.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed method approaches* (3rd ed.). Thousand Oaks, CA: Sage.
- Danziger, K. (1994). *Constructing the subject: Historical origins of psychological research*. Cambridge: Cambridge University Press.
- Hayes, A. F. (2017). *Introduction to mediation, moderation, and conditional process analysis: A regression-based approach*. London: Guilford Publications.
- Howitt, D., & Cramer, D. (2011). *Introduction to Research Methods in Psychology*. (3rd ed.). London: Pearson.
- Hunt, M. (2007). *The story of psychology*. (2nd ed.) London: Random House.
- Navarro, D. (2015). *Learning Statistics with R: A Tutorial for Psychology Students and Other Beginners* (Version 0.5). Adelaide: University of Adelaide.
- Phillips, N. D. (2017). *Yarr! The pirate's guide to R*.
- Poldrack R. A. (2019). *Statistical Thinking for the 21st Century*.
- Son, J. Y., & Stigler, J. W. (2019). *Introduction to Statistics: A Modelling Approach*
- Urdan, T. C. (2011). *Statistics in plain English*. London: Routledge.

**Assessment:** Poster (20%) in the MT.

Exercise (40%) and research project (40%) in the LT.

- **Poster (20%) in MT** - Working as a group you will design a mixed methods research project and present this as a poster.
- **Research Project (40%) in LT** - You will carry out the project that you proposed in your poster. Data collection will be done with your group, the analysis and write up will be completed individually.
- **Exercise (40%) in LT** - You will be required you to write methods and results for two **secondary data analysis** tasks.

## PB200 Half Unit

### Biological Psychology

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Miriam Tresh CON.3.14

**Availability:** This course is compulsory on the BSc in Psychological and Behavioural Science. This course is not available as an outside option nor to General Course students.

**Course content:** This course offers an introductory and integrated perspective on the biological bases of behaviour. After a discussion of the philosophical and historical background of biological psychology, the course will consider neurophysiology and how the structure of the brain connects to research methods. The course will then frame biological psychology by reference to theories of concepts such as behavioural genetics, evolutionary psychology and the impact of hormones on behaviour. Following this, the course moves on to consider the biological underpinnings of cognition and behaviour. It appraises the applied application of biological psychology and is concerned with identifying how the biology of psychology can inform our understanding and interpretation of real-world issues.

By the end of the course you should:

- Have a broad understanding of the fundamental principles of Biological Psychology.
- Be able to critically appraise the philosophy and development of



Biological Psychology.

- Be able to understand the biological underpinnings of cognition and behaviour.
- Be able to identify how Biological Psychology can inform real-world issues.

**Teaching:** This course is delivered through a combination of lectures and classes totalling a minimum of 20 hours across Michaelmas Term. There is a reading week in Week 6 of Michaelmas Term.

**Formative coursework:** Students will complete a number of pieces of formative work to cement learning and prepare for summative assessments:

- Weekly multiple choice question sets
- Podcast episode plan

**Indicative reading:**

- Breedlove, S.M., & Watson, N.V. (2010). *Biological psychology: An introduction to behavioural, cognitive, and clinical neuroscience*. Sunderland, MA: Sinauer Associates.
- Cacioppo, J.T, Visser, P.S., & Pickett, C.L. (2006). *Social neuroscience: People thinking about thinking people*. Cambridge, MA: MIT Press
- Gazzaniga, M.S., Ivry, R.B., & Mangun, G.R. (2014). *Cognitive neuroscience: The biology of the mind*. New York, NY: W.W. Norton.
- Glimcher, P. W., Camerer, C., Poldrack, R. A., & Fehr, E. (2013). *Neuroeconomics: Decision making and the brain*. Amsterdam: Academic Press.
- Kolb, B., Wishaw, I.Q., & Teskey, C.C., (2016). *An introduction to brain and behaviour* (6th ed.). New York, NY: Worth Publishers.
- Nettle D. (2009). *Evolution and genetics for psychology*. Oxford: Oxford University Press.
- Pinel, J.P.J. & Barnes, S.J. (2013). *Biopsychology* (Global Edition). Harlow: Pearson
- Plomin, R., DeFries, J.C., Knopik, V.S., & Neiderhiser, J.M. (2013). *Behavioral Genetics*. New York, NY: Worth Publishers.

**Assessment:** Essay (70%, 3000 words) and podcast (20%) in the MT.

Essay (10%) in the ST.

**Essay (70%) in MT** – You will produce a 3000 word essay answering a question. There will be a number of questions provided and students can choose which they'd like to answer.

**Podcast (20%) in MT** – Working in pairs you will develop a 6 to 8 minute podcast.

**Essay (10%) in ST** - Students following the BSc in Psychological and Behavioural Science will be expected to submit one 3000 word **'Integration Essay'** in their second year. The integration essay will count towards 10% of the final mark in PB200, PB201, PB202, PB204 and PB205. The integration essay will discuss a topic investigated in one course and use its approach to integrate and debate approaches from two other courses taken in Year 2. For example, if you choose to base your integration essay in Biological Psychology (this course) you will use a topic from this course as the basis for debating the treatment of that topic by theories from two of Cognitive Psychology (PB201), Developmental Psychology (PB202), Social Psychology: Individuals, Groups and Culture (PB204) or Individual Differences and Why They Matter (PB205).

## PB201 Half Unit

### Cognitive Psychology

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jens Madsen CON.3.19

**Availability:** This course is compulsory on the BSc in Psychological and Behavioural Science. This course is not available as an outside option nor to General Course students.

**Course content:** This course will offer an account of core theories, debates and phenomena in Cognitive Psychology. It will cover essential aspects of cognitive psychology, ranging from phenomena concerned with 'low level' cognition such as attention and perception, through to 'high level' cognition such as reasoning

and decision making and consciousness, and will interweave areas that span levels such as knowledge representation, concepts and language processing. It will also relate these areas to core aspects of behavioural science, such as levels of processing, the influence of context, and the roles of heuristics and biases in information processing. The course will also seek to assess the application of these theories and concepts to relevant real world examples and policy issues via the class discussions. Students will become familiar with methods that can be used to explore a myriad of cognitive functions, will be faced with concrete modelling tasks and see the application of cognitive psychology for interventions such as policy changes, changes in economic boundary conditions, social pressure, political campaigns etc.

By the end of the course you should:

- Be able to critically appraise the philosophy, history and development of Cognitive Psychology.
- Be able to generate and critique computational and dynamic models
- Be able to critically assess methodological and conceptual limitations of interventions in complex systems
- Be able to relate these areas to core aspects of behavioural science.
- Be able to assess the application of these theories and concepts to real world examples.

**Teaching:** This course is delivered through a combination of lectures and classes totalling a minimum of 20 hours across Michaelmas Term. There is a reading week in Week 6 of Michaelmas Term.

**Formative coursework:** Students will complete a number of pieces of formative course to cement learning and prepare for summative assessments:

- Develop a summary and lead a discussion in one class.
- Develop a plan for the presentation, including details of what will be included in the slides and handout.

**Indicative reading:**

- Eysenck, M. & Keane, M. (2015). *Cognitive Psychology: A Student's Handbook*. (7th ed). Hove: Psychology Press.
- Gazzaniga, M. S., Ivry, R. B., Mangun, G. R. (2014). *Cognitive Neuroscience: The Biology of the Mind*. (4th ed.) New York, NY: W.W. Norton
- Gilbert, N. (2008) *Agent-Based Models*. Los Angeles, CA: SAGE
- Gluck, M. A., Mercado, E. & Myers, C. E. (2016). *Learning and Memory*. (3rd ed.). New York, NY: Worth
- Goldstein, E. B. (2017). *Sensation and Perception* (10th ed.). Boston, MA: Cengage Learning
- Johnson, N. (2009) *Simply Complex: A clear guide to complexity theory*. One World
- Marr, D. (2010) *Vision*. Cambridge, MA: MIT Press
- Oaksford, M. & Chater, N. (2007) *Bayesian Rationality: The probabilistic approach to human reasoning*. Oxford: Oxford University Press

**Assessment:** Essay (10%) in the ST.

Group presentation (70%) and other (20%) in the MT.

**Group Presentation (70%) in MT** – You will work in groups to record a 15 minute presentation and develop a handout. You will be expected to submit the recording, slides and a handout.

**Other (20%) in MT160**- You will write a 1000 Op-Ed on a topic from the course.

**Essay (10%) in ST** - Students following the BSc in Psychological and Behavioural Science will be expected to submit one 3000 word **'Integration Essay'** in their second year. The integration essay will count towards 10% of the final mark in PB200, PB201, PB202, PB204 and PB205. The integration essay will discuss a topic investigated in one course and use its approach to integrate and debate approaches from two other courses taken in Year 2. For example, if you choose to base your integration essay in Cognitive Psychology (this course) you will use a topic from this course as the basis for debating the treatment of that topic by theories from two of Biological Psychology (PB200), Developmental Psychology (PB202), Social Psychology: Individuals, Groups and Culture (PB204) or Individual Differences and Why They Matter (PB205).

## PB202 Half Unit

### Developmental Psychology

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Miriam Tresh CON.3.14

**Availability:** This course is compulsory on the BSc in Psychological and Behavioural Science. This course is not available as an outside option nor to General Course students.

**Course content:** This course will cover core approaches and phenomena in developmental psychology. It will begin by framing developmental psychology by reference to core explanatory approaches to development and outlining key theories, perspectives and frameworks. It also covers a range of central empirical areas of development, illustrating the ways in which the major theories explain, or fail to explain, the phenomena in those areas. The course is also concerned with locating psychological development in a wider cultural and societal context, including the relations between typical and atypical development and considers developmental psychology as a paradigm for understanding and interpreting real-world issues.

By the end of the course you should:

- Be able to critically appraise the philosophy, history and development of Developmental Psychology.
- Have a broad understanding of major classical theoretical approaches.
- Have a broad understanding of core explanatory approaches to development.
- Be able to locate psychological development in wider context.

**Teaching:** This course is delivered through a combination of lectures and classes totalling a minimum of 20 hours across Lent Term. There is a reading week in Week 6 of Lent.

**Formative coursework:** Students will complete a number of pieces of formative work to cement learning and prepare for summative assessments.

- Complete three weekly learning logs
- Practice visual design
- Develop a short case study

#### Indicative reading:

- Banaji, M. & Gelman, S.A. (Eds.), (2013) *Navigating the social world: What infants, children, and other species can teach us*. New York, NY: Oxford University Press.
- Coleman, J. & Hagell, A. (Eds.) (2008) *Adolescence, Risk and Resilience: Against the Odds*. Hoboken NJ: Wiley
- Greenfield, P. (2009) Linking Social Change and Developmental Change: Shifting Pathways of Human Development. *Developmental Psychology*, 45, 401–418.
- Lamb, M.E. (Ed.) (2015) *Handbook of child psychology and developmental science (7th ed.) Volume 3: Socioemotional Processes* (Editor in Chief: Learner, R.M.) Hoboken NJ: Wiley.
- Lamb, M. E., & Freund, A. M. (Eds.) (2010) *Handbook of life span development, Volume 2: Social and emotional development* (Editor in Chief: Lerner, R.M.). Hoboken, NJ: Wiley.
- Leman, P. Bremner, A. Parke, R. & Gauvain, M. (2019) *Developmental Psychology*. New York, NY: McGraw Hill.
- Liben, L.S. & Muller, U. (Eds.) (2019) *Handbook of child psychology and developmental science (7th ed.) Volume 2: Cognitive Processes* (Editor in Chief: Learner, R.M.) Hoboken NJ: Wiley.
- McLean, K.C & 160Syed, M (Eds.), (2015) *The Oxford handbook of identity development*. Oxford: 160Oxford University Press.
- Music, G. (2017). *Nurturing natures: Attachment and children's emotional, sociocultural and brain development*. London: Routledge
- Overton, W.F. & Molenaar, P.C.M.160(Eds.) (2015) *Handbook of child psychology and developmental science (7th ed.) Volume 1: Theory and Method*160(Editor in Chief: Learner, R.M.) Hoboken NJ: Wiley.
- Slater, A. & Bremner, J. G (Eds) (2011) *An Introduction to Developmental Psychology*. 2nd Edition, Chichester: Wiley-Breakwell.

**Assessment:** Essay (10%) in the ST.

Research proposal (70%) and visual media (20%) in the LT.

**Research Proposal (70%) in LT** – you will produce a 3000 word

research proposal which identifies a real-world problem and proposes how it can be examined from the perspective of theories, frameworks and methods discussed in the course.

**Visual Media (20%) in LT** – You will produce a visual representation of your research proposal on an A5 postcard.

**Essay (10%) in ST** - Students following the BSc in Psychological and Behavioural Science will be expected to submit one 3000 word '**Integration Essay**' in their second year. The integration essay will count towards 10% of the final mark in PB200, PB201, PB202, PB204 and PB205. The integration essay will discuss a topic investigated in one course and use its approach to integrate and debate approaches from two other courses taken in Year 2. For example, if you choose to base your integration essay in Developmental Psychology (this course) you will use a topic from this course as the basis for debating the treatment of that topic by theories from two of Biological Psychology (PB200), Cognitive Psychology (PB201), Social Psychology: Individuals, Groups and Culture (PB204) or Individual Differences and Why They Matter (PB205).

## PB204 Half Unit

### Social Psychology: Individuals, Groups and Culture

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Bradley Franks CON.3.07

**Availability:** This course is compulsory on the BSc in Psychological and Behavioural Science. This course is not available as an outside option nor to General Course students.

**Course content:** This course builds core knowledge of Social Psychology, studying the way our thinking and behaviour is influenced by the actual, imagined or implied presence of other people. It aims to understand how thinking and behaviour depends on the connections between individuals, the groups of which they are members and the cultural settings of both. These are all understood in evolutionary context. The lectures and classes will discuss a range of social psychology topics, such as social cognition, self and identity, prejudice, group membership, crowds and collective behaviour, and social exclusion. Each topic will highlight the relations between real world problems, social psychological theory and empirical data, and draw connections to behavioural science. This course will foster a critical evaluation of social psychological science and its relation to other areas of psychological and behavioural science.

By the end of the course you should:

- Be able to present core theories and phenomena in social psychology.
- Be able to demonstrate that social psychology should be understood as both a social science and a natural science.
- Be able to draw connections between social psychology and real-world policy.

**Teaching:** This course is delivered through a combination of lectures and classes totalling a minimum of 20 hours across Michaelmas Term. There is a reading week in Week 6 of Michaelmas Term.

**Formative coursework:** Students will complete a number of pieces of formative work to cement learning and prepare for summative assessments:

- Group presentation on the topic of the week and its application to social issues.
- Plan for policy proposal.
- Practice executive summary.

#### Indicative reading:

- Gilovich, T., Keltner, D., Chen, S., & Nisbett, R.E. (2016) *Social Psychology* (4th ed.) New York, NY: Norton
- Hewstone, M., Stroebe, W., Jonas, K. (2015). *An Introduction to Social Psychology* (6th ed.). Chichester: BPS Wiley.
- Hogg, M.A., & Vaughan, G.M. (2018). *Social Psychology* (8th ed.). Harlow: Pearson.

- Steg, L., Keizer, K., Buunk, A. & Rottengatter, T. (2017) *Applied Social Psychology: Understanding and managing social problems*. Cambridge: Cambridge University Press.
- Van Lange, P.A.M., Kruglanski, A. W., & Higgins, E.T., (Eds.) (2012) *Handbook of theories of social psychology: Volume 1*. London: Sage.160
- Van Lange, P.A.M., Kruglanski, A. W., & Higgins, E.T., (Eds.) (2012) *Handbook of theories of social psychology: Volume 2*. London: Sage.

**Assessment:** Essay (10%) in the ST.

Other (20%) and proposal (70%) in the MT.

**Other (20%) in MT** - You will produce a short, non-technical, **Executive Summary** of your proposal. This will be no more than 500 words.

**Proposal (70%) in MT** - Using theories and phenomena from the course you will propose a policy or project for an organisation (e.g. charity, for profit, non-profit) to address a social issue.

**Essay (10%) in ST** - Students following the BSc in Psychological and Behavioural Science will be expected to submit one 3000 word '**Integration Essay**' in their second year. The integration essay will count towards 10% of the final mark in PB200, PB201, PB202, PB204 and PB205. The integration essay will discuss a topic investigated in one course and use its approach to integrate and debate approaches from two other courses taken in Year 2. For example, if you choose to base your integration essay in Social Psychology: Individuals, Groups and Culture (this course) you will use a topic from this course as the basis for debating the treatment of that topic by theories from two of Biological Psychology (PB200), Cognitive Psychology (PB201), Developmental Psychology (PB202) or Individual Differences and Why They Matter (PB205).

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## PB205 Half Unit

### Individual Differences and Why They Matter

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jet Sanders CON.3.08

**Availability:** This course is compulsory on the BSc in Psychological and Behavioural Science. This course is not available as an outside option nor to General Course students.

**Course content:** This course offers insight into the nature of differences in the psychological processes of individuals and the implications of such variation for behaviour and behaviour change. While most policies are designed with the 'average citizen' in mind, we know there is large variety between people's thoughts, choices and behaviour. More recently, these differences are leveraged to personalise behavioural intervention, advertising and political communication to target specific 'segments' of the population with the aim to enhance results. This course digs deeper into the psychological and behavioural assumptions which underlie how individuals behave collectively and individually in the wider societal context. Sample topics include how individual traits affect cognitive performance, how ideological preferences and voting patterns can be traced to individual and group variation, whether there is use in mapping personality, grit, perfectionism or motivation, and the ethical implications of applying these insights in behaviour change contexts. We will consider sources of individual variation from the micro-level (e.g. behavioural genetics) to the macro-level by aligning content to sustainability goals (e.g. political decision outcomes, global health and climate change communications or resource distribution). Ultimately, the goal is to understand why and how people differ in their enduring patterns of thinking, feeling and behaving across contexts, and what this means for contemporary societies.

By the end of the course you should:

- Understand the emotional, biological and social underpinnings of systematic psychological variation between individuals.
- Understand the theoretical and methodological approaches used to capture such variation in thinking, feeling and behaviour.
- Understand the implications of such variation in thinking, feeling

and behaviour in a wider societal context.

**Teaching:** This course is delivered through a combination of lectures and classes totalling a minimum of 20 hours across Lent Term. There is a reading week in Week 6 of Lent Term.

**Formative coursework:** Students will complete a number of pieces of formative work to cement learning and prepare for summative assessments:

- Complete a weekly peer- and self- reviewed annotated bibliography.
- Develop an outline for a 2-page POSTnote supported by 1605 samples of annotated bibliography.

**Indicative reading:**

- Rose, T (2017) *The End of Average: How to Succeed in a World That Values Sameness* London: Penguin
- Bryan, C.J., Tipton, E. & Yeager D.S. (2021) Behavioural Science is unlikely to change the world with a heterogeneity revolution *Nature* 5(8) 980-989

**Assessment:** Essay (10%) in the ST.

Report (70%) and annotated bibliography (20%) in the LT.

**Report (70%) in LT** – You will produce a POSTnote.

**Annotated Bibliography (20%) in LT** - You will write a thematically annotated bibliography to support your POSTnote.

**Essay (10%) in ST** - Students following the BSc in Psychological and Behavioural Science will be expected to submit one 3000 word '**Integration Essay**' in their second year. The integration essay will count towards 10% of the final mark in PB200, PB201, PB202, PB204 and PB205. The integration essay will discuss a topic investigated in one course and use its approach to integrate and debate approaches from two other courses taken in Year 2. For example, if you choose to base your integration essay in Individual Differences and Why They Matter (this course) you will use a topic from this course as the basis for debating the treatment of that topic by theories from two of Biological Psychology (PB200), Cognitive Psychology (PB201), Developmental Psychology (PB202) or Social Psychology: Individuals, Groups and Culture (PB204).

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## PB230

### Intermediate Statistics and Research Methods for Psychological and Behavioural Science

**This information is for the 2022/23 session.**

**Teacher responsible:** To be confirmed

**Availability:** This course is compulsory on the BSc in Psychological and Behavioural Science. This course is not available as an outside option nor to General Course students.

**Pre-requisites:** Students must have completed Statistics and Research Methods for Psychological and Behavioural Science (PB130).

**Course content:** This course aims to provide students with integrated core knowledge and skills in contemporary research and analysis methods in psychological and behavioural science. Specific core methodological tools for preregistering and collecting data will be presented in lectures, selected to reflect parallel theoretical issues raised in PB200 Biological Psychology, PB201 Cognitive Psychology, PB202 Developmental Psychology, PB204 Social Psychology: Individuals, Groups and Culture, and PB205 Individual Differences and Why They Matter.

This course presents conceptual and practical knowledge on the range of tools available to the psychological/behavioural scientist. In particular, this course will examine current controversies and new developments in research methods in psychology and behavioural science. The overall goal of the course is to learn to think critically about how psychological and behavioural science is conducted, how conclusions are drawn, and how data are appropriately analysed considering intermediate issues such as measurement error and clustering. We will cover both methodological and statistical issues that affect the validity of research in psychology, with an emphasis on psychological and behavioural sciences. We will also discuss the recent controversy



in psychology about the replicability of scientific results and preregistration of both quantitative and qualitative research. The course also instructs students in the use of quantitative data collection methods, including surveys, experiments, assessment tools, and computerised tasks. It also covers principles and issues involved in the analysis of quantitative data, including the importance of transparency in data analysis and reporting. Where statistics are concerned, this course presents students with knowledge of, and practical exposure to, statistical modelling. It covers linear and non-linear models, factor analysis, structural equation modelling, multilevel modelling, and intermediate issues in data cleaning and imputation. These topics build directly on from the introduction to the linear model students received in PB130. Throughout the course, an understanding of key concepts such as statistical power and effect sizes will be emphasised in line with current controversies regarding replicability and questionable research practice. Practical sessions will equip students with knowledge of how to conduct the taught statistical techniques using the R programming language.

By the end of the course you should:

- Be able to situate recent trends in open science in the context of psychological enquiry.
- Have practical experience of collecting and analysing psychological and/or behavioural data.
- Understand statistical methods needed to conduct intermediate data analyses.
- Understand intermediate methods of qualitative enquiry.

**Teaching:** This course is delivered through a combination of lectures, workshops, lab sessions and classes totalling a minimum of 62 hours across Michaelmas Term and Lent Term. There is a reading week in Week 6 of both Michaelmas Term and Lent Term.

**Formative coursework:** Students will complete a number of pieces of formative work to cement learning and prepare for the summative assessments:

- Practice a pre-registration report
- Complete a number of statistics worksheets

**Indicative reading:**

- American Psychological Association (2020). *Publication manual of the American Psychological Association*. (7th ed.) Washington DC: APA
- Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners*. London: Sage.
- Camerer, C. F., Dreber, A., Holzmeister, F., Ho, T. H., Huber, J., Johannesson, M., ... & Altmeld, A. (2018). Evaluating the replicability of social science experiments in Nature and Science between 2010 and 2015. *Nature Human Behaviour*, 2(9), 637-644.
- Chambers, C. (2017). *The 7 deadly sins of psychology: A manifesto for reforming the culture of scientific practice*. Princeton, NJ: Princeton University Press.
- Keith, T. (2015). *Multiple regression and beyond*. New York, NY: Routledge.
- L. Haven, T., & Van Grootel, D. L. (2019). Preregistering qualitative research. *Accountability in Research*, 26(3), 229-244.
- Munafo, M. R., Nosek, B. A., Bishop, D. V., Button, K. S., Chambers, C. D., Du Sert, N. P., ... & Ioannidis, J. P. (2017). A manifesto for reproducible science. *Nature human behaviour*, 1(1), 1-9.
- Nosek, B. A., & Lakens, D. (2014). Registered reports: A method to increase the credibility of published results. *Social Psychology*, 45(3), 137-141.
- Open Science Collaboration. (2015). Estimating the reproducibility of psychological science. *Science*, 349(6251).
- Tabachnick, B., & Fidell, L. (2013). *Using multivariate statistics*. Boston, MA: Pearson Education.

**Assessment:** Report (50%) in the MT.  
Exercise (50%) in the LT.

**Report (50%) in MT** – You will develop a pre-registered report assignment of around 3500 words.

**Exercise (50%) in LT** – You will undertake a secondary data analysis comprising three tasks. The combined write up will be 3500 words.

## PB300

### Advances in Psychological and Behavioural Science

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Liam Delaney CON.4.07 and Dr Miriam Tresh CON.3.14

**Availability:** This course is compulsory on the BSc in Psychological and Behavioural Science. This course is not available as an outside option nor to General Course students.

**Course content:** This course will offer an advanced-level account of applying psychological and behavioural science to real world issues. The course is delivered as four distinct but interlinked blocks.

We will start by re-examining and developing our understanding of the intellectual foundations behind behavioural and psychological science, this will be an opportunity not only to re-consider what was covered in Year 1 and Year 2 in the round but also to develop your depth of understanding. Topics include schools of thought, ethics and interdisciplinarity. In the second block we relate these intellectual foundations to real-world issues. During this block you should expect other faculty from the department to join us and present on their areas of expertise. The specific topics will be relevant and timely and thus will change each year; in previous years they have included COVID-19 and the psychological and behavioural underpinnings of pandemic relevance; Artificial Intelligence; and Mental Health. We'll also consider the key issue of scalability and the importance of culture in understanding the impacts of behavioural interventions.

The third and fourth blocks run concurrently. In the third block we will examine real world examples of how behavioural and psychological science has been integrated into policy. The specific topics here will be driven by your interests – we will attempt to find experts in areas that you want to know more about. You should expect to hear from both faculty and professional experts from large organisations around the world. The fourth block sees us look at the process of integrating theory into policy, we do this through the lens of NGBS, our fictitious not-for-profit consultancy firm. We'll talk about how such organisations work, the professional roles available and the type and scopes of projects. The assessments see students applying to work for NGBS and then working on a project.

Throughout the course there will be regular opportunities for synthesis, recap, review and reflection.

By the end of the course you should:

- Have an in-depth understanding of recent advances in psychological and behavioural science.
- Be able to critically appraise the evidence base, tools, and impact of select recent studies.
- Have an in-depth understanding of how psychological and behavioural science link to the other social sciences and the real world.
- Understand how to apply and integrate theories in the real world.

**Teaching:** This course is delivered through a combination of lectures, classes and workshops totalling a minimum of 42 hours across Michaelmas, Lent and Summer Term. There is a reading week in Week 6 of both Michaelmas and Lent Terms.

**Formative coursework:** Students will complete a number of pieces of formative work to cement learning and prepare for summative assessments:

- Plan for Showcase Portfolio
- Preparation for the Simulation exercise (either meeting minutes or a summary of your group's research)

**Indicative reading:**

- Cialdini, R. (2016). *Pre-Suasion: A Revolutionary Way to Influence and Persuade*. New York: Random House.
- Halpern, D. (2015). *Inside the Nudge Unit: How small changes can make a big difference*. London: W H Allen.
- Lewis, A. (Ed.) (2012). *The Cambridge Handbook of Psychology and Economic Behaviour*. Cambridge: CUP.
- Oliver, A. (Ed.) (2013). *Behavioural Public Policy*. Cambridge: CUP.

**Assessment:** Portfolio (50%) in the LT.



Group exercise (50%) in the ST.

**Portfolio (50%) in LT** – You will develop a showcase portfolio on CampusPress which will be used to apply for a role at NGBS. The portfolio should have two components; a curated set of artefacts and a 3000 word rationale articulating how the artefacts show your key insights and skills. The artefacts can be chosen from your summative submissions in Year 1, 2 and 3 or formative work from Year 3.

**Group Exercise (50%) in ST** – As a group, you will prepare for and take part in a simulation day. The simulation will see you work, in your roles as professionals at NGBS, to produce a white paper and presentation that addresses a clients project request. The simulation will take place during summer term, in London.

## PB301 Half Unit Not available in 2022/23

### Cognition and Culture

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Bradley Franks QUE.3.03

**Availability:** This course is available on the BSc in Psychological and Behavioural Science. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

This course discusses the relations between cognition and culture using evolutionary perspectives. The course is therefore suitable for students enrolled in other programmes who wish to enrich their understanding by drawing on detailed understanding of the psychological and cultural processes that underpin thought and behaviour, and to locate them in an evolutionary setting.

**Pre-requisites:** Students should have taken Foundations of Behavioural Science (PB100) **or** Foundations of Psychological Science (PB101).

**Course content:** This course will offer students an overview of key theoretical approaches and debates concerning the relations between cognition and culture as they are related to evolution. The course will compare and contrast accounts that emphasise the role of mental adaptations with those that emphasise the role of cultural evolution. It will do so via a consideration of a range of empirical domains, such as categorisation, theory of mind, sense of self and religion. Students will be encouraged to integrate the ideas from the course with their wider learning in psychological and behavioural sciences, and to consider the application of those ideas to real world cases and problems.

The course will include topics such as:

- Relating Cognition and Culture via Evolution
- Thinking about the Natural World
- Thinking about the Social World
- Thinking about (Other) Minds: theory of Mind
- How Thoughts are Expressed: Language and Thought
- How Thoughts Get Around: Cultural Transmission
- Thinking about Ourselves: Self and Identity
- Thinking about Ultimate Things: Religion
- Culture and Special-Purposeness
- Relativity and Universals

**Teaching:** 10 hours of lectures and 10 hours of classes in the LT.

**Formative coursework:** 1. Essay in the LT  
2. Take-home multiple choice quiz in the LT  
3. Group-based presentation in the LT

**Indicative reading:** Dunbar, R. I. & L. Barrett (Eds.). (2007). *Oxford handbook of evolutionary psychology*. Oxford: Oxford University Press.

Haidt, J. (2012). *The Righteous Mind: Why Good People Are Divided by Politics and Religion*. Pantheon

Henrich, J. (2016). *The secret of our success: How culture is driving human evolution, domesticating our species, and making us smarter*. Princeton, NJ: Princeton University Press.

Kitayama, S., & Cohen, D. (Eds.) (2007). *Handbook of Cultural Psychology*. New York: Guilford Press.

Kurzban, R. (2011). *Why everyone (else) is a hypocrite: Evolution and the modular mind*. Princeton, NJ: Princeton University Press.

Laland, K. N. and Brown, G. R. (2002). *Sense and Nonsense: Evolutionary Perspectives on Human Behaviour*. Oxford University Press

Nisbett, R. L. (2003). *The Geography of Thought*. Free Press.

Pinker, S. (2002). *The Blank Slate: The Modern Denial of Human Nature*. New York: Viking.

Richerson, P. J., & Boyd, R. (2005). *Not by Genes Alone: How culture transformed human evolution*. Chicago: University of Chicago Press.

Students will be expected to read essential readings plus additional reading from the primary literature per class. These readings will be provided in the course outline.

**Assessment:** Essay (100%, 2500 words) in the LT.

## PB302 Half Unit Not available in 2022/23

### Creativity and Innovation

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Alex Gillespie

**Availability:** This course is available on the BSc in Psychological and Behavioural Science. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

This course examines the social and psychological basis of creativity and innovation. The course is therefore suitable for students enrolled in other programmes who wish to enrich their understanding by drawing on detailed understanding of the psychological and cultural processes that underpin thought and behaviour.

**Pre-requisites:** Students should have taken Foundations of Psychological Science (PB101) **or** Foundations of Behavioural Science (PB100).

**Course content:** The course will cover the social conditions (i.e., face-to-face or online, one-to-one or group, autocratic or democratic, specialisation or integration, etc.) conducive to creativity and innovation, including the social conditions for socialisation creative individuals and the social and institutional factors which enable productive novelty to be recognised and instituted. Specific topics will include: theories of creativity, play & imagination, insight and problem solving, identifying good ideas, materiality, cultural evolution, the resistance to innovation, user innovation, utopias and how people imagine the future.

The course will include topics such as:

- Defining creativity and innovation
- Approaches to creativity
- Social interaction and creativity
- Creative problem solving
- Expansive and double-loop learning
- User innovation and feedback
- Resistance to innovation
- Evaluating ideas
- Play and imagination
- Utopias and imagining the future

**Teaching:** 10 hours of lectures and 10 hours of classes in the LT.

**Formative coursework:** 1. Take-home multiple choice quiz in the LT  
2. Essay in the LT  
3. Group presentation in the LT

**Indicative reading:** Kaufman, J. C., & Sternberg, R. J. (2010). *The Cambridge handbook of creativity*. Cambridge University Press. (especially history (chapter 1), theories (chapter 2), assessment (chapter 3), organizational creativity (chapter 8), developmental approaches to creativity (chapter 12), and functional creativity (chapter 16) and individual and group creativity (chapter 19))

Bechtoldt, M.N., De Dreu, C.K., Nijstad, B.A., and Choi, H.S. (2010). Motivated information processing, social tuning, and group creativity. *Journal of Personality and Social Psychology*, 99(4), 622.

Maddux, W.W., and Galinsky, A.D. (2009). Cultural borders and mental barriers: The relationship between living abroad and

creativity. *Journal of Personality and Social Psychology*, 96(5), 1047-1061.

Mainemelis, C. (2010). Stealing fire: Creative deviance in the evolution of new ideas. *Academy of Management Review*, 35(4), 558-578.

Paulus, P.B. and Yang, H.C. (2000). Idea generation in groups: A basis for creativity in organisations. *Organisational Behaviour and Human Decision Processes*, 82(1), 76-87.

Zittoun, T. & Gillespie, A. (2016). *Imagination in human and cultural development*. London: Routledge.]

Students will be expected to read essential readings plus additional reading from the primary literature each class. These readings will be provided in the course outline.

**Assessment:** Essay (100%, 2500 words) in the LT.

## PB303 Half Unit

### Organisations, Groups and Identity

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Ilka Gleibs CON.4.13 and Prof Bradley Franks CON.3.07

**Availability:** This course is available on the BSc in Psychological and Behavioural Science. This course is not available as an outside option nor to General Course students.

**Course content:** In any society and any successful organisation, understanding group dynamics and identity processes and how they are connected to the individual is an essential element.

This understanding often provides a competitive advantage in managing organisations of all types. Thus, the dynamics within and between groups directly informs the ability of individuals to think, learn, and innovate together. This course provides students with a critical understanding of the different theories and practices associated with identity and group dynamics in organisational settings and beyond.

This course aims to highlight how a better understanding of key social and organisational psychological concepts can contribute to understanding and managing the effectiveness of groups.

Examples of topics that will be covered include: Why group dynamics?; influence and power; identity and inclusion; collective behaviour; importance of groups on mental and physical health; performance and decision-making; diversity management; organisational change; group dynamics and the internet.

By the end of the course you should:

- Understand past and present theories of identity and group dynamics by introducing concepts used by social psychologists and behavioural scientists to understand and improve group behaviour.
- Be able to apply and critically evaluate how identity and group dynamics theories help us to explain and predict real-life experiences.
- Be able to demonstrate how understanding key social psychological and behavioural science concepts can contribute to understand the effectiveness of groups in various settings.

**Teaching:** This course is delivered through a combination of lectures and classes totalling a minimum of 25 hours across Lent Term. There is a reading week in Week 6 of Lent term.

Lectures will be delivered jointly with PB425, an MSc level course in the department. Classes will be specific for undergraduate students.

**Formative coursework:** For each major and minor assessment option there is an equivalent piece of formative coursework. These are designed to help students to prepare for the summative assessments.

#### Formative coursework to support minor assessment

- Draft script for presentation
- Draft script for podcast
- Proposal for poster
- Proposal for visual media

#### Formative coursework to support major assessment

- Draft proposal for policy case study

- Outline of essay
- Draft parliamentary POSTnote and annotated bibliography
- Draft blog post and Draft Op-ed

#### Indicative reading:

- Brown, R. & Peherson, S. (2019). *Group processes: Dynamics within and between groups*. Oxford: Blackwell
- Forsyth, D. R. (2019). *Group dynamics*. (7th ed.). Boston, MA: Cengage Learning
- Haslam, S.A., (2004). *Psychology in Organisations. A Social Identity Approach* (2nd ed.). London: Sage
- Levi, D. (2017). *Group dynamics for teams* (5th ed.). Los Angeles: Sage

**Assessment:** Assignment (30%) in the LT.

Assignment (70%) in the ST.

Students will choose ONE minor and ONE major assessment from the lists below:

#### Minor Assessment (30%, due at the end of Lent Term)

- 10 minute recorded presentation
- 10 minute podcast
- A1 poster
- A5 visual media

#### Major Assessment (70%, due at the start of Summer Term)

- 3000 word Policy Case Study comprised of Executive Summary (250 words) and Proposal (2500 words)
- 3000 word Essay
- 1500 word parliamentary POSTnote with 1000 word annotated bibliography
- 1500 word blog post AND 1500 word Op-ed

## PB304 Half Unit

### Organisational and Social Decision-Making

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Tom Reader

Prof Bradley Franks CON.3.07

**Availability:** This course is available on the BSc in Psychological and Behavioural Science. This course is not available as an outside option nor to General Course students.

**Course content:** This course teaches theory and engages with research from the field of organisational and social decision-making. It is primarily focused on complex organisational contexts shaped by scarce resources, high uncertainty and high consequences for failure. The course provides a historical introduction to decision-making and introduces the core concepts used by social psychologists to understand (and improve) decision-making processes in organisations. It draws upon the social, cognitive and organisational psychology literatures, and considers the core concepts and tools used to understand, research, and support decision-making in organisations. These theories and tools are contextualized through empirical and case study examples taken from domains such as humanitarian operations, healthcare and finance.

Students will be encouraged to take a critical perspective, and to consider how the principles taught on the course can be applied to (and used to improve) a variety of social or organisational scenarios. The course will cover psychology (or 'Human Factors') concepts such as: intuitive and analytical forms of decision-making; individual traits and cognitive factors that influence decision-makers (e.g. biases and emotions); human error and decision-failures; rule breaking; and group decision-making processes (e.g. teamwork and leadership). It will teach methods for analysing decision errors, identifying decision-making competencies, observing decision-making, and supporting group decision processes.

By the end of the course you should:

- Understand the topic of organisational and social decision-making, and to demonstrate its importance.
- Be informed about the core theories and concepts used by psychologists to understand and explain decision-making in organisational and social settings and to relate them to theories

in behavioural science.

- Be able apply this understanding in order to understand how decision-making processes influence outcomes in organisational and social settings.
- Have reviewed methods and approaches used to research real-life decision-making in psychology and behavioural science.
- Have explored the psychological and behavioural science tools and techniques for improving organisational and social decision-making processes.

**Teaching:** This course is delivered through a combination of lectures and classes totalling a minimum of 20 hours across Lent Term. There is a reading week in Week 6 of Lent term. Lectures will be delivered jointly with PB427, an MSc level course in the department. Classes will be specific for undergraduate students.

**Formative coursework:** For each major and minor assessment option there is an equivalent piece of formative coursework. These are designed to help students to prepare for the summative assessments.

**Formative coursework to support minor assessment**

- Draft script for presentation
- Draft script for podcast
- Proposal for poster
- Proposal for visual media

**Formative coursework to support major assessment**

- Draft proposal for policy case study
- Outline of essay
- Draft parliamentary POSTnote and annotated bibliography
- Draft blog post and Draft Op-ed

**Indicative reading:**

- Bazerman, M. & Moore, D. (2009) *Judgement in Managerial Decision-Making*. Hoboken, NJ: Wiley
- Brown, R. (2000) *Group Processes: dynamics within and between groups*. Oxford: Blackwell
- Furnham, A. (2005). *The Psychology of Behaviour at Work*. Hove: Psychology Press

**Assessment:** Assignment (30%) in the LT.

Assignment (70%) in the ST.

Students will choose ONE minor and ONE major assessment from the lists below:

**Minor Assessment (30%, due at the end of Lent Term)**

- 10 minute recorded presentation
- 10 minute podcast
- A1 poster
- A5 visual media

**Major Assessment (70%, due at the start of Summer Term)**

- 3000 word Policy Case Study comprised of Executive Summary (250 words) and Proposal (2500 words)
- 3000 word Essay
- 1500 word parliamentary POSTnote with 1000 word annotated bibliography
- 1500 word blog post AND 1500 word Op-ed

## PB307 Half Unit

### Consumer Psychology for Sustainability

This information is for the 2022/23 session.

**Teacher responsible:** Prof Bradley Franks CON.3.07 and Dr Liora Moskovitz CON.3.20

**Availability:** This course is available on the BSc in Psychological and Behavioural Science. This course is not available as an outside option nor to General Course students.

**Course content:** The course will address the psychology of consumption at different levels of analysis: individual, group and societal. It will ground this psychology in the relevant literature, and teach you the field's foundational theories, allowing you to develop a mental model of human behaviour as it relates to consumption. This is not a standard marketing or consumer research course. It is not about brand territories and market shares, but about how understanding various psychological processes in conjunction with

these forces can provide us with tools to improve the world. How can we leverage consumer psychology to solve our sustainability problem?

By the end of this course you should:

- Be able to present the social psychology of consumption at different levels of analysis: individual, group and societal level.
- Be able to relate this to core psychology and behavioural science.
- Be able to use the above to explain phenomena classically described in marketing and consumer science.
- Have explored innovative research methods, theories and business models relating to sustainability and consumption.

**Teaching:** This course is delivered through a combination of lectures and classes totalling a minimum of 30 hours across Lent Term. There is a reading week in Week 6 of Lent term.

Lectures will be delivered jointly with PB417, an MSc level course in the department. Classes will be specific for undergraduate students.

**Formative coursework:** For each major and minor assessment option there is an equivalent piece of formative coursework.

These are designed to help students to prepare for the summative assessments.

**Formative coursework to support minor assessment**

- Draft script for presentation
- Draft script for podcast
- Proposal for poster
- Proposal for visual media

**Formative coursework to support major assessment**

- Draft proposal for policy case study
- Outline of essay
- Draft parliamentary POSTnote and annotated bibliography
- Draft blog post and Draft Op-ed

**Indicative reading:**

- Baca-Motes, K., Brown, A., Gneezy, A., Keenan, E. A., & Nelson, L. D. (2012). Commitment and behavior change: Evidence from the field. *Journal of Consumer Research*, 39(5), 1070-1084.
- Belk, R.W. (1988). Possessions and the Extended Self. *Journal of Consumer Research*, 15(2), 139-168.
- Belk, R. (2010). Sharing. *Journal of Consumer Research*, 36(5), 715-734.
- Bendapudi, N. & Leone, R.P. (2003). Psychological Implications of Customer Participation in Co-Production. *Journal of Marketing*, 67(1), 14-28.
- Cialdini, R.B., & Goldstein, N.J. (2004). Social influence: Compliance and conformity. *Annual Review of Psychology*, 55, 591-622.
- Griskevicius, V. & Kenrick, D.T. (2013). Fundamental motives: How evolutionary needs influence consumer behaviour. *Journal of Consumer Psychology*, 23(3), 372-386.
- Jensen schau, H., & Gilly, M. (2003). We Are What We Post? Self-Presentation in Personal Web Space. *Journal of Consumer Research*, 30(3), 385-404.
- Lahlou, S. (2017). *Installation theory: the societal construction and regulation of behaviour*. Cambridge: Cambridge University Press.
- Luchs, M. G., Naylor, R. W., Irwin, J. R., & Raghunathan, R. (2010). The sustainability liability: Potential negative effects of ethicality on product preference. *Journal of Marketing*, 74(5), 18-31.
- Muniz, A. M., & O'Guinn, T. C. (2001). Brand community. *Journal of Consumer Research*, 27(4), 412-432.
- Richins, M. L., & Chaplin, L. N. (2015). Material parenting: How the use of goods in parenting fosters materialism in the next generation. *Journal of Consumer Research*, 41(6), 1333- 1357.
- Rysman, M. (2009). The Economics of Two-Sided Markets. *Journal of Economic Perspectives*, 23(3), 125-143.
- Waring, T. M., Goff, S. H., & Smaldino, P. E. (2017). The coevolution of economic institutions and sustainable consumption via cultural group selection. *Ecological Economics*, 131, 524-532.

**Assessment:** Assignment (30%) in the LT.

Assignment (70%) in the ST.

Students will choose ONE minor **and** ONE major assessment from the lists below:

**Minor Assessment (30%, due at the end of Lent Term)**

- 10 minute recorded presentation

- 10 minute podcast
- A1 poster
- A5 visual media

#### Major Assessment (70%, due at the start of Summer Term)

- 3000 word Policy Case Study comprised of Executive Summary (250 words) and Proposal (2500 words)
- 3000 word Essay
- 1500 word parliamentary POSTnote with 1000 word annotated bibliography
- 1500 word blog post AND 1500 word Op-ed

## PB308 Half Unit

### Social Psychology of Economic Life

This information is for the 2022/23 session.

**Teacher responsible:** Prof Bradley Franks CON.3.07 and Dr Frederic Basso CON.4.10

**Availability:** This course is available on the BSc in Psychological and Behavioural Science. This course is not available as an outside option nor to General Course students.

**Course content:** The idea of a social psychology of economic life is not obvious. From the point of view of mainstream economics, economic life – usually understood as the production, distribution, and consumption of goods and services – is under the scope of economics. As a mathematical science, economics is, to some extent, a rejection of social and psychological dimensions in the analysis of economic life. As the “queen of social sciences”, mainstream economics was even considered by some authors as the framework (the so-called “economic imperialism”) for studying social and psychological processes out of the economic life. Yet, some of the most important advances over the last four decades in the understanding of human economic behaviour (and its link to some of the most pressing societal issues nowadays) are derived from concepts and methods of psychology and other social sciences.

This course presents how social psychology (broadly interpreted to include micro-sociology, cultural anthropology and social neuroscience) is the key to understanding real-world economic life by taking into account cognitive, affective and social processes, and also to contributing to better solutions to societal problems. By the end of the course you should:

- Understand economic theories and key relevant phenomena in everyday life.
- Have considered the limitations of economic theories from the perspective of social psychology.
- Be able to relate the above to psychology and behavioural science.
- Have explored solutions to the limitations inspired by social psychology and behavioural science.

**Teaching:** This course is delivered through a combination of lectures and classes totalling a minimum of 25 hours across Lent Term. There is a reading week in Week 6 of Lent term. Lectures will be delivered jointly with PB431, an MSc level course in the department. Classes will be specific for undergraduate students.

**Formative coursework:** Students will be expected to produce 1 other piece of coursework and 1 other piece of coursework in the LT.

For each major and minor assessment option there is an equivalent piece of formative coursework. These are designed to help students to prepare for the summative assessments.

#### Formative coursework to support minor assessment

- Draft script for presentation
- Draft script for podcast
- Proposal for poster
- Proposal for visual media

#### Formative coursework to support major assessment

- Draft proposal for policy case study
- Outline of essay
- Draft parliamentary POSTnote and annotated bibliography

- Draft blog post and Draft OpEd

#### Indicative reading:

- Lea, S., Tarpy, R.M. & Webley, P. (1987) *The Individual in the Economy: a textbook of economic psychology*, Cambridge: Cambridge University Press
- Lewis, A., Webley, P. & Furnham, A. (1995) *The New Economic Mind: The social psychology of economic behaviour*. Hemel Hempstead: Harvester
- Lewis, A. (ed.) *The Cambridge Handbook of Psychology and Economic Behaviour* Cambridge: Cambridge University Press
- Webley, P., Burgoyne, C., Lea, S. & Young, B. (2001) *The Economic Psychology of Everyday Life*. Hove: Psychology Press

**Assessment:** Assignment (30%) in the LT.

Assignment (70%) in the ST.

Students will choose ONE minor **and** ONE major assessment from the lists below:

#### Minor Assessment (30%, due at the end of Lent Term)

- 10 minute recorded presentation
- 10 minute podcast
- A1 poster
- A5 visual media

#### Major Assessment (70%, due at the start of Summer Term)

- 3000 word Policy Case Study comprised of Executive Summary (250 words) and Proposal (2500 words)
- 3000 word Essay
- 1500 word parliamentary POSTnote with 1000 word annotated bibliography
- 1500 word blog post AND 1500 word Op-ed

## PB310

### Independent Research Project

This information is for the 2022/23 session.

**Teacher responsible:** To be confirmed

**Availability:** This course is compulsory on the BSc in Psychological and Behavioural Science. This course is not available as an outside option nor to General Course students.

The BSc in Psychological and Behavioural Science is accredited by the British Psychological Society. Students will be eligible for Graduate Basis for Chartered Membership if they gain a lower second classification (2:2) overall and pass this course.

**Pre-requisites:** Students should have taken Year 1 and Year 2 of the BSc in Psychological and Behavioural Science, which provide the necessary knowledge and skills to undertake guided independent research.

**Course content:** The Independent Research Project is an empirical investigation, carried out by students under supervision. Research topics and methodologies vary considerably, but must relate to Psychological and Behavioural Science as broadly understood. All research topics will need to be approved in advance by a supervisor who is a faculty member of the Department of Psychological and Behavioural Science.

The final lectures in PB230, Intermediate Statistics and Research Methods for Psychological and Behavioural Science, will serve as an introduction to the Independent Research Project. After this, students will be presented with the research interests and skills of supervising faculty. Students will then decide on potential topics during the summer vacation, ready to start work in early Michaelmas Term of Year 3. Faculty can supervise both qualitative and quantitative projects.

Supervisors will meet regularly with students individually and as groups to; guide the formulation of the research question and investigative methods, complete pre-registration, plan a timeline, develop reading lists, obtain ethical approval, and provide feedback on the research as it unfolds.

Students should see the project as much as an exercise in project management as it is an investigation. Throughout the process, attention should be given to replicability and transparency.

**Teaching:** Supervisors will offer regular sessions and each student will be expected to meet with their supervisor at least twice in



Michaelmas term and twice in Lent term. Supervision sessions will be available both individually and within groups.

After the introduction at the end of PB230, there will be two 2-hour lectures in Year 3 which are designed as check-in points. There will also be regular support sessions available with staff from the Behavioural Lab for Research and Teaching to assist with the planning and completion of experimental work.

**Formative coursework:** To ensure continued progress throughout the year students will be expected to:

1 Draft a timeline and discuss this with their supervisor in MT

2 Write a short summary of progress on the research in LT

**Indicative reading:**

- American Psychological Association. (2020). *Publication manual of the American psychological association* (7th Edition).
- Bernard, H. R. (2000) *Social Research Methods: Qualitative and quantitative approaches*. 160 London: Sage. 160
- Dittmann, M. (2005) Starting the dissertation *GradPsych* 2005(1)
- Flick, U. (2015) *Introducing Research Methodology: A Beginner's Guide to doing a research project* (2nd ed.). London: Sage.
- Harrison, E., & Rentzelas, P. (2020). *Your Psychology Dissertation*. London: Sage.
- Holman, A.J. & Jones, T. (2018) Identifying a Topic for a Psychology Dissertation: A Process Map for Students *Psychology Teaching Review* 24(1)
- Levin, P. (2005) *Excellent Dissertations* Maidenhead: Open University Press

**Assessment:** Project (80%) in the ST.

Report (20%) in the MT.

- **Report (20%) in LT:** Students will be required to submit a research compendium for their research at the end of Michaelmas Term.
- **Project (80%) in ST:** The final project will be due in early Summer Term. It will consist of two objects your report and your final research compendium. The report should be no more than 25 pages in APA style. The compendium should contain folders for methods, analysis (if you're doing a quantitative study), ethics and any appendices (data of quantitative study, transcripts if qualitative study, and any tools used). Only the report will be marked, but the compendium should be well populated for replicability and transparency.

## PB312 Half Unit

### Research Apprenticeship

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jens Madsen CON.3.19

**Availability:** This course is available on the BSc in Psychological and Behavioural Science. This course is not available as an outside option nor to General Course students.

The number and type of apprenticeship places available each year will be governed by the research taking place in the department of Psychological and Behavioural Science

We will do our best to provide apprenticeships to all students that wish to take this course but we may have to limit numbers. Where there are more students wanting to take the course than there are apprenticeships available places will be allocated on an application basis.

Once students have a place on the course, they will be asked to shortlist their three preferred apprenticeships and provide a statement explaining why they would like to work in these labs. As far as possible, we hope to allocate students to one of their three choices. However, this may not always be possible; in these cases we will use the statements provided to inform our decisions.

**Pre-requisites:** Students must have completed Statistics and Research Methods for Psychological and Behavioural Science (PB130) and Intermediate Statistics and Research Methods for Psychological and Behavioural Science (PB230).

**Course content:** This course offers students at the advanced stages of the BSc in Psychological and Behavioural Science to gain experience working as a research apprentice in an active research

'lab' within the department. Some labs will host one apprentice, some may host several. Research Apprenticeships offer students a hands-on introduction to research in the department.

A lab can be anything from a qualitative study; to an analysis of real-world data; to the development of a theory or concept; to an experimental investigation taking place in the Behavioural Lab for Teaching and Research. A lab is distinct from a project in that it introduces rigour, standards and will have appropriate checks and balances.

For each lab, an induction session will introduce the student(s) to the research topics and approach of the lab. After this, structured research training sessions will teach the student(s) the key skills and techniques needed to conduct the research. The student(s) will spend the bulk of their time providing research support; this may take the form of design and preparation of study materials, recruitment of participants, collection of data (e.g. through on-street surveys, running lab experiments, conduct of interviews/focus groups, online media analysis, etc.), and preparation of data for analysis. Where possible, students will also be exposed to training in how the data collected during their time in the lab will be analysed. The student(s) are expected to attend all lab meetings, during which research ongoing in the lab is presented and discussed.

The goal of this course is to help students learn the skills needed to conduct successful research by taking part in the day-to-day tasks of a PBS lab. Students will benefit from structured mentoring and feedback from experienced researchers.

**Teaching:** The 'teaching' on this course will involve active training and participation in an ongoing lab. The specific activities will vary from one lab to another, but they will typically involve an introductory session, several lab meetings and training sessions. You should expect to spend the equivalent of ten term weeks as an apprentice. Given the nature of this course, the exact start and finish times, and how much time is required each week will vary between labs. As an indication, we expect most apprenticeships to start around the middle of Michaelmas Term and finish around the middle of Lent Term.

Students will spend the bulk of their time working on structured research tasks.

**Formative coursework:** During the apprenticeship students will need to complete two pieces of formative work. This is designed to cement the training that the student will receive and prepare them for the summative assessments:

- Write a summary of a key text, discussing its implications for the lab's research.
- Develop a piece of work support the chosen second assessment (draft of the research report; proposal for the poster; draft of the literature review / annotated bibliography; draft of the further research proposal; plan for the presentation).

**Indicative reading:** Readings appropriate to the research topic of the labs will be provided by the lab lead(s) at the start of the course. Readings are specific to the labs offering this course, and will cover core readings on the theory, findings & research approaches pertinent to the lab in question.

**Assessment:** Learning log (50%) and assignment (50%) in the LT.

**Learning Log (50%) in LT:** You will maintain a research diary during your apprenticeship.

**Assignment (50%) in LT:** For the second assessment, students will choose one assessment from the list below to demonstrate the outcome of the lab and/or the potential for future research. Students should work with the lab lead to ascertain the best type of assessment for their lab.

- Research Report of between 2000 and 3000 words.
- A1 Poster.
- Literature Review and/or annotated bibliography of between 2000 and 3000 words.
- Further research proposal of between 2000 and 3000 words.
- Recorded Presentation of between 10 and 15 minutes.

**PB314 Half Unit****Behavioural Science in an Age of New Technology**

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Bradley Franks CON.3.07 and Dr Dario Krpan CON.4.08

**Availability:** This course is available on the BSc in Psychological and Behavioural Science. This course is not available as an outside option nor to General Course students.

**Course content:** When Psychology and Economics got "married", the product was Behavioural Science. Although this discipline has elevated theoretical and practical understanding of human behaviour to previously unseen heights, recent technological developments have produced new insights in understanding and predicting people's actions that not only supplement traditional tools of behavioural science but also go beyond them. The future of the discipline will therefore likely depend on how effectively behavioural scientists can harness new developments in technology to understand and change the way people act. The course will tackle behavioural science in relation to motion tracking, virtual environments, social robotics, social networks, and other relevant developments in information technology.

By the end of the course you should:

- Understand major technological advancements that are relevant for predicting, influencing, and understanding human psychology and behaviour.
- Be able to outline how the above can supplement and extend commonly used tools of behavioural change.
- Have examined how a wide range of technological developments can be used to propel psychological and behavioural science into the future.
- Have investigated whether new technologies merely allow behavioural scientists to scale up traditional tools of behavioural change, or whether they produce new insights that can result in novel tools of behavioural change previously unknown to behavioural scientists.

**Teaching:** This course is delivered through a combination of lectures and classes totalling a minimum of 20 hours across Lent Term. There is a reading week in Week 6 of Lent term.

Lectures will be delivered jointly with PB434, an MSc level course in the department. Classes will be specific for undergraduate students.

**Formative coursework:** For each major and minor assessment option there is an equivalent piece of formative coursework. These are designed to help students to prepare for the summative assessments.

**Formative coursework to support minor assessment**

- Draft script for presentation
- Draft script for podcast
- Proposal for poster
- Proposal for visual media

**Formative coursework to support major assessment**

- Draft proposal for policy case study
- Outline of essay
- Draft parliamentary POSTnote and annotated bibliography
- Draft blog post and Draft OpEd

**Indicative reading:**

- Krpan, D., & Urbanik, M. (2020). From Libertarian Paternalism to Liberalism: Behavioural Science and Policy in an Age of New Technology. *Behavioural Public Policy* 1-27
- Kosinski, M., Stillwell, D., & Graepel, T. (2013). Private traits and attributes are predictable from digital records of human behavior. *Proceedings of the National Academy of Sciences*, 110(15), 5802-5805.
- Sailer, M., Hense, J. U., Mayr, S. K., & Mandl, H. (2017). How gamification motivates: An experimental study of the effects of specific game design elements on psychological need satisfaction. *Computers in Human Behavior*, 69, 371-380.
- Broadbent, E. (2017). Interactions with robots: The truths we reveal about ourselves. *Annual Review of Psychology*, 68, 627-652.

**Assessment:** Assignment (30%) in the LT.

Assignment (70%) in the ST.

Students will choose ONE minor **and** ONE major assessment from the lists below:

**Minor Assessment (30%, due at the end of Lent Term)**

- 10 minute recorded presentation
- 10 minute podcast
- A1 poster
- A5 visual media

**Major Assessment (70%, due at the start of Summer Term)**

- 3000 word Policy Case Study comprised of Executive Summary (250 words) and Proposal (2500 words)
- 3000 word Essay
- 1500 word parliamentary POSTnote with 1000 word annotated bibliography
- 1500 word blog post AND 1500 word Op-ed

**PH103****The Big Questions: An Introduction to Philosophy**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Marius Backmann for MT and LT, and Dr Giacomo Giannini for ST

**Availability:** This course is compulsory on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in Politics and Philosophy. This course is available on the BA in Social Anthropology, BSc in Economic History and Geography, BSc in International Relations, BSc in International Social and Public Policy, BSc in Politics, BSc in Politics and International Relations, BSc in Psychological and Behavioural Science, BSc in Social Anthropology and BSc in Social Policy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** None

**Course content:** At some point in our lives, we are all gripped by deep and fundamental questions. Questions about life, the universe and everything. Philosophers aim to make progress on these questions with clear and precise arguments. In this course, some of the big questions we may address include:

- (1) Do I know anything?
- (2) Who am I?
- (3) What is consciousness?
- (4) What is truth?
- (5) What are space and time?
- (6) Do I have free will?
- (7) What's the right thing to do?
- (8) What's the best form of government?
- (9) How can I live a meaningful life?

No one has definitive answers to these questions. But understanding the possible answers, and the arguments for and against them, is what philosophy is all about.

By grappling with these questions, you will learn the essential skills of a philosopher. First, you will develop your ability to read philosophical texts, focusing on how to extract and present a philosophical thesis and argument in a clear, logical way. Second, you will develop your thinking skills and analytical abilities by participating in philosophical discussions with your peers. Finally, you will develop your ability to construct philosophical arguments of your own by writing philosophy essays.

The questions of this course are some of the hardest that have ever been asked. We can't promise that you'll feel any closer to knowing the answers at the end of the course than you did at the beginning. But this course will help you understand the big questions, and to think about them in a reflective, philosophical way.

**Teaching:** 10 hours of lectures and 15 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT.

In addition to the regular class content, the 90 minutes long MT

classes will also provide you with practical advice and exercises to improve your writing style.

This course is delivered through a combination of classes and lectures totalling a minimum of 45 hours across Michaelmas Term and Lent Term. This course includes a reading week in Week 6 of Michaelmas and Lent Term.

**Formative coursework:** Students will be expected to write three pieces of formative coursework during the year.

**Indicative reading:** The readings will be articles and excerpts from books and will be made available via Moodle.

**Assessment:** Essay (40%, 1500 words) and essay (40%, 1500 words) in the ST.

In-class assessment (10%) in the MT and LT.

Exercise (10%) in the LT.

You will be assessed in class throughout the year using short-answer questions.

You will revise one of your formative essays according to the feedback from your class teacher and, if available, your peers.

This revised formative essay will be accompanied by a 750 word **reflective commentary** explaining how feedback and participation in learning activities enabled you to improve your essay. The mark for this summative assignment will depend only on the quality of the reflective commentary.

## PH105 Half Unit

### Historical and Global Perspectives on Philosophy

This information is for the 2022/23 session.

**Teacher responsible:** Dr Marie Milofsky

**Availability:** This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** The traditionally received Western-centric canon as a narrative history of philosophy does not respect the true complexity of the global history of philosophical inquiry. We explore some of the global diversity by focussing on specific topics that are relevant to research and teaching within the philosophical tradition of the Department of Philosophy at LSE and provide a historical and multicultural perspective on them. We will draw from the multitude of philosophical traditions and schools around the globe, aiming to incorporate ones that have heretofore been largely neglected. Topics discussed in this course may include the following:

- Introduction – We introduce the students to the history and philosophy of the “history of philosophy”. In particular, we ask how it was that the received narrative of philosophy as a direct succession from the pre-Socratics to Russell and Frege, or to Heidegger, became established? How, when, and why did the narrow focus on European, and later North American philosophy, come about? And how should we seek to construct an intellectually richer, but necessarily messier and more complicated, inclusive history of philosophy? We aim to provide a rich historical perspective on either individual philosophical issues or on specific traditions and how they intersect.

This will be followed by sections featuring historical perspectives on various topics, such as the following:

- Political Philosophy: In contemporary political philosophy, the liberal tradition with its emphasis on the preservation and protection of individual rights and freedoms has been highly influential. We can contrast this perspective, by, for instance, consulting classical Greek texts such as Plato’s “Republic”, and its argument against democracy, and classical Chinese works such as Confucius’s or Zhuangzi’s.
- Epistemology: A concern in Western philosophy has been the quest for certainty and the attempt to refute the sceptic.

Exploring, for instance, Descartes’ foundationalism of the “Meditations” or Hume’s sceptical solution from “An Enquiry Concerning Human Understanding”, it will prove illuminating to also examine, e.g., Mary Shepherd’s proposed solution to the problem of induction, or the first formulation of a reliabilist framework in the Nyaya Sutra.

- Philosophy of Mind: Desartes’ views on mind-body dualism, which are still influential in the western mind-body debate can, e.g., be contrasted with Elisabeth of Bohemia’s arguments against mental causation. Contemporary arguments for mental epiphenomenalism could, e.g., be contrasted with the 18th century Ghanian philosopher Anton Wilhelm Amo’s view of reverse epiphenomenalism from “The Apathy of the Human Mind”.
- Early Analytic Philosophy. The Department is a singular school in the sense that it developed out of a fairly specific philosophical tradition. It will prove useful for students to engage with some of the works of our department’s founding figures. Popper’s “The Logic of Scientific Discovery” and Lakatos’s “The Methodology of Scientific Research Programmes” will provide the students with valuable insight into the development of their own department. Alongside their work, it is useful to highlight the work of early analytic philosophers whose contributions to the development of analytical philosophy are often neglected, such as, for instance, Susan Stebbing’s.

**Teaching:** 10 hours of lectures and 10 hours of classes in the LT. No meetings will take place in reading week (Week 6).

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

Each student will write 1 formative essay of 1500 words, and will answer one short answer question to get acquainted with this form of assessment. Each student will receive feedback before turning in their summative work.

**Indicative reading:**

- Aristotle: *Nicomachean Ethics*, ed. by Roger Crisp (ed./trans.). Cambridge, 2000: Cambridge University Press.
- Anne Conway: *The Principles of the Most Ancient and Modern Philosophy*, ed. by Allison P. Coudert and Taylor Course. Cambridge Texts in the History of Philosophy. Cambridge, 1996: Cambridge University Press.
- René Descartes: *Meditations on First Philosophy: With Selections from the Objections and Replies*, trans. Michael Moriarty. Oxford 2008: Oxford University Press.
- David Hume: *A Treatise of Human Nature*, ed. by David F. Norton and Mary J. Norton. Oxford Philosophical Texts. Oxford, 2000: Oxford University Press.
- Mengzi: *With Selections from Traditional Commentaries*, ed. by Bryan W. Van Norden. Hackett Publishing Company, Inc. 2008.
- Christia Mercer, “Descartes’ debt to Teresa of Avila, or why we should work on women in the history of philosophy.” *Philosophical Studies* 174 (10): 2539-2555, 2017
- Uma Narayan & Sandra Harding (eds.): *Decentering the Center: Philosophy for a Multicultural, Postcolonial, and Feminist World*. Bloomington, IN 2000: Indiana University Press.
- Plato: *The Republic*, ed. by G.R.F Ferrari, trans. by Tom Griffith. Cambridge 2000: Cambridge University Press.
- Karl R. Popper: *The logic of scientific discovery*. Routledge classics. London 2005: Routledge.
- Eric Schliesser, (ed.): *Ten Neglected Classics of Philosophy*. Oxford 2016: Oxford University Press.

**Assessment:** Essay (70%, 1500 words), in-class assessment (10%), class participation (10%) and exercise (10%) in the LT.

There is no exam for this course. Each student will write an essay of 1500 words, which constitutes 70% of the mark. Each student will answer 6 short answer questions, 5 of which will be part of the summative assessment, contributing 10% of the mark. A feedback exercise in which the students practice acting on the feedback received on their formative essay will be worth 10%. The remaining 10% will be assessed through class participation.



## PH111 Half Unit Introduction to Logic

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Laurenz Hudetz

**Availability:** This course is compulsory on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in Politics and Philosophy. This course is available on the BSc in Accounting and Finance. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** Arguments and inferences play a fundamental role in almost all areas of human life and society. For example, a scientist will test a theory by reasoning that if that theory is true then some other claim, one that can be checked experimentally, must be true as well. Or a politician will defend a policy by putting forward an argument in favour of it and criticising counterarguments. More mundanely, we reason, argue and draw inferences all the time and our actions are guided by the conclusions we draw. We are so used to this that we are often not even aware of it.

Logic is the study of arguments and inferences – it therefore has an enormously broad scope. Its main task is to give an explicit characterisation of those arguments and inferences that are valid (and hence differentiate them from those that are invalid). Logic tells you exactly when some conclusion follows from some premises and when it does not. It turns out that most arguments we encounter in everyday life are far from the ideal of logical validity. However, good philosophers and scientists should be able to devise arguments satisfying that ideal. This skill can also be of great advantage in fields such as law or public policy.

We train this skill based on classical theories of logical consequence. Among other things, the course provides rigorous answers to the following questions.

- 1 What exactly are arguments and inferences and which quality criteria should they satisfy?
- 2 Under what conditions is an argument or inference logically valid?
- 3 How can one demonstrate that an argument or inference is valid?
- 4 How can one demonstrate that an argument or inference is not valid?

The course begins with a simple system called sentential or propositional logic, which despite its simplicity captures a significant range of important arguments. The course then focuses on (first-order) predicate logic, which is much more powerful and provides the logical basis for analysing a great variety of arguments and theories.

**Teaching:** 15 hours of lectures and 10 hours of classes in the MT. This course is delivered following a flipped learning approach. There are online lecture videos that students can watch in their own time. The timetabled lecture slot is used for Q&A sessions with the lecturer. The classes are used to discuss solutions to the weekly problem sets. Class attendance is mandatory. This course includes a reading week in Week 6 of Michaelmas Term.

**Formative coursework:** Formative coursework will take the form of problem sets and online quizzes. Students are required to complete problem sets before the associated class and to be ready to present and discuss their answers in class. Online quizzes serve as continuous formative assessment.

**Indicative reading:** There will be comprehensive lecture slides and materials covering the entire course content. Indicative background readings include:

- Button, T. and Magnus, P.D. (2017): forall x: *Cambridge*, URL= <<http://www.homepages.ucl.ac.uk/~uctytbu/OERs.html>>
- Copi I.M., Cohen, C. and McMahon K. (2014): *Introduction to Logic*. Pearson.
- Salmon, M.H. (2013): *Introduction to Logic and Critical Thinking*. Wadsworth.

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

## PH112 Half Unit Intermediate Logic and Probability

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Wesley Wrigley

**Availability:** This course is available on the BSc in Accounting and Finance, BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** Students must have completed, or be in the process of completing PH111 Introduction to Logic.

**Course content:** This course aims to familiarise students with intermediate topics in logic (building on PH111 Introduction to Logic). It focuses on concepts and theories that are useful for a deeper understanding and critical analysis of claims and arguments in contemporary philosophical research and in the social and natural sciences.

### The art of defining

The modern theory of definitions offers a precise definition of 'definition' as well as rigorous criteria for checking whether a definition is formally correct. The skill of defining in a correct way can hardly be overestimated in areas such as philosophy, science, law and public policy. It prevents misunderstandings and can drastically improve the clarity of concepts, claims and arguments. It is particularly important for philosophers because many philosophical questions require definitions as answers (e.g., 'What is knowledge?', 'What is truth?', 'What is a just society?', 'Under which conditions is an act morally wrong?').

### Set theory and model theory

Scientists often use mathematical structures to model real-world systems and to predict or explain their behaviour. Model theory is the study of mathematical structures from a logical point of view. It rests on set theory, which can be viewed as the foundation of modern mathematics. Students will be introduced to core concepts of set theory and model theory that help to better understand the formal architecture of scientific theories and models.

### Possible world semantics

Classical logic only deals with truth-functional logical connectives (e.g., 'not', 'and', 'or'). However, there are also non-truth-functional connectives which play a central role in philosophical and scientific reasoning. Prime examples are counterfactual conditionals ('if A were the case, then B would be the case') and modal notions (such as 'it is possible that A' and 'it is necessary that A'). But what exactly is the meaning of these notions? In other words: how could a semantics for such non-truth-functional connectives look like? This course introduces students to the basic ideas of possible world semantics.

### Probability theory and inductive logic

In the case of a deductively valid inference, it is utterly impossible that the conclusion is false when the premises are true. However, many inferences we draw in practice do not satisfy this ideal of validity. Often, it is only improbable that the conclusion is false given that the premises are true. In such cases, the premises support the conclusion to some degree, but their truth would not guarantee the truth of the conclusion. For example, it does not follow logically from the premise that someone smokes 40 cigarettes a day (together with background medical theories and data) that they will die early from smoking-related illness – but it is much more probable that they will than if they did not smoke. Inductive logic is the systematic study of inferences of that type. Students will be introduced to the fundamentals of inductive logic and probability theory.

**Teaching:** 15 hours of lectures and 10 hours of classes in the LT. This course includes a reading week in Week 6 of Lent Term.

**Formative coursework:** Formative coursework will take the form of problem sets and online quizzes. Students are required to complete problem sets before the associated class and to be ready to present and discuss their answers in class. Online quizzes serve as continuous formative assessment.



**Indicative reading:** There will be comprehensive lecture materials covering the entire course content. Indicative background readings include:

- Gupta, A. (2015): "Definitions", *Stanford Encyclopedia of Philosophy*, URL=<<https://plato.stanford.edu/entries/definitions/>>.
- Fitelson, B. (2006): "Inductive Logic", Sarkar, Sahotra and Jessica Pfeifer (eds.), *The Philosophy of Science: An Encyclopedia*, Routledge.
- Hodges, W. and Scanlon, T. (2018): "First-order Model Theory", *Stanford Encyclopedia of Philosophy*, URL=<<https://plato.stanford.edu/entries/modeltheory-fo/>>.
- Papineau, D. (2012): *Philosophical Devices: Proofs, Probabilities, Possibilities and Sets*. OUP.
- Salmon, M.H. (2013): *Introduction to Logic and Critical Thinking*. Wadsworth.
- Sider, T. (2010): *Logic for Philosophy*. OUP.
- Skyrms, B. (2010): *Choice and Chance: An Introduction to Inductive Logic*. Fourth edition. Wadsworth

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

## PH201

### Philosophy of Science

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Miklos Redei

**Availability:** This course is compulsory on the BSc in Philosophy, Logic and Scientific Method. This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** Science is chock full of miraculous predictions, shocking revolutions, and unexpected results that few science fiction writers could have ever dreamed of. What makes science so special? This course is a tour of the philosophical underpinnings of modern science. No background in any science is needed for this course; everything you need to know will be covered.

Indicative topics include: Theory and Observation: Hume's problem of induction and Goodman's new riddle of induction, Popper's falsificationism, underdetermination of theory by evidence, the positive instance account of confirmation, Bayesianism. Laws of Nature: the regularity view of laws, laws as universals, the best systems account, instrumentalism. Explanation: the DN model of explanation, statistical explanation, causal explanation. Intertheory relations: reductionism and pluralism. Realism versus Antirealism: Scientific realism and antirealism, the no miracles argument, inference to the best explanation, the pessimistic meta-induction, reductive empiricism, constructive empiricism, the natural ontological attitude, entity realism, structural realism, Kuhn and scientific revolutions. Models: scientific modelling and scientific representation. Science and social context: values, constructivism, feminism, operating modes of science. Causation: Hume's, Mill's, Mackie's accounts of causation, manipulability accounts.

**Teaching:** 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT.

This year, some or all of this teaching will take place online.

**Formative coursework:** Students will be expected to write four essays (two in MT and two in LT), answer short-answer-questions before each class, and participate in class discussion.

**Indicative reading:** P Godfrey-Smith: *Theory and Reality: An Introduction to the Philosophy of Science*. C Hitchcock (editor): *Contemporary Debates in Philosophy of Science*.

**Assessment:** Essay (50%, 1500 words) in the MT.

Essay (50%, 1500 words) in the LT.

Students are expected to produce 1 summative essay in MT and 1 summative essay in LT.

## PH203

### Philosophy of the Social Sciences

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Kate Vredenburg

**Availability:** This course is available on the BSc in Economic History and Geography, BSc in International Relations, BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in Politics and Philosophy. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** No formal pre-requisites, but PH103 *The Big Questions: An Introduction to Philosophy* or equivalent is recommended.

**Course content:** This course examines philosophical problems of social science concerning what societies are like and how scientists theorize about them. The first part of the course will focus on questions of scientific method about the nature of understanding and the kind of knowledge the social sciences should, or can, aim for; as well as on questions of ontology pertaining to the nature of the social world. The overarching goal is to provide an intellectual geography of the philosophy of the social sciences, to which students will refer in the second part of the course when specific philosophical issues will be closely analysed and discussed. Contents to be covered in the second term will be structured around three main themes: action, rationality and intelligibility; institutions, culture, and the relationship between mind and society; and the moral aims of the social sciences, as well as their role in just social change.

**Teaching:** 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT.

This year, some or all of this teaching will take place online.

**Formative coursework:** Students will be expected to write one formative essay in Michaelmas term, and one formative essay in Lent Term. Class presentations or weekly activities may also be required, depending on the pedagogical approach of the class teacher.

**Indicative reading:** A detailed reading list will be provided at the beginning of the course. Indicative readings include: Nancy Cartwright and Elinora Montuschi (eds.), *Philosophy of the Social Sciences: a new introduction*; Harold Kincard, John Dupré, and Alison Wylie (eds.), *Value-Free Science: Ideals and Illusions*; Jon Elster, *Explaining Social Behaviour*; John H. Miller and Scott Page, *Complex Adaptive Systems*; Dawn Langan Teele, *Field Experiments and Their Critics: Essays on the Uses and Abuses of Experimentation in the Social Sciences*; Alex Rosenberg, *Philosophy of Social Science (Fifth edition)*; Harold Kincaid, *Philosophical Foundations of the Social Sciences*; Daniel Steel and Francesco Guala (eds.), *The Philosophy of Social Science Reader*; Michael Martin and Lee McIntyre (eds.), *Readings in the Philosophy of Social Science*.

**Assessment:** Essay (50%, 2000 words) in the MT and LT.

Essay (50%, 2000 words) in the LT and ST.

Summative assessment for PH203 will consist of two essays, one about a topic taught in Michaelmas, and the other about a topic covered in Lent Term. Students will complete a formative assignment that term to prepare for the summative, e.g., an extended outline, and received feedback.

## PH214

### Philosophy, Morals and Politics

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Lewis Ross

**Availability:** This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to

General Course students.

**Pre-requisites:** None.

**Course content:** The course will cover key topics in **moral and political philosophy**.

The course addresses questions such as the following: What sacrifices are we required to make for the sake of others? Does it make a moral difference that a person is less well off than she could have been? Is it permissible to cause harm to others in order to prevent greater harm? What are the moral limits on harming others in self-defence? When and why is it legitimate for a state to inflict harm upon its subjects? When can we disobey the state? Can the moral status of our actions and the punishment we deserve be determined by factors outside our control? Is evolutionary theory a threat to our views about morality? Can the cultural circumstances in which we grow up absolve us of blame for bad beliefs?, what is the nature and justification of rights? Is redistributive taxation of earnings from labour on a par with forced labour? Is private property in land justified? Do moral questions have objectively correct answers? If one person believes torture is always wrong, while another person denies this, must one of these people be mistaken? Can such disagreements be resolved by rational argument and scientific investigation? Or are these merely 'matters of opinion', where one person's belief is no more or less 'true' than any other's? Can the members of one culture legitimately criticise the moral norms of another culture? If morality is not objective, does it follow that public policy should not be based on morality?

Some topics in other areas of moral and political philosophy may also be covered.

**Teaching:** 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT.

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

**Indicative reading:** Thomson, J.J. 'Self-Defense', *Philosophy and Public Affairs* 20 (1991)

Otsuka, M. 'Killing the Innocent in Self-Defense', *Philosophy and Public Affairs* 23 (1994)

Quinn, W. 'Actions, Intentions and Consequences: The Doctrine of Doing and Allowing', *The Philosophical Review* 98 (1989)

Øverland, G. 'Moral Obstacles: An Alternative to the Doctrine of Double Effect', *Ethics* 124 (2014)

Parry, J. 'Defensive Harm, Consent, and Intervention', *Philosophy and Public Affairs* 43 (2017)

Geoff Sayre-McCord, 'Metaethics', *The Stanford Encyclopedia of Philosophy* <<http://plato.stanford.edu/archives/sum2014/entries/metaethics/>>

Matthew Chrisman, What is this thing called Metaethics?

Michael Smith, The Moral Problem;

J.L. Mackie, Ethics: Inventing Right and Wrong

Nozick, R. Anarchy, State and Utopia

Locke, J. Second Treatise of Government

Cohen, G. A., 'Nozick on Appropriation', *New Left Review*, no. 150 (1985)

Jefferson, T., Letter to James Madison (1789)

Boxill, B., 'Black Reparations', *Stanford Encyclopedia of Philosophy* (2015)

**Assessment:** Essay (45%, 2000 words), essay (45%, 2000 words) and class participation (10%).

This course will be assessed by two summative essays.

## PH217

### Set Theory and Further Logic

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Wesley Wrigley

**Availability:** This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in Politics and Philosophy. This course is available with permission as an outside option to students on other programmes where regulations permit

and to General Course students.

**Pre-requisites:** Introduction to Logic (PH111) with a grade of at least 65, or Mathematical Proof and Analysis (MA102) with a grade of at least 65, or MA103 Abstract Mathematics with a grade of at least 65. Taking PH112 before PH217 is recommended (but not required).

**Course content:** The aim of the course is to familiarize students of philosophy with the essentials of naive set theory and formal logic. From set theory, the course covers (i) what is needed for use in formal reasoning, and (ii) what is of philosophical interest (Russell Paradox, elementary theory of cardinals and ordinals, transfinite induction, Axiom of Choice, Continuum Hypothesis). From logic, it covers the basic metatheory of sentential and first-order predicate logic (up to the completeness theorems), continues with Gödel's famous incompleteness theorems concerning the limitations of mathematical provability and ends with exploring extensions of classical logic.

**Teaching:** 15 hours of lectures and 10 hours of classes in the MT. 15 hours of lectures and 10 hours of classes in the LT.

**Formative coursework:** In each term, students are required to submit solutions to two problem-sets, and write one essay on a topic selected from a list or proposed by the student and approved by the instructor.

**Indicative reading: Textbooks:** Cameron, Peter: *Sets, Logic and Categories* (Springer, 1999); Sider, Theodore: *Logic for Philosophy* (Oxford University Press, 2010). Specific sections of these texts that are relevant to weekly topics will be indicated in the detailed course description and in the Moodle page of the course.

**Additional reading:** Halmos, Paul: *Naive Set Theory* (Springer reprint 2011); Crossley, John: *What is Mathematical Logic?* (Dover reprint 1991); Goble, Lou ed.: *The Blackwell Guide to Philosophical Logic* (Blackwell, 2001); Boolos, G., Burgess, J., & Jeffrey, R.: *Computability and Logic* (Cambridge University Press, 2007).

Additional material on special topics will be made available on Moodle.

**Assessment:** Exam (100%, duration: 3 hours) in the summer exam period.

## PH222

### Philosophy and Public Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Campbell Brown LAK 2.04

The course will be taught by Campbell Brown, Jonathan Parry, Johanna Thoma, and Alex Voorhoeve.

**Availability:** This course is compulsory on the BSc in Politics and Philosophy. This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method and BSc in Philosophy, Politics and Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** The course offers critical reflection on the design and evaluation of public policies from the perspective of moral and political philosophy. To this end, we study a range of theories and concepts that are used in policy evaluation. We often discuss and evaluate them by focusing on specific policy proposals. The course addresses questions such as the following.

- What is a correct public measure of well-being?
- Should people be left to bear the consequences of their free choices?
- May the government force you to buy health insurance?
- Is torture ever justified?
- Do prosperous countries have a right to close their borders to immigrants from poor countries?
- Should hate speech be protected by freedom of speech?
- Should the development of new drugs be left to private companies rewarded by patent protection?
- What is the optimal population size and what policies may the state pursue in order to achieve it?
- Should higher education be financed by student loans or general

taxation?

- Should we be free to act as we choose so long as we do not harm others?
- How should we distribute the burdens of military service?
- Should children be given the vote?

**Teaching:** 10 hours of lectures and 10 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. This course has a reading week in Week 6 of both MT and LT. Some lectures and/or classes may be delivered in an online format.

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

**Indicative reading:** A detailed list of readings will be available on moodle. The following is an indicative sample of readings that may be discussed in the course.

- Greg Bognar and Iwao Hirose (2014). *The Ethics of Health Care Rationing*. Routledge.
- A. Voorhoeve (2018) 'May a Government Mandate More Comprehensive Insurance than People Want for Themselves?' *Oxford Studies in Political Philosophy*.
- Michael Rustin (2016), 'The neoliberal university and its alternatives', *Soundings*
- Ronald Dworkin et al (1997) 'Assisted Suicide: The Philosophers' Brief'
- Carol Kates (2004). 'Reproductive Liberty and Overpopulation' *Environmental Ethics*.
- Jonathan Wolff (2011), *Ethics and Public Policy: A Philosophical Inquiry*
- Joseph Carens (1987), 'Aliens and Citizens: The Case for Open Borders', *The Review of Politics*
- Jeff McMahan (2008), 'Torture in Theory and Practice', *Public Affairs Quarterly*
- Michael J. Robillard and Bradley J. Strawser (2016), 'The Moral Exploitation of Soldiers', *Public Affairs Quarterly*
- Annabelle Lever (2014), 'When the Philosopher Enters the Room', *Philosophy and Public Issues*

**Assessment:** Essay (45%, 2000 words), essay (45%, 2000 words) and class participation (10%).

## PH223 Half Unit

### Mind and Metaphysics

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr. Alexandria Boyle

**Availability:** This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** Students must have completed The Big Questions: An Introduction to Philosophy (PH103).

**Course content: Short description:**

Some central topics in metaphysics and the philosophy of mind, including existence; modality; properties; the metaphysics of consciousness and the mind-body relation.

**More detailed description:**

This course will cover selected key questions from metaphysics and the philosophy of mind. Topics include:

Metaphysics:

- Existence and Non-existence: what exists, and what does it mean to say that something exists or not? How can we talk intelligibly about something that does not exist? Why is there anything at all, rather than nothing?
  - Modality: what does it mean for something to be possible or necessary? In virtue of what is something possible or necessary?
  - Properties: what are properties? Can they be shared by many things at the same time? Can there be uninstantiated properties? How do they relate to the laws of nature?
- Philosophy of Mind:

a) The hard problem of consciousness: What is consciousness? How can we make sense of the emergence of human and animal minds against the background of a physical world? Can science answer that question?

b) Physicalism and its foes: Is the thesis that everything is ultimately grounded in physical processes defensible, or should we think that there is fundamental mental phenomena? Can mental states cause physical effects?

The emphasis will be on developing a sharp understanding of key concepts, arguments, and the logical relationships between different ideas, rather than providing an encyclopaedic historical or exegetical coverage. We aim to give students a conceptual toolbox for a rigorous analysis of some central philosophical questions in the areas of metaphysics and the philosophy of mind.

**Teaching:** 10 hours of lectures and 10 hours of classes in the MT.

**Formative coursework:** Students will be expected to participate actively in their classes and to write one formative essay. This may be a draft, or an essay plan, of the summative assignment.

**Indicative reading:** Quine, W. V. O. (1948). On What There Is  
Crane, T. *The Objects of Thought*  
Bernstein, S. Omissions as Possibilities.

Lewis, D. *On The Plurality of Worlds*

Vetter, B. Modality Without Possible Worlds

Lowe, E.J. *The Four-Category Ontology*

Armstrong, D.M. *A World of States of Affairs*

Chalmers, D. *The Conscious Mind*

Ney, A. Defining Physicalism.

Goff, P. *Consciousness and Fundamental Reality*

**Assessment:** Essay (80%, 2500 words) in the LT.

Class participation (10%).

Continuous assessment (10%) in the MT.

The assessment for this module will have three components.

The first is a 2500 words summative essay, counting for 80% of the final mark

The second is a class participation mark (10%)

The third consists of two weekly short answer questions, one on the material covered in the lecture, and one on the weekly class reading (10%).

## PH224 Half Unit

### Epistemology

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Anna Mahtani

**Availability:** This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** Students must have completed, or be in the process of completing PH111 Introduction to Logic (or PH101/PH104).

**Course content:** Each of us represent the world as being a certain way. Perhaps we have knowledge about the world, or at any rate beliefs, or probabilities in certain possibilities. But how do we arrive at these representations? Do these representations reflect reality? And which conditions should they satisfy in order to be rational? Are perception, memory, testimony and intuitions reliable sources of information? The way that we represent the world affects the choices that we make, but how exactly do or should we arrive at decisions? These are some of the questions that we cover in this course on epistemology.

The first half of the course is an exploration of classic epistemology. We begin with the argument for skepticism about the external world, and in seeking to solve this problem we consider a range of positions and arguments in epistemology, including: the JTB account; the causal theory of knowing; reliabilism; internalism and externalism; contextualism and semantic externalism.



The second half of the course focuses on modern formal epistemology. Moving from a qualitative to a quantitative concept of belief, we explore Bayesian epistemology – a powerful account of rational degrees of belief or credence. We consider a series of puzzles for Bayesian epistemologists: the sleeping beauty problem; imprecise probabilities; awareness growth; and the surprise exam paradox.

Throughout, the aim will be to give a sharp understanding of key concepts, arguments, and the logical relationships between different ideas. We aim to give students a conceptual toolbox for rigorous analysis that can be applied to a range of areas.

**Teaching:** 10 hours of lectures, 10 hours of classes and 2 hours of workshops in the MT.

**Formative coursework:** Students will be expected to produce 1 essay in the MT.

**Indicative reading:** • Bertrand Russell, *The Problems of Philosophy*;

• Barry Stroud, *The Significance of Philosophical Scepticism*;

• Laurence Bonjour, *Epistemology: Classic Problems and*

*Contemporary Responses*, 2nd Edition;

• Brian Skyrms, *Choice and Chance*

**Assessment:** Essay (80%, 2000 words) in the period between MT and LT.

Exercise (10%) and class participation (10%) in the MT.

## PH225 Half Unit

### Business and Organisational Ethics

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr Thomas Ferretti

**Availability:** This course is available on the BSc in Management, BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics, BSc in Politics and Philosophy, International Exchange (1 Term) and International Exchange (Full Year). This course is not available as an outside option. This course is available to General Course students.

**Course content:** This course is about philosophical and ethical issues arising in the conduct of business. There is a growing consensus that businesses should not merely focus on maximizing profit while respecting the Law, they should also take on ethical and social responsibilities beyond what is required by Law. The aim of this course is to give you intellectual tools to think clearly and rigorously about business ethics and corporate social responsibility.

You will learn about different ethical theories and apply them to a variety of real-world business challenges. You will also practice argumentative and writing skills that will help you express your thoughts in a rigorous and convincing way. Importantly, this course will not present you with a code of ethics, ready-made solutions or dogmatic answers. Instead, you will practice ethical reasoning, analytical skills, and critical thinking so that, towards the end of the course, you will be able to develop your own ideas and you will no longer be satisfied with simple answers to difficult problems.

The first half of the course (weeks 1-5) introduces important theories in business ethics and discusses best practices regarding executive compensations, sweatshop labour, environmental protection, and market failures. The second half of the course (weeks 7-11) applies these theories to new challenges in the context of emerging technologies such as value-alignment in artificial intelligence (AI), the protection of privacy in the workplace, human and algorithmic discrimination, and socio-economic inequalities resulting from digital platforms and automation.

Topics discussed in this course include:

- Are business executives' large compensation packages justified?
- Is Nike wrong to subcontract their production to sweatshops hiring workers in exploitative conditions?
- How to understand BP's environmental responsibility after the Deepwater Horizon oil spill?
- Can Facebook protect free speech while using artificial intelligence in content moderation?

- Should firms have an obligation to protect their workers' and customers' privacy?
- Can algorithmic bias lead to wrongful discrimination in hiring?
- Have platforms like Uber and Airbnb improved the market or have they created unfair inequalities?

**Teaching:** 10 hours of lectures and 10 hours of classes in the LT.

This course has a reading week in Week 6 of LT.

**Formative coursework:** Students will be expected to produce one formative essay (1500 words) in the LT.

Students will be expected to answer weekly formative quizzes (required, unassessed).

**Indicative reading:** James Rachels and Stuart Rachels (2012) *The Elements of Moral Philosophy* (7th ed.), New York, NY: McGraw-Hill.

Milton Friedman (1970) "The Social Responsibility of Business is to Increase its Profits", *The New York Times Magazine*.

Joseph Heath (2014) *Morality, Competition, and the Firm: The*

*Market Failures Approach to Business Ethics*, Oxford: Oxford

University Press.

David Vogel (2005) *The Market for Virtue: the potential and limits*

*of corporate social responsibility*, Washington, D.C.: Brookings

Institution Press.

Matt Zwolinski (2007) "Sweatshops, Choice, and Exploitation",

*Business Ethics Quarterly* 17(4): 689-727.

Helen Nissenbaum (1998) "Protecting Privacy in an Information

Age: The Problem of Privacy in Public", *Law and Philosophy*, 17(5-

6): 559-596.

Cynthia Dwork (2018) "The Emerging Theory of Algorithmic

Fairness: The Challenges to Making Machines Play Fair", *The Royal*

*Society, You and AI conference series*.

Annette Zimmermann, Elena Di Rosa, Hohan Kim (2020)

"Technology can't fix Algorithmic Injustice", *Boston Review*.

Diane Coyle (2017) "Precarious and productive work in the digital

economy", *National Institute Economic Review* 240: 5-14.

Required readings amount to about two papers per week.

**Assessment:** Essay (50%, 2000 words) and essay (50%, 2000 words) in the ST.

## PH227 Half Unit

### Genes, Brains and Society

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Ella Whiteley

**Availability:** This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** This course examines, from a philosophical perspective, the ways in which recent developments in genetics and neuroscience challenge our conceptions of what we are – and what we could become.

Topics covered include:

**Human nature:** Does the concept of 'human nature' have any biological basis? Can we distinguish between those traits which are part of 'human nature' and those which are not? Should we attempt to improve human nature by means of technologies such as gene editing?

**Gender and the brain:** Are 'sex' and 'gender' the same thing? Are gender categories natural or social? Are there robust psychological differences between men and women? If so, are these 'hardwired' into the brain or the product of socialization? Are our brains either 'male' or 'female', or are they 'intersex'?

**Race and the genome:** Do races exist? Is there any objective biological basis for racial categorization, or are races socially constructed? Does the concept of 'race' have a legitimate role in medicine?

**Animals and people:** What is the evidence for animal sentience? What are the ethical issues surrounding the use of animals in biomedical research? If we could reduce animal suffering through



gene editing, should we? Do some non-human animals have 'personhood'?

**Right and wrong:** Should neuroscience inform the decision-making of our legal system? Can it be used to help us improve our own moral behaviour?

**Teaching:** 10 hours of lectures and 10 hours of classes in the MT. Lectures: Weeks 1-5 and 7-11  
Classes: Weeks 1-5 and 7-11

**Formative coursework:** Essay (1,500 words) in the MT.

**Indicative reading:** Suggested introductory readings:

- Glover, J. (2008) *Choosing Children*.
- Jordan-Young, R., (2010). *Brain Storm*.
- James, M. (2011) "Race", in the Stanford Encyclopedia of Philosophy [online]
- Greene, J. D. (2013) *Moral Tribes*.

**Assessment:** Essay (100%, 1500 words) in the LT. There is no exam for this half-unit. There will be one summative essay, worth 100% of the mark.

## PH230 Half Unit

### Einstein for Everyone: From time travel to the edge of the universe

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Bryan Roberts LAK 1.01

**Availability:** This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in Politics and Philosophy. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** There are no prerequisites for this course; it is accessible to students of all backgrounds.

**Course content:** Does the universe have an edge? Is time travel possible? What is a black hole, and in what sense are space, time and gravity a matter of "geometry"? The modern theory of spacetime introduced by Einstein provides a precise framework in which to ask these questions. This course makes their analysis accessible to everyone.

Students will have the opportunity to engage with Einstein's theories of relativity, to use them to analyse philosophical problems, and to examine their philosophical and practical implications. Students will learn to apply these conceptual tools to the analysis of space, time and gravity, as well as to formulate and argue for their own perspectives on the philosophical implications of relativity theory.

One is often faced with unsubstantiated declarations about the implications of Einstein's theories, by both scientists and non-scientists. This course will equip non-scientists with the conceptual tools needed to critically analyse these claims for themselves. It will also provide students with the tools needed to discuss the philosophy of space and time from a modern perspective. Einstein for Everyone requires absolutely no background in physics or maths.

**Teaching:** 10 hours of lectures and 10 hours of classes in the MT. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos.

**Formative coursework:** Students will be expected to produce 1 problem sets and 1 other piece of coursework in the MT.

**Indicative reading:** - Norton, John D. (2015) *Einstein for Everyone*.  
- Hugget, Nick. (2010) *Everywhere and Everywhen: 160 Adventures in Physics and Philosophy*.  
- Einstein, Albert (1920) *Relativity: The special and general theory*.  
- Euclid (1908) *The Thirteen Books of Euclid's Elements*, Vol I.  
- Poincaré, Henri (1905) *Science and Hypothesis*.

Weekly essential readings will be provided on Moodle, selected individually from various book chapters and journal articles.

**Assessment:** Essay (100%, 3000 words) in the MT.

## PH232 Half Unit

### Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Bryan Roberts LAK 1.01

**Availability:** This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in Politics and Philosophy. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** There are no prerequisites for this course; it is accessible to students of all backgrounds.

**Course content:** One of the most surprising discoveries of 20th century physics is that enormous progress can be made by embracing our uncertainty, and modelling it using probabilistic techniques. This powerful thinking led to discoveries like the first evidence of the atomic hypothesis, that the matter is made of tiny atoms moving randomly about. It also paved the way for the discovery of quantum mechanics, our best theory of matter and energy. These techniques even spilled outside of physics, into places like the social and financial world, where similar techniques were applied.

This course is about some of the philosophical issues underlying the physics of uncertainty, and the kinds of issues they raise for the natural and social sciences.

Students in this course will explore some of the important conceptual and philosophical questions underlying physics and finance, like: How are assumptions about randomness compatible with observed forms of determinism? How is it possible to seek truth using statistical theories? What does it mean to be an atom? How does the quantum world differ from the everyday world? What explains why physical models have unexpected applications in finance? To what extent do such applications help to underpin how the prices of financial instruments are set?

This course will proceed at a conceptual level that is suitable for students of all backgrounds: no background in physics is needed, and there is no advantage to having one.

**Teaching:** 10 hours of lectures and 10 hours of classes in the LT. This year, some or all of this teaching will take place online.

**Formative coursework:** Students will be expected to produce 1 problem sets and 1 other piece of coursework in the LT.

**Indicative reading:** Weekly essential readings will be provided on Moodle, selected individually from various book chapters and journal articles. Some indicative readings include:

- MacKenzie, Donald. *An Engine Not a Camera*, excerpts.
- Malkin, Burton G. *A random walk down Wallstreet*, excerpts.
- Norton, John D. *Einstein for Everyone*, Chapters 34-37 on Brownian motion and the origins of quantum theory.
- Weatherall, James O. *The Physics of Wallstreet* (optional further reading)

**Assessment:** Essay (100%, 3000 words) in the ST.

## PH238 Half Unit

### Philosophy of Language

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr Giacomo Giannini

**Availability:** This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** Students taking this course should have taken a course in introductory logic such as PH111 (or PH101/PH104)

**Course content:** We use language all the time to express our thoughts and understand others. But how does language work? What is it that makes squiggles on a page, or strings of noises

meaningful? What are these meanings, and where do they come from? This is the starting point for an investigation into the Philosophy of Language.

Philosophers have been interested in language for centuries, and in the 20th and 21st century with the development of modern logic and the dawn of analytic philosophy, philosophy of language has taken a central role. Key questions covered in this course include: how do names refer to an object? Do words mean whatever we intend or use them to mean? What role does convention play in fixing meanings? Are our terms vague, or precise? Can a person have a private language? How do we communicate beyond the literal? What are speech acts and are they available to everyone in our society? All of these questions are of interest in their own right, and also have applications to further issues in philosophy and beyond.

**Teaching:** 10 hours of lectures, 10 hours of classes and 3 hours of workshops in the LT.

No meetings take place in reading week (week 6).

**Formative coursework:** Students will be expected to produce 1 essay in the LT.

**Indicative reading:**

- Lycan, William G. (1999). *Philosophy of Language: A Contemporary Introduction*. Routledge.
- Kripke, Saul A. (1980). *Naming and Necessity*. Harvard University Press.
- Keefe, Rosanna (2000). *Theories of Vagueness*. Cambridge University Press.
- Wittgenstein, Ludwig (1953). *Philosophical Investigations*. Wiley-Blackwell.
- Grice, H. Paul (1975). *Logic and Conversation*. In Maite Ezcurdia & Robert J. Stainton (eds.), *The Semantics-Pragmatics Boundary in Philosophy*. Broadview Press. pp. 47.
- Langton, Rae & Hornsby, Jennifer (1998). *Free speech and illocution*. *Legal Theory* 4 (1):21-37.

**Assessment:** Essay (80%, 2000 words) in the period between LT and ST.

Exercise (10%) and class participation (10%) in the LT.

## PH239 Half Unit

### Anarchy, Authority and Evidence: Topics in Philosophy of Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Lewis Ross LAK 401

**Availability:** This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** This half-unit course considers a range of philosophical issues raised by the law. No prior legal knowledge is required. The first half of the course discusses big picture questions about the purpose and defensibility of law—for example, scrutinising the obligation to obey the law, the justification of punishment, and the circumstances in which we can engage in civil disobedience. The second half of the course focuses on legal questions of philosophical interest. An indicative list includes: When should a court consider something proven? How should the law use algorithms? Why should we defer to professional judges? Does it make sense to treat a corporation as morally responsible? Throughout the course, we explore the connection between legal philosophy and other areas of philosophy—especially moral philosophy, political philosophy, and epistemology.

**Teaching:** 10 hours of lectures and 10 hours of seminars in the MT.

**Formative coursework:** Students will be expected to produce at least 1 (group) presentation and 1 piece of formative work in the MT.

Students will have the opportunity to submit a 1,500 word formative essay for feedback.

Students will have the opportunity to receive feedback on their summative essay plan.

There will be a student-led group debate for which feedback will be provided.

**Indicative reading:** Delmas, Candice (2018). *A Duty to Resist: When Disobedience Should Be Uncivil*. New York, USA: Oxford University Press.

Kropotkin, Petr (2015). *The Conquest of Bread*. Penguin.

Huemer, Michael (2012). *The Problem of Political Authority: An Examination of the Right to Coerce and the Duty to Obey*. Basingstoke: Palgrave Macmillan.

Nagel, Thomas (1976) *Moral Luck*. *Proceedings of the Aristotelian Society, Supplementary Volumes*. Vol. 50

Jorgensen, Renée (2020). The rational impermissibility of accepting (some) racial generalizations. *Synthese* 197 (6):2415-2431.

Hoskins, Zachary (2017). *Punishment*. *Analysis* 77 (3): 619–632.

**Assessment:** Essay (100%, 3000 words) in the ST.

The course will be assessed by a summative essay of 3,000 words, due early in ST.

## PH301

### Rationality and Choice

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Richard Bradley LAK2.03

**Availability:** This course is available on the BSc in Philosophy, Politics and Economics. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is not available to General Course students.

**Pre-requisites:** Formal Methods of Philosophical Argumentation (PH104) or Intermediate Logic (PH112) Microeconomic Principles I (EC201), Microeconomic Principles II (EC202) or Microeconomics II (EC2A3)

**Course content:** This course introduces the three main components of rational choice theory: individual decision theory (including probability theory), game theory and social choice theory. Students will become familiar with the kinds of problems and solution techniques (the logical/mathematical machinery) that characterise these areas of rational choice. The primary aim of the course, however, is to philosophically examine the theories in question. To this end we examine the basic assumptions underlying the dominant decision and social choice models, and how these assumptions relate to the role(s) these models are supposed to play in various areas of philosophy (e.g. philosophy of science and ethics) and in the social sciences.

**Teaching:** 15 hours of lectures and 10 hours of classes in the MT. 15 hours of lectures and 10 hours of classes in the LT.

**Formative coursework:** Students will be expected to produce 2 essays and 2 problem sets in the MT and LT.

**Indicative reading:** Richard Jeffrey, *The Logic of Decision*, Michael Resnik, *Choices: an introduction to decision theory*, Martin Peterson *An Introduction to Decision Theory*, Amartya Sen *Collective Choice and Social Welfare*, Duncan Luce and Howard Raiffa *Games and Decisions*, Wulf Gaertner *A Primer in Social Choice Theory*, Ken Binmore, *Game Theory: A Very Short Introduction*

**Assessment:** Exam (40%, duration: 2 hours) in the summer exam period.

Coursework (30%) in the MT.

Coursework (30%) in the LT.

The final exam will contain short questions of a technical nature. Summative coursework will consist of a combination of essays and exercises.

**PH311****Philosophy of Economics**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Johanna Thoma

**Availability:** This course is compulsory on the BSc in Philosophy and Economics. This course is available on the BSc in Econometrics and Mathematical Economics, BSc in Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** Students must have completed a university-level introductory course in economics, such as EC1A3 and EC1AB. Although it is a third-year course, second-year students can take it with permission.

**Course content:** This course provides a philosophical discussion of (1) the methods and (2) the normative commitments of contemporary economics.

(1) Here the course will focus on economic methodology and the foundations of utility theory, with an eye to important current debates in economics. We will discuss questions such as: What is utility, and how do economists measure it? Does evidence of widespread 'irrationality' from behavioural economics undermine standard microeconomic theory? Can idealised models teach us anything about real-world phenomena? If yes, how? How should we measure important economic variables, such as inflation? How do we best find out what interventions work in development? Does macroeconomics need microfoundations? Is the economics profession to blame for its failure to predict the financial crisis?

(2) The second area of focus is on welfare economics, and the ethical assumptions and implications of economics. We will cover questions such as: Is getting what you want always good for you? Can you be harmed by something if you never know about it? Does it make sense to say that eating pizza gives me more happiness than going to the movies gives you? Is it possible to combine the preferences of individuals into an overall 'social' preference? Does it matter if the well-being of some people is less than that of others? When and why are markets desirable? Is paternalism always bad, and does welfare economics really avoid it? How should we resolve collective action problems? What is a fair way to distribute the tax burden?

**Teaching:** 15 hours of lectures and 10 hours of classes in the MT. 15 hours of lectures and 10 hours of classes in the LT.

This course is delivered through a combination of seminars and lectures totalling a minimum of 50 hours across Michaelmas Term and Lent Term. This course includes a reading week in Week 6 of both Michaelmas Term and Lent Term.

**Formative coursework:** Students will be expected to produce 2 essays in the MT and LT.

Students will be expected to produce two formative essays of 1,500 words, one each on the MT and LT material respectively. Note that both of these must be submitted since a reworked version is an essential part of the summative work for the course.

**Indicative reading:** D. Hausman, *The Philosophy of Economics: An Anthology*; J. L. Bermudez, *Decision Theory and Rationality*; J. Cohen and W. Easterly, *What Works in Development: Thinking Big and Thinking Small*; D. Hausman and M. McPherson, *Economic Analysis, Moral Philosophy, and Public Policy*; M. D. Adler, *Measuring Social Welfare: An Introduction*; D. Satz, *Why Some Things Should Not Be for Sale*.

**Assessment:** Essay (45%, 2500 words) in the LT.

Essay (45%, 2500 words) in the ST.

Class participation (10%).

Summative Essay 1 (2,000 words, +500 words reflective commentary, 45%, due in LT) is a rewritten version of the formative essay on the MT material.

Summative Essay 1 (2,000 words, +500 words reflective commentary, 45%, due in ST) is a rewritten version of the formative essay on the LT material.

Class participation counts for 10% of the course grade.

**PH333 Half Unit****Philosophy of Gender and Race**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr. Michael Diamond-Hunter

**Availability:** This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in Politics and Philosophy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Course content:** This half-unit examines, from a philosophical perspective, the nature of gender and race and the role these categories play in shaping the social world and structuring human lives.

Topics covered will include:

Gender and Biology: How does "gender" relate to "sex"? Is our concept of biological "sex" objective, and free from gender stereotypes and norms? Is our sex fixed or changeable?

Gender and Society: Is gender a matter of internal identity, or is it an externally-imposed social class? How does sexism intersect with other oppressions, like racism and transphobia?

Race and Society: How does the social meaning of "race" vary around the world? Should we try to reconcile "ordinary" conceptions of "race" with technical conceptions of "race"?

How should we understand the directionality and limits of racial classification?

The Future of Gender and Race: Will race and gender still exist in the future? Should we try to work for a race-free and gender-free world, or should these ways of classifying people be preserved?

We will focus on approaches to these questions from "analytic" philosophy, including feminist and race-critical approaches and approaches from the philosophy of science. The aim is to confront the big questions of gender and race by analysing and constructing careful and precise philosophical arguments.

**Teaching:** 10 hours of lectures and 10 hours of classes in the LT. Students on this course will have a reading week in Week 6.

**Formative coursework:** Students will be expected to produce 1 essay in the LT.

**Indicative reading:** Suggested introductory reading:

- Fausto-Sterling, 2000 [2020 New Edition]. *Sexing the Body: Gender Politics and the Construction of Sexuality*.
- Crenshaw, K., 1989. *Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics*.
- Bettcher, Talia, 2020. *Feminist Perspectives on Trans Issues*, *The Stanford Encyclopedia of Philosophy*.
- Appiah, Kwame Anthony, 2005. *The Ethics of Identity*.
- Lee, Sandra Soo-Jin, Koenig, Barbara K., and Richardson, Sarah S., (eds.) 2011. *Revisiting Race in a Genomic Age*
- Glasgow, J., Haslanger, S., Jeffers, C. and Spencer, Q., 2019. *What is Race?*
- Zack, Naomi, 1993. *Race and Mixed-Race. Morality of Race*.

**Assessment:** Essay (90%, 1500 words) in the ST.

Class participation (10%).

There is no exam for this half-unit. There will be one formative essay, and one summative essay. The summative essay is worth 90% of the final mark. 10% of the final mark will be awarded for class participation.

**PH340****PPE Research Seminar**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Johanna Thoma

**Availability:** This course is compulsory on the BSc in Philosophy, Politics and Economics. This course is not available as an outside option nor to General Course students.

**Course content:** In this course, PPE students are placed in reading groups to discuss books by scholars working at the intersection of



Philosophy, Politics and Economics. Philosophy faculty guide their selection of books and subsequent reading and research on the book. Each group organizes a research seminar on their book or a related topic open to the wider LSE PPE community.

**Teaching:** 2 hours of lectures, 1 hour and 30 minutes of seminars and 15 hours of classes in the MT. 3 hours of seminars, 15 hours of classes and 2 hours of workshops in the LT. 1 hour and 30 minutes of seminars and 2 hours of workshops in the ST. No meetings take place in reading week (Week 6).

\*Note: Students will only be expected to attend 7.5 hours of classes either in MT or in LT, depending on which reading group they are assigned to. Students are also only expected to attend one Workshop, in the term following their classes.

**Formative coursework:** Students will be expected to produce 1 presentation and 1 exercise in the MT and LT.

Each student will lead the reading group discussion once, in the term in which their reading group takes place.

In addition, each student will be asked to write a 250 word abstract of the book review they would like to write. Students will be placed in small groups to write their book reviews on the basis of these abstracts.

**Indicative reading:** Examples of recent books appropriate for PPE reading groups:

- Elizabeth Anderson, *Private Government: How Employers Rule Our Lives (and Why We Don't Talk about It)* (2017)
- Kwame Anthony Appiah, *The Lies That Bind: Rethinking Identity* (2018)
- Anthony Atkinson, *Measuring Poverty Around the World* (2019)
- David Colander and Craig Freedman, *Where Economics Went Wrong: Chicago's Abandonment of Classical Liberalism* (2018)
- Robert Goodin and Kai Spiekermann, *An Epistemic Theory of Democracy* (2018)
- Kate Manne, *Down Girl: The Logic of Misogyny* (2017)
- Cailin O'Connor, *The Origins of Unfairness* (2019)
- Eric Posner and Glen Weyl, *Radical Markets: Uprooting Capitalism and Democracy for a Just Society* (2018)
- Robert Sugden, *The Community of Advantage* (2018)
- Paul Tucker, *Unelected Power: The Quest for Legitimacy in Central Banking and the Regulatory State* (2018)
- Philippe Van Parijs and Yannick Vanderborght, *Basic Income: A Radical Proposal for a Free Society and a Sane Economy* (2017)

The students will also get the chance to make their own proposals of books to read, which we will vet.

**Assessment:** Class participation (30%) in the MT and LT.

Group exercise (20%) in the MT, LT and ST.

Group essay (40%) and other (10%) in the LT and ST.

The overall grade the students will receive will be one of four: fail, pass, merit and distinction.

Participation (of which attendance is a crucial part) counts for 30% of the grade. 20% is for doing one's fair share in helping to organize one of the research seminars, assessed by a short written reflection on one's contribution. Students will be asked to produce a 3,000 word book review in small groups, which counts for 40% of the grade. A first draft will be peer reviewed and discussed at a feedback workshop. The student contribution to peer review will count for the final 10% of the grade (note that the book review is not peer assessed, that is, other students' feedback will not directly affect a group's grade for the book review).

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## PH341

### Philosophy, Politics and Economics: Applications

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Alexander Voorhoeve LAK 401

This course will be jointly taught by Prof. Alex Voorhoeve and Dr. Liam Kofi Bright.

**Availability:** This course is compulsory on the BSc in Philosophy, Politics and Economics. This course is not available as an outside

option nor to General Course students.

Available only to fourth-year PPE students.

**Pre-requisites:** The course will be available only to 4th-year PPE students.

**Course content:** This course will draw on concepts, theories and findings from Philosophy, Politics and Economics to tackle questions faced by decision-makers in public and private institutions. Each week will focus on a case study. Students will be expected to have had some prior exposure to the issues in previous courses—this course will stand out by being more interdisciplinary, in-depth and practical. Questions covered may include:

1 **Risky public decisions:** Decision theorists speak of risky situations when the decision-maker can assign probabilities to all relevant outcomes of their choices. How should we assess policies such as cancer screening that expose everyone to both a large chance of a small or moderate cost (such as inconvenience or false positive tests) while also saving them from a small chance of a very large harm (such as early death)?

2 **Severely uncertain public decisions:** Decision theorists speak of severely uncertain situations when the decision-maker cannot assign probabilities to all relevant outcomes of their choices. How should we assess policies, such as measures to combat a novel, highly infectious disease, or climate change, in such severely uncertain situations?

3 **Privacy and consent in online environments:** Are current regulations involving the transfer of personal data online adequate? If not, how should they be revised?

4 **The Resource Curse:** In unstable or grossly undemocratic states, the presence of natural resources often leads to oppression and/or civil war. Should democracies therefore ban the purchase of natural resources from such states?

5 **International reparations:** What, if anything, do the formal imperial powers owe their former colonies?

6 **A market for refugee quotas:** Should countries who do not wish to host refugees be able to pay other countries to take them in, in a "free market" for hosting refugees?

7 **Discrimination and the market:** Some have argued that free markets are good because they will, over time, eliminate discrimination, both because, in markets, people will mix with people of all backgrounds and because they will be judged on the quality of their goods or services alone. How powerful is this case?

8 **Concentration of wealth and economic power:** In many societies, economic power is becoming increasingly concentrated, in two ways: many sectors are dominated by a handful of large firms; and wealth is becoming increasingly unequal. In which ways, if any, is this problematic? What are the implications of this concentration for democracy? Should dominant firms be forcibly broken up? Should inheritance be highly taxed?

9 **Behavioural science and policy:** Do the irrationalities documented by behavioural science legitimate paternalistic nudges, taxation, and subsidies? Does sensitivity of people's answers to how questions are framed make surveys about people's opinions on matters of policy untrustworthy?

10 **Science and society:** Can natural and social scientific expertise be deferred to in a democracy, or is such deference inimical to democratic rule? Which social institutions can ensure that scientists have the right incentives to produce reliable work, rather than fraudulent or unreliable findings? How should we decide which research gets funded?

**Teaching:** 10 hours of lectures, 10 hours of seminars and 10 hours of classes in the MT. 10 hours of lectures, 10 hours of seminars and 10 hours of classes in the LT. 2 hours of workshops in the ST.

The lecture will set out key ideas. It will present theories and findings from the three disciplines relevant to the policy issue being studied in that week. The seminar, which is attended by all students together and run by the lecturer, will feature full-group discussion based on student questions posted on the Forum beforehand; it will also feature some Q&A with invited experts and student team presentations. This will be followed by small-group classes in which further questions relating to the material are discussed.

**Formative coursework:** Students will be expected to produce 2



essays and 1 exercise in the MT and LT.

Students will write two 1,500-word formative essays

Students will be able to choose between joining a team

presentation or becoming student editors. In the former case, they will have feedback meetings on a draft presentation; in the latter case they will give formative feedback on two papers which will be discussed in an editors' meeting.

**Indicative reading:**

- D. Hausman, M. McPherson and D. Satz, *Economic Analysis, Moral Philosophy and Public Policy*. Cambridge University Press, revised edition, 2016.
- A. Oliver (ed.) *Behavioural Public Policy*. Cambridge University Press, 2013.
- L. Bovens, "The Ethics of Nudge." In *Preference Change*. 160Theory and Decision Library 16042 (2009): 207-219.
- L. Wenar. *Blood Oil*. Oxford University Press, 2015.
- J. Fernández-Huertas Moraga & H. Rapoport. "Tradable immigration quotas." *Journal of Public Economics* 115 (2014) 94–108.
- D. Halliday. *Inheritance of Wealth: Justice, Equality, and the Right to Bequeath*. Oxford University Press, 2018.
- L. Kofi Bright. "On Fraud." in *Philosophical Studies* Vol. 174 (2017); 291-310.
- M. Fleurbaey and A. Voorhoeve "Decide as You Would with Full Information! An Argument against ex ante Pareto." In Nir Eyal, Samia Hurst, Ole Norheim, and Dan Wikler (eds.), *Inequalities in Health: Concepts, Measures, and Ethics*. Oxford University Press (2013), pp. 113-128.

An extensive list of required and further readings will be available on Moodle.

**Assessment:** Essay (40%, 2000 words) and oral examination (40%) in the ST.

Exercise (10%) in the LT.

Class participation (10%).

For the exercise, students will choose between a summative team presentation and becoming a student editor.

**Course selection videos**

## PH399

### Dissertation in Philosophy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Giacomo Giannini

**Availability:** This course is available on the BSc in Philosophy and Economics, BSc in Philosophy, Logic and Scientific Method, BSc in Philosophy, Politics and Economics and BSc in Politics and Philosophy. This course is not available as an outside option nor to General Course students.

**Course content:** The dissertation may be on any topic for which a suitable supervisor in the Philosophy department can be found.

**Selection of topic**

Candidates should have the subject of their dissertation approved by their supervising member of department.

**Arrangements for supervision**

The dissertation is an opportunity to do extended independent research and writing and to present this work to one's peers. It should reflect the candidate's own views but must develop out of some established part of the philosophical literature. Students should carefully discuss their topic and approach with their supervisor who will also advise on reading and give feedback on written work. Students must have regular meetings with their supervisor, submit written work regularly, and keep a formal record of their work and progress. Students must also present an early version of their argument to fellow students and will be given feedback on the quality of their presentation as well as on the content of their arguments.

**Teaching:** 2 hours of seminars in the MT. 20 hours of seminars in the LT.

**Formative coursework:** Students will be expected to produce 1

piece of coursework in the MT and 2 essays, 1 presentation and 1 other piece of coursework in the LT.

The formative coursework sets out several steps towards the dissertation: a literature review (due in MT); a first 2,000 words (due in week 1 of LT), a subsequent 3,000 words (which may be in part a revision of the first 2,000 words), due in week 6 of LT; a presentation of the student's arguments in LT; and a full draft of the dissertation, due in week 11 of LT. All written coursework must be submitted by email to both the student's supervisor and the teacher responsible. Students who fail to submit this coursework on time may be barred from submitting the dissertation. Participation in the weekly seminar and the quality of the presentation will determine 10% of the final mark for the course.

**Assessment:** Dissertation (90%, 7000 words) in the ST.

Class participation (10%).

Dissertations must be submitted in May 2021, exact date to be confirmed. They should be 5,000-7,000 words, and should be typewritten.

## S0100

### Key Concepts: Introduction to Social Theory

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr David Pinzur STC 217A

**Availability:** This course is compulsory on the BSc in Language, Culture and Society and BSc in Sociology. This course is available on the BSc in International Relations, BSc in International Social and Public Policy, BSc in Politics, BSc in Politics and International Relations, BSc in Psychological and Behavioural Science and BSc in Social Policy. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course has a limited number of places (it is capped). Students who have this course as a compulsory course are guaranteed a place. Places for all other students are allocated on a first come first served basis.

**Course content:** The course aims to introduce students to sociological theory by examining the work and ideas of normally eight key thinkers in social thought. For each thinker, the course will provide an overview of their contribution to the discipline of sociology, examine in detail one or more of their important texts, and also consider how their analysis could be applied to contemporary social issues.

**Teaching:** This course is delivered through a combination of lectures, online materials and classes totalling a minimum of 40 hours across MT and LT, with revision sessions in ST.

Reading Weeks: Students on this course will have a reading week in MT Week 6 and LT Week 6, in line with departmental policy.

**Formative coursework:** Four formative essays or their equivalent (two in MT; two in LT), for feedback from class teachers.

**Indicative reading:** A detailed reading list will be available at the first lecture, but for general preparatory reading, students might wish to consult the following: D Lee & H Newby, *The Problem of Sociology*; Z Bauman, *Thinking Sociologically*; S Bruce, *Sociology: A Very Short Introduction*.

**Assessment:** Exam (100%, duration: 3 hours) in the summer exam period.

Attendance at all classes and submission of all set coursework is required.

## S0102

### Data in Society: Researching Social Life

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Anastasia Kakou COL.5.13 and Dr Yazmin Morlet Corti STC S114

**Availability:** This course is compulsory on the BSc in Sociology.

This course is not available as an outside option nor to General Course students.

**Course content:** This course explores how numbers are deployed in social settings, and how they are used in sociology to construct and challenge our understanding of the social world. The first part of the course introduces students to the importance of quantification in modern societies, familiarizes them with the main instruments for the collection of quantitative data, and provides them with an overview of the methods used to treat such data in contemporary sociology. We cover both descriptive and explanatory methods, and we reflect on the vision of the social world implicitly associated with each of the methods we encounter. In the second part students start learning basic descriptive skills of quantitative data analysis, notably how to download large data sets, how to manipulate variables and carry out descriptive statistical analyses with statistical software Stata, and how to present statistical information in tabular and graphical form. The quantitative analysis is done in the context of a sociological observation or hypothesis, and emphasis is given on the interpretation of the results and their comparison to the findings of key readings.

**Teaching:** This course is delivered through a combination of lectures, online materials and classes totalling a minimum of 40 hours across MT and LT.

**Reading Weeks:** Students on this course will have a reading week in MT Week 6 and LT Week 6, in line with departmental policy.

**Formative coursework:** One 2000 word essay (MT).

One report including a review of key readings, data processing and descriptive statistical analysis using Stata, interpretation of results, and conclusion (LT).

**Indicative reading:** Gould, Stephen Jay. 1981. *The Mismeasure of Man*. New York: Norton.

Desrosières, Alain. 2002. *The Politics of Large Numbers: A History of Statistical Reasoning*. Cambridge: Harvard University Press.

Savage, Mike, and Roger Burrows. 2007. "The Coming Crisis of Empirical Sociology", *Sociology* 41: 885-898.

Wasserman, Stanley, et Katherine Faust. 1994. *Social Network Analysis: Methods and Applications*. Cambridge: Cambridge University Press.

Salganik, Matthew J., Peter S. Dodds, and Duncan J. Watts.

2006. "Experimental Study of Inequality and Unpredictability in an Artificial Cultural Market", *Science* 311: 854-856.

Gelman, Andrew, and Jennifer Hill. 2006. *Data Analysis Using Regression and Multilevel/Hierarchical Models*. Cambridge: Cambridge University Press.

Catherine Marsh and Jane Elliot (2008): *Exploring Data* (2nd ed.)

**Assessment:** Essay (50%, 3000 words) in the ST.

Take-home assessment (50%) in January.

Take home assessment to be completed during the January exam period.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the second Thursday of Summer Term.

Attendance at all classes and submission of all set coursework is required.

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## S0110

### Power, Inequality, and Difference: Contemporary Themes in Sociology

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Fran Tonkiss STC.S205

**Availability:** This course is compulsory on the BSc in Language, Culture and Society and BSc in Sociology. This course is available on the BA in Geography, BA in Social Anthropology, BSc in Politics, BSc in Politics and International Relations and BSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course has a limited number of places (it is capped). Students who have this course as a compulsory course are guaranteed a place. Places for all other students are allocated on a first come first served basis.

**Course content:** The course provides an introduction to key areas of theory and analysis in contemporary sociology. Students will gain an understanding of critical research and debates within the discipline, and of how sociology engages with topical real-world issues. The course centres on the ways in which power relations, social and economic inequalities, forms of identity and difference are shaped in contemporary societies – focusing on both formal political and socio-economic structures and everyday experiences and identities. These issues include: class, capitals and social mobility; race, ethnicity and multi-culturalism; gender and sexual identities; politics, social movements and the nation-state.

**Teaching:** This course is delivered through a combination of lectures, online materials and classes totalling a minimum of 40 hours across MT and LT, with revision sessions in ST.

**Reading Weeks:** Students on this course will have a reading week in MT Week 6 and LT Week 6, in line with departmental policy.

**Formative coursework:** Two formative essays in MT, one formative essay in LT.

**Indicative reading:** M. Savage (2015) *Social Class in the 21st Century*; B. Skeggs (1997) *Formations of Class and Gender*; L. Back and J Solomos (Eds) (2000) *Theories of Race and Racism: A Reader*; A Gutmann (Ed) (1994) *Multiculturalism: Examining the Politics of Recognition*; S Jackson & S Scott (Eds) (2002) *Gender: A Sociological Reader*; K Woodward (Ed) (2004) *Questioning Identity: Gender, Class and Ethnicity*; G Bhattacharyya (2002) *Sexuality and Society*; D Bell and J Binnie (2000) *The Sexual Citizen: Queer Politics and Beyond*; B Anderson (1983) *Imagined Communities*; E Gellner (1983) *Nations and Nationalism*; M. Flinders (2012) *Defending Politics: Why Democracy Matters in the Twenty-First Century*.

**Assessment:** Exam (70%, duration: 3 hours) in the summer exam period.

Essay (30%, 3000 words) in the ST.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the first Tuesday of Summer Term.

Attendance at all classes is required and submission of all set coursework is compulsory.

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## S0201

### Key Concepts: Advanced Social Theory

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Monika Krause STC S207

**Availability:** This course is compulsory on the BSc in Language, Culture and Society, BSc in Social Policy and Sociology and BSc in Sociology. This course is not available as an outside option nor to General Course students.

**Course content:** This course engages key sociological issues through the critical reading of theoretical and analytical texts.

Students will engage with advanced concepts in sociological thought, and will explore the connections between theoretical arguments and the practice of social enquiry and analysis.

Students will read a combination of social theory texts in a range of traditions as well as contemporary research studies.

**Teaching:** This course is delivered through a combination of lectures, online materials and classes totalling a minimum of 40 hours across MT and LT, with a revision session in ST.

**Reading Weeks:** Students on this course will have a reading week in MT Week 6 and LT Week 6, in line with departmental policy.

**Formative coursework:** One coursework submission each term is a course requirement.

**Indicative reading:** There is no set textbook for this course - each week's teaching is based on the critical reading of key texts.

**Assessment:** Exam (50%, duration: 2 hours) in the summer exam period.

Essay (50%, 3500 words) in the LT.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the fourth Thursday of Lent Term. Attendance at all classes and submission of all set coursework is required.

## S0203

### Political Sociology

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Robert Archer STC.S114a and Dr Kristin Surak STC.S105

**Availability:** This course is available on the BSc in Language, Culture and Society, BSc in Social Policy and Sociology and BSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

This course has a limited number of places (it is capped). Places are allocated on a first come first served basis.

**Course content:** Political Sociology concerns the way in which political and social factors interact to produce the societies in which we live. This course aims to discuss some central empirical and theoretical questions in the field. The course begins by examining classic comparative debates about the relationship between the development of states and nations on the one hand, and the rise of capitalism and democracy on the other. We will then examine the impact that social cleavages have on parties, elections and other political institutions in a number of different countries. We will examine the strength and political impact of both labour movements and other important social movements. And we will examine why similar countries can develop very different social and economic policies. In addition we will examine some of the founding writings of Marx and Weber and critically assess the use of political concepts. Throughout the course we will consider some of the main theoretical approaches that are used in the study of political sociology.

**Teaching:** This course is delivered through a combination of lectures, online materials and classes totalling a minimum of 40 hours across MT and LT.

Reading Weeks: Students on this course will have a reading week in MT Week 6 and LT Week 6, in line with departmental policy.

**Formative coursework:** A class presentation and a termly paper in both MT and LT.

**Indicative reading:** R Dalton, *Citizen Politics*, 5th edn; G Esping-Andersen, *The Three Worlds of Welfare Capitalism*; E. Gellner, *Nations and Nationalism*; A Giddens, *Capitalism and Modern Social Theory*; R Inglehart, *Culture Shift in Advanced Industrial Society*; J Manza & C Brooks, *Social Cleavages and Political Change*; F Piven and R. Cloward, *Poor People's Movements*; D. Rueschemeyer et al, *Capitalist Development and Democracy*; T Skocpol, *States and Social Revolutions*; S Tarrow, *Power in Movement*.

**Assessment:** Exam (70%, duration: 3 hours) in the summer exam period.

Essay (30%, 2500 words) in the ST.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the first Thursday of Summer Term.

Attendance at all classes and submission of all set coursework is required.

## S0210 Not available in 2022/23

### Crime, Deviance and Control

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Ioanna Gouseti

**Availability:** This course is available on the BSc in Language, Culture and Society, BSc in Social Policy and Sociology and BSc in

Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is not available to General Course students.

This course cannot be taken with SP271 Psychology of Crime and Criminal Justice or SO240 Crime, Deviance and Control.

**Course content:** This course encourages students to think about and debate some of the major issues in Criminology and the Sociology of Deviance. We explore the social construction of crime and deviance; the different sources of information about them; key factors that shape patterns, perspectives and experiences of crime and deviance, including social class, gender, ethnicity and the media; and different Criminological theories that have been used to explain crime and deviance. We also explore elements of social control including policing and prisons.

**Teaching:** 6 hours of lectures, 6 hours of classes and 8 hours of workshops in the MT. 6 hours of lectures, 6 hours of classes and 8 hours of workshops in the LT. 2 hours of workshops in the ST.

**Formative coursework:** Students are required to complete two formative essays – one in MT and one in LT

**Indicative reading:** There is no set text for this course, and a full reading list is provided at the first class. The following is useful introductory reading that includes topics covered on the course:

- Carrabine E et al (2016) *Criminology: A Sociological Perspective*;
- Downes, D & Rock, P (2011, 4th Edition) *Understanding Deviance*;
- Liebling, A et al, (2017, 5th Edition) *The Oxford Handbook of Criminology*;
- Tierney, J (2018, 4th Edition) *Criminology: Theory and Context*;
- Walklate, S (2016) *Criminology: The Basics*.

**Assessment:** Exam (50%, duration: 2 hours) in the summer exam period.

Research report (15%) and group presentation (10%) in the LT.

Research report (15%) in the ST.

Group presentation (10%) in the MT.

Attendance at all classes and submission of all set coursework is required.

## S0221

### Researching London: Advanced Social Research Methods

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jana Melkumova-Reynolds STC S208 and Dr Ioanna Gouseti STC S105a

**Availability:** This course is compulsory on the BSc in Sociology. This course is not available as an outside option nor to General Course students.

**Course content:** This course will provide students with a first understanding of social research design and analysis of social research data. It involves a dynamic introduction to a range of research methods, both qualitative and quantitative, through practical exercises in the context of London's social life.

By the end of the course students will:

- Understand the key role of research design for conducting original empirical social research. In particular, taking into account relevant extant literature, they will develop a research question of their own interest and identify appropriate research method(s) to address it.
- Have engaged with practical research strategies and methods including the design of interview guides and survey questionnaires, conducting qualitative interviews, ethnographic observation, and a survey in the context of London.
- Have a sense of the urban sociology of London and a first-hand experience of its potential for exploring contemporary social issues.
- Be able to analyse different types of data, using a range of methods, such as thematic analysis in the case of qualitative data and regression analysis in the case of quantitative data.
- Be able to assess the quality of employed methodologies on the basis of formal criteria, such as reliability, validity and generalizability.



- Understand the ethical issues involved in social research.
- Have developed a research proposal which will strengthen their dissertation design, and might inform their dissertation topic.

**Teaching:** This course is delivered through a combination of lectures, online materials and workshops totalling 50 hours across MT and LT.

Reading Weeks: Students on this course will have a reading week in MT Week 6 and LT Week 6, in line with departmental policy.

**Formative coursework:** There is one piece of formative assessment which will be marked and on which you will get feedback in the Michaelmas Term (MT).

**Indicative reading:** A. Agresti & B. Finlay (2008) *Statistical Methods for the Social Sciences*. 4th edition. Pearson.

Bryman, A. (2014). *Social research methods*, 4th edition. Oxford University Press.

Converse, J. M., & Presser, S. (1986). *Survey questions: Handcrafting the standardized questionnaire* (No. 63). Sage.

Davidson, O'Connell, J., (2008). "If no means no, does yes mean yes? Consenting to research intimacies.", *History of the Human Sciences*, 21(4), 49-67.

Duneier, M. (2006). "Ethnography, the Ecological Fallacy, and the 1995 Chicago Heat Wave." *American Sociological Review*, 71(4), 679-88.

Ingram, N. (2011). Within school and beyond the gate: The complexities of being educationally successful and working class. *Sociology*, 45(2), 287-302.

O'Reilly, K. (2004). *Ethnographic methods*. London, New York: Routledge.

Savage, M., & Burrows, R. (2007). The Coming Crisis of Empirical Sociology. *Sociology: The Journal of the British Sociological Association*, 41(5), 885-899.

Tourangeau, R., Rips, Lance J, & Rasinski, Kenneth A. (2000). *The psychology of survey response*. New York: Cambridge University Press.

**Assessment:** Essay (20%, 1500 words) and project (30%) in the LT. Research proposal (50%) in the ST.

An electronic copy of the assessed essays, to be uploaded to Moodle, no later than 4.00pm on the submission day.

The first assessment, a qualitative interview transcript and 1,500-2000 word essay (20%), is due by the first Wednesday of Lent Term.

The second assessment, a survey design project (30%), will be carried out in Lent Term.

The third assessment, a 2,000 word research proposal (50%), is due by the second Thursday of Summer Term.

Attendance at all workshops and submission of all set coursework is required.

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## S0232 Half Unit

### Sociology of Health and Illness

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Carrie Friese STC S213

**Availability:** This course is available on the BSc in Language, Culture and Society and BSc in Sociology. This course is not available as an outside option. This course is available with permission to General Course students.

This course has a limited number of places (it is capped). Places are allocated on a first come first served basis.

**Pre-requisites:** No specific pre-requisites, but this course is not available as a first year option.

**Course content:** Sociology of Health and Illness explores the ways in which experiences of health and illness are socially patterned. We will also ask how the management of health and illness organizes social life. To explore experiences of health and illness, we will look at how specific 'medical disorders' (e.g., ageing, cancer, mental health, disabilities, reproductive and sexual health, obesity etc.) are 'embodied' in socially patterned ways. Empirical studies of specific disorders will be read, in conjunction with analysis of other kinds of texts (e.g., popular writing, film, performance art,

museum exhibits, etc.). To address how the management of health and illness organizes social life and vice versa, key theories in the sociology of health and illness will be explored. This will include Parsons's sick role; Weberian and feminist understandings of professional dominance; medicalization, demedicalization and biomedicalization; stigma and stigmatization; health inequalities and the social determinants of health; and Foucaultian notions of surveillance, biopolitics and governmentality.

**Teaching:** This course is delivered through a combination of lectures, online materials and classes totalling a minimum of 20 hours in MT.

Reading Weeks: Students on this course will have a reading week in MT Week 6, in line with departmental policy.

**Formative coursework:** Class participation in the MT. This will consist of posting a 300-word comment on the course Moodle page on the course readings from a specified week.

**Indicative reading:** B Prainsack. *Personalized Medicine:*

*Empowered Patients in the 21st Century?* (2017)

A Nelson *Body and Soul: The Black Panther Party and the Fight Against Medical Discrimination* (2011)

Mason, KA *Infectious Change: Reinventing Chinese Public Health After and Epidemic* (2016)

A Frank, *The Wounded Storyteller: Body, Illness and Ethics* (1997)

E Martin *Bipolar Expeditions: Mania and Depression in American Culture* (2007)

J Latimer *The Gene, The Clinic and the Family* (2013)

S Kaufman *Ordinary Medicine* (2015)

Eugene Raikhel and William Garriott *Addiction Trajectories* (2013)

G Davis. *Contesting Intersex: The Dubious Diagnosis* (2015)

N Tounsiant. *Edges of Exposure: Toxicology and the Problem of Capacity in Postcolonial Senegal* (2018)

**Assessment:** Essay (90%, 3500 words) in the LT.

Class participation (10%) in the MT.

The assessment consists of class participation in the MT and a review essay of no more than 3500 words in the LT.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the first Tuesday of LT.

Attendance at all classes and submission of all set coursework is required.

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## S0234 Half Unit Not available in 2022/23

### Digital Technology, Speed and Culture

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Judy Wajcman STC S203

**Availability:** This course is available on the BSc in Sociology.

This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** No specific pre-requisites, but this course is only open to second and third year students in Sociology and other programmes. It is not available as a first year option.

**Course content:** This course aims to give students a detailed understanding of sociologically informed approaches to the social studies of science and technology. It will consider how macro theories of post-industrial society (from Bell to Castells) have conceptualised the role of technology in social change. It will then look at the development of STS as a field that highlights the constitutive role of objects and artefacts in social relations. In other words, it will reflect upon sociology's traditional neglect of the social life of things or materiality. These broad themes will then be elaborated substantively. First, by considering the role of technology in reconfiguring time, speed, space and mobility. Second, by considering power relations and social inequalities embedded in digital technologies, such as the Internet and mobile phones. Third, by treating technology as a culture that shapes gender identities, such as those that find expression in the virtuality of cyberspace. The course will draw on examples from a variety of domains including information and communication technologies, robotics, cyborgs, sex, and weapons.



**Teaching:** This course is delivered through a combination of lectures/seminars, online materials and classes totalling a minimum of 20 hours in MT.

Reading Weeks: Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students will be expected to produce 1 essay in the MT.

ONE formative essay of 1,200 words will be due at the end of Week 6 of Michaelmas Term.

**Indicative reading:** MacKenzie, D. and Wajcman J. (1999) *The Social Shaping of Technology* (MIT Press).

Suchman, L. (2007) *Human-Machine Configurations* (CUP)

Turkle, S. (2011) *Alone Together* (Basic Books)

Wajcman, J. (2015) *Pressed for Time* (Chicago University Press)

Wajcman, J. (2014) *TechnoFeminism* (Polity Press).

**Assessment:** Essay (100%, 3000 words) in the MT.

The course is assessed by ONE summative essay of 3,000 words that is worth 100% of the total mark.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the submission day. Assessed essay due Thursday of Week 11 of MT.

Attendance at all classes and submission of all set coursework is required.

## S0235 Half Unit

### The Sociology of Homicide

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Janet Foster

**Availability:** This course is available on the BSc in Language, Culture and Society, BSc in Social Policy and Sociology and BSc in Sociology. This course is not available as an outside option. This course is available with permission to General Course students.

**Course content:** This half-unit course examines patterns of homicide in different contemporary societies with different social and political contexts (for example, Russia, Jamaica, USA, Colombia, South Africa, and Britain) and the explanations for their contrasting homicide incidence. We explore the differences between fictional representations of murder and its actualities both in terms of type/prevalence, as well as investigative practices. The importance of class, gender and race in patterns of homicide victimisation are explored, as well as the experiences of victims' families and the significance of murder in contemporary society.

**Teaching:** 30 hours of workshops in the LT.

#### Course Outline

**1. Introduction:** What is homicide? Definitions and the issues associated with them. Different types of homicide and global variations. The issues and problems associated with researching homicide.

**2. Sherlock Holmes and CSI:** The impact of crime fiction and the media in perceptions of homicide

**3. Patterns of homicide:** Using case studies from different countries and different social and political contexts (e.g. Russia, Jamaica, USA, Colombia, South Africa, and Britain) we explore different patterns of homicide and explanations for these patterns.

**4. Gender and homicide:** Exploring the public/private dimensions of homicide and differential risk

**5. Race and homicide:** Homicide disproportionately affects Black and minority ethnic victims yet this receives relatively little sociological attention. We explore these patterns of homicide and the reasons for it.

#### 6. Reading week

**7. Investigating homicide:** How do homicide investigations work? What are the issues associated with self-solver and 'who-dunnit' investigations? What issues affect the likelihood of perpetrators being caught?

**8. Homicide perpetrators:** Why do homicides occur and what do we know about perpetrators?

**9. Living a life sentence:** the experiences of murder victims' families.

## 10. Presentations

**11. Synthesis:** The sociological significance of homicide

**Formative coursework:** Students will be expected to produce 1 piece of coursework in the LT.

Students are expected to read, and prepare in advance, for each of the workshops. Students must complete either a 1,500 word essay, or a poster, to be submitted in week 8, on one of the topics covered in weeks 2-5 of the course.

**Indicative reading:** Allsop, C. (2018) *Cold Case Reviews: DNA, Detective Work and Unsolved Major Crimes* Oxford: Oxford University Press

Brookman, F et al (2017) *The Handbook of Homicide* Chichester:Wiley

Brookman, F (2005) *Understanding Homicide* London: Sage

Innes, M (2003) *Investigating Homicide* Oxford: Oxford University Press

Leovy, J (2015) *Ghettoside: investigating a homicide epidemic* London: Random House

Pridemore, W (2005) 'Social structure and homicide in post-Soviet Russia' *Social Science Research* Vol. 34 (4) pp732-756

Morris, P and Graycar, A (2011) 'Homicide through a different lens' *British Journal of Criminology* Vol. 51 (5) pp823-838

*Policing and Society* (2013) Vol. 23, No. 3 Special Issue on homicide

UNODC (2013) *Global Study on Homicide: Trends/Context/Data* United Nations Office on Drugs and Crime

Wilson, D (2009) *A History of British Serial Killing* London: Sphere

**Assessment:** Essay (100%, 3000 words) in the ST.

The essay length is between 2,500-3000 words.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the first Wednesday of Summer Term.

## S0236 Half Unit Not available in 2022/23

### Urban Society

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr David Madden STC.S209

**Availability:** This course is available on the BSc in Language, Culture and Society and BSc in Sociology. This course is not available as an outside option. This course is available with permission to General Course students.

This course is not available as a first year option.

This course has a limited number of places (it is capped). Places are allocated on a first come first served basis.

**Course content:** This course is an introduction to urban sociology and urban studies. The course is organised around a set of key concepts for developing a critical understanding of urban space today. These key concepts may include terms such as community, public space, infrastructure, displacement, segregation, multiculturalism, informality or social movements. The course will draw on a variety of texts that illuminate and interrogate city life from a variety of sociological perspectives, so in addition to academic studies, students will analyse planning reports, historical documents, first-person literary essays, and other representations of the urban experience.

**Teaching:** This course is delivered through a combination of lectures, seminars and online materials totalling a minimum of 20 hours in LT.

Reading Weeks: Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students will be expected to produce 1 essay in the LT.

Formative coursework will be due by the start of week 7. It will consist of writing a short 500 word essay asking students to take an original photograph and use it as the basis for a reflection on one of the key concepts explored in class. This reflection will serve to prepare students for their summative essay.

**Indicative reading:**

• Wirth, Louis. 1938. "Urbanism as a Way of Life." *American Journal*

- of Sociology 44 (1): 1-24.
- Gans, Herbert J. 1962. "The Community." Pp 104-119 in *The Urban Villagers: Group and class in the life of Italian-Americans*. Free Press.
  - Atkinson, Rowland. 2003. "Domestication by Cappuccino or a Revenge on Urban Space? Control and empowerment in the management of public spaces." *Urban studies* 40.9 (2003): 1829-1843.
  - Anderson, Elijah. 2004 "The Cosmopolitan Canopy." *The Annals of the American Academy of Political and Social Science* 595 (1): 14-31.
  - Back, Les, and Shamser Sinha. 2016. "Multicultural Conviviality in the Midst of Racism's Ruins." *Journal of Intercultural Studies* 37.5 (2016): 517-532.
  - Caldeira, Teresa P. R. 1996. "Fortified Enclaves: The new urban segregation." *Public Culture* 8 (2): 303-328.
  - Simone, AbdouMalik. 2004. "People as Infrastructure: Intersecting fragments in Johannesburg." *Public Culture* 16 (3): 407-429.
  - Garbin, David, and Gareth Millington. 2012. "Territorial Stigma and the Politics of Resistance in a Parisian Banlieue: La Courneuve and beyond." *Urban Studies* 49 (10): 2067-2083.
  - Mattern, Shannon. 2018. "Community Plumbing: How the hardware store orders things, neighborhoods, and material worlds." *Places Journal*, July.
  - Nicholls, Walter J. 2008. "The Urban Question Revisited: The importance of cities for social movements." *International Journal of Urban and Regional Research* 32 (4): 841-859
  - Appadurai, Arjun. 2001. "Deep Democracy: Urban governmentality and the horizon of politics." *Environment and Urbanization* 13 (2): 23-43.

These texts are examples of the articles and books from sociology and urban studies that the course will examine. The course will also analyse texts from various other urban-oriented fields and genres.

**Assessment:** Exam (70%, duration: 2 hours) in the summer exam period.

Essay (20%, 1500 words) and class participation (10%) in the LT.

There will be three summative assessments: a final exam, a short essay, and participation in seminars.

Final exam at the end of the term: 70%

Short illustrated essay (1500 words) on one of the concepts

explored in class, due in week 11: 20%

Seminar participation: 10%

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## SO237 Half Unit

### Racial Borderscapes

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Suzanne Hall STC.S203

**Availability:** This course is available on the BSc in Language, Culture and Society and BSc in Sociology. This course is not available as an outside option. This course is available with permission to General Course students.

This course has a limited number of places (it is capped). Places are allocated on a first come first served basis.

This course is not available as a 1st year option.

**Course content:** This course explores the relationship between the racialised migration systems and the everyday life of borders. By working with the frame of 'borderscapes' this course provides opportunities to explore the spatial production of racialised borders across national, urban and intimate scales. The course critically examines border regimes by engaging in sociological and spatial perspectives. We will analyse how concepts such as 'sovereignty', 'citizenship', 'race' and 'illegality' are spatialised, bringing these into dialogue with formations such as camps, domestic interiors and workplaces. Through these spaces we will also explore practices of cultural debordering and political resistance that occur through the everyday and the commonplace. Our learning process is enlivened through student presentations and writing workshops.

**Teaching:** This course is delivered through a combination of

lectures, classes, workshops and online materials totalling a minimum of 20 hours in LT.

There will be student group presentations in seminars across most weeks and a writing workshop in Week 10.

Students on this course will have a Reading Week in Week 6, in line with departmental policy.

**Formative coursework:** Students will be expected to produce 1 essay in the LT.

1,000-1,500 word formative essay to be submitted in Week 7 of Lent Term.

The formative classwork ranges from brief in-class writing exercises, to a short formative essay on which one-to-one written feedback is given, to a writing workshop where selected formative essays are shared to focus discussion on key writing techniques and approaches.

**Indicative reading:** Bhattacharyya, Gargi. *Rethinking racial capitalism: Questions of reproduction and survival*. Rowman & Littlefield International, 2018.

Çağlar, Ayse, and Nina Glick Schiller. *Migrants and city-making: Dispossession, displacement, and urban regeneration*. Duke University Press, 2018.

De Genova, Nicholas P. "Migrant "illegality" and deportability in everyday life." *Annual review of anthropology* 31, no. 1 (2002): 419-447.

Gupta, Monisha Das. *Unruly immigrants: Rights, activism, and transnational South Asian politics in the United States*. Duke University Press, 2006.

Gilroy, Paul. *There ain't no black in the Union Jack*. Routledge, 1987.

Hall, Suzanne. *The migrant's paradox: Street livelihoods and marginal citizenship in Britain*. University of Minnesota Press, 2021.

Jones, Hannah, Yasmin Gunaratnam, Gargi Bhattacharyya, and William Davies. *Go home?: The politics of immigration controversies*. Manchester University Press, 2017.

Khalaf, Abdulhadi, Omar AlShehabi, and Adam Hanieh. *Transit states: Labour, migration and citizenship in the Gulf*. Pluto Press, 2015.

Landau, Loren Brett, Kaajal Ramjathan-Keogh, and Gayatri Singh. *Xenophobia in South Africa and problems related to it*. Johannesburg: Forced Migration Studies Programme, University of the Witwatersrand, 2005.

Mezzadra, Sandro, and Brett Neilson. *Border as Method, or, the Multiplication of Labor*. Duke University Press, 2013.

Valluvan, Sivamohan. *The clamour of nationalism: Race and nation in twenty-first-century Britain*. Manchester University Press, 2019.

Yuval-Davis, Nira, Georgie Wemyss, and Kathryn Cassidy. *Bordering*. John Wiley & Sons, 2019.

Walia, Harsha. *Border and rule: global migration, capitalism, and the rise of Racist nationalism*. Haymarket Books, 2021.

**Assessment:** Essay (80%, 3000 words) in the ST.

Group presentation (20%) in the LT.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the first Tuesday of Summer Term.

Attendance at all classes and submission of all set coursework is required.

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## SO240 Half Unit

### Crime, Deviance and Control

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Ioanna Gouseti STC S105a

**Availability:** This course is available on the BSc in Language, Culture and Society and BSc in Sociology. This course is not available as an outside option. This course is available with permission to General Course students.

This course has a limited number of places (it is capped). Places are allocated on a first come first served basis.

This course cannot be taken with SP271 Psychology of Crime and Criminal Justice or SO210 Crime, Deviance and Control.

**Course content:** This course encourages students to think about and debate some of the major issues in the sociology of crime and crime control. We explore the social construction of crime and deviance; key factors that shape patterns, perspectives and experiences of crime and crime control, including gender, race and ethnicity, and the media. The main objective is to develop a holistic perspective on some of the key topics of criminological scholarship.

**Teaching:** 10 hours of lectures and 10 hours of classes in the LT. 1 hour of classes in the ST.

**Formative coursework:** Students are required to complete one piece of formative assessment.

**Indicative reading:** There is no set text for this course. The following is useful introductory reading that includes topics covered on the course:

- Carrabine E et al (2016) *Criminology: A Sociological Perspective*
- Downes, D & Rock, P (2011, 4th Edition) *Understanding Deviance*
- Liebling, A et al, (2017, 5th Edition) *The Oxford Handbook of Criminology*
- Tierney, J (2018, 4th Edition) *Criminology: Theory and Context*
- Walklate, S (2016) *Criminology: The Basics*

**Assessment:** Essay (70%, 3000 words) in the ST.

Group presentation (30%) in the LT.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the third Tuesday of Summer Term.

Attendance at all classes and submission of all set coursework is required.

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## S0244 Half Unit

### The Sociology of Race and Empire

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Hakan Sandal-Wilson STC S217

**Availability:** This course is available on the BSc in Language, Culture and Society and BSc in Sociology. This course is not available as an outside option. This course is available with permission to General Course students.

This course has a limited number of places (it is capped). Places are allocated on a first come first served basis.

**Course content:** The course provides an introduction to theoretical, historical and contemporary debates around race, racism and empire. It covers the following thematic areas: **history; theory; experience; futurism.**

We begin by exploring the historical events and contemporary afterlives that have created a world structured by racism and colonialism. From the Enlightenment to nationalism; from science to secularism, we look at how this world came to be, and why these often-hidden histories matter. We then look at different ways people have tried to understand this world. Theoretical paradigms include anticolonial theory, the Black Radical Tradition, Queer theory, Trans\* theory, and postcolonial theory, decoloniality and settler colonialism, among others. The third block looks at the everyday experiences of race and empire. From the food we eat to the way we travel, we will see that race and empire are never far from the scene. We look at the politics around tourism, climate change, technology, intimacy, movement and food to unpack the very minute and not-so-minute ways race and empire seep into and structure our daily lives. We end the course by thinking about abolition as a means of imagining a future free of racism.

**Teaching:** This course is delivered through a combination of lectures/seminars and online materials totalling a minimum of 20 hours in MT.

Reading Weeks: Students on this course will have a reading week in MT Week 6, in line with departmental policy.

**Formative coursework:** One formative essay (1500 words) due in Week 7 of MT.

**Indicative reading:** Cesaire, A. 1955. *Discourse on Colonialism*. Grove Press.

Said, E., 1978. *Orientalism: Western representations of the Orient*. Pantheon.

Steinmetz, G., 2013. *Sociology and empire*. Duke University Press.

Fanon, F., 1963. *The wretched of the earth*. Grove Press.

Mills, C.W., 2014. *The racial contract*. Cornell University Press.

Davis, A.Y., 2011. *Women, race, & class*. Vintage.

Mohanty, C.T., 1988. Under Western eyes: Feminist scholarship and colonial discourses. *Feminist review*, (30), 61-88.

Sharpe, C., 2016. *In the wake: On blackness and being*. Duke University Press.

Wekker, G., 2016. *White innocence: Paradoxes of colonialism and race*. Duke University Press.

Collins, P.H., 2002. *Black feminist thought: Knowledge, consciousness, and the politics of empowerment*. Routledge.

**Assessment:** Essay (80%, 3000 words) in the LT.

Presentation (20%) in the MT.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the submission day. Assessed essay due Thursday of Week 1 in LT.

Attendance at all classes and submission of all set coursework is required.

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## S0248 Half Unit

### Gender and Society

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Hakan Sandal-Wilson STC S217

**Availability:** This course is available on the BSc in Language, Culture and Society and BSc in Sociology. This course is not available as an outside option. This course is available with permission to General Course students.

This course has a limited number of places (it is capped). Places are allocated on a first come first served basis.

**Course content:** The course will explore the meaning of gender in contemporary society. It considers gendered relations of power and the articulation of gender with other kinds of social difference such as race, class and sexuality. A variety of theoretical perspectives will be applied to a number of substantive issues of contemporary concern.

Indicative topics are: gender and sexuality; the body; violence; sex work; representation.

**Teaching:** 10 hours of lectures and 10 hours of classes in the LT, with 2 hours in the ST.

Reading Weeks: Students on this course will have a reading week in LT Week 6, in line with departmental policy.

**Formative coursework:** Students will be expected to prepare one piece of formative assessment.

**Indicative reading:** S Ahmed, *Living a Feminist Life*, Durham and London: Duke University Press, 2017

C Mohanty, *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity*, Durham Duke University Press, 2003

A Clarke and D Haraway (Eds.), *Making Kin not Population*, Chicago: Prickly Paradigm Press, 2018

A Davis, *Are Prisons Obsolete?* New York: Seven Stories Press, 2003

J Halberstam, *Trans: A Quick and Quirky Account of Gender Variability*, Berkeley, CA: University of California Press, 2018

A Kafer, *Feminist, Queer, Crip*, Bloomington, IN: Indiana University Press, 2013

C Thompson, *Making Parents*, Cambridge, MA: MIT Press, 2005

R Ray, J Carlson, A Andrews (Eds.), *The Social Life of Gender*, Thousand Oaks, CA: Sage, 2017

A more detailed reading list will be provided at the beginning of the course.

**Assessment:** Take-home assessment (100%) in the ST.

Attendance at all classes and submission of all set coursework is required

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**S0302****The Sociological Dissertation****This information is for the 2022/23 session.****Teacher responsible:** Prof Fran Tonkiss STC S205 and Dr Suki Ali STC S307**Availability:** This course is compulsory on the BSc in Sociology. This course is not available as an outside option nor to General Course students.**Pre-requisites:** Students undertaking this course need to have completed the first two years of the BSc in Sociology.**Course content:** The dissertation takes the form of an independent research project of 10,000 words on a sociological topic of the students' choosing, developed in consultation with their Academic Mentor. The dissertation process includes reviewing relevant literature on the topic of study, formulating a viable and sociologically-relevant research problem, collecting and analysing primary and/or secondary data (such as a case study, data set, fieldwork observations, corpus of texts, survey results or interviews), and writing up an independent analysis based on this research.

Students' work on the dissertation is supervised in small-group and individual tutorials with their Academic Mentor over MT and LT. The Dissertation process is supported by a series of compulsory group workshops in the MT and LT which focus on research project design. The workshops cover topics such as identifying a sociological problem for investigation, constructing a bibliography, research ethics, research access, data collection, data analysis and writing up.

**Teaching:** 7 hours and 30 minutes of seminars in the MT. 6 hours of seminars in the LT.

Seminars will be structured as follows: 5 x 1.5 hour seminars in the MT. 4 x 1.5-hour seminars in the LT.

5 x 1.5-hour small-group tutorials with Academic Mentors in MT. 2 x individual supervisions with Academic Mentors plus drop-in sessions in LT.

Reading Weeks: Students on this course will have a reading week in MT Week 6 and LT Week 6, in line with departmental policy.

**Formative coursework:** One piece of formative coursework in the MT.**Assessment:** Dissertation (90%, 10000 words) in the ST. Research proposal (10%) in the MT.**Assessment Particulars:**

Research proposal (10%, 2,000 words): An electronic copy of the research proposal to be uploaded to Moodle no later than 4.00pm on the last Thursday of Michaelmas Term.

Dissertation (90%, 10,000 words): Two hard copies of the dissertation, with submission sheets attached to each, to be handed in to the Sociology Hub, STC.S116, no later than 4.00pm on the second Thursday of Summer Term. An additional electronic copy to be uploaded to Moodle no later than 4.00pm on the same day. Both hard copies and electronic copies must be submitted on time to avoid any late submission penalties.

Attendance at all classes and submission of all set coursework is required.

**S0309 Half Unit Not available in 2022/23****Atrocity and Justice****This information is for the 2022/23 session.****Teacher responsible:** Dr Claire Moon STC S109**Availability:** This course is available on the BSc in Language, Culture and Society, BSc in Social Policy and Sociology and BSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to General Course students. Sociology students will be given priority.

This course cannot be taken in conjunction with IR312 Genocide. This course is capped.

**Pre-requisites:** No specific pre-requisites, but this is open only to

2nd and 3rd year students in Sociology and other programmes. It is not available as a 1st year option.

**Course content:** The course will cover a number of issues relevant to the study of atrocity and justice for atrocity. It looks at the social construction of atrocities, the Genocide Convention, structural approaches to understanding genocide (modernity, democracy and colonial rule), the perpetrators, victims and witnesses of atrocity, the problem of denial of state crimes, historical injustices in Australia, Canada and the US, forensic investigations of atrocity, retributive and restorative approaches to justice for atrocity, truth commissions and war crimes tribunals.**Teaching:** This course is delivered through a combination of lectures, seminars and online materials totalling a minimum of 20 hours in the LT, with 2 hours in the ST.

Reading Weeks: Students on this course will have a reading week in LT Week 6, in line with departmental policy.

**Formative coursework:** 1 x formative essay of 1500 words.**Indicative reading:** Arendt, Hannah (1994) *Eichmann in Jerusalem: A Report on the Banality of Evil* (New York: Penguin Books)  
Bauman, Zygmunt (1989) *Modernity and the Holocaust* (Cambridge: Polity)Browning, Christopher (1992) *Ordinary Men: Reserve Police Battalion 101* (New York: HarperCollins):Cohen, Stan (2001) *States of Denial* (Cambridge: Polity Press)Hacking, Ian (1999) *The Social Construction of What?* (Cambridge: Harvard University Press)Jones, Adam (2011) *Genocide: A Comprehensive Introduction*, 2nd edition (London: Routledge)Wilson, Richard (2001) *The Politics of Truth and Reconciliation in South Africa: Legitimizing the Post-Apartheid State* (Cambridge: Cambridge University Press).**Assessment:** Take-home assessment (100%) in the ST.

Attendance at all classes and submission of all set coursework is required.

**S0310 Half Unit****The Sociology of Elites****This information is for the 2022/23 session.****Teacher responsible:** Prof Michael Savage STC S210**Availability:** This course is available on the BSc in Language, Culture and Society and BSc in Sociology. This course is not available as an outside option. This course is available with permission to General Course students.

This course has a limited number of places (it is capped). Places are allocated on a first come first served basis.

**Pre-requisites:** No specific pre-requisites, but this course is not available as a first year option.**Course content:** In the early 21st century, there is a new fascination with the super-rich, the 1%, the 'elites'. This course therefore aims to expose students to the challenges and excitements of studying this small but very significant social class, using cutting edge research on recent trends as well as important older studies.**Teaching:** This course is delivered through a combination of lectures, seminars and online materials totalling a minimum of 20 hours in the MT, with a revision session in ST.

Reading Weeks: Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students will be expected to produce 1 essay in the MT.

Formative assessment will be through a 2000 word essay to be handed in on the Monday of Week 7, directly after Reading Week. Students will also be asked to give presentations in seminars, and informal feedback will be given on these.

**Indicative reading:**

- Piketty, T., (2014), *Capital in the 21st Century*, Boston, Harvard UP.
- Khan, S., (2010), *Privilege*, Princeton, Princeton UP.
- Dorling, D., (2014), *Inequality and the 1%*, London, Verso.
- Savage, M., and Williams, K., (eds) (2008), *Remembering Elites*,



Oxford, Blackwells.

• Scott, J., (1982), *The Upper Class*, Macmillan.

**Assessment:** Exam (50%, duration: 2 hours) in the summer exam period.

Essay (50%, 2000 words) in the LT.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the first Wednesday of Lent Term. Attendance at all classes and submission of all set coursework is required.

## S0311 Half Unit Law and Violence

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Ayca Cubukcu STC.S113

**Availability:** This course is available on the BSc in Language, Culture and Society and BSc in Sociology. This course is not available as an outside option. This course is available with permission to General Course students.

This course is not available to first and second year students.

**Course content:** *Law and Violence* is an intensive introduction to key theoretical texts that can inform a nuanced understanding of the controversial yet crucial nexus between law and violence. What is the relationship between law and violence? Are they mutually exclusive forms of human action? Is it a paradox that law employs violence in claiming to prevent or circumscribe the latter? Is it a contradiction that violence is often the means to establish or change the law? We will consider these questions within historical contexts of the nation-state and the global legal order.

**Teaching:** This course is delivered through seminars totalling 25 hours in LT.

This course requires the practice of close reading. We will not read in large quantities. However, students are expected to engage with the assigned texts deeply, paying special attention to the presuppositions of the authors and the structures of their argumentation, identifying the weaknesses and the strengths of their theoretical constructions. By the end of the course, students are expected to make the assigned texts speak with and against each other. Students in this course will have a reading week in week 6.

**Formative coursework:** Students will be expected to produce 1 essay and 1 other piece of coursework in the LT.

Essay abstract (max 800 words) to be submitted in class in week 7. Students will get detailed feedback on their abstracts.

**Indicative reading:** Giorgio Agamben, *Homo Sacer: Sovereign Power and Bare Life*. Stanford Uni. Press. 1995.

Antony Anghie, *Imperialism, Sovereignty and the Making of International Law*. Cambridge University Press. 2005.

Talal Asad, "Thinking About Just War and Terrorism," in *Cambridge Journal of Foreign Affairs*.

Talal Asad, *On Suicide Bombing*, Columbia University Press. 2007.

Hannah Arendt, *Eichmann in Jerusalem*. Penguin Press. 1963.

Walter Benjamin, "Critique of Violence" in *Reflections*, Schocken Books. 2002 [1929].

Jacques Derrida, "Force of Law: The 'Mystical Foundations of Authority'" in *Deconstruction and the Possibility of Justice*. Drucilla Cornell, Michel Rosenfeld, David Gray Carlson, eds. Routledge. 1992.

Michel Foucault, *Society Must Be Defended*. Picador. 2003 [1976].

Georges Sorel, *Reflections on Violence*. Dover. 2004 [1908]

Carl Schmitt, *Political Theology*. The MIT Press. 1985 [1922].

Recommended:

Carl Schmitt, *The Nomos of the Earth*. Telos Press. 2003 [1950].

**Assessment:** Essay (90%, 4000 words) in the ST.

Class participation (10%) in the LT.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the first Tuesday of Summer Term.

Attendance at all classes and submission of all set coursework is required.

## S0312 Half Unit Work, Inequality and Society

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Patrick McGovern STC.S110

**Availability:** This course is available on the BSc in Language, Culture and Society, BSc in Social Policy and Sociology and BSc in Sociology. This course is not available as an outside option. This course is available with permission to General Course students.

**Pre-requisites:** No specific pre-requisites, but this course is only open to 2nd and 3rd year students in Sociology and on the programmes specified. It is not available as a 1st year option.

**Course content:** Sociological perspectives on cross-national differences in employment and social inequality.

Theoretical perspectives on inequality; gender in the labour market; occupational segregation; the 'glass ceiling'; immigrant employment; race, ethnicity and discrimination; social class at work; class reproduction in elite firms; the rise of wage inequality; and income inequality in the mass media.

**Teaching:** This course is delivered through a combination of lectures/seminars, online materials and classes totalling a minimum of 20 hours in LT.

Reading Weeks: Students on this course will have a reading week in LT Week 6, in line with departmental policy.

**Formative coursework:** 1,500 word essay due in Week 8 of LT.

**Indicative reading:** W. Bottero, W. (2018) *A Sense of Inequality*;

Friedman, S. and Laurison, D. (2020) *The Class Ceiling*;

Tilly, C. & C. Tilly (1998) *Work Under Capitalism*;

Grusky, D. (2014) (4th ed) *Social Stratification*;

McGovern, P. et al. (2007) *Market, Class, and Employment*;

Padavic, I. & Reskin, B. (2002) *Women and Men at Work*;

Payne, G. (ed.) (2013) *Social Divisions*;

L. Platt, L. (2011) *Understanding Inequalities*;

D. Tomaskovic-Devy, D. and D. Avent-Holt (2018) *Relational Inequalities*.

Further reading will be detailed in the course syllabus.

**Assessment:** Essay (90%, 3000 words) in the ST.

Class participation (10%) in the LT.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the submission day. Assessed essay due Tuesday of Week 1 in ST.

Attendance at all classes and submission of all set coursework is required.

## S0313 Half Unit Material Culture and Everyday Life

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Leili Sreberny-Mohammadi STC S313

**Availability:** This course is available on the BSc in Language, Culture and Society, BSc in Social Policy and Sociology and BSc in Sociology. This course is not available as an outside option. This course is available with permission to General Course students.

This course has a limited number of places (it is capped). Places are allocated on a first come first served basis.

This course is not available as a first year option.

**Course content:** The course focuses on how 'things' enter into and mediate everyday social relations and practices. Students will consider all aspects of the social life of things, from design and production through use, consumption and everyday practices. This will allow them to address a range of long-standing theoretical and political concerns within sociology such as the role of objects and materiality in social life; social organizations of objects and exchange, such as consumer culture; design, technology and innovation; and the socio-political status of 'everyday life' itself. At the same time, there will be a strong methodological emphasis: not just how do we study objects in everyday life, but how might such studies impact on social research more generally.

The course will rely heavily on case studies. After mapping out central traditions in material culture studies, the course will

focus on 2-3 strategically chosen objects to explore analytical and methodological issues (eg, mobile phones, water, bicycles, food, supermarkets, etc). Cross-cultural differences will be raised throughout but at least one of the cases will be predominantly focused on major global difference.

**Teaching:** This course is delivered through a combination of lectures, seminars and online materials totalling a minimum of 20 hours in the LT.

Reading Weeks: Students on this course will have a reading week in LT Week 6, in line with departmental policy.

**Formative coursework:** Students will be expected to produce 1 essay in the LT.

1,500 word essay, due after reading week, in which students are asked to analyse an object from the standpoint of one of the theoretical perspectives introduced in the course. They will additionally submit a short research outline (probably 1-2 A4 sides) on which they can base their work towards the summative assessment.

**Indicative reading:**

- Drazin, A. & Küchler, S. (eds.) (2015) *The social life of materials: Studies in materials and society*. Bloomsbury Academic, London.
- Gunn, W., Otto, T. & Smith, R. C. (2013) *Design anthropology: Theory and practice*. Bloomsbury Academic, London.
- Latour, B. (2005) *Reassembling the Social: An Introduction to Actor-Network-Theory*. Oxford: Oxford University Press.
- Lury, C. (2011) *Consumer culture*, 2nd ed. Polity, Cambridge.
- Miller, D. (2008) *The comfort of things*. Polity, Cambridge.
- Molotch, H. (2003) *Where Stuff Comes From: How Toasters, Toilets, Cars, Computers and Many Other Things Come to Be as They Are*. New York and London: Routledge.
- Shove, E., M. Hand, J. Ingram and M. Watson (eds.) (2007) *The Design of Everyday Life*. Oxford: Berg.

**Assessment:** Research report (100%) in the ST.

A 3,000 word research report on an object of the student's choosing in which they are asked to address a clear list of considerations such as design, material properties, social practices and uses, methodological questions and so on.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the first Thursday of Summer Term.

Attendance at all classes and submission of all set coursework is required.

## SO348 Half Unit

### Family Diversity and Change

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Ursula Henz STC S100B

**Availability:** This course is available on the BSc in Language, Culture and Society and BSc in Sociology. This course is not available as an outside option. This course is available with permission to General Course students.

This course has a limited number of places (it is capped). Places are allocated on a first come first served basis.

**Course content:** The course introduces students to the area of family sociology, focusing on contemporary families and intimate relationships in Britain and other Western societies. It provides theoretical and empirical perspectives on a range of topics, including single parent families and post-divorce families; non-heterosexual families; intimate partnerships; parenting; transnational families.

**Teaching:** 20 contact hours in the MT.

Reading Weeks: Students on this course will have a reading week in MT Week 6, in line with departmental policy.

**Formative coursework:** Students are required to complete one formative essay.

**Indicative reading:**

- Treas, Judith, Scott, Jacqueline & Richards, Martin (eds.) (2014) *The Wiley Blackwell Companion to The Sociology of Families*, Chichester, West Sussex: Wiley Blackwell - covers many aspects

of the course.

Other recommended readings include:

- Chambers, Deborah & Gracia, Pablo (2022): *A Sociology of Family Life*. 2nd Edition. Cambridge: Polity Press.
- Lareau, Annette (2011): *Unequal Childhoods. Class, Race and Family Life*. University of California Press: Berkeley, Los Angeles, London.
- Smart, Carol & Neale, Bren (1999): *Family Fragments?* Cambridge: Polity Press.
- Smart, Carol, Neale, Bren & Wade, Amanda (2001): *The Changing Experience of Childhood: Families and Divorce*. Cambridge: Polity Press.
- Allan, Graham; Crow, Graham & Sheila Hawker (2011) *Stepfamilies*. New York: Palgrave Macmillan.

**Assessment:** Coursework (10%) in the MT.

Take-home assessment (90%) in January.

The first assessment, a reading diary (10%), is due on Wednesday of Week 11 of Michaelmas Term.

An electronic copy of the reading diary, to be uploaded to Moodle, no later than 4.00pm on the submission day.

Attendance at all classes and submission of all set coursework is required.

## SP100

### Understanding International Social and Public Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Isabel Shutes OLD.2.58

**Availability:** This course is compulsory on the BSc in International Social and Public Policy, BSc in International Social and Public Policy and Economics and BSc in International Social and Public Policy with Politics. This course is not available as an outside option nor to General Course students.

**Course content:** The course introduces students to the study and practice of international social and public policy. It considers how societies organise to address social needs, with reference to academic and policy debates across the so-called global North and South.

In the first half of the course (Michaelmas Term), you will develop your understanding of how welfare systems have developed and of the institutions and actors involved in different contexts across the world, including the state, market, civil society and families.

In the second half (Lent Term), you will consider the challenge of inequality and how different approaches in social policy, involving those institutions and actors, can redress or reinforce inequalities.

**Teaching:** Courses in Social Policy follow the Teaching Model outlined on the following page: <https://www.lse.ac.uk/social-policy/Current-Students/teaching-in-the-department-of-social-policy> All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Michaelmas and/or Lent terms". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course.

This course is taught in both MT and LT.

**Formative coursework:** Students are expected to participate actively in course activities and to complete two formative assignments.

**Indicative reading:** Artaraz, K. and Hill, M. (2016) *Global Social Policy: Themes, Issues and Actors*. Basingstoke: Palgrave Macmillan.

Daly, M. (2011) *Welfare*. Cambridge: Polity.

Garland, D. (2016) *The Welfare State: A Very Short Introduction*. Oxford: Oxford University Press.

Kabeer, N., Cook, S. (2000) 'Revisioning social policy in the South: challenges and concepts', *IDS Bulletin*, 31: 4, 1-18.

Lewis, D. (2017) 'Should we pay more attention to South-North learning?', *Human Service Organisations: Management, Leadership and Governance*, 41: 4, 327-331.

Ikemura Amaral, A., Jones, G., Nogueira, M. (2020) 'Brazil's so-called 'invisibles' will need more than resilience to redress the unequal impacts of COVID-19 | LSE Latin America and Caribbean', LSE blogs <https://blogs.lse.ac.uk/latamcaribbean/2020/05/14/brazils-so-called-invisibles-will-need-more-than-resilience-to-redress-the-unequal-impacts-of-covid-19/>

**Assessment:** Online assessment (80%) in the ST. Group assignment (20%) in the MT.

## SP101

### Foundations of Social Policy Research

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Lucinda Platt (OLD.2.25)

**Availability:** This course is compulsory on the BSc in International Social and Public Policy, BSc in International Social and Public Policy and Economics and BSc in International Social and Public Policy with Politics. This course is not available as an outside option nor to General Course students.

**Course content:** This course is concerned with two questions that are essential to the study of social and public policy. First, *how do we know* what policies are needed, how they are experienced and whether they are effective? And second, *how is this knowledge used*: how (if at all) does it feed into the policy process and improve policies and outcomes?

SP101 aims to equip students to become informed consumers of research, able to read and evaluate research outputs that use a range of different approaches and methods to address questions in social and public policy. Students will be encouraged to think critically about the way that knowledge is constructed, about the nature of expertise, and about the influence of values and positionality on knowledge production. They will learn to assess the validity of claims made on the basis of research studies that use a range of different methods. The course will also explore the way evidence is used in policy making and in public discourse. The course provides the foundations for students to become active researchers themselves in later stages of the BSc ISPP degrees, preparing them for the second year research methods course and for their third year dissertation.

**Teaching:** Courses in Social Policy follow the Teaching Model outlined on the following page: <https://www.lse.ac.uk/social-policy/Current-Students/teaching-in-the-department-of-social-policy> All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Michaelmas and/or Lent terms". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course. This course is taught in both MT and LT.

**Formative coursework:** Students will be expected to produce 1 essay in the MT and 1 essay in the LT.

The essay in MT will be a short article critique (500 words), with a longer essay (1,000 words) due in LT.

Students will receive feedback on both to help them build towards their final essay.

Students will also make and receive feedback on a group presentation in MT, which will provide the basis for their assessed blogpost.

Assessed quizzes as well as other class activities will provide further opportunities for students to check their learning.

**Indicative reading:** Becker, S., Bryman, A. and Ferguson (2012) *Understanding Research for Social Policy and Social Work: Themes, Methods and Approaches*. 2nd Edition. London: Policy Press.

Bryman, A. (2012) *Social Research Methods*, 4th edition. Oxford

University Press.

Della Porta, D. and Keating, M. (2008) *Approaches and Methodologies in the Social Sciences*. Cambridge: CUP.

Gilbert, N. (2008) *Researching Social Life* 3rd ed. London: Sage.

Hill Collins, P. and Bilge, S. (2016) *Intersectionality (Key Concepts)*. London: Polity Press.

Howard, C. (2017) *Thinking Like a Political Scientist*. Chicago, IL: University of Chicago Press.

Parkhurst, J. (2017) *The Politics of Evidence: From evidence based policy to the good governance of evidence*. Abingdon, Oxon: Routledge.

**Assessment:** Essay (80%, 2000 words) in the ST and quiz (20%) in the LT.

Two forms of assessment will make up the overall grade for the course.

There will be two in-class quizzes on key terms and concepts during Lent Term; the better of the two quiz scores will count towards the grade (20%)

Students will submit a 2,000 essay in Summer Term (80%).

## SP110

### Sociology and Social Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Thomas Biegert OLD.2.54

**Availability:** This course is available on the BSc in International Social and Public Policy, BSc in International Social and Public Policy with Politics, BSc in Politics and BSc in Politics and International Relations. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Places on this course are limited and priority is given to Social Policy students in the first instance. If places remain available once Social Policy students have been accommodated, they will be offered on a first come first served basis to students from outside the Department.

This course is not available to third year students.

**Pre-requisites:** -

**Course content:** This course introduces students to sociological ideas and thinking and how they link to key social policy issues. The course is organised around six major social policy concerns : gender inequalities; ethnic and racial inequalities; class mobility and stratification; educational opportunity and inequality; social networks and social segregation; neighbourhood deprivation and housing.

These are related to key classical and contemporary theoretical perspectives and concepts that have been used to describe and explain them, such as occupational segregation, discrimination, cultural and social capital, institutions, socialisation, identity and belonging, and intergenerational transmission of status, values and resources.

The sociological understanding of the underlying reasons for the various dimensions of social inequality inform the critical analysis of social policies that aim to tackle them.

**Teaching:** Courses in Social Policy follow the Teaching Model outlined on the following page: <https://www.lse.ac.uk/social-policy/Current-Students/teaching-in-the-department-of-social-policy> All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Michaelmas and/or Lent terms". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course.

This course is taught in both MT and LT.

**Formative coursework:** Students will be expected to produce 1 essay in the MT and 1 piece of coursework in the MT and LT.

One essay in MT



Two worksheets (one in MT, one in LT)

**Indicative reading:** The course will draw on three core texts, as well as academic journal articles:

David Grusky, D. and Szelenyi, S. (eds.) 2011 *The Inequality Reader: Contemporary and Foundational Readings in Race, Class, and Gender*. 2nd Edition. Westview Press Oxford University Press  
Payne, G. (ed.) 2013 *Social Divisions*. Third Edition. Palgrave Macmillan

Platt, L. 2019 *Understanding Inequalities: Stratification and Difference*. 2nd Edition. Polity Press.

For those unfamiliar or without a background in Sociology, the following text provides useful background: Fulcher, J. and Scott, J. (2011) *Sociology*, 4th Edition.

**Assessment:** Essay (40%, 1500 words) in the LT.  
Online assessment (60%) in the ST.

## SP111

### Social Economics and Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Stephen Jenkins OLD.2.29

**Availability:** This course is available on the BSc in International Social and Public Policy, BSc in International Social and Public Policy with Politics, BSc in Politics, BSc in Politics and International Relations and BSc in Psychological and Behavioural Science. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

Places on this course are limited and priority is given to Social Policy students in the first instance. If places remain available once Social Policy students have been accommodated, they will be offered on a first come first served basis to students from outside the Department.

This course is not available to third year students.

**Pre-requisites:** No prior knowledge of economics is required.

**Course content:** This course provides an introduction to the economics of social policy and the economics of income distribution. The course begins by introducing basic economic concepts and principles and discussing their application to different social policy areas, including childcare, education, health care, social care, housing and the environment. Key concepts include supply, demand and elasticities, externalities and market failure, private insurance and social insurance.

The course goes on to analyse the distribution of household income, poverty and inequality, labour market earnings, and unemployment. It covers concepts such as human capital and productivity, and labour market discrimination, and looks at a range of policies, including minimum wage legislation, taxation, and the social security system.

Throughout, the course emphasises the importance of understanding political goals in assessing the effectiveness or justice of economic and social policies, and seeks to encourage students to draw on both theory and empirical evidence in addressing its core questions.

The course uses charts but is taught without mathematics and is designed to be suitable both for students with no prior knowledge of economics and for those who have taken A level economics. SP111 provides an introduction to the economics of social policy. We focus on real-world applications relevant to social and public policy and consider the strengths and weaknesses of conventional economic thinking. It is a full-year course. The course is designed to be accessible and stimulating for students of all backgrounds. We use charts and diagrams at times, but not maths or equations.

**Teaching:** Courses in Social Policy follow the Teaching Model outlined on the following page: <https://www.lse.ac.uk/social-policy/Current-Students/teaching-in-the-department-of-social-policy> All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Michaelmas and/or Lent

terms". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course.

This course is taught in both MT and LT.

**Formative coursework:** Students will be expected to complete exercises as required for classes, and write three formative essays during the course of the year.

**Indicative reading:** J Le Grand, C Propper & R Robinson, *The Economics of Social Problems*, 4th Edition, Palgrave, 2008  
R Lipsey and A Crystal, *Economics*, 14th edition, OUP, 2020 (or earlier edition)

N Barr, *Economics of the Welfare State*, 6th Edition, OUP 2020 (or earlier edition)

H Glennerster, *Understanding the Cost of Welfare*, 3rd edition. The Policy Press, 2017

J Hills, *Good Times, Bad Times: The Welfare Myth of Them and US*, revised edition, The Policy Press, 2017

A B Atkinson, *Inequality: What Can Be Done?* Harvard University Press, 2015.

**Assessment:** Online assessment (100%) in the ST.

## SP112

### Politics of Social Policy Making

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Liam Beiser-McGrath (OLD.2.50)

**Availability:** This course is available on the BSc in International Social and Public Policy and BSc in International Social and Public Policy with Politics. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students. This course is not available to third year students.

**Course content:** The course introduces students to the way in which social and public policies are developed. It aims to provide tools to understand how policies are produced through political disagreement and negotiations and how policies reflect different needs and problems voiced by groups in societies. It focuses on the ways in which policy processes and decision making can be analysed. The course focuses on different models that are used in the analyses of policy processes in different international contexts. Furthermore, it links different analytical approaches to policy processes with political considerations of how political problems are framed and how policy goals are established. The course looks at these issues from the perspective of different actors and the ways in which different actors interact with each other within policy processes. The course brings together critical analytical frameworks for policy processes with empirical problems (cases). The course enables students to understand that policy processes are both about understanding society and shaping it. Furthermore, it introduces students to the various policy actors, including international actors and how these actors work together within socio-political and economic constraints. It also highlights the importance of identifying and understanding the different value positions and the associated negotiations that underwrite policy processes.

**Teaching:** Courses in Social Policy follow the Teaching Model outlined on the following page: <https://www.lse.ac.uk/social-policy/Current-Students/teaching-in-the-department-of-social-policy> All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Michaelmas and/or Lent terms". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course. This course is taught in both MT and LT. The course is taught in a combined Lecture/Workshop format.

**Formative coursework:** Students will be expected to produce 4



exercises and 2 presentations in the MT and LT.

Students will be expected to produce 4 x short commentaries on specific questions and 2 presentations in the MT and LT. The best 3 of 4 commentaries will make up part of their summative assessment.

Students will be working in groups which will present short in-class exercises. Through group work and the feedback they will get throughout MT and the LT they will receive support for their poster preparations and presentations.

**Indicative reading:** Fischer, Frank (2010) *reframing Public Policy: Discursive Politics and Deliberative Practices*. London: OUP.

Hoppe, Robert (2011) *The Governance of Problems: Puzzling, Powering and Participation*. Bristol: Policy Press.

Kingdon, J. (1995) *Agendas, alternatives and public policies*, NY: Longman.

Ostrom, Elinor (2015) *Governing the Commons: the Evolution of Institutions for Collective Action*. London: CUP.

Pawson, Ray (2013) *The Science of Evaluation*. London: Sage.

Stone, Deborah (2012) *Policy Paradox: The Art of Political Decision Making*. NY: Norton.

**Assessment:** Coursework (30%, 500 words) in the MT and LT.

Presentation (25%, 500 words) in the LT.

Report (45%) in the ST.

We will assess students at three stages:

- 4 short policy commentaries on specific questions which will be completed across the year. Students will get feedback on each and, the best of these will be taken as their 30% coursework mark
- Students will be put into groups in MT to choose a policy area of interest and use it to link analytical discussions from the class to their own analysis of a particular policy implemented in that field. Each group is expected to produce (with the support of their teachers) a poster to discuss their analysis and to present to the class during LT. This exercise (both the production and presentation) will contribute to 25% of their overall mark
- Students will write a short report on their presentation and on the feedback they receive on their contribution to the poster. This is due in ST and will be the final 45% of their overall mark for the course.

## SP200

### Comparative and International Social Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Timo Fleckenstein OLD.2.60

**Availability:** This course is compulsory on the BSc in International Social and Public Policy, BSc in International Social and Public Policy and Economics, BSc in International Social and Public Policy with Politics and BSc in Social Policy and Sociology. This course is not available as an outside option nor to General Course students.

**Pre-requisites:** This course is only available to students who have completed Understanding International Social and Public Policy (SP100).

**Course content:** The course introduces the comparative method in social policy research as well as the main analytical approaches to understanding social policy developments. It provides an overview of social policies in different areas of the world and enables students to identify global pressures on national policy environments.

The course also examines the impact of key international and supranational institutions on social policy-making. It investigates the welfare and work nexus from a comparative perspective.

**Teaching:** Courses in Social Policy follow the Teaching Model outlined on the following page: <https://www.lse.ac.uk/social-policy/Current-Students/teaching-in-the-department-of-social-policy> All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Michaelmas and/or Lent terms". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/

seminars. Further information will be provided by the Course Convenor in the first lecture of the course.

This course is taught in both MT and LT.

**Formative coursework:** Students are expected to submit three pieces of formative written work throughout the academic year and are expected to read for and prepare contributions to class discussion each week.

**Indicative reading:** K Armingeon & G Bonoli (Eds), *The Politics of Post-Industrial Welfare States* (2006)

F Castles, *The Future of the Welfare State* (2004)

J Clasen, *Reforming European Welfare States* (2004)

B Deacon, *Global Social Policy and Governance* (2007)

I Gough & G Wood (Eds), *Insecurity and Welfare Regimes in Asia, Africa and Latin America* (2004)

L Hantrais, *Social Policy in the European Union* (2007)

J Lewis, *Work-Family Balance, Gender and Policy* (2009)

P Taylor-Gooby (Ed), *New Risks, New Welfare* (2005).

**Assessment:** Online assessment (100%) in the ST.

## SP201

### Research Methods for Social Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Shuang Chen OLD.2.55

**Availability:** This course is compulsory on the BSc in International Social and Public Policy, BSc in International Social and Public Policy and Economics, BSc in International Social and Public Policy with Politics and BSc in Social Policy and Sociology. This course is not available as an outside option nor to General Course students.

**Pre-requisites:** Students must have completed Foundations of Social Policy Research (SP101).

**Course content:** This course introduces students to tools used by scholars and practitioners in the study of social policy, focusing on their application to addressing research questions and policy issues in various disciplines and contexts. The course is aimed at helping students transform from a consumer to a producer of research. Through various hands-on activities, students will gain first-hand experience of a research process from start to finish, and, subsequently, build confidence and competence for conducting independent dissertation research in the third year. In the process, students will develop life-long problem-solving and analytical skills not only essential for working in the field of social policy but also highly valued by and transferable to other sectors.

This course is divided into two parts. SP201.2 in MT focuses on research design and qualitative methods. SP201.1 in LT focuses on quantitative methods, including statistical programming using STATA.

By the end of the course, you will be able to:

- 1 Formulate your own research question
- 2 Propose appropriate data and methods to answer the question
- 3 Recognise ethical issues in social research and address them in research design and conduct
- 4 Conduct qualitative research, including collecting data from in-depth interviews, analysing the data, and writing up the results
- 5 Apply basic statistical methods to quantitative data and interpret the results

**Teaching:** The course combines two elements:

#### SA201.2 Research Methods for Social Policy

##### SA201.1 Data Analysis for Social Policy

Courses in Social Policy follow the Teaching Model outlined on the following page: <https://www.lse.ac.uk/social-policy/Current-Students/teaching-in-the-department-of-social-policy>

All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>)

which specifies a "minimum of two hours taught contact time per week when the course is running in the Michaelmas and/or Lent terms". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/ seminars. Further information will be provided by the Course Convenor in the first lecture of the course.

This course is taught in both MT and LT.

**Formative coursework:** Students will be expected to produce 1 project in the MT and 1 presentation and 1 problem sets in the LT. 1 A qualitative research plan, including 160 completed ethics forms. By completing this assessment and receiving feedbacks, you will be prepared to begin fieldwork. Importantly, you are required to obtain approval of your ethics forms before you are allowed to conduct any interviews.

2 Poster presentation. Students will make a poster presenting their qualitative research project, including preliminary findings.

3 A problem set. The problem set will follow a similar format as the summative quantitative take-home test.

The first two formative assessments are designed to help students succeed on the first summative assessment (i.e., a qualitative research project). The third formative assessment is linked to the summative quantitative take-home test.

**Indicative reading:** Weiss, Robert S. *Learning from strangers:*

*The art and method of qualitative interview studies.* Simon and Schuster, 1995.

Imai, Kosuke, and Lori D. Bougher. *Quantitative Social Science: An Introduction in Stata.* Princeton University Press, 2021.

**Assessment:** Project (50%) and take-home assessment (50%).

The summative assessments for this course consist of two components, each worth 50% of the final mark.

1 A qualitative research project. For this assessment, you will design 160 an independent qualitative research project, 160 collect qualitative data, analyse the data, write up and discuss the findings. 160

2 A quantitative take-home test. The test will resemble a problem set and require students to analyse a given dataset. 160

## SP210

### Development and Social Change

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Robtel Neajai Pailey OLD.2.53

**Availability:** This course is available on the BSc in International Social and Public Policy, BSc in International Social and Public Policy and Economics, BSc in International Social and Public Policy with Politics and BSc in Social Policy with Government. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

**Course content:** SP210 introduces students to the interrelationship between social and public policies with a particular emphasis on the so-called 'Global South'. It focuses on the ways in which different countries organise their policy processes and institutions to achieve their objectives in relation to inequality and poverty. The course invites students to think about how 'development' might be considered a taken-for-granted process of 'amelioration' or a constantly negotiated process of 'transformation' in both the so-called 'Global South' and 'Global North'; how socio-economic needs are identified, focused, and addressed or ignored in different settings; who can and cannot participate in policy processes and why; and what are the historical, political and social determinants of these processes in different places.

The course is designed to link research/theory to policy and practice. In addition, it introduces students to various policy actors and the ways in which they work together within specific socio-political and economic constraints. The course rigorously links theoretical analysis with empirical enquiry and highlights the importance of identifying and understanding different value positions that underwrite policy thinking.

SP210 is taught from a Critical Development Studies (CDS) lens of analysis, primarily because CDS is concerned with analysing systemic changes needed to achieve economic, social and environmental justice (ie, non-mainstream, alternative development) in the same way that social policy interventions are intended to enhance well-being, particularly of the most marginalised in societies across the globe.

**Teaching:** Courses in Social Policy follow the Teaching Model outlined on the following page: <https://www.lse.ac.uk/social-policy/Current-Students/teaching-in-the-department-of-social-policy> All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Michaelmas and/or Lent terms". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course.

This course is taught in both MT and LT.

**Formative coursework:** Students will be expected to produce two pieces of formative coursework.

**Indicative reading:**

- Long, N. (2001) *Development Sociology: Actor Perspectives.* New York: Routledge.
- Midgely, J., Surender, R. and Alfes, L. (eds) *Handbook of Social Policy and Development.* Cheltenham and Northampton: Edward Elgar Publishing.
- Mkandawire, T. (ed) (2004) *Social Policy in a Development Context.* Geneva: UNRISD.
- Sen, A. (1999) *Development as Freedom.* Oxford: Oxford University Press.
- Veltmeyer, H. and Bowles, P. (eds) (2021) *The Essential Guide to Critical Development Studies* (2nd edition). Abingdon, Oxon: Routledge.

**Assessment:** Essay (40%, 2000 words) in the LT.

Online assessment (30%) in the ST.

Class participation (30%) in the MT and LT.

## SP230

### Education Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Anne West OLD.2.30

**Availability:** This course is available on the BSc in International Social and Public Policy, BSc in International Social and Public Policy and Economics, BSc in International Social and Public Policy with Politics, BSc in Social Policy and Sociology and BSc in Social Policy with Government. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

**Course content:** This course provides an introduction to the main issues in educational policy. It draws on interdisciplinary research literature and has a comparative and international focus. The course aims to show how major concepts used in social policy can be applied to the study of education, for example, equality of opportunity, equity and the distribution of resources.

Issues to be addressed include: policy goals of education; historical development of education and the role of the state in provision and funding; the impact of social characteristics on educational outcomes (class, gender, ethnicity and 'race'); education of children with special educational needs and disabilities; financing education; private schooling; privatisation and the changing role of the state; early years education; school-based education; post-compulsory education including higher education; education systems in comparative perspective and education regimes, decentralisation and devolution. Not all of these issues are covered as separate weekly topics.

**Teaching:** Courses in Social Policy follow the Teaching Model outlined on the following page: <https://www.lse.ac.uk/social-policy/Current-Students/teaching-in-the-department-of-social-policy> All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Michaelmas and/or Lent terms". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/

seminars. Further information will be provided by the Course Convenor in the first lecture of the course.

This course is taught in both MT and LT.

**Formative coursework:** There will be three pieces of formative work for students to complete:

One formative essay in MT

One formative essay in LT

One mock online assessment essay in LT.

**Indicative reading:** Some introductory texts are recommended: Arthur, J., Peterson, A. (eds) (2011) *The Routledge Companion to Education*. London: Routledge.

Lauder, H., Brown, P., Dillabough, J., Halsey, A.H. (eds) (2006) *Education, Globalization and Social Change*. Oxford: Oxford University Press.

Specialist reading lists for each topic will be provided.

**Assessment:** Online assessment (100%) in the ST.

## SP231 Not available in 2022/23

### Poverty, Inequality, and Social Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Amanda Sheely OLD.2.52

**Availability:** This course is available on the BSc in Economic History and Geography, BSc in Environment and Development, BSc in International Social and Public Policy, BSc in International Social and Public Policy and Economics and BSc in International Social and Public Policy with Politics. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

**Course content:** This course aims to introduce students to issues surrounding the ways that social policy understands, measures, and seeks to ameliorate poverty and other forms of social disadvantage throughout the life course. Specific policies include: redistribution, basic income guarantees, early childhood education, education, work activation policies, and social care. This course draws primarily on examples from the United Kingdom, the United States, and Western Europe.

**Teaching:** Courses in Social Policy will follow the Teaching Model which has been adopted by the Department of Social Policy during the period of the pandemic. This is outlined HERE: <https://www.lse.ac.uk/social-policy/Current-Students/teaching-in-the-department-of-social-policy>

This course will be taught through a combination of either a recorded lecture plus a follow-up Q and A session or a 'live' on-line lecture; and classes/seminars of 1-1.5 hours (with size and length of classes/seminars depending on social distancing requirements).

Further information will be provided by the Course Convenor in the first lecture of the course.

**Formative coursework:** As preparation for the first summative essay, which is a book review, students will be asked to write a film review following the same format as the summative.

For the second summative essay, students will prepare and present a one-page outline of their policy critique.

**Indicative reading:** A detailed list will be provided at the start of the session.

H Dean & L Platt (2016) *Social Advantage and Disadvantage* Oxford University Press

J Hills (2014). *Good Times, Bad Times: The Welfare Myth of Them and Us* Policy Press

AB Atkinson (2015) *Inequality: What Can Be Done?* Harvard University Press

S.P. Jenkins (2011) *Changing Fortunes: Income Mobility and Poverty Dynamics in Britain* Oxford University Press

T. Shildrick, R. MacDonald, C. Webster, & K Garthwaite (2010). *The Low-Pay, No-Pay Cycle: Understanding Recurrent Poverty* Joseph Rowntree Foundation.

**Assessment:** Essay (60%, 2000 words) in the ST.

Essay (40%, 1500 words) in the LT.

Summative assessment for this course comprises two essays.

The first essay, which takes the format of a book critique is worth 40% of the mark and is due in Lent Term.

The second essay is a policy evaluation. This essay is worth 60% of the mark and is due in Summer Term.

## SP232

### Health and Social Care Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Tania Burchardt 32L 3.30

**Availability:** This course is available on the BSc in International Social and Public Policy, BSc in International Social and Public Policy and Economics, BSc in International Social and Public Policy with Politics, BSc in Social Policy and Sociology and BSc in Social Policy with Government. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

**Course content:** The course equips students with the concepts, tools and knowledge to understand the challenges of health and social care policy in the 21st century, in the differing contexts of the UK and other rich countries, and in low- and middle-income countries. In the wake of the coronavirus pandemic, this feels more important than ever.

In the first term, we consider the fundamental aims of health and social care policy, including for example health and well-being, health inequalities by ethnicity and social class, public health and health promotion, and health as a human right. We then examine policy approaches and healthcare regimes across different country contexts, including the strengths and weaknesses of different models of healthcare financing, public and private.

In the second term, we move on to think about how to bring about change - both change in people's behaviour through regulation, 'nudge' and incentives, and change in health and social care systems, including an examination of the role played by global pharmaceutical and healthcare companies, and the potential for reform. We investigate the role that evaluations of health and social care play in shaping policy change. Finally, we turn to specific groups and needs, including for example the challenges of mental health policy, child protection, and healthcare needs of sexual minorities.

**Teaching:** Courses in Social Policy follow the Teaching Model outlined on the following page: <https://www.lse.ac.uk/social-policy/Current-Students/teaching-in-the-department-of-social-policy>

All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Michaelmas and/or Lent terms". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course.

This course is taught in both MT and LT.

**Formative coursework:** Students will be expected to produce 1 essay in the MT and 1 essay in the LT.

One essay following a class task or presentation. This is compulsory.

One essay and two essay plans using the same format as the summative assessment. This is encouraged, but optional.

**Indicative reading:** There is no course textbook. A list of selected texts and readings will be included in the reading lists for each week.

Yaya S, Yeboah H, Charles CH, et al (2020), Ethnic and racial disparities in COVID-19-related deaths: counting the trees, hiding the forest, *BMJ Global Health*; 5:e002913

Wouters O, Shadlen K, Salcher-Konrad, M et al (2021), Challenges in ensuring global access to COVID-19 vaccines: production, affordability, allocation, and deployment, *The Lancet*, Volume 397, Issue 10278, Pages 1023-1034

World Health Organization (2017) Tracking universal health coverage: 2017 Global Monitoring Report  
 Valéry Ridde, Ludovic Queuille & Marame Ndour (2014) Nine misconceptions about free healthcare in sub-Saharan Africa, *Development Studies Research*, 1:1, 54-63

**Assessment:** Online assessment (100%) in the ST.  
 Students will be asked to write essays from a selection of questions addressing a range of topics covered in the course. This will be a take-home, open-book, online assessment.

## SP271 Not available in 2022/23

### Psychology of Crime and Criminal Justice

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Michael Shiner OLD.2.34

**Availability:** This course is available on the BSc in International Social and Public Policy, BSc in International Social and Public Policy and Economics, BSc in International Social and Public Policy with Politics and BSc in Social Policy and Sociology. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

This course cannot be taken with SO210 Crime, Deviance and Control or SO240 Crime, Deviance and Control.

**Course content:** The course examines the contribution that psychology has made to our understanding of crime and criminal justice. It explores what psychological theory and research have to tell us about the causes of crime and the ways in which we respond to such behaviour.

Particular attention is paid to the development of individual criminality and criminal careers; drug and alcohol related crime; varieties of criminal behaviour including violence, sexual crime and stalking; mental disorder and crime; victims and victimisation; public attitudes towards punishment; public confidence in the criminal justice system; prejudice and discrimination; organisational dynamics and institutional change; offender profiling and criminal investigation; eye witness testimony and legal decision making; rehabilitation and imprisonment.

**Teaching:** Courses in Social Policy will follow the Teaching Model which has been adopted by the Department of Social Policy during the period of the pandemic. This is outlined HERE: <https://www.lse.ac.uk/social-policy/Current-Students/teaching-in-the-department-of-social-policy>

This course will be taught through a combination of either a recorded lecture plus a follow-up Q and A session or a 'live' on-line lecture; and classes/seminars of 1-1.5 hours (with size and length of classes/seminars depending on social distancing requirements).

Further information will be provided by the Course Convenor in the first lecture of the course.

**Formative coursework:** One essay per term (MT and LT)

**Indicative reading:** J.R. Adler and J.M.Gray, *Forensic Psychology: Concepts, Debates and Practice*, 2010

PB Ainsworth, *Psychology and Crime: Myths and Reality*, 2000

J.Brown and E.Campbell, *The Cambridge Handbook of Forensic Psychology*, 2010

C.R. Hollin, *Psychology and Crime: An Introduction to Criminological Psychology*, 2013

J McGuire, *Understanding Psychology and Crime*, 2004

F. Pakes and J. Winstone, *Psychology and Crime: Understanding and Tackling Offending Behaviour*, 2007.

**Assessment:** Online assessment (100%) in the ST.

## SP314 Half Unit

### Ethnicity, Race and Social Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Coretta Phillips OLD.2.28

**Availability:** This course is available on the BSc in International Social and Public Policy, BSc in International Social and Public Policy and Economics and BSc in International Social and Public Policy with Politics. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students. This course is only available to 3rd Year undergraduates.

**Course content:** The overarching theme of the course is to examine and explain the distribution of resources, opportunities and life chances of different social groups categorised by their ethnicity and race, while also considering how individual experience is mediated through other dimensions of identity such as social class, gender, and faith/religion. The course proceeds through conceptualising core notions of race, ethnicity, racism, discrimination, before examining questions around migration, citizenship, and belonging, integration, multiculturalism, and interculturalism. It then moves to examining inequalities in key social policy domains (settlement and housing, education, employment, and criminal justice) and assesses different policy approaches to ameliorate racialised inequalities, including positive action, affirmative action, diversity approaches, cultural competence/sensitivity/intelligence, and minority-only service provision. It uses an array of case studies in lectures and in classes/readings from all regions of the world with a mix of high, middle, and low-income contexts.

**Teaching:** 15 hours of lectures and 15 hours of classes in the MT.

**Formative coursework:** Students will be expected to produce 1 essay in November.

**Indicative reading:** While there is no set text for this course, those listed below are general textbooks and edited collections which are strongly recommended for background reading, although many have a primary British focus:

- Williams, F. (2021) *Social Policy: A Critical and Intersectional Analysis*. Oxford: Polity.
- Rattansi, A. (2020) *Racism: A Very Short Introduction*. Second Edition. Oxford: Oxford University Press.
- Tajmazinani, A. A. (2021) *Social Policy in the Islamic World*. Basingstoke: Palgrave Macmillan.
- Murji, K. (2017) *Racism, Policy and Politics*. Bristol: Policy Press.
- Jivraj, S. and Simpson, L. (eds) (2015) *Ethnic Identity and Inequalities in Britain: the Dynamics of Diversity*. London: Policy Press.
- Sangeeta, C., Atkin, K., Craig, G. and Flynn, R. (2019) *Understanding 'Race' and Ethnicity: Theory, History, Policy, Practice*. Second Edition. Bristol: Policy Press.
- Bhattacharyya, G, et al. (2021) *Empire's Endgame: Racism and the British State*. London: Pluto Press.
- Bulmer, M. and Solomos, J. (ed.) (1999) *Racism*. Oxford: Oxford University Press.
- Back, L. and Solomos, J. (eds.) (2022) *Theories of Race and Racism: A Reader*. 3rd Edition. London: Routledge.

**Assessment:** Essay (100%, 2500 words) in the LT.

## SP331 Half Unit

### Sexuality, Everyday Lives and Social Policy in Developing Countries

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Timothy Hildebrandt OLD 2.56

**Availability:** This course is available on the BSc in International Social and Public Policy, BSc in International Social and Public Policy and Economics, BSc in International Social and Public Policy with Politics and BSc in Social Policy with Government. This course is available as an outside option to students on other programmes



where regulations permit. This course is available with permission to General Course students.

This course is only available to third year undergraduate students.

**Course content:** This course aims to analyse and understand the way social policies deploy sexuality categories in regulating everyday life in developing countries, both in its public and private manifestations.

Sexuality is a central part of human experience. Institutions created to deal with human life/wellbeing have considered sexuality as one of the reference points from which to regulate social relations. Perceptions on sexuality are formed in the intersection of socio-political, historical processes and everyday practises in particular societies. Particular perceptions of sexuality in turn influence the way people negotiate access to resources to address their wellbeing.

In some central areas of social policy sexuality is used as one of the sorting mechanisms (in addition to gender, race among various other categories) to establish entitlements for resources (social, political and economic). In this regard social policy is both informed by perceptions on sexuality and in turn social policy acts as a mechanism of social reproduction of these perspectives impacting people's lives. And while globally high profile cases and rights abuses related to sexuality are important, a narrow global policy focus on these overlooks how more embedded and diverse social policy practices related to sexuality are impacting people's lives in many developing countries.

This course aims to explore sexuality and its importance for social policy for developing countries. It aims to consider social policy and particular interventions in their historical contexts, as a way of unpacking the construction of sexuality in the intersection of colonialism, gender, race, class and international policy frameworks in developing countries.

The course also aims to interrogate the relationship between particular social policy prescriptions developed in most industrialized welfare societies and the way some of these are transferred to developing countries. The major concern of the analysis is to bring out the perceptions of sexuality that underwrite these policies and how these interact with existing perceptions of sexualities and their performances (identities, desires and bodily practices) in multiple developing country contexts. These policy areas include, among others, discussions of rights, entitlements, citizenship, same-sex marriage, sexually transmitted disease, HIV/AIDS, family policies, migration/border controls, criminality and employment-related policies.

**Teaching:** Courses in Social Policy follow the Teaching Model outlined on the following page: <https://www.lse.ac.uk/social-policy/Current-Students/teaching-in-the-department-of-social-policy> All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Michaelmas and/or Lent terms". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course.

This course is taught in LT.

The course will be delivered in Lent term.

**Formative coursework:** Students will be expected to produce 1 essay in the LT.

Students will be required to apply their understanding of both theoretical frameworks and issues related to sexualities and social policies in a formative essay.

**Indicative reading:**

- Aggleton, P., Boyce, P. and Moore, H. (2012) *Understanding Global Sexualities*. New Frontiers. London: Routledge;
- Butler, J. (1990) *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge;
- Canaday, M. (2009) *The Straight State: Sexuality and Citizenship*. Princeton university Press; Cornwall, A., Corrêa, S. and Jolly, S. (2008)
- *Development with a Body: Sexuality, Human Rights and Development*. London: Zed Book;

- Correa, S., Petchesky, R. and Parker, R. (2008) *Sexuality, Health and Human Rights*. London: Routledge;
- De La Dehesa, R. (2012) *Queering the Public Sphere in Mexico and Brazil: Sexual Rights Movements in Emerging Democracies*. Duke University Press;
- Reid, G. and Walker, L. (2005) *Men Behaving Differently: South African Men since 1994*. Doubleday books;
- Richey, L. A. (2008) *Population Politics and Development: From the policies to the Clinics*. London: Palgrave;
- Stoler, A. L. (2002) *Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule*. University of California Press;
- Tamale, S. (2011) *African Sexualities: A Reader*. Pambazuka Press.

Additional readings for each week are available on Moodle.

**Assessment:** Policy memo (100%) in the ST.

## SP332 Half Unit

### Social Security Policies

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Iva Tasseva OLD.2.35

**Availability:** This course is available on the BSc in International Social and Public Policy, BSc in International Social and Public Policy and Economics, BSc in International Social and Public Policy with Politics, BSc in Social Policy and Sociology and BSc in Social Policy with Government. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

This course is only available to third year undergraduate students.

**Course content:** The course analyses the purpose, design and impact of social security policies, meaning policies that protect and support household income at times when income from the labour market does not suffice. The need for social security arises both from demographic factors that affect nearly everyone during their life course - childhood, parenthood, old age - and from risk factors that end up affecting only some - unemployment, sickness and disability.

The course takes a comparative approach, examining differences in the design of social security policies across welfare regimes and drawing on examples from different countries. Students will develop an understanding of the challenges and trade-offs that arise in designing social security policies to meet multiple goals, will further their knowledge about the ways systems function in practice, and will develop the tools for assessing the structure and effectiveness of social security in any given country. The course will consider how successfully social security systems are adapting to meet the challenges of the twenty-first century, including an ageing population, migration, and the changing nature of employment brought about by rapid technological change. The course will also look at the role of social security in protecting household incomes in times of crisis, such as the Covid-19 pandemic.

Most of the examples in the lectures and readings relate to higher- and middle-income countries, but many of the issues covered are also relevant in countries where social security systems are less developed. Students will be encouraged to further their understanding of social security in their country of origin, or another country of their choice, and to draw on this knowledge in classes.

**Teaching:** Courses in Social Policy follow the Teaching Model outlined on the following page: <https://www.lse.ac.uk/social-policy/Current-Students/teaching-in-the-department-of-social-policy>. All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Michaelmas and/or Lent terms". Social Policy courses are predominantly taught through a combination of in-person lectures and in-person classes. This course is taught in Lent Term.

Further information will be provided by the Course Convenor in the first lecture of the course.

**Formative coursework:** Students will write one essay during LT, and will receive feedback in preparation for the summative assessment.

**Indicative reading:**

- R Walker (2005) *Social Security and Welfare: Concepts and Comparisons*. Open University Press.
- J Hills (2015) *Good Times, Bad Times: The Welfare Myth of Them and Us*. The Policy Press.
- J Millar and R Sainsbury (2018) (eds) *Understanding Social Security*, Third Edition. The Policy Press.
- P Spicker (2011) *How Social Security Works: An introduction to benefits in Britain*. The Policy Press
- J Kvist et al (2012) *Changing Social Equality: The Nordic Welfare Model in the 21st Century*. The Policy Press.
- N Barr and P Diamond (2009) *Pension Reform: A Short Guide*. Oxford University Press.
- M Frolich et al (2015) *Social Insurance, Informality and Labor Markets: How to Protect Workers While Creating Good Jobs*. Oxford University Press.

An extended reading list will be provided, with specific readings for each week's topic.

**Assessment:** Essay (100%, 2500 words) in the LT.

The essay will require students to demonstrate their ability to apply the knowledge and understanding they have gained on the course to evaluate the design and impact of policies in different countries.

## SP333 Half Unit

### NGOs, Social Policy and Development

This information is for the 2022/23 session.

**Teacher responsible:** Dr Timothy Hildebrandt OLD.2.56

**Availability:** This course is available on the BSc in International Social and Public Policy, BSc in International Social and Public Policy and Economics, BSc in International Social and Public Policy with Politics, BSc in Social Policy and Sociology and BSc in Social Policy with Government. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

This course is only available to third year undergraduate students.

**Course content:** While the study of social and public policy has traditionally been concerned with actions taken by governments, the wider non-governmental sector is increasingly recognised as playing a key role. This course focuses on both international and local 'non-governmental organizations' (NGOs) that have emerged around the world to address a wide range of social, political and environmental concerns. It offers a critical perspective on NGOs in the context of development and social policy, covering both theoretical and policy issues. The focus is on two main inter-related themes: how NGOs serve as vehicles through which citizens organise, and how NGOs are instruments through which states, businesses and funding agencies pursue their interests. Most of the examples in the lectures and the readings will relate to the Global South, but many of the issues covered are also relevant in rich industrialised countries. Topics covered include definitions and history of NGOs; the changing policy contexts in which development NGOs operate; conceptual debates around 'civil society' and third sector; competing theoretical perspectives on NGOs; the domestic, international and global dimensions of non-governmental action; shifting relationships with other policy actors; service delivery and advocacy roles; international humanitarianism; challenges of NGO legitimacy and accountability; resource dilemmas; voluntarism and volunteering; and NGO organisational growth and change.

**Teaching:** Courses in Social Policy follow the Teaching Model outlined on the following page: <https://www.lse.ac.uk/social-policy/Current-Students/teaching-in-the-department-of-social-policy> All teaching will be in accordance with the LSE Academic Code

(<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Michaelmas and/or Lent terms". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course.

This course is taught in MT.

**Formative coursework:** Students will write one essay (1500 words) during Michaelmas Term, and will receive written feedback in preparation for the summative assessment.

**Indicative reading:** Banks, Nicola, David Hulme, Michael Edwards (2015) 'NGOs, states, and donors revisited: still too close for comfort?' *World Development*, Volume 66, pp.707–718.

Keck, M. E. & Sikkink, K. (1998) *Activists Beyond Borders: Advocacy Networks in International Politics*. Cornell University Press.

Lewis, David (2014) *Non-Governmental Organisations, Management and Development*. Routledge.

Schuller, M. (2012) *Killing with Kindness: Haiti, International Aid, and NGOs*. Rutgers University Press.

Swidler, Ann and Susan Cotts Watkins (2016) *A Fraught Embrace: The Romance and Reality of AIDS Altruism in Africa*. Princeton University Press.

Wallace, Tina, Fenella Porter and Mark Ralph-Bowman (eds. 2013) *Aid, NGOs and the Realities of Women's Lives: A Perfect Storm*. Practical Action Publishing.

**Assessment:** Essay (100%, 3000 words) in the LT.

## SP335 Half Unit

### Migration: Current Research, Critical Approaches

This information is for the 2022/23 session.

**Teacher responsible:** Prof Lucinda Platt OLD.2.25

**Availability:** This course is available on the BSc in International Social and Public Policy, BSc in International Social and Public Policy and Economics, BSc in International Social and Public Policy with Politics and BSc in Social Policy with Government. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

This course is only available to third year undergraduate students.

**Course content:** This interdisciplinary course addresses contemporary global migration issues with reference to both developing and developed country contexts and to different patterns and forms of migration. The course examines the relationship between migration and social and public policies, including the implications for how migrants and migration are conceptualised, for inequalities in the movement of people, for welfare systems, and for the impacts of migration in countries of origin and destination. It draws on current approaches to researching migration, and considers the implications of those approaches.

**Teaching:** Courses in Social Policy follow the Teaching Model outlined on the following page: <https://www.lse.ac.uk/social-policy/Current-Students/teaching-in-the-department-of-social-policy> All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Michaelmas and/or Lent terms". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course.

This course is taught in MT.

**Formative coursework:** Students will be expected to produce 1 essay in the MT.

**Indicative reading:**

- Goldin, I., Cameron, G.160 & Balarajan, M. (2012) *Exceptional*

People: How Migration Shaped Our World and Will Define Our Future, Princeton University Press. CHAPTER 1

- Shachar, A. (2009) *The Birthright Lottery: Citizenship and Global Inequality*, Cambridge MA: Harvard University Press. INTRODUCTION.
- Migali, S. and Scipioni, M. (2019) "Who's About to Leave? A Global Survey of Aspirations and Intentions to Migrate." *International Migration*, 57: 181-200.
- Laczko, F. and Aghazarm, C. (2009) *Migration, Environment and Climate Change: Assessing the Evidence*. Geneva: International Organization for Migration (IOM).
- Donato, K. et al. (2006) "A Glass Half Full? Gender in Migration Studies", *International Migration Review*, 40: 1, 3-26.
- Lee, J. et al. (2014) "The International Migration Review at 50: Reflecting on Half a Century of International Migration Research and Looking Ahead", *International Migration Review*, 48: Anniversary Issue, S3-S36.
- Ambrosini, M. and Van der Leun, J. (2015) "Implementing Human Rights: Civil Society and Migration Policies", *Journal of Immigrant & Refugee Studies*, 13:2, 103-115.
- Czaika, M. and De Haas, H. (2013) "The Effectiveness of Migration Policies", *Population and Development Review*, 39: 3, 487-508.

The reading list includes required and supplementary readings that demonstrate current debates and approaches. Readings will be complemented by podcasts, videos and interactive materials relating to the readings. A film showing will also provide an early point of reference and discussion.

**Assessment:** Essay (100%, 2000 words) in the LT.

The course is assessed by one summative assignment (100% weighting). This is a written essay that should address one question from a set provided.

The summative assignment is due at the beginning of the term following the term in which the course is taught.

## SP336 Half Unit

### Behavioural Public Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Adam Oliver Old 2.33

**Availability:** This course is available on the BSc in International Social and Public Policy, BSc in International Social and Public Policy and Economics, BSc in International Social and Public Policy with Politics, BSc in Social Policy, BSc in Social Policy and Economics, BSc in Social Policy and Sociology and BSc in Social Policy with Government. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

This course is only available to third year undergraduate students

**Course content:** The application of behavioural economics and behavioural science to public policy issues has been, and continues to be, a major theme in the policy discourse internationally. This course offers students a thorough grounding in the theory and findings that define behavioural economics, from the major violations of standard economic theory to prospect theory and the theories of human motivation. The course goes on to consider the conceptual policy frameworks that have been informed by behavioural economics, with examples – so called nudge, shove and budge policies – illustrated so as to highlight how these frameworks are applied in practice. Students will also be exposed to the different behavioural-informed schools of thought that have prescribed divergent paths for public sector governance.

The course should interest anyone who is concerned with issues pertaining to social and public policy across any sector in any country. The literature consulted in this area is necessarily multidisciplinary, principally encompassing economics, psychology, political science, policy and ethics.

**Teaching:** Lectures will cover numerous topics in behavioural public policy. Classes will then include a range of activities on each

topics, including short answer quizzes, the students' own ideas on how to develop behavioural public policies, discussion on close reading of some key texts, and small group discussions of key questions on each topic.

Courses in Social Policy follow the Teaching Model outlined on the following page:

<https://www.lse.ac.uk/social-policy/Current-Students/teaching-in-the-department-of-social-policy>

All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Michaelmas and/or Lent terms". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course. The course will be delivered in Lent term.

**Formative coursework:** Students will be expected to produce 1 piece of coursework in the LT.

**Indicative reading:** The course text is: Oliver, A. 2017. *The Origins of Behavioural Public Policy*. Cambridge: Cambridge University Press.

The above book consists of ten chapters. One chapter each week is essential reading. Additional readings will be given on the reading list, and via advice from the seminar leader.

**Assessment:** Essay (100%, 2500 words) in the ST.

## SP372 Half Unit

### Punishment and Penal Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Leonidas Cheliotis OLD 2.51

**Availability:** This course is available on the BSc in International Social and Public Policy, BSc in International Social and Public Policy and Economics, BSc in International Social and Public Policy with Politics and BSc in Social Policy with Government. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

This course is only available to third year undergraduate students.

**Course content:** This third-year course will run as a half-unit option, and will explore punishment and penal policy from a range of comparative perspectives. Focusing on Anglophone jurisdictions and the rest of the world in equal measure, the course will consider in depth a wide variety of historical and international comparative studies of punishment and penal policy, both from the field of criminology and beyond. In so doing, the course will critically examine theoretical frameworks and empirical research on such issues as:

- the forms state punishment has assumed over time and in different national and regional contexts;
- the array and relative significance of the reasons why punishment and penal policy may develop, qualitatively as well as quantitatively, in particular ways at given historical junctures and in different jurisdictions;
- the relationship between political systems and punishment, with particular reference to processes of democratisation;
- the links between penal policy and different forms of economic organisation, from preindustrial capitalism to welfare capitalism and neoliberalism; and
- the role of punishment in society as explained through psychosocial theories and research

**Teaching:** Courses in Social Policy follow the Teaching Model outlined on the following page: <https://www.lse.ac.uk/social-policy/Current-Students/teaching-in-the-department-of-social-policy> All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Michaelmas and/or Lent terms". Social Policy courses are predominantly taught through



a combination of in-person Lectures and In person classes/ seminars. Further information will be provided by the Course Convenor in the first lecture of the course

The course will be delivered in Lent term.

**Formative coursework:** Students will be expected to produce 1 essay in the LT.

**Indicative reading:** Alexander, M. (2010) *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York and London: The New Press.

Brown, M. (2009) *The Culture of Punishment: Prison, Society, and Spectacle*. New York and London: New York University Press.

Dumm, T. L. (1987) *Democracy and Punishment: Disciplinary Origins of the United States*. Madison, WI: The University of Wisconsin Press.

Garland, D. (1985) *Punishment and Welfare: A History of Penal Strategies*. Aldershot, UK: Gower.

Gottschalk, M. (2014) *Caught: The Prison State and the Lockdown of American Politics*. Princeton, NJ: Princeton University Press.

Karstedt, S. (ed.) (2009) *Legal Institutions and Collective Memories*. Oxford: Hart.

Lacey, N. (2008) *The Prisoners' Dilemma: Political Economy and Punishment in Contemporary Democracies*. Cambridge: Cambridge University Press.

McBride, K. (2007) *Punishment and Political Order*. Ann Arbor, MI: The University of Michigan Press.

Reiner, R. (2007) *Law and Order: An Honest Citizen's Guide to Crime and Control*. Cambridge: Polity.

Salvatore, R. D., Aguirre, C. and G. M. Joseph (eds) (2001) *Crime and Punishment in Latin America: Law and Society since Colonial Times*. Durham, NC: Duke University Press.

**Assessment:** Essay (100%, 3000 words) in the ST.

Student will be expected to produce an essay in the Summer Term based on one of the topics covered by the teaching across the Term, chosen from a pre-defined list of topics.

## SP374 Half Unit

### Riots, Disorder and Urban Violence

**This information is for the 2022/23 session.**

**Teacher responsible:** Tim Newburn (OLD 2.40a)

**Availability:** This course is available on the BSc in International Social and Public Policy, BSc in International Social and Public Policy and Economics, BSc in International Social and Public Policy with Politics, BSc in Social Policy and Sociology and BSc in Social Policy with Government. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

This course is only available to third year undergraduate students

**Pre-requisites:** Some familiarity with sociology and/or criminology would be an advantage, but is not a formal prerequisite. Anyone unfamiliar with criminology can find a full introduction to the subject in: Newburn, T. (2017) *Criminology*, London: Routledge, 3rd Edition. An easier, quicker overview can be found in: Newburn, T. (2019) *Criminology: A very short introduction*, Oxford: OUP

**Course content:** This course focuses on urban or collective violence, or what more colloquially tend to be referred to as 'riots'. From Hong Kong and Santiago to the Gilets Jaunes in Paris and the uprisings in America after the death of George Floyd and during the Presidential election, this is a subject of great contemporary relevance.

The course will consider the various approaches that have been taken to this subject - via history, psychology and sociology - and, focusing on particular examples, the course will examine some of the core issues in the field including: the causes and consequences of riots; psychological versus sociological explanations; the role of race/ethnicity; the impact of traditional and new social media on the nature and organisation of rioting; the role and changing nature of the policing of urban disorder; and how riots might be understood both historically and comparatively.

**Teaching:** Courses in Social Policy follow the Teaching Model outlined on the following page: <https://www.lse.ac.uk/social-policy/Current-Students/teaching-in-the-department-of-social-policy> All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Michaelmas and/or Lent terms".

Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/ seminars. Further information will be provided by the Course Convenor in the first lecture of the course.

The course will be delivered in LT

**Formative coursework:** Students will be required to write and submit one piece of formative coursework for assessment and feedback.

This will be an essay outline - in effect the outline of their summative essay, including a full introductory paragraph.

**Indicative reading:**

- Katz, J. (2016) Culture within and culture about crime: The case of the 'Rodney King riots', *Crime, Media, Culture*
- Moran, M. and Waddington, D. (2015) Recent riots in the UK and France: Causes and commonalities, *Contention*, 2, 2, 57-73
- Newburn, T. (2015) The 2011 English riots in recent historical perspective, *British Journal of Criminology*, 55, 1, 375-392
- Newburn, T. (2021) The causes and consequences of urban riot and unrest, *Annual Review of Criminology*, 4, 53-71
- Reicher, S. D. (1984) The St Pauls' riot: An explanation of the limits of crowd action in terms of a social identity model, *European Journal of Social Psychology*, 14, 1-21
- Waddington, D. (1998) Waddington Versus Waddington: Public Order Theory on Trial, *Theoretical Criminology*, 2: 373-394

**Additional reading:**

- Castells, M. (2015) The Egyptian Revolution, in Goodwin, J. and Jasper, J.M. (eds) *The Social Movements Reader*, Oxford: Blackwell
- King, M. and Waddington, D. (2006) Flashpoints revisited: a critical application to the policing of anti-globalization protest, *Policing and Society*, 15, 3, 255-282
- Marx, G. (1972) Issueless riots, in Short, J. and Wolfgang, M. (eds) *Collective Violence*, Chicago: Aldine
- Newburn, T., Cooper, K., Deacon, R. and Diski, R. (2015) 'Shopping for Free? Looting, consumerism and the 2011 riots, *British Journal of Criminology*, 55 (5): 987-1004
- Proctor, R., Crump, J., Karstedt, S., Voss, A. and Cantijoch, M. (2013) Reading the riots: what were the police doing on Twitter?, *Policing and Society*, 23, 4, 413-36
- Stott, C. and Drury, C. (2017) Contemporary understanding of riots: Classical crowd psychology, ideology and the social identity approach, *Public Understanding of Science*, 21, 1, 2-14

**Assessment:** Coursework (100%, 3000 words) in the LT.

The coursework (100%) will comprise a single summative essay. Students will have considerable input in deciding the precise focus of their individual summative work.

## SP399

### Dissertation

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Anne West OLD 2.30

**Availability:** This course is compulsory on the BSc in International Social and Public Policy, BSc in International Social and Public Policy and Economics, BSc in International Social and Public Policy with Politics, BSc in Social Policy and Sociology and BSc in Social Policy with Government. This course is not available as an outside option nor to General Course students.

**Course content:** A dissertation of 8,000 words on a topic to be approved by the candidate's Academic Mentor. The dissertation is designed to allow a detailed and thorough exploration of an area of interest to the student. It should be on a topic area within the field of the degree programme; it may involve original fieldwork, or the



analysis and appraisal of existing literature.

**Teaching:** Students will be allocated an Academic Mentor who will supervise their dissertation. In addition to individual supervision meetings, there will be compulsory workshop sessions in Michaelmas Term to help students plan and structure their work on the dissertation, as well as additional optional advice/troubleshooting sessions in Michaelmas Term. In Lent Term there will be compulsory presentation sessions: all students will be expected to make a brief presentation on their topic and will receive feedback from staff and peers. There will also be further optional advice/troubleshooting sessions during the Lent Term. Courses in Social Policy follow the Teaching Model outlined on the following page: <https://www.lse.ac.uk/social-policy/Current-Students/teaching-in-the-department-of-social-policy> All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Michaelmas and/or Lent terms". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course.

This course is taught in both MT and LT.

**Formative coursework:** Students are required to agree their dissertation title with their Academic Mentor and submit it to the Department at a date which will be set by the Department.

**Indicative reading:** Students will be expected to draw extensively from the reading they have undertaken throughout their programme of study.

Suggested reading on conducting research projects in Social Policy:

H Dean, 'Doing projects in social policy', in P Alcock, et al (Eds) *The Student's Companion to Social Policy*, Fourth Edition, Blackwell, 2012.

A Bryman, 'The nature and process of social research', in *Social Research Methods*. Oxford: Oxford University Press, pp.3-18, 2012.  
C Bhatt, 'Doing a dissertation', in C Seale (ed.) *Researching Society and Culture*, Third Edition. Thousand Oaks, CA: Sage, pp.153-78, 2012.

G Thomas, *How To Do Your Research Project*, Third Edition, London: Sage. 2017.

**Assessment:** Dissertation (100%, 8000 words) in the ST. Submission is due in ST. Precise details on date of submission, format and presentation will be issued by the Department.

## ST101 Half Unit

### Programming for Data Science

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Christine Yuen

**Availability:** This course is compulsory on the BSc in Data Science and BSc in Politics and Data Science. This course is available on the BSc in Actuarial Science, BSc in Finance and BSc in Mathematics, Statistics and Business. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students. This course has a limited number of places (it is capped) and demand is typically very high. Students who have this course as a compulsory course are guaranteed a place.

**Pre-requisites:** Although not a formal requirement, it is preferable that students have some familiarity with the basic concepts of probability and statistics, to the level of ST102/ST107 first 2 chapters (Data visualisation and descriptive statistics and probability theory).

**Course content:** The primary focus of the course is to cover principles of computer programming with a focus on data science applications.

The topic covered will include variables, basic data types, data structures and sequences, control flow structures, modularisation, functions, variable and function scoping, testing and debugging,

errors and exception handling, and data input-output operations using file systems and operating system standard input-output; principles of object-oriented programming including objects, classes, methods, encapsulation, inheritance, and polymorphism; principles of functional programming languages such as use of immutable data, flow control using functional calls and recursions; practical aspects of algorithmic concepts such as searching. The course will primarily use Python programming language, but may also discuss and provide references to how the fundamental programming concepts are implemented in other programming languages, in particular, R.

**Teaching:** This course will be delivered through a combination of classes, lectures and Q&A sessions totalling a minimum of 35 hours across Michaelmas Term. This course includes a reading week in Week 6 of Michaelmas Term.

Students are required to install Python on their own laptops and use their own laptops in the classes and lectures.

**Formative coursework:** Students will be expected to produce 8 problem sets in the MT.

The problem sets will consist of computer programming exercises in Python programming language.

**Indicative reading: Essential Reading:**

- J. V. Guttag, *Introduction to Computation and Programming using Python*, Second Edition, The MIT Press, 2017
- A. B. Downey, *Think Python: How to Think like a Computer Scientist*, 2nd Edition, O'Reilly Media, 2015

**Additional Reading:**

- W. McKinney, *Python for Data Analysis*, 2nd Edition, O'Reilly, 2017
- J. Zelle, *Python Programming: An Introduction to Computer Science*, 3rd edition, Franklin, Beedle & Associates, 2016
- M. Lutz, *Learning Python*, 5th Edition, O'Reilly Media, 2013
- M. Dawson, *Python Programming for the Absolute Beginner*, 3rd Edition, Course Technology, 2010

**Assessment:** Coursework (30%) in the MT.

Project (70%) in the period between MT and LT.

Students are required to hand in solutions to 2 problem sets using Python, each accounting for 15% of the final assessment.

The project will require students to solve some practical programming task(s), which will allow them to apply the concepts learned in the course and demonstrate their knowledge.

## ST102

### Elementary Statistical Theory

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr James Abdey COL.5.10

**Availability:** This course is compulsory on the BSc in Actuarial Science, BSc in Business Mathematics and Statistics, BSc in Data Science, BSc in Econometrics and Mathematical Economics, BSc in Finance, BSc in Financial Mathematics and Statistics, BSc in Mathematics and Economics, BSc in Mathematics with Economics, BSc in Mathematics, Statistics and Business and BSc in Politics and Data Science. This course is available on the BSc in Accounting and Finance, BSc in Philosophy and Economics and BSc in Philosophy, Politics and Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course cannot be taken with ST107 Quantitative Methods (Statistics), ST109 Elementary Statistical Theory I or ST110 Elementary Statistical Theory II.

**Pre-requisites:** A-level Mathematics.

No previous knowledge of statistics is assumed.

**Course content:** The course provides a precise and accurate treatment of introductory probability and distribution theory, statistical ideas, methods and techniques. Topics covered are data visualisation and descriptive statistics, probability theory, random variables, common distributions of random variables, multivariate random variables, sampling distributions of statistics, point estimation, interval estimation, hypothesis testing, analysis of variance (ANOVA) and linear regression.

**Teaching:** 22 hours of lectures, 15 hours of classes and 10 hours of workshops in the MT. 20 hours of lectures, 15 hours of classes and 10 hours of workshops in the LT. 2 hours of lectures in the ST. This course will be delivered through a combination of lectures, workshops and classes, totalling a minimum of 90 hours across Michaelmas Term and Lent Term. This course does not include reading weeks.

**Formative coursework:** Weekly exercises will be set and students are expected to submit solutions to their class teacher each week for feedback.

**Indicative reading:** All course materials are made available via Moodle, including notes to accompany the lectures, but this can be supplemented with additional background reading. The recommended supplementary text is:

Larsen R.J. and M.L. Marx (2017) *Introduction to Mathematical Statistics and Its Applications* (sixth edition), Pearson (earlier editions are also fine).

**Assessment:** Exam (50%, duration: 2 hours, reading time: 10 minutes) in the January exam period.

Exam (50%, duration: 2 hours, reading time: 10 minutes) in the summer exam period.

## ST107 Half Unit

### Quantitative Methods (Statistics)

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr James Abdey COL.5.10

**Availability:** This course is compulsory on the BSc in Economic History with Economics, BSc in Economics and Economic History, BSc in Environmental Policy with Economics, BSc in Geography with Economics, BSc in International Social and Public Policy and Economics, BSc in Management and BSc in Social Policy and Economics. This course is available on the BSc in Accounting and Finance, BSc in Philosophy and Economics, BSc in Philosophy, Politics and Economics, BSc in Politics and Economics and Diploma in Accounting and Finance. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course cannot be taken with ST102 Elementary Statistical Theory (nor its respective half-units ST109 and ST110).

**Pre-requisites:** A-level Mathematics.

**Course content:** The elementary statistical tools necessary for further study in management and economics with an emphasis on the applicability of the methods to management and economic problems. Topics covered are data visualisation and descriptive statistics, probability theory, discrete probability distributions, continuous probability distributions, sampling distributions of statistics, point estimation, interval estimation, hypothesis testing, contingency tables and the chi-squared test, correlation and linear regression.

**Teaching:** This course will be delivered through a combination of classes, lectures and workshops totalling a minimum of 45 hours across Lent Term. This course does not include a reading week in Week 6 of Lent Term.

**Formative coursework:** Weekly exercises will be set and students are expected to submit solutions to their class teacher each week for feedback.

**Indicative reading:** All course materials are made available via Moodle, including notes to accompany the lectures, but this can be supplemented with additional background reading. The recommended supplementary text is:

Newbold, P., W.L. Carlson and B.M. Thorne (2019) *Statistics for Business and Economics*. (9th edition), Pearson (earlier editions are also fine).

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

## ST109 Half Unit

### Elementary Statistical Theory I

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr James Abdey COL.5.10

**Availability:** This course is compulsory on the BSc in Econometrics and Mathematical Economics and BSc in Economics. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course cannot be taken with ST102 Elementary Statistical Theory or ST107 Quantitative Methods (Statistics).

**Pre-requisites:** A-level Mathematics.

No previous knowledge of statistics is assumed.

**Course content:** The course provides a precise and accurate treatment of introductory probability and distribution theory. Topics covered are data visualisation and descriptive statistics, probability theory, random variables, common distributions of random variables and multivariate random variables.

**Teaching:** 22 hours of lectures, 15 hours of classes and 10 hours of workshops in the MT.

This course will be delivered through a combination of classes, lectures and workshops totalling a minimum of 45 hours in Michaelmas Term. This course does not include a reading week.

**Formative coursework:** Weekly exercises will be set and students are expected to submit solutions to their class teacher each week for feedback.

**Indicative reading:** All course materials are made available via Moodle, including notes to accompany the lectures, but this can be supplemented with additional background reading. The recommended supplementary text is:

Larsen R.J. and M.L. Marx (2017) *Introduction to Mathematical Statistics and Its Applications* (sixth edition), Pearson (earlier editions are also fine).

**Assessment:** Exam (100%, duration: 2 hours, reading time: 10 minutes) in the January exam period.

## ST110 Half Unit

### Elementary Statistical Theory II

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr James Abdey COL.5.10

**Availability:** This course cannot be taken with ST102 Elementary Statistical Theory or ST107 Quantitative Methods (Statistics).

**Pre-requisites:** Students must have completed Elementary Statistical Theory I (ST109). A-level Mathematics.

**Course content:** The course provides a precise and accurate treatment of statistical ideas, methods and techniques. Topics covered are sampling distributions of statistics, point estimation, interval estimation, hypothesis testing, analysis of variance (ANOVA) and linear regression.

**Teaching:** 20 hours of lectures, 15 hours of classes and 10 hours of workshops in the LT. 2 hours of lectures in the ST.

This course will be delivered through a combination of classes, lectures and workshops totalling a minimum of 90 hours in Lent Term. This course does not include a reading week.

**Formative coursework:** Weekly exercises will be set and students are expected to submit solutions to their class teacher each week for feedback.

**Indicative reading:** All course materials are made available via Moodle, including notes to accompany the lectures, but this can be supplemented with additional background reading. The recommended supplementary text is:

Larsen R.J. and M.L. Marx (2017) *Introduction to Mathematical Statistics and Its Applications* (sixth edition), Pearson (earlier editions are also fine).

**Assessment:** Exam (100%, duration: 2 hours, reading time: 10 minutes) in the summer exam period.

**ST115 Half Unit****Managing and Visualising Data**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Mona Azadkia

**Availability:** This course is compulsory on the BSc in Data Science. This course is available on the BSc in Actuarial Science. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

This course has a limited number of places (it is capped). Students who have this course as a compulsory course are guaranteed a place. Places for all other students are allocated on a first come first served basis.

**Pre-requisites:** Students who have no previous experience in Python are required to take an online pre-session Python course from the Digital Skills Lab (<https://moodle.lse.ac.uk/course/view.php?id=7696>).

Although not a formal requirement, it is preferable that students have some familiarity with the basic concepts of probability and statistics, to the level of ST102/ST107 first 2 chapters (Data visualisation and descriptive statistics and probability theory).

**Course content:** The course focuses on the fundamental principles of effective manipulation and visualisation of data. This will cover the key steps of a data analytics pipeline, starting with formulation of a data science problem, going through manipulation and visualisation of data, and, finally, creating actionable insights. The topics covered include methods for data cleaning and transformation, manipulation of data using tabular data structures, relational database models, structured query languages (e.g. SQL), processing of various human-readable data formats (e.g. JSON and XML), data visualisation methods for explanatory data analysis, using various statistical plots such as histograms and boxplots, data visualisation plots for time series data, multivariate data, graph data visualisation methods.

The course will cover basic concepts and principles and will enable students to gain hands-on experience in using Python programming for manipulation and visualisation of data. This will include use of standard modules and libraries such as NumPy, Pandas, Matplotlib and Seaborn, and programming environments such as Jupyter notebook.

The course will use examples drawn from a wide range of applications such as those that arise in online services, social media, social networks, finance, and machine learning. The principles and methods learned will enable students to effectively derive insights from data and communicate results to end users.

**Teaching:** 20 hours of lectures and 15 hours of seminars in the LT. This course will be delivered through a combination of classes, lectures and Q&A sessions totalling a minimum of 35 hours in Lent Term. This course includes a reading week in Week 6 of Lent Term. Students are required to install Python on their own laptops and use their own laptops in the lectures and classes.

**Formative coursework:** Students will be expected to produce 8 exercises in the LT.

Weekly exercises will be given, using Python and various libraries to apply various data manipulation and visualisation methods to data.

**Indicative reading: Essential Reading:**

- 1 W. McKinney, Python for Data Analysis, 2nd Edition, O'Reilly 2017
- 2 A. C. Muller and S. Guido, Introduction to Machine Learning with Python, O'Reilly, 2016
- 3 Easley, David, and Jon Kleinberg. Networks, crowds, and markets: Reasoning about a highly connected world. Cambridge university press, 2010
- 4 R. Ramakrishnan and J. Gehrke, Database Management Systems, 3rd Edition, McGraw Hill, 2002

**Additional Reading:**

- 1 NumPy, <https://numpy.org/>
- 2 Python Data Analysis Library, <https://pandas.pydata.org/>
- 3 Matplotlib, <https://matplotlib.org>
- 4 Seaborn: statistical data visualization <https://seaborn.pydata.org>
- 5 NetworkX: Software for complex networks, <https://networkx.org>

**Assessment:** Coursework (30%) and project (70%) in the LT. Students are required to hand in solutions to 2 sets of exercises using Python each accounting for 15% of the final assessment, and hand in a report for a project (accounting for 70% of the final assessment). The project consists of applying data manipulation and visualisation methods to some dataset(s).

**ST201 Half Unit****Statistical Models and Data Analysis**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Yunxiao Chen COL 5.16

**Availability:** This course is available on the BSc in Accounting and Finance. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

Also available to students who have studied statistics and mathematics to the level of MA107/ST107 Quantitative Methods or equivalent.

This course cannot be taken with ST211 Applied Regression or DS202 Data Science for Social Scientists.

This course is not controlled access. If you request a place and meet the criteria you are likely to be given a place.

**Pre-requisites:** Quantitative Methods (MA107/ST107) or equivalent.

"Previous programming experience is not required but students who have no previous experience in R must complete an online pre-session R course from the Digital Skills Lab before the start of the course (<https://moodle.lse.ac.uk/course/view.php?id=7745>)"

**Course content:** A second course in statistics with an emphasis on data analysis with applications in the social sciences. Students will gain hands on experience using R-- a programming language and software environment for data analysis and visualisation. The course contains five topics, including (1) principles of statistical analysis, including data preparation, statistical models, regression and classification, inference, prediction, and bias-variance tradeoff, (2) multiple linear regression, including its assumptions, inference, data transformations, diagnostics, model selection, (3) regression tree method, (4) logistic regression, including odds ratios, likelihood, classification, and ROC curve, and (5) Bayes rule for classification and linear discriminant analysis.

**Teaching:** This course will be delivered through a combination of classes, lectures and Q&A sessions, totalling a minimum of 36 hours across Lent Term and 2 hours of lecture in the Summer Term. Students will be given their assessed project in week 9 which is due in Week 1 of ST.

**Formative coursework:** Exercise questions in computer workshops and a quantitative research project.

**Indicative reading:** James, G., Witten, D., Hastie, T., & Tibshirani, R. (2013). An introduction to statistical learning. New York, NY: Springer.

Fox, J. (2015). Applied regression analysis and generalized linear models. Thousand Oaks, CA: Sage Publications.

**Assessment:** Exam (80%, duration: 2 hours) in the summer exam period.

Coursework (20%) in the LT.

**ST202****Probability, Distribution Theory and Inference**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Miltiadis Mavrakakis-Vassilakis

**Availability:** This course is compulsory on the BSc in Actuarial Science and BSc in Financial Mathematics and Statistics.

This course is available on the BSc in Business Mathematics and Statistics, BSc in Data Science, BSc in Econometrics and Mathematical Economics, BSc in Mathematics and Economics,



BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** Students must have completed Elementary Statistical Theory (ST102) and Mathematical Methods (MA100). Students who have not taken these courses should contact Dr Mavrakakis.

Students must have completed one of the following two combinations of courses: (a) ST102 and MA100, or (b) MA107 and ST109 and EC1C1. Equivalent combinations may be accepted at the lecturer's discretion."

**Course content:** The course covers the probability, distribution theory and statistical inference needed for advanced courses in statistics and econometrics.

**Michaelmas term:** Probability. Conditional probability and independence. Random variables and their distributions. Moments and generating functions. Transformations. Sequences of random variables and convergence. Multivariate distributions. Joint and marginal distributions. Expectation and joint moments. Independence. Multivariate transformations. Sums of random variables. Conditional distributions. Conditional moments. Hierarchies and mixtures. Random sums.

**Lent term:** Random samples. Sample mean. Sampling from the Normal distribution. Order statistics. Sample statistics. Sampling distributions. Parameter estimation. Interval estimation. Hypothesis testing. Maximum-likelihood estimation. Likelihood-ratio test. Sufficiency and minimal sufficiency. Rao-Blackwell theorem. Cramér-Rao lower bound. Most powerful tests. Neyman-Pearson lemma. Linear regression. Least-squares estimation. Generalised linear models.

**Teaching:** This course will be delivered through a combination of classes and lectures totalling a minimum of 60 hours across Michaelmas Term and Lent Term. In addition to these, there will be (optional) weekly workshops to help with homework assignments. This course includes reading weeks in Week 6 of Michaelmas Term and Lent Term.

**Formative coursework:** Students will be expected to produce 4 pieces of coursework in the MT and LT. These are exam-style class tests.

**Indicative reading:** M C Mavrakakis & J Penzer, Probability and Statistical Inference: From Basic Principles to Advanced Models (primary reading)  
G C Casella & R L Berger, Statistical Inference (very useful as a reference)

**Assessment:** Exam (50%, duration: 2 hours) in the January exam period.

Exam (50%, duration: 2 hours) in the summer exam period.

## ST205 Half Unit

### Sample Surveys and Experiments

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Irini Moustaki

**Availability:** This course is available on the BSc in Accounting and Finance, BSc in Business Mathematics and Statistics, BSc in Data Science, BSc in Management, BSc in Mathematics, Statistics and Business, BSc in Politics and Data Science, International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students. This course cannot be taken with ST307 Aspects of Market Research.

**Pre-requisites:** Statistics to the level of ST107 Quantitative Methods or SP201 Research Methods for Social Policy.

**Course content:** Sampling methods for social surveys. Survey design and estimation. Nonresponse and measurement error. Design of experiments and observational studies.

**Teaching:** This course will be delivered through a combination of classes and lectures totalling a minimum of 30 hours in

Michaelmas Term. This course includes a reading week in Week 6 of Michaelmas.

**Formative coursework:** Weekly exercises and group presentations. Students are expected to work on a set of exercises weekly and submit them for marking and feedback. Feedback is provided on the weekly exercises by the beginning of the next class.

**Indicative reading:**

- V. Barnett, Sample Survey Principles and Methods (2009)
- F.J. Fowler Jr, Survey Research Methods (2008).
- S. Lohr, Sampling: Design and Analysis (2010)
- R.L.Scheaffer et al, Elementary Survey Sampling (2005)

**Assessment:** Exam (80%, duration: 2 hours) in the January exam period.

Coursework (20%) in the MT.

## ST206 Half Unit

### Probability and Distribution Theory

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Miltiadis Mavrakakis-Vassilakis

**Availability:** This course is available on the BSc in Business Mathematics and Statistics, BSc in Data Science and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** Students must have completed Elementary Statistical Theory (ST102) and Mathematical Methods (MA100). Students must have completed one of the following two combinations of courses: (a) ST102 and MA100, or (b) MA107 and ST109 and EC1C1. Equivalent combinations may be accepted at the lecturer's discretion.

**Course content:** The course covers the probability and distribution theory needed for advanced courses in statistics and econometrics.:

**Topics covered:** Probability. Conditional probability and independence. Random variables and their distributions. Moments and generating functions. Transformations. Sequences of random variables and convergence. Multivariate distributions. Joint and marginal distributions. Expectation and joint moments. Independence. Multivariate transformations. Sums of random variables. Conditional distributions. Conditional moments. Hierarchies and mixtures. Random sums.

**Teaching:** This course will be delivered through a combination of classes and lectures totalling a minimum of 30 hours across Michaelmas Term. In addition to these, there will be (optional) weekly workshops to help with homework assignments. This course includes a reading week in Week 6 of Michaelmas Term.

**Formative coursework:** Students will be expected to produce 2 pieces of coursework in the MT. These are exam-style class tests.

**Indicative reading:** M C Mavrakakis & J Penzer, Probability and Statistical Inference: From Basic Principles to Advanced Models (primary reading)  
G C Casella & R L Berger, Statistical Inference (very useful as a reference)

**Assessment:** Exam (100%, duration: 2 hours) in the January exam period.

## ST207 Half Unit

### Databases

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Marcos Barreto

**Availability:** This course is compulsory on the BSc in Data Science. This course is available on the BSc in Actuarial Science, BSc in Mathematics, Statistics and Business and BSc in Politics and Data Science. This course is available with permission as an outside



option to students on other programmes where regulations permit and to General Course students.

This course has a limited number of places (it is capped). Students who have this course as a compulsory course are guaranteed a place. Places for all other students are allocated on a first come first served basis.

**Pre-requisites:** A computer programming course using Python, e.g. a short pre-session course **or** Programming for Data Science (ST101).

**Course content:** The goal of this course is to cover basic concepts of database management systems, including relational and other types of database management systems.

The topics covered will include basic concepts of the relational model, creating and modifying relations using Structured Query Language (SQL), basic SQL queries using SELECT operator, nested queries, aggregate operators such as GROUP BY, integrity constraints and relations, views, application development using JDBC, Internet protocols such as HTTP and XML, storage and indexing, tree-structured indexing using B+ trees, hash-based indexing, query evaluation and algorithms for relational operations, external sorting, transaction management and concurrency, database schema and normal forms, and overview of NoSQL databases such as key-value stores, document, and graph databases.

The course will demonstrate how various theoretical principles are implemented in practice in a database management system, such as MySQL, SQLite and PostgreSQL.

**Teaching:** 20 hours of lectures and 15 hours of seminars in the MT.

This course includes a reading week in Week 6 of Michaelmas Term.

Students are required to use their own laptops and install Python and other tools (under guidance of the teaching staff) on their laptops.

**Formative coursework:** Students will be expected to produce 10 exercises in the MT.

A set of exercises will be given in each teaching week.

**Indicative reading: Essential Reading:**

- R. Elmasri and S. B. Navathe. Fundamentals of Database Systems, 7th Edition (Global Edition), Pearson, 2017.
- P. Lake and P. Crowther. Concise Guide to Databases: a practical introduction. Springer, Undergraduate Topics in Computer Science, 2013.
- G. Powell. Database Modeling Step-by-Step, 160CRC Press, Taylor & Francis, 2020.
- A. Beaulieu. Learning SQL: generate, manipulate, and retrieve data, 3rd. Edition. O'Reilly, 2020.

**Additional Reading:**

- P. Zhang. Practical Guide to Oracle SQL, T-SQL and MySQL, CRC Press, Taylor & Francis, 2018.
- A. Meier and M. Kaufmann. SQL & NoSQL Databases: models, languages, consistency options and architectures for big data management. Springer Vieweg, 2019.
- S. Bradshaw, E. Brazil, K. Chodorow. MongoDB: the definitive guide. 3rd Edition, O'Reilly, 2019.
- I. Robinson and J. Webber and E. Eifrem. Graph Databases. 2nd Edition, O'Reilly, 2015.
- C. J. Date, An Introduction to Database Systems, 8th Edition, Pearson, 2003.

**Assessment:** Coursework (40%) in the MT.

Project (60%) in the period between MT and LT.

Students are required to hand in solutions to 2 sets of exercises, each accounting for 20% of the final assessment.

The project will require solving a practical task involving data model design, database construction, loading of data into a database, and querying the imported data in the database.

## ST211 Half Unit

### Applied Regression

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Sara Geneletti Inchauste

Dr Sara Geneletti

**Availability:** This course is compulsory on the BSc in Business Mathematics and Statistics, BSc in Data Science and BSc in Mathematics, Statistics and Business. This course is available on the BSc in Politics and Data Science. This course is available as an outside option to students on other programmes where regulations permit. This course is not available to General Course students. Specifically the course is available to Accounting and Finance students who have taken ST102.

This course cannot be taken with ST201 Statistical Models and Data Analysis.

**Pre-requisites:** ST102

Students who have no previous experience in R are required to complete an online pre-session R course from the Digital Skills Lab before the start of the course (<https://moodle.lse.ac.uk/course/view.php?id=7745>)

Students must have completed one of the following two combinations of courses: (a) ST102, or (b) ST109 and EC1C1. Equivalent combinations may be accepted at the lecturer's discretion."

**Course content:** Statistical data analysis in R covering the following topics: Simple and multiple linear regression, Model diagnostics, Detection of outliers, Multicollinearity, Introduction to GLMs

**Teaching:** This course will be delivered through a combination of classes and lectures (both or either of which maybe held online) totalling a minimum of 30 hours across Lent Term. This course includes a reading week in Week 6 of Lent Term in which the students work independently on a mini-project (no lectures).

**Formative coursework:** Regular Moodle quizzes. .

**Indicative reading:** 1. Gelman and Hill, Data analysis Using Regression and Multilevel/Hierarchical models (CUP, 2007) First part.

2. Neter, J., Kutner, M., Nachtsheim, C. and Wasserman, W. Applied Linear Statistical Models, McGraw-Hill, Fourth Edition. (2004).

3. Abraham, B. Ledolter, J. Introduction to Regression Modelling, Thomson Brooks Cole. (2006).

4. S. Weisberg Applied Linear Regression, Wiley, 3rd edition. (2005) (intermediate).

5. Fox (2016) Applied Regression Analysis and Generalized Linear Models.

**Assessment:** Project (55%) and project (35%) in the ST Week 2. Coursework (10%) in the LT Week 6.

10%: A group work mini-project to be handed in at the end of reading week (LT week 8)

55%: A group work multiple linear regression project to be handed in by the second week of the ST

35%: An individual logistic regression project to be handed in at the same time as the group project in the second week of the ST.

## ST213 Half Unit

### Introduction to Pricing, Hedging and Optimization

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Konstantinos Kardaras COL 6.07

**Availability:** This course is compulsory on the BSc in Financial Mathematics and Statistics. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

**Pre-requisites:** MA203 Real Analysis. Must be taken with ST202 Probability, Distribution Theory and Inference.

**Course content:** This course introduces the concepts of valuation,

hedging and portfolio selection in a discrete-time environment. Towards the end, it introduces continuous-time markets in a heuristic fashion. It covers the following topics:

- The binomial model; pricing and replication.
- Trinomial model and incompleteness, arbitrage-free price intervals.
- General discrete-time models and the fundamental theorems.
- Portfolio optimization and hedging.
- Multi-period models and backwards induction methods.
- Passage to continuous time Black & Scholes model.

**Teaching:** This course will be delivered through a combination of classes, lectures and Q&A sessions totalling a minimum of 30 hours across Lent Term. This course includes a reading week in Week 6 of Lent Term.

**Formative coursework:** Students will be expected to produce 9 problem sets in the LT.

Certain problem sets will be returned with feedback.

**Indicative reading:** Lecture notes will be provided.

**Assessment:** Exam (80%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

Coursework (20%).

## ST226 Half Unit

### Actuarial Investigations: Financial

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Gelly Mitrodima

**Availability:** This course is compulsory on the BSc in Actuarial Science. This course is available on the BSc in Business Mathematics and Statistics, BSc in Data Science and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit. This course is not available to General Course students.

This course has a limited number of places (it is capped, the maximum number of students will be 130) and priority will be given to students on BSc Business, Mathematics and Statistics and BSc Mathematics, Statistics and Business. Whilst there are places available to students from outside this programme they are very limited and are allocated on a first come first served basis.

**Pre-requisites:** Students must have completed Mathematical Methods (MA100) and Elementary Statistical Theory (ST102). Students must have completed one of the following two combinations of courses: (a) ST102 and MA100, or (b) MA107 and ST109 and EC1C1. Equivalent combinations may be accepted at the lecturer's discretion."

**Course content:** • Introduction to actuarial modelling

- The application of compound interest techniques to financial transactions
- Generalised cash-models to describe financial transactions such as zero-coupon bonds, fixed interest securities, cash on deposit, equities, interest only loans, repayment loans, annuities certain and others
- Introduction to R programming for Actuarial Science
- Introduction to life insurance

**Teaching:** 20 hours of lectures, 9 hours of seminars, 9 hours of computer workshops and 9 hours of help sessions in the MT. This course will be delivered through a combination of classes, lectures and Q&A sessions totalling a minimum of 47 hours across Michaelmas Term. This year, some of this teaching may be delivered through a combination of classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 of Michaelmas Term.

**Formative coursework:** Students will be expected to work in groups and give written answers to a number of problem sets throughout the term.

**Indicative reading:** J. J. McCutcheon & W. J. Scott, An Introduction to the Mathematics of Finance, Heinemann; Institute and Faculty of Actuaries, Formulae and Tables for Actuarial Examinations; Core reading notes obtainable from the Institute and Faculty

of Actuaries; D. Dickson, M. Hardy & H. Waters, Actuarial Mathematics for Life Contingent Risks, International Series on Actuarial Science, pp. I-VI. Cambridge University Press. 2009

**Assessment:** Exam (90%, duration: 3 hours) in the January exam period.

Online assessment (10%) in January.

The timed (2 hours) online assessment will be during the January examination period i.e. Week 0.

## ST227 Half Unit

### Survival Models

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr Georgios Zouros

**Availability:** This course is compulsory on the BSc in Actuarial Science. This course is available on the BSc in Business Mathematics and Statistics, BSc in Data Science and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** Students must have completed Mathematical Methods (MA100) and Elementary Statistical Theory (ST102). "Students must have completed one of the following two combinations of courses: (a) ST102 and MA100, or (b) MA107 and ST109 and EC1C1. Equivalent combinations may be accepted at the lecturer's discretion."

**Course content:** An introduction to stochastic processes with emphasis on life history analysis and actuarial applications. Principles of modelling; model selection, calibration, and testing; Stochastic processes and their classification into different types by time space, state space, and distributional properties; construction of stochastic processes from finite-dimensional distributions, processes with independent increments, Poisson processes and renewal processes and their applications in general insurance and risk theory, Markov processes, Markov chains and their applications in life insurance and general insurance, extensions to more general intensity-driven processes, counting processes, semi-Markov processes, stationary distributions. Determining transition probabilities and other conditional probabilities and expected values; Integral expressions, Kolmogorov differential equations, numerical solutions, simulation techniques. Survival models - the random life length approach and the Markov chain approach; survival function, conditional survival function, mortality intensity, some commonly used mortality laws. Statistical inference for life history data; Maximum likelihood estimation for parametric models, non-parametric methods (Kaplan-Meier and Nelson-Aalen), regression models for intensities including the semi-parametric Cox model and partial likelihood estimation; Various forms of censoring; The technique of occurrence-exposure rates and analytic graduation; Impact of the censoring scheme on the distribution of the estimators; Confidence regions and hypothesis testing.

**Teaching:** This course will be delivered through a combination of classes and lectures totalling a minimum of 35 hours across This year, some of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 of Michaelmas/Lent Term.

Students on this course will have a reading week in week 6 where they will be given review exercises to work on based on the first 5 weeks of the course. Also, students will be given a 10% coursework in R to work on within 24 hours in week 11 based on the material covered in the computer workshops which will run in weeks 5,7,8,9 and 10.

**Formative coursework:** Compulsory written answers to two sets of problems.

**Indicative reading:** S Ross, Stochastic Processes; R Norberg, Risk and Stochastics in Life Insurance; The Institute of Actuaries, CS2: Risk Modelling and Survival Analysis. For full details of the syllabus of CT4, see [https://www.actuaries.org.uk/curriculum\\_entity/](https://www.actuaries.org.uk/curriculum_entity/)

curriculum\_entity/8.

**Assessment:** Exam (90%, duration: 3 hours) in the summer exam period.

Coursework (10%) in the LT Week 11.

## ST300 Half Unit

### Regression and Generalised Linear Models

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Philip Chan

**Availability:** This course is available on the BSc in Actuarial Science, BSc in Business Mathematics and Statistics, BSc in Data Science, BSc in Financial Mathematics and Statistics, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course is not capped, any student that requests a place will be given one

**Pre-requisites:** Students must have completed:

EITHER Probability, Distribution Theory and Inference (ST202) OR Probability and Distribution Theory (ST206)

AND Mathematical Methods (MA100) or equivalent.

It is assumed students have taken at least a first course in linear algebra.

Previous programming experience is not required but students who have no previous experience in R must complete an online pre-sessional R course from the Digital Skills Lab before the start of the course (<https://moodle.lse.ac.uk/course/view.php?id=7745>)

**Course content:** A solid coverage of the most important parts of the theory and application of regression models, and generalised linear models. Multiple regression and regression diagnostics. Generalised linear models; the exponential family, the linear predictor, link functions, analysis of deviance, parameter estimation, deviance residuals. Model choice, fitting and validation. The use of the statistics package RStudio will be an integral part of the course. The computer workshops revise the theory and show how it can be applied to real datasets.

**Teaching:** This course will be delivered through a combination of lectures and classes totalling a minimum of 30 hours in Michaelmas Term.

This course includes a reading week in Week 6 of Lent Term.

**Indicative reading:** Dobson, A.J. (2008). An Introduction to Generalized Linear Models.

Fox, J. (2015). Applied Regression Analysis and Generalized Linear Models

Frees, E.W. (2010). Regression Modeling with Actuarial and Financial Applications

**Assessment:** Exam (85%, duration: 2 hours) in the summer exam period.

Project (15%) in the LT.

## ST301 Half Unit

### Actuarial Mathematics (Life)

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Andreas Sojmark

**Availability:** This course is compulsory on the BSc in Actuarial Science. This course is available on the BSc in Business Mathematics and Statistics, BSc in Data Science and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** Students must have completed:

EITHER Probability, Distribution Theory and Inference (ST202) OR Probability and Distribution Theory (ST206)

AND Survival Models (ST227).

**Course content:** Single life mortality models, assurance and annuity contracts and their actuarial notation, computation of their present values and variances; relations among the present values of the various contracts.

The equivalence principle: computation of net premiums for the main assurance policies.

Prospective and retrospective reserves, Thiele's differential equation as the main tool for the computation of reserves.

Expenses: gross premium and gross reserves. Selection effect and how it affects mortality tables.

Multi-life assurance contracts: joint life and last survival life, computation of premiums and reserves for the main two-lives contracts.

Multi-states mortality models: basic notions of continuous-time Markov chains, Kolmogorov backward and forward equations, application to multiple decrements and disability models, computation of transition intensities.

Thiele differential equation for multi-states models, computation and analysis of reserves for main multi-state policies.

With-profit policies, unit-linked assurance policies, pensions.

Interplay between assurance and finance: embedded options, market consistent actuarial valuation.

**Teaching:** This course will be delivered through a combination of seminars, lectures and Q&A sessions totalling a minimum of 30 hours across in the Michaelmas Term.

**Formative coursework:** Compulsory written answers to one set of problems.

**Indicative reading:** R Norberg, Basic Life Insurance Mathematics; The Institute of Actuaries, Core reading Subject CT5

Dickson, Hardy, Waters, 'Actuarial Mathematics for Life Contingent Risks'

Wutrich, Buhlmann, Furrer, 'Market Consistent Actuarial Valuation'

**Assessment:** Exam (90%, duration: 3 hours) in the January exam period.

Coursework (10%) in the period between MT and LT.

The project will be timed (2hr + submission time)

## ST302 Half Unit

### Stochastic Processes

**This information is for the 2022/23 session.**

**Teacher responsible:** tbc

**Availability:** This course is compulsory on the BSc in Actuarial Science. This course is available on the BSc in Business Mathematics and Statistics, BSc in Data Science, BSc in Financial Mathematics and Statistics, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** Students must have completed either Probability, Distribution Theory and Inference (ST202) or Probability and Distribution Theory (ST206).

**Course content:** A second course in stochastic processes and applications to insurance. Markov chains (discrete and continuous time), processes with jumps; Brownian motion and diffusions; Martingales; stochastic calculus; applications in insurance and finance. Content: Stochastic processes in discrete and continuous time; Markov chains: Markov property, Chapman-Kolmogorov equation, classification of states, stationary distribution, examples of infinite state space; filtrations and conditional expectation; discrete time martingales: martingale property, basic examples, exponential martingales, stopping theorem, applications to random walks; Poisson processes: counting processes, definition as counting process with independent and stationary increments, compensated Poisson process as martingale, distribution of number of events in a given time interval as well as inter-event times, compound Poisson process, application to ruin problem for the classical risk process via Gerber's martingale approach; Markov processes: Kolmogorov equations, solution of those in simple cases, stochastic semigroups, birth and death chains,

health/sickness models, stationary distribution; Brownian motion: definition and basic properties, martingales related to Brownian motion, reflection principle, Ito-integral, Ito's formula with simple applications, linear stochastic differential equations for geometric Brownian motion and the Ornstein-Uhlenbeck process, first approach to change of measure techniques, application to Black-Scholes model. The items in the course content that also appear in the content of ST227 are covered here at greater depth. However, ST227 is not a pre-requisite for this course.

**Teaching:** This course will be delivered through a combination of classes, lectures, and Q&A sessions totalling a minimum of 29 hours across Michaelmas Term.

The course includes a reading week in Week 6 of Michaelmas Term.

**Formative coursework:** Compulsory written answers to two sets of problems.

**Indicative reading:** Lecture notes will be provided. Relevant books include R Durrett, Essentials of Stochastic Processes; T Mikosch, Elementary Stochastic Calculus with Finance in View; Institute of Actuaries core reading notes.

**Assessment:** Exam (100%, duration: 3 hours) in the January exam period.

## ST303 Half Unit Stochastic Simulation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Yufei Zhang

**Availability:** This course is available on the BSc in Actuarial Science, BSc in Data Science and BSc in Mathematics, Statistics and Business. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is not available to General Course students. Course capped at 60.

**Pre-requisites:** Students must have completed: EITHER Probability, Distribution Theory and Inference (ST202) OR Probability and Distribution Theory (ST206) AND Stochastic Processes (ST302).

While the course ST306 is not a formal pre-requisite some examples from this course will be used. Students that have not taken ST306 might have to do a bit of extra reading to familiarise themselves with them.

**Course content:** An introduction to using R for stochastic simulation as well as methods of simulating random variables, complicated quantities involving several random variables and paths of stochastic processes. Applications will focus on examples from insurance and finance.

**Teaching:** This course will be delivered through a combination of classes, lectures, help and demonstration sessions totalling a minimum of 30 hours in the Lent Term.

**Formative coursework:** Weekly exercises usually involving computing.

**Indicative reading:**

- Introducing Monte Carlo methods with R (main reference), by G. Robert and G. Casella.

Useful reading:

- Stochastic Simulation, Algorithms and Analysis by S. Asmussen.
- Monte Carlo Methods in Financial Engineering by P. Glasserman.

**Assessment:** Project (40%) in the LT.  
Project (60%) in the ST.

## ST304 Half Unit

### Time Series and Forecasting

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Yining Chen COL 7.06

**Availability:** This course is available on the BSc in Actuarial

Science, BSc in Business Mathematics and Statistics, BSc in Data Science, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

This course is not capped, any student that requests a place and meet the criteria will be given one.

**Pre-requisites:** 2nd year statistics and probability

Students who have no previous experience in R are required to complete an online pre-sessional R course from the Digital Skills Lab before the start of the course (<https://moodle.lse.ac.uk/course/view.php?id=7745>)

**Course content:** The course introduces the student to the statistical analysis of time series data and simple time series models, and showcase what time series analysis can be useful for. Topics include: autocorrelation; stationarity, trend removal and seasonal adjustment; AR, MA, ARMA, ARIMA; estimation; forecasting; unit root test; introduction to financial time series and the ARCH/GARCH models; basic spectral analysis. The use of R for time series analysis will also be covered.

**Teaching:** This course will be delivered through a combination of classes, lectures and Q&A sessions totalling a minimum of 30 hours across Lent Term. This course includes a reading week in Week 6 of Lent Term.

**Formative coursework:** Written answers to set problems will be expected on a weekly basis.

**Indicative reading:** Peter J. Brockwell and Richard A. Davis, Introduction to Time Series and Forecasting

Robert H. Shumway and David S. Stoffer, Time Series Analysis and Its Applications: With R Examples

Christopher Chatfield, The Analysis of Time Series

Ruey S. Tsay, An Introduction to Analysis of Financial Data with R  
Peter J. Brockwell and Richard A. Davis, Time Series: Theory and Methods

Christian Francq and Jean-Michel Zakoian, GARCH Models: Structure, Statistical Inference and Financial Applications

**Assessment:** Exam (90%, duration: 2 hours) in the summer exam period.

Coursework (10%).

## ST306 Half Unit

### Actuarial Mathematics (General)

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Debora Escobar

**Availability:** This course is available on the BSc in Actuarial Science, BSc in Business Mathematics and Statistics and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** Students must have completed Probability, Distribution Theory and Inference (ST202) and Stochastic Processes (ST302).

**Course content:** This course is an introduction to actuarial work in non-life insurance. The course covers a general overview of the industry, history of general insurance and risk-sharing arrangements. Loss distributions suitable for modelling individual and aggregate losses; statistical inference. Moment generating functions of the distributions: gamma, exponential, Pareto, generalized Pareto, normal, lognormal, Weibull, and others. The collective model: risk models involving frequency and severity distributions. Moments and moment generating functions of Compound distributions. Stochastic risk models: Compound Poisson processes. Reinsurance treaties: proportional, excess of loss, stop-loss, deriving the distribution, moment generating functions and other properties of the losses to the insurer and reinsurer under all the models above. Ruin theory, Lundberg theorem and an integral approach for the ruin probability. Fundamental concepts of Bayesian statistics, prior distributions, posterior distributions, loss functions, Bayesian estimators.



Credibility theory; Bayesian models. Experience rating models and applications. Claims reserving: run-off triangles. Programming applications using R

**Teaching:** This course will be delivered through a combination of classes, lectures and Q&A sessions totalling a minimum of 30 hours across Lent Term. This course includes a reading week in Week 6 of Lent Term.

**Formative coursework:** .

**Indicative reading:** Notes are given out in the lectures.

**Assessment:** Exam (90%, duration: 3 hours) in the summer exam period.

Coursework (10%) in the period between LT and ST.

Coursework is timed (2hr + submission time)

## ST307 Half Unit

### Aspects of Market Research

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr James Abdey COL.5.10

**Availability:** This course is available on the BSc in Business Mathematics and Statistics, BSc in Data Science, BSc in Mathematics, Statistics and Business, International Exchange (1 Term) and International Exchange (Full Year). This course is available as an outside option to students on other programmes where regulations permit and to General Course students. This course cannot be taken with ST327 Market Research: An Integrated Approach or ST205 Sample Surveys and Experiments. This is a capped course.

**Pre-requisites:** Probability and statistics to the level of ST107.

**Course content:** The main ideas and applications of market research techniques. Topics covered are introduction to market research, defining the market research problem, research design, internal secondary data and the use of databases, qualitative research: focus group discussions, projective techniques, survey and quantitative observation techniques, measurement and scaling: fundamentals, comparative and non-comparative scaling, questionnaire design, sampling: design and procedures, final and initial sample size determination, cross-tabulation and hypothesis testing, analysis of variance and covariance, correlation and regression, and discriminant analysis.

**Teaching:** This course will be delivered through a combination of classes and lectures totalling a minimum of 30 hours across Michaelmas Term.

This course does not include a reading week in Week 6 of Michaelmas Term.

**Formative coursework:** Students are given weekly exercises to work on for discussion in class.

**Indicative reading:** Malhotra, N.K. (2019) *Marketing Research: An Applied Orientation* (7th edition), Pearson (earlier editions are also fine).

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

## ST308 Half Unit

### Bayesian Inference

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Konstantinos Kalogeropoulos COL.610

**Availability:** This course is available on the BSc in Actuarial Science, BSc in Business Mathematics and Statistics, BSc in Data Science, BSc in Mathematics with Economics and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** Students must have completed one of the following two combinations of courses: (a) ST102 and MA100, or (b) MA107 and ST109 and EC1C1. Equivalent combinations

may be accepted at the lecturer's discretion. ST202 is also recommended.

Previous programming experience is not required but students who have no previous experience in R must complete an online pre-sessional R course from the Digital Skills Lab before the start of the course (<https://moodle.lse.ac.uk/course/view.php?id=7745>)

**Course content: Statistical decision theory:** risk, decision rules, loss and utility functions, Bayesian expected loss, Frequentist risk.

**Bayesian Inference:** Bayes theorem, prior, posterior and predictive distributions, conjugate models (Normal-Normal, Poisson-Gamma, Beta-Binomial), Bayesian point estimation, credible intervals and hypothesis testing, Bayes factors and model selection.

Comparison with Frequentist approaches.

**Implementation:** Asymptotic approximations (Laplace approximation, Variational Bayes, Monte Carlo methods), Markov Chain Monte Carlo (MCMC) simulation (Gibbs sampler, Metropolis-Hastings algorithm). Computer tools (R).

**Applications:** Linear models in Regression and Classification (Bayesian Linear Regression, Generalized Linear Models, Logistic Regression), Hierarchical/ Multilevel Models, Cluster Analysis and Mixture Modeling.

**Teaching:** This course will be delivered through a combination of classes, lectures, and Q&A sessions, totalling a minimum of 29 hours across the Lent Term. This course does not include a reading week and will be concluded by the end of week 10 of Lent Term.

**Formative coursework:** Optional problem sets and computer exercises.

**Indicative reading:** J.K. Kruschke, *Doing Bayesian Data Analysis*. An tutorial with R, JAGS and Stan. 2nd edition.

J.O. Berger, *Statistical Decision Theory and Bayesian Analysis*.

D. Gamerman, H. F. Lopes, *Markov Chain Monte Carlo: Stochastic Simulation for Bayesian Inference*

A. Gelman, *Bayesian data analysis*.

**Assessment:** Exam (80%, duration: 2 hours) in the summer exam period.

Project (20%) in the ST.

## ST309 Half Unit

### Elementary Data Analytics

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Qiwei Yao Col.7.16

**Availability:** This course is available on the BSc in Accounting and Finance. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

This course is available as an outside option to the students who are interested in data analytics and who have statistical background at least equivalent to ST107. No prior knowledge in programming is required. However students who have no previous experience in R are required to take on an online pre-sessional R course from the Digital Skill Lab (<https://moodle.lse.ac.uk/course/view.php?id=7745>).

This course is capped at 60 for the 2020/21 session.

This course cannot be taken with ST310 Machine Learning.

**Pre-requisites:** Students must have completed a statistical course at least equivalent to Quantitative Methods (Statistics) (ST107).

Students who have no previous experience in R are required to take on an online pre-sessional R course from the Digital Skill Lab (<https://moodle.lse.ac.uk/course/view.php?id=7745>).

**Course content:** The primary focus of this course is to help students view various problems from business, economy/finance, and social domains from a data perspective and understand the principles of extracting useful information and knowledge from data. Students will also gain the hands-on experience using R -- a programming language and software environment for data analysis and visualisation. Learning basic data analytic methods and techniques is combined with real-life examples.

The core contents of the course include data cleansing, data

transformation, data visualisation, R-programming, classification, regression, clustering, over-fitting avoidance and model evaluation. The course also covers a subset of the following topics: illustration of R-access of databases and big data platforms, illustration of parallel computing in R, similarity matching, market-basket analysis, link prediction, text mining, network analysis, causal modelling.

This is not a course on algorithms and IT technologies required for handling massive data, which deserve separate courses. The focus is on the fundamental principles and concepts of data analytics or data science. It becomes ever-increasingly important in this information age to gain adequate understanding of data science even if one never intends to apply it oneself.

**Teaching:** This course will be delivered through a combination of classes, lectures and Q&A sessions totalling a minimum of 30 hours in Michaelmas Term. This year, some of this teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos.

Students are encouraged to install R in their own laptops, and to use their own laptops in the workshops.

**Formative coursework:** Students will be expected to produce 6 exercises in the MT.

Students are expected to complete six sets of exercises involving substantial data analysis using R.

**Indicative reading:** Wickham, H, and Golemund, G. (2017). R for Data Science. O'Reilly. Available online at <http://r4ds.had.co.nz>  
James, G., Witten, D., Hastie, T. and Tibshirani, R. (2013). An Introduction to Statistical Learning with Applications in R. Springer. Available online at <http://www-bcf.usc.edu/~gareth/ISL>  
Provost, F. and Fawcett, T. (2013). Data Science for Business. O'Reilly.

Zuur, A., Ieno, E. and Meesters, E. (2009). A Beginner's Guide to R. Springer. Available online from LSE Library.

Hastie, T., Tibshirani, R and Friedman, R. (2009). The Elements of Statistical Learning: Data Mining, Inference, and Prediction. 2nd Edition. Springer. Available online at <https://web.stanford.edu/~hastie/Papers/ESLII.pdf>

Silge, J. and Robinson, D. (2017). Text Mining with R: a tidy approach. O'Reilly. Available online at <https://www.tidytextmining.com>

Wickham, H. (2016). ggplot2: Elegant Graphics for Data Analysis. Springer. Available online at <http://moderngraphics11.pbworks.com/f/ggplot2-Book09hWickham.pdf>

**Assessment:** Coursework (30%) in the MT. Project (70%) in the LT.

The project will be a group project with maximum 3 members per group. The detailed instruction will be handed out in Week 5 of Michaelmas term, and students need to submit a written report by Week 5 of Lent term.

Students are required to hand in the solutions for 3 sets of exercises which account for the total 30% of the final grade.

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## ST310 Half Unit Machine Learning

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Joshua Loftus

**Availability:** This course is compulsory on the BSc in Data Science. This course is available on the BSc in Actuarial Science, BSc in Mathematics with Economics, BSc in Mathematics, Statistics and Business and BSc in Politics and Data Science. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students.

This course cannot be taken with ST309 Elementary Data Analytics.

**Pre-requisites:** Students must have completed one of the following two combinations of courses: (a) ST102 and MA100, or (b) MA107 and ST109 and EC1C1. Equivalent combinations may be accepted at the lecturer's discretion.

Previous programming experience is not required but students who have no previous experience in R must complete an online pre-session R course from the Digital Skills Lab before the start of the course (<https://moodle.lse.ac.uk/course/view.php?id=7745>)

**Course content:** The primary focus of this course is on the core machine learning techniques in the context of high-dimensional or large datasets (i.e. big data). The first part of the course covers elementary and important statistical methods including nearest neighbours, linear regression, logistic regression, regularisation, cross-validation, and variable selection. The second part of the course deals with more advanced machine learning methods including regression and classification trees, random forests, bagging, boosting, deep neural networks, k-means clustering and hierarchical clustering. The course will also introduce causal inference motivated by analogy between double machine learning and two-stage least squares. All the topics will be delivered using illustrative real data examples. Students will also gain hands-on experience using R or Python (programming languages and software environments for data analysis, computing and visualisation).

**Teaching:** 10 hours of lectures, 20 hours of seminars and 5 hours of help sessions in the MT.

This course will be delivered through a combination of classes, lectures and Q&A sessions totalling a minimum of 30 hours in Michaelmas Term.

[This course includes a reading week in Week 6 of Michaelmas Term].

Students are required to install R/RStudio in their own laptops. Student not having a laptop of their own will be offered to use personal computers available in seminar rooms.

**Formative coursework:** Students will be expected to produce 4 problem sets in the MT.

**Indicative reading:** James, G., Witten, D., Hastie, T. and Tibshirani, R. An Introduction to Statistical Learning with Applications in R. Springer, 2017.

Hastie, T., Tibshirani, R. and Friedman, J. The Elements of Statistical Learning: Data Mining, Inference and Prediction. 2nd Edition, Springer, 2009.

Efron, B. and Hastie, T. Computer Age Statistical Inference. Cambridge University Press, 2016.

Wickham, H, and Golemund, G. (2017). R for Data Science. O'Reilly.

**Assessment:** Coursework (15%) in the MT Week 4.

Coursework (15%) in the MT Week 9.

Project (40%) and group project (30%) in the LT.

Students are required to submit a group project by applying machine learning methods covered in this course on some real data using R (which accounts for 30% of the final assessment), and an individual project that includes a prediction competition component (which accounts for 40% of the final assessment). In addition to some real data examples, the focus of this course is to introduce some theoretical and methodological concepts in machine learning. These components will be tested by coursework as problem sets (which account for 30% of the final assessment).

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## ST311 Half Unit Artificial Intelligence

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Xinghao Qiao

**Availability:** This course is compulsory on the BSc in Data Science. This course is available on the BSc in Actuarial Science, BSc in Mathematics, Statistics and Business and BSc in Politics and Data Science. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** Students must have completed one of the following two combinations of courses: (a) ST102 and MA100, or (b) MA107 and ST109 and EC1C1. Equivalent combinations may be accepted at the lecturer's discretion.

A computer programming course using Python, e.g. ST101 Programming for Data Science.

Students who have no previous experience in Python are required to complete an online pre-session Python course from the Digital Skills Lab before the start of the course (<https://moodle.lse.ac.uk/course/view.php?id=7696>).

**Course content:** The objective of this course is to introduce students to basic principles of artificial intelligence (AI) systems. By AI, we refer to machines (or computers) that mimic cognitive functions that humans associate with the human mind, such as learning and problem solving. The course will take a practical approach, explaining the main principles and methods used in the design of AI systems.

The course will provide an introduction to main principles of deep learning, covering topics of neural nets as universal approximators, design of neural network architectures, backpropagation and optimisation methods for training neural networks, and some special deep neural network architectures commonly used for solving AI tasks such as image classification, sequence modelling, natural language processing and generative models. If time allows, this course will also provide an introduction to reinforcement learning problem formulation. Students will gain practical knowledge to learn and evaluate deep learning and reinforcement learning algorithms (if time allows) using Python and open-source software libraries.

**Teaching:** The lectures cover fundamental methodological and theoretical principles while computer workshops provide students with an opportunity to gain hands-on-experience by solving exercises using modern and commonly used software libraries such as PyTorch and OpenAI Gym.

This course will be delivered through a combination of classes and lectures totalling a minimum of 35 hours across Lent Term. This year, some of this teaching may be delivered through a combination of classes and flipped-lectures delivered as short online videos.

Students are required to use a Python programming environment, e.g. by installing Anaconda / Jupyter notebooks on their own laptops or using Google Colab, and to use their own laptops in the workshops.

**Formative coursework:** Students will be expected to produce 8 exercises in the LT.

**Indicative reading:** 1. A. Zhang, Z. Lipton, M. Li and A. Smola, Dive into Deep Learning, 2022, <http://d2l.ai>

2. I. Goodfellow, Y. Bengio and A. Courville, Deep Learning, MIT Press, 2017, <http://www.deeplearningbook.org>

3. R. Sutton and A. C. Barto, Reinforcement Learning: An Introduction, 2nd Edition, MIT Press, 2018

4. M. Nielsen, Neural Networks and Deep Learning, 2016, online book.

5. S. Russell and P. Norvig, Artificial Intelligence: A Modern Approach, 3rd Edition, Pearson, 2016

**Assessment:** Coursework (30%) in the LT. Project (70%) in the ST.

Students are required to hand in the solutions to 3 sets of exercises (each accounting for 10% of the final grade).

The project will be a group project with 2 members per group. The detailed instruction will be handed out in Week 10 of Lent term, and students need to submit a written report by Week 1 of Summer term.

## ST312 Half Unit

### Applied Statistics Project

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Yunxiao Chen

**Availability:** This course is compulsory on the BSc in Data Science. This course is available on the BSc in Actuarial Science, BSc in Business Mathematics and Statistics and BSc in Mathematics, Statistics and Business. This course is not available as an outside option nor to General Course students.

This course is not controlled access. If you request a place and meet the criteria you are likely to be given a place.

**Pre-requisites:** Students must have completed Elementary Statistical Theory (ST102).

Students must have completed Elementary Statistical Theory (ST102). This course is suitable for third-year students.

**Course content:** Students will produce a project involving a critical investigation and collation of statistical data on a topic of their own interest.

**Teaching:** This course will be delivered through a combination of workshops and seminars totalling a minimum of 11 hours across Michaelmas term and 2 hours of workshops in the Summer term. Students on this course will have a research week in week 6 where they can look up data sources for their assessed project.

**Formative coursework:** Oral presentation at the end of MT.

**Indicative reading:** [ukdataservice.ac.uk](http://ukdataservice.ac.uk), [www.google.com/publicdata](http://www.google.com/publicdata), [data.worldbank.org](http://data.worldbank.org)

**Assessment:** Project (90%) and presentation (10%) in the ST.

## ST313 Half Unit

### Ethics for Data Science

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Joshua Loftus

**Availability:** This course is available on the BSc in Actuarial Science, BSc in Data Science, BSc in Mathematics and Economics, BSc in Mathematics with Data Science, BSc in Mathematics with Economics, BSc in Mathematics, Statistics and Business and BSc in Politics and Data Science. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** Students must have completed Elementary Statistical Theory (ST102) or equivalent, Mathematical Methods (MA100) or equivalent, and at least one of MA212, EC220, EC221, ST206, ST202, or equivalent.

Familiarity with basic computer programming in R or Python.

Students who have no previous experience in R are strongly encouraged to take on an online pre-session R course from the Digital Skill Lab (<https://moodle.lse.ac.uk/course/view.php?id=7022>)

**Course content:** This course covers a selection of topics central to the ethical practice of data science. Students will learn key concepts and methods to analyze a variety of case studies, from the historical and philosophical background of data technologies and ethics to the frontiers of research in machine learning, artificial intelligence, and socio-technical systems. These concepts will include some basic philosophical and legal ideas related to data ethics, frameworks for ethical practice developed by professional societies, formal statistical definitions and quantitative methods for objectives such as fairness and privacy, and an emphasis on the use of causal reasoning to evaluate data-driven systems and policies. Topics may include:

- Replication crisis, unfair algorithms, basics of normative ethics and causality
- Historical examples, professional ethical guidelines
- Transparency, reproducibility, open science
- Discrimination, statistical fairness, impossibility results
- Causal reasoning for fairness, pathway analysis, intersectionality
- Interventions, policy optimization, distributive justice
- Data provenance, privacy, differential privacy
- Strategic behavior, surveillance, democratic data
- Automation and AI, responsibility, complicity

Causal statistical models will be used as a formal framework throughout to understand and stress test these ideas.

**Teaching:** 20 hours of lectures and 10 hours of classes in the MT.

**Formative coursework:** Students will be expected to produce 4 problem sets in the MT.

Note that two of the problem sets will be graded and summative.

**Indicative reading:** Lecture notes will be provided. These will be supplemented with a variety of short readings, some of which will

be taken from the following background references

- <https://www.bitbybitbook.com/en/1st-ed/ethics/>
- <https://fairmlbook.org/>
- <https://data-feminism.mitpress.mit.edu/>
- <https://aiethics.princeton.edu/case-studies/>
- <https://www.acm.org/code-of-ethics>
- <https://rss.org.uk/RSS/media/News-and-publications/Publications/Reports%20and%20guides/A-Guide-for-Ethical-Data-Science-Final-Oct-2019.pdf>
- <https://www.amstat.org/ASA/Your-Career/Ethical-Guidelines-for-Statistical-Practice.aspx>
- <https://hastie.su.domains/CASI/>
- <https://www.statlearning.com/>

**Assessment:** Group project (50%) in the LT Week 2.

Group presentation (20%) in the MT Week 9.

Problem sets (15%) in the MT Week 7.

Problem sets (15%) in the MT Week 10.

Two problem sets during the MT will be summative, each with 15% marks. Group work consists of a presentation during the MT describing a project proposal, and the project itself will then be due in the LT.

## ST326 Half Unit Financial Statistics

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Wai-Fung Lam COL.6.09

**Availability:** This course is compulsory on the BSc in Financial Mathematics and Statistics. This course is available on the BSc in Actuarial Science, BSc in Data Science and BSc in Mathematics, Statistics and Business. This course is available with permission as an outside option to students on other programmes where regulations permit and to General Course students.

**Pre-requisites:** Either ST202, or ST206 and ST211.

"Previous programming experience is not required but students who have no previous experience in R must complete an online pre-sessional R course from the Digital Skills Lab before the start of the course (<https://moodle.lse.ac.uk/course/view.php?id=7745>)" The equivalent link for Python is: <https://moodle.lse.ac.uk/course/view.php?id=7696>

**Course content:** The course covers key statistical methods and data analytic techniques most relevant to finance. Hands-on experience in analysing financial data in the "R" environment is an essential part of the course. The course includes a selection of the following topics: obtaining financial data, low- and high-frequency financial time series, ARCH-type models for low-frequency volatilities and their simple alternatives, Markowitz portfolio theory and the Capital Asset Pricing Model, concepts and practices in machine learning as applied in financial forecasting, Value at Risk. Will cover classification techniques using random forests and simple trading strategies if time permits.

**Teaching:** This course will be delivered through a combination of classes, lectures and Q&A sessions totalling a minimum of 30 hours across Michaelmas Term. This course includes a reading week in Week 6 of Michaelmas Term.

**Formative coursework:** Students will be expected to produce 9 problem sets in the MT.

**Indicative reading:** Lecture notes will be provided  
Lai, T.L. And Xing H. (2008) *Statistical Models and Methods for Financial Markets*. Springer.

Tsay, R. S. (2005) *Analysis of Financial Time Series*. Wiley.

Ruppert, D. (2004) *Statistics and Finance – an introduction*. Springer.

Fan, Yao (2003) *Nonlinear Time Series*.

Hastie, Tibshirani, Friedman (2009) *The Elements of Statistical Learning*.

Haerdle, Simar (2007) *Applied Multivariate Statistical Analysis*.

**Assessment:** Exam (80%, duration: 2 hours) in the summer exam period.

Coursework (20%) in the MT.

The course will be assessed by an examination (80%) and a coursework (20%) involving case studies which will be submitted in MT.

## ST327

### Market Research: An Integrated Approach

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr James Abdey COL.5.10 and Mr Karsten Shaw

**Availability:** This course is available on the BSc in Business Mathematics and Statistics, BSc in Data Science, BSc in Management and BSc in Mathematics, Statistics and Business. This course is available as an outside option to students on other programmes where regulations permit. This course is available with permission to General Course students. Not to be taken with ST307.

**Pre-requisites:** Students must have completed one of the following: Elementary Statistical Theory (ST102), Quantitative Methods (Statistics) (ST107), Statistics for Management Sciences (ST203), Econometrics: Theory and Applications (MG205), Analytical Methods for Management (MG202), or equivalent. The combination of Elementary Statistical Theory I (ST109) and Econometrics I (EC1C1) is also acceptable.

**Course content:** The main ideas and applications of market research techniques. ST327.1 Topics covered are introduction to market research, defining the market research problem, research design, internal secondary data and the use of databases, qualitative research: focus group discussions, projective techniques, survey and quantitative observation techniques, measurement and scaling: fundamentals, comparative and non-comparative scaling, questionnaire design, sampling: design and procedures, final and initial sample size determination, cross-tabulation and hypothesis testing, analysis of variance and covariance, correlation and regression, discriminant analysis, factor analysis, cluster analysis and conjoint analysis. ST327.2 Case Studies: Students use the information and techniques gained from ST327.1 to carry out a co-operative Market Research Case Study. Individual write up of the Case Study forms part of the assessment.

**Teaching:** This course will be delivered through a combination of classes and lectures totalling a minimum of 36 hours across Michaelmas Term and Lent Term.

This course does not include a reading week in Week 6 of Michaelmas Term.

**Formative coursework:** Students are given weekly exercises to work on for discussion in class.

**Indicative reading:** Malhotra, N.K. (2019) *Marketing Research: An Applied Orientation* (7th edition), Pearson (earlier editions are also fine).

**Assessment:** Exam (60%, duration: 2 hours) in the summer exam period.

Coursework (25%) in the ST.

Presentation (15%) in the LT.

The assessed Case Study work is split into two parts; a group presentation and an individual piece of coursework.

## ST330

### Stochastic and Actuarial Methods in Finance

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Erik Baurdoux COL.6.04

**Availability:** This course is available on the BSc in Actuarial Science, BSc in Business Mathematics and Statistics, BSc in Data Science and BSc in Mathematics, Statistics and Business. This course is not available as an outside option. This course is available to General Course students.



**Pre-requisites:** Students must have completed:

EITHER Probability, Distribution Theory and Inference (ST202) OR  
Probability and Distribution Theory (ST206)  
AND Stochastic Processes (ST302).

**Course content:** Theories of financial market behaviour.

Applications of stochastic processes and actuarial models  
in finance. Utility theory. Stochastic dominance and portfolio  
selection. Measures of investment risk. Mean-variance portfolio  
theory. Single and multifactor models. The Capital Asset Pricing  
Model. The efficient market hypothesis.

Introduction to financial markets. Model-free relationships.

Stochastic models for security prices and interest rates and  
estimating their parameters. Option pricing: general framework  
in discrete and continuous time, the Black-Scholes analysis and  
numerical procedures (binomial models and Cox-Ross-Rubinstein  
models). The term structure of interest rates: the Vasicek, the Cox-  
Ingersoll-Ross and other models. Introduction to credit risk.

**Teaching:** This course will be delivered through a combination of  
seminars and lectures totalling a minimum of 60 hours across  
Michaelmas Term and Lent Term.

This course includes a reading week in Week 6 of Michaelmas/  
Lent Term.

Students will work on and submit formative coursework towards  
the end of MT and a second set of formative coursework towards  
the end of LT. Feedback and solutions will be provided

**Formative coursework:** Two sets of hand-in exercises will also be  
given during the year.

**Indicative reading:** N H Bingham & R Kiesel, Risk Neutral Valuation;  
A Cerny, Mathematical Techniques in Finance: Tools for Incomplete  
Markets; J Hull, Options, Futures & Other Derivatives; R Jarrow & S  
Turnbull, Derivative Securities; D Luenberger, Investment Science;  
Institute of Actuaries core reading notes, Subject CT8.

**Assessment:** Exam (90%, duration: 3 hours) in the summer exam  
period.

Coursework (10%) in the LT.

# **Diploma Programme Regulations**



**Key to Diploma Regulations**  
**(H) means a half-unit course**  
**(C) means this course is capped**  
**(n/a 22/23) means not available in the 2022/23 academic year**  
**(MT) means Michaelmas Term**  
**(LT) means Lent Term**  
**(ST) means Summer Term**

## Diploma in Accounting and Finance

**Programme Code:** TDAF

**Department:** Accounting

For students starting this programme of study in 2022/23

Students must take four units as shown.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and can be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

**Paper Course number, title (unit value)**

**Year 1**

Paper 1 FM212 Principles of Finance (1.0) #

**Or**

By special permission of the Course Leaders, students may substitute FM212 with one of the following:

FM300 Corporate Finance, Investments and Financial Markets (1.0) #\* **or**

FM321 Risk Management and Modelling (0.5) # **and** FM322 Derivatives (0.5) #\*

**Or**

one from:

FM473L Financial Markets (0.5) #\*

FM473M Financial Markets (0.5) #\*

and one from:

FM474L Managerial Finance (0.5) \*

FM474M Managerial Finance (0.5) \*

Paper 2 Courses to the value of 1.0 unit(s) from the following:

AC200 Accounting Theory and Practice (1.0) #

**Or**

AC490 Management Accounting, Decisions and Control (0.5) **and** AC491 Financial Accounting, Reporting and Disclosure (0.5)

Papers 3 & 4 Courses to the value of 2.0 unit(s) from the following (if not already taken under Paper 2):

AC311 Results Accountability and Management Control for Strategy Implementation (0.5) #

AC312 Performance Measurement, Strategy, and Uncertainty (0.5) #

AC331 Contemporary Issues in Financial Accounting (0.5) #

AC332 Financial Statement Analysis and Valuation (0.5) #

AC341 Corporate Governance, Risk Management and Financial Audit (0.5)

AC342 Accounting, Corporate Responsibility and Sustainability (0.5)

AC470 Accounting in the Global Economy (0.5) #

EC2A3 Microeconomics II (0.5) #

EC2B3 Macroeconomics II (0.5) #

EC2C3 Econometrics I (0.5) #

EC2C4 Econometrics II (0.5) #1

EH240 Business and Economic Performance since 1945: Britain in International Context (1.0)

MA107 Quantitative Methods (Mathematics) (0.5) #

MG4G4 Topics in Management Research (0.5)

ST107 Quantitative Methods (Statistics) (0.5) #

Any other course with the approval of the Programme Director, by special permission only.

Prerequisite Requirements and Mutually Exclusive Options

\* means available with permission

1: Before taking EC2C4 you must take EC2C3

# means there may be prerequisites for this course.

Please view the course guide for more information.

This programme is externally accredited by the

ACCA. Further information is available on the

Department of Accounting website [lse.ac.uk/collections/accounting/](http://lse.ac.uk/collections/accounting/).





# **Taught Master's Programme Regulations**



**Key to Taught Master's Regulations**  
**(H) means a half-unit course**  
**(C) means this course is capped**  
**(n/a 22/23) means not available in the 2022/23 academic year**  
**(MT) means Michaelmas Term**  
**(LT) means Lent Term**  
**(ST) means Summer Term**

## MSc in Accounting, Organisations and Institutions

**Programme Code:** TMACORIN

**Department:** Accounting

For students starting this programme of study in 2022/23 Academic-year programme. Students take courses to the value of four units. There is also a pre-session course held in the week before MT: AC425 MSc Accounting, Organisations and Institutions: Pre-session course.

**Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements. Some optional subjects may not be available in any specific academic year.**

Paper	Course number, title (unit value)
Pre-session Course	AC425 MSc Accounting, Organisations and Institutions: Pre-session course (0.0)
Prerequisite Course	Students who wish to take AC416 in Paper 3 or Paper 4 are required to take the following course which runs over a 9-day period before the start of MT: AC480 Quantitative Methods in Accounting and Finance (0.0)
Paper 1	AC424 Accounting, Organisations and Institutions (1.0) #
Paper 2	AC411 Accounting, Strategy and Control (0.5) <b>and</b> AC412 Accountability, Organisations and Risk Management (0.5)
Paper 3	AC490 Management Accounting, Decisions and Control (0.5) <b>and</b> AC491 Financial Accounting, Reporting and Disclosure (0.5)
	<b>Or</b> Students with a substantive and verifiable background in accounting must do as Paper 3 either: AC415 Management Accounting for Decision Making (0.5) <b>and</b> AC416 Topics in Financial Reporting (0.5) # 1 <b>or</b> AC416 Topics in Financial Reporting (0.5) # <b>and</b> AC417 Corporate Financial Disclosure and Investor Relations (0.5) 2
	<b>Or</b> Students with prior background in management accounting only must do as Paper 3: AC415 Management Accounting for Decision Making (0.5) <b>and</b> AC491 Financial Accounting, Reporting and Disclosure (0.5)
Paper 4	Courses to the value of 1.0 unit(s) from the following: AC415 Management Accounting for Decision Making (0.5) AC416 Topics in Financial Reporting (0.5) # 3 AC417 Corporate Financial Disclosure and Investor Relations (0.5) AC444 Valuation and Security Analysis (0.5) #

DV413	Environmental Problems and Development Interventions (0.5) #
DV415	Global Environmental Governance (0.5)
EH463	The Long-Run Analysis of Firms and Industries (0.5)
EH483	The Development and Integration of the World Economy in the 19th and 20th Centuries (1.0)
FM474L	Managerial Finance (0.5)
FM474M	Managerial Finance (0.5)
LL4BF	International Financial Regulation (0.5)
MG476	Corporate Social Responsibility and International Labour Standards (0.5) #
MY428	Qualitative Text and Discourse Analysis (0.5) #

Any other course with the approval of the Programme Director.

### Prerequisite Requirements and Mutually Exclusive Options

# means there may be prerequisites for this course. Please view the course guide for more information.

1: Before taking AC416 you must take AC480  
 2: Before taking AC416 you must take AC480  
 3: Before taking AC416 you must take AC480  
 The Bologna Process [lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm](http://lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm) facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

### Note for prospective students:

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm](http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm). Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm](http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm).

## MSc in Accounting and Finance

**Programme Code:** TMAF

**Department:** Accounting

For students starting this programme of study in 2022/23 Academic-year programme. Students must take courses to the value of four units as shown.

**Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Prerequisite Course	Students who wish to take AC416 in Papers 2, 3 or 4 are required to take the following course which runs over a 9-day period before the start of MT: AC480 Quantitative Methods in Accounting and Finance (0.0)
Paper 1	Courses to the value of 1.0 unit(s) from the following: FM430 Corporate Finance and Asset Markets



	(1.0) # (not available 2022/23)
	<b>Or</b>
	FM429 Asset Markets A (0.5) #
	<b>and</b>
	FM431L Corporate Finance A (0.5) # <b>or</b>
	FM431M Corporate Finance A (0.5) #
	Or another approved paper by special permission only.
Paper 2	Courses to the value of 1.0 unit(s) from the following:
	AC411 Accounting, Strategy and Control (0.5) <b>and</b> AC415 Management Accounting for Decision Making (0.5) <b>or</b>
	AC415 Management Accounting for Decision Making (0.5) <b>and</b> AC416 Topics in Financial Reporting (0.5) # 1 <b>or</b>
	AC416 Topics in Financial Reporting (0.5) # <b>and</b> AC417 Corporate Financial Disclosure and Investor Relations (0.5) 2 <b>or</b>
	AC411 Accounting, Strategy and Control (0.5) <b>and</b> AC416 Topics in Financial Reporting (0.5) #
Papers 3 & 4	Courses to the value of 2.0 unit(s) from the following:
	AC411 Accounting, Strategy and Control (0.5)
	AC412 Accountability, Organisations and Risk Management (0.5)
	AC415 Management Accounting for Decision Making (0.5)
	AC416 Topics in Financial Reporting (0.5) # 3
	AC417 Corporate Financial Disclosure and Investor Relations (0.5)
	AC444 Valuation and Security Analysis (0.5) #
	AC470 Accounting in the Global Economy (0.5) #
	FM402 Financial Risk Analysis (0.5) #
	FM413 Fixed Income Markets (0.5) #
	FM421 Applied Corporate Finance (0.5) #
	FM441 Derivatives (0.5) #
	FM442 Quantitative Methods for Finance and Risk Analysis (0.5) #
	FM445 Portfolio Management (0.5)
	FM447 Global Financial Systems (0.5) #
	FM471 Sustainable Finance and Impact Investing (0.5) #
	FM472 International Finance (0.5) #
	FM476 Entrepreneurial Finance (0.5) #
	GY462 Real Estate Finance (0.5)
	LL4BK Corporate Crime (0.5)
	LL4BL Financial Crime (0.5)
	MG4D5 Leadership in Organisations: Theory and Practice (0.5)
	Any other course by special permission only. Students can also take a dissertation in accounting:
	AC499 Dissertation (1.0)
	Students taking FM442 can apply for a place on the following non-assessed computer course:
	FM457 Applied Computational Finance (0.0) (not available 2022/23)
	<b>Prerequisite Requirements and Mutually Exclusive Options</b>
	1: Before taking AC416 you must take AC480
	2: Before taking AC416 you must take AC480
	3: Before taking AC416 you must take AC480
	# means there may be prerequisites for this course. Please view the course guide for more information.
<b>Notes</b>	Students may elect to have their degree specialisation indicated on their degree certificate. Students who take both AC470 and FM472 as Paper 3 may choose to have <b>MSc Accounting and</b>

**Finance: International Accounting and Finance** on their certificate. Students who take two half units of AC411 or AC415 or AC416 or AC417 as Paper 3 may choose to have **MSc Accounting and Finance: Accounting and Financial Management** on their certificate. Students taking finance courses to the equivalent of two full units as Papers 3 and 4 may choose to have **MSc Accounting and Finance: Finance** on their certificate.

The Bologna Process [lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm](http://lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm) facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

## MSc in Anthropology and Development

**Programme Code:** TMANDV

**Department:** Anthropology

For students starting this programme of study in 2022/23 Full-year programme. Students must take two compulsory courses, a dissertation and optional courses to the value of one unit. Written papers will be taken in the summer term and the dissertation must be submitted in September. Attendance at seminars and at non-assessed tutorials is compulsory.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

<b>Paper</b>	<b>Course number, title (unit value)</b>
Paper 1	AN436 The Anthropology of Development (0.5) <b>and either</b>
	AN456 Anthropology of Economy (1): Production and Exchange (0.5) <b>or</b>
	AN457 Anthropology of Economy (2): Transformation and Globalisation (0.5)
Paper 2	DV400 Development: History, Theory and Policy (1.0) #
	<b>Or</b>
	DV442 Key Issues in Development Studies (0.5) and 0.5 units from the following:
	<b>Paper 3 DV courses options list</b>
Paper 3	Courses to the value of 1.0 unit(s) from the following:
	AN402 The Anthropology of Religion (1.0)
	AN404 Anthropology: Theory and Ethnography (1.0)
	AN405 The Anthropology of Kinship, Sex and Gender (1.0)
	AN419 The Anthropology of Christianity (0.5) (not available 2022/23)
	AN420 The Anthropology of Southeast Asia (0.5) (not available 2022/23)
	AN424 The Anthropology of Melanesia (0.5)
	AN444 Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) # (not available 2022/23)
	AN447 China in Comparative Perspective (1.0)
	AN451 Anthropology of Politics (0.5)
	AN456 Anthropology of Economy (1): Production and Exchange (0.5) A
	AN457 Anthropology of Economy (2): Transformation and Globalisation (0.5) B

AN458	Children and Youth in Contemporary Ethnography (0.5)
AN461	Anthropological Approaches to Questions of Being (0.5) (not available 2022/23)
AN463	Borders and Boundaries: Ethnographic Approaches (0.5) (not available 2022/23)
AN467	The Anthropology of South Asia (0.5) # (not available 2022/23)
AN469	The Anthropology of Amazonia (0.5) (not available 2022/23)
AN475	The Anthropology of Revolution (0.5) (not available 2022/23)
AN476	Anthropology and the Anthropocene (0.5)
AN477	Topics in the Anthropology of sub-Saharan Africa (0.5) # (not available 2022/23)
AN479	Anthropology of Law (0.5)
AN480	Public Anthropology (0.5) (not available 2022/23)
AN481	Health and Welfare: Anthropological Perspectives (0.5) (not available 2022/23)
AN482	Bangladesh and Beyond: Anthropological Perspectives (0.5) (not available 2022/23)
AN483	Anthropology, Art, and Poetics (0.5) (not available 2022/23)
AN484	Anthropological Approaches to Race, Racism, and Decolonisation (0.5)
DV407	Poverty (0.5)
DV413	Environmental Problems and Development Interventions (0.5) #
DV415	Global Environmental Governance (0.5)
DV418	African Development (0.5)
DV420	Complex Emergencies (0.5)
DV421	Critical Perspectives on Global Health and Development (0.5)
DV428	Managing Humanitarianism (0.5)
DV458	Key issues in Global Health and Development (0.5)
DV464	Democracy and Development (0.5)
DV480	Revolution and Development (0.5) #
DV490	Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development (0.5)
DV491	Economic Development Policy II: Microeconomic Analysis (0.5) #
DV492	Economic Development Policy III: Government Policy Analysis (0.5) #

Any other courses offered by Anthropology or International Development, as approved.

Paper 4

**Paper 3 DV courses options list**

DV407	Poverty (0.5)
DV413	Environmental Problems and Development Interventions (0.5) #
DV415	Global Environmental Governance (0.5)
DV418	African Development (0.5)
DV420	Complex Emergencies (0.5)
DV421	Critical Perspectives on Global Health and Development (0.5)
DV428	Managing Humanitarianism (0.5)
DV458	Key issues in Global Health and Development (0.5)
DV464	Democracy and Development (0.5)
DV480	Revolution and Development (0.5) #
DV490	Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development (0.5)
DV491	Economic Development Policy II:

	Microeconomic Analysis (0.5) #
DV492	Economic Development Policy III: Government Policy Analysis (0.5) #

**Footnotes**

A: AN456 can only be taken under Paper 3 if it was not taken under Paper 1.  
 B: AN457 can only be taken under Paper 3 if it was not taken under Paper 1.  
 # means there may be prerequisites for this course. Please view the course guide for more information.

**MSc in Anthropology and Development Management**

**Programme Code:** TMANDVMG

**Department:** Anthropology

For students starting this programme of study in 2022/23 Full-year programme. Students must take two compulsory courses, a dissertation and optional courses to the value of one unit. Written papers will be taken in the summer term and the dissertation must be submitted in September. Attendance at seminars and at non-assessed tutorials is compulsory.

**Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

<b>Paper</b>	<b>Course number, title (unit value)</b>
<b>Year 1</b>	
Paper 1	AN436 The Anthropology of Development (0.5) <b>and either</b>
	AN456 Anthropology of Economy (1): Production and Exchange (0.5) <b>or</b>
	AN457 Anthropology of Economy (2): Transformation and Globalisation (0.5)
Paper 2	DV431 Development Management (1.0)
Paper 3	Courses to the value of 1.0 unit(s) from the following:
	AN402 The Anthropology of Religion (1.0)
	AN404 Anthropology: Theory and Ethnography (1.0)
	AN405 The Anthropology of Kinship, Sex and Gender (1.0)
	AN419 The Anthropology of Christianity (0.5) (not available 2022/23)
	AN420 The Anthropology of Southeast Asia (0.5) (not available 2022/23)
	AN424 The Anthropology of Melanesia (0.5)
	AN444 Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) # (not available 2022/23)
	AN447 China in Comparative Perspective (1.0)
	AN451 Anthropology of Politics (0.5)
	AN456 Anthropology of Economy (1): Production and Exchange (0.5) A
	AN457 Anthropology of Economy (2): Transformation and Globalisation (0.5) B
	AN458 Children and Youth in Contemporary Ethnography (0.5)
	AN461 Anthropological Approaches to Questions of Being (0.5) (not available 2022/23)
	AN463 Borders and Boundaries: Ethnographic Approaches (0.5) (not available 2022/23)
	AN467 The Anthropology of South Asia (0.5) # (not available 2022/23)
	AN469 The Anthropology of Amazonia (0.5) (not available 2022/23)
	AN475 The Anthropology of Revolution (0.5) (not available 2022/23)
	AN476 Anthropology and the Anthropocene

	(0.5)
AN477	Topics in the Anthropology of sub-Saharan Africa (0.5) # (not available 2022/23)
AN479	Anthropology of Law (0.5)
AN480	Public Anthropology (0.5) (not available 2022/23)
AN481	Health and Welfare: Anthropological Perspectives (0.5) (not available 2022/23)
AN482	Bangladesh and Beyond: Anthropological Perspectives (0.5) (not available 2022/23)
AN483	Anthropology, Art, and Poetics (0.5) (not available 2022/23)
AN484	Anthropological Approaches to Race, Racism, and Decolonisation (0.5)
DV407	Poverty (0.5)
DV413	Environmental Problems and Development Interventions (0.5) #
DV415	Global Environmental Governance (0.5)
DV418	African Development (0.5)
DV420	Complex Emergencies (0.5)
DV421	Critical Perspectives on Global Health and Development (0.5)
DV428	Managing Humanitarianism (0.5)
DV443	Development Management Consultancy Project (0.5)
DV458	Key issues in Global Health and Development (0.5)
DV464	Democracy and Development (0.5)
DV480	Revolution and Development (0.5) #
DV490	Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development (0.5)
DV491	Economic Development Policy II: Microeconomic Analysis (0.5) #
DV492	Economic Development Policy III: Government Policy Analysis (0.5) #

Any other courses offered by Anthropology or International Development, as approved.

Paper 4  
**Footnotes**

AN499 Dissertation (1.0)  
A: AN456 can only be taken under Paper 3 if it was not taken under Paper 1.  
B: AN457 can only be taken under Paper 3 if it was not taken under Paper 1.  
# means there may be prerequisites for this course. Please view the course guide for more information.

**This programme has been discontinued.**

**Last year of entry 2022/23.**

**Note for prospective students:** For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm](https://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm). Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm](https://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm).

## MSc in Applicable Mathematics

**Programme Code:** TMAPMA

**Department:** Mathematics

For students starting this programme of study in 2022/23 Full year programme. Students must take courses to the value of four full units.

**Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	Courses to the value of 0.5 unit(s) from the following: MA407 Algorithms and Computation (0.5) # MA421 Advanced Algorithms (0.5) #
Papers 2, 3 & 4	Courses to the value of 1.5 unit(s) from the following: MA402 Mathematical Game Theory (0.5) #A MA408 Contemporary Discrete Mathematics (0.5) # MA409 Continuous Time Optimisation (0.5) # MA410 Information, Communication and Cryptography (0.5) # MA411 Probability and Measure (0.5) # MA412 Functional Analysis and its Applications (0.5) # (not available 2022/23) MA413 Games of Incomplete Information (0.5) # (not available 2022/23) MA414 Stochastic Analysis (0.5) # (not available 2022/23) MA420 Quantifying Risk and Modelling Alternative Markets (0.5) # (not available 2022/23) MA421 Advanced Algorithms (0.5) # MA427 Mathematical Optimisation (0.5) # MA428 Combinatorial Optimisation (0.5) # MA429 Algorithmic Techniques for Data Mining (0.5) # MA431 Advanced Topics in Operations Research and Applicable Mathematics (0.5) # (not available 2022/23) MA433 Mathematics of Networks (0.5) #B MA434 Algorithmic Game Theory (0.5) # MA435 Machine Learning in Financial Mathematics (0.5) #
Papers 5 & 6	Courses to the value of 1.0 unit(s) from the following: EC484 Econometric Analysis (1.0) # EC487 Advanced Microeconomics (1.0) # FM402 Financial Risk Analysis (0.5) # FM429 Asset Markets A (0.5) # FM430 Corporate Finance and Asset Markets (1.0) # (not available 2022/23) FM441 Derivatives (0.5) # FM442 Quantitative Methods for Finance and Risk Analysis (0.5) #C MG409 Auctions and Game Theory (0.5) # ST409 Stochastic Processes (0.5) # ST418 Non-Linear Dynamics and the Analysis of Real Time Series (0.5) # (not available 2022/23) ST422 Time Series (0.5) # ST455 Reinforcement Learning (0.5) # ST456 Deep Learning (0.5) # Any other paper with the approval of the Programme Director and the teacher responsible for the course, excluding MA415, MA416, MA417 and MA424.
Paper 7	<b>Papers 2, 3 &amp; 4 options list</b> MA498 Dissertation in Mathematics (1.0) <b>Papers 2, 3 &amp; 4 options list</b> MA402 Mathematical Game Theory (0.5) # MA408 Contemporary Discrete Mathematics (0.5) # MA409 Continuous Time Optimisation (0.5) # MA410 Information, Communication and Cryptography (0.5) # MA411 Probability and Measure (0.5) #

MA412	Functional Analysis and its Applications (0.5) # (not available 2022/23)
MA413	Games of Incomplete Information (0.5) # (not available 2022/23)
MA414	Stochastic Analysis (0.5) # (not available 2022/23)
MA420	Quantifying Risk and Modelling Alternative Markets (0.5) # (not available 2022/23)
MA421	Advanced Algorithms (0.5) #
MA427	Mathematical Optimisation (0.5) #
MA428	Combinatorial Optimisation (0.5) #
MA429	Algorithmic Techniques for Data Mining (0.5) #
MA431	Advanced Topics in Operations Research and Applicable Mathematics (0.5) # (not available 2022/23)
MA433	Mathematics of Networks (0.5) #
MA434	Algorithmic Game Theory (0.5) #
MA435	Machine Learning in Financial Mathematics (0.5) #

**Footnotes**

A: This option will not be available to those who have already studied MA300 and MA301, or who have studied this subject as part of an undergraduate degree.  
 B: This option will not be available to those who have already studied MA320.  
 C: Students taking this course can apply for a place on FM457 Applied Computational Finance, a non-assessed computer course.  
 # means there may be prerequisites for this course. Please view the course guide for more information.

**MSc in Applied Social Data Science**

**Programme Code:** TMASDS

**Department:** Methodology

For students starting this programme of study in 2022/23 Students must take two compulsory half-unit MY courses, a dissertation and optional courses (MY and/or non-MY) to the value of two units. The total value of all non-MY courses should not exceed one unit.

**Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

**Paper Course number, title (unit value)**

Paper 1 MY470 Computer Programming (0.5)  
 Exceptionally, students who can demonstrate sufficient prior training in or professional experience with computer programming commensurate with that covered in MY470 can substitute a 0.5-unit course from Paper 3 for MY470. This would be subject to the approval of the MSc Programme Director.

**And** courses to the value of 0.5 units from the following:

MY472	Data for Data Scientists (0.5)
ST445	Managing and Visualising Data (0.5) #
MY400	Fundamentals of Social Science Research Design (0.5)

Paper 2

**And** courses to the value of 0.5 units from the following:

MY452L	Applied Regression Analysis (0.5) #
MY452M	Applied Regression Analysis (0.5) #
MY474	Applied Machine Learning for Social Science (0.5) #
ST443	Machine Learning and Data Mining (0.5) #

Paper 3 Courses to the value of 0.5 units from the following:

MY405	Research Design for Policy and Programme Evaluation (0.5)
MY456	Survey Methodology (0.5) #
MY457	Causal Inference for Observational and Experimental Studies (0.5) #
MY459	Quantitative Text Analysis (0.5) #
MY461	Social Network Analysis (0.5)
ST446	Distributed Computing for Big Data (0.5) #
ST449	Artificial Intelligence (0.5)
ST451	Bayesian Machine Learning (0.5) #
ST455	Reinforcement Learning (0.5) #
ST456	Deep Learning (0.5) #

**Or**

Courses to the value of 0.5 unit(s) from the following:

**Methodology Options List**

Choice of any other 0.5 unit LSE course (including MY) with approval of the Academic Mentor.

Paper 4

MY498 Capstone Project (1.0)

**Methodology Options List**

Paper 5

MY405	Research Design for Policy and Programme Evaluation (0.5)
MY421L	Qualitative Research Methods (0.5)
MY421M	Qualitative Research Methods (0.5)
MY424	Advanced qualitative field methods for researching space and place (0.5) # (not available 2022/23)
MY426	Doing Ethnography (0.5) #
MY428	Qualitative Text and Discourse Analysis (0.5) #
MY451L	Introduction to Quantitative Analysis (0.5)
MY451M	Introduction to Quantitative Analysis (0.5)
MY452L	Applied Regression Analysis (0.5) #
MY452M	Applied Regression Analysis (0.5) #
MY455	Multivariate Analysis and Measurement (0.5) #
MY456	Survey Methodology (0.5) #
MY457	Causal Inference for Observational and Experimental Studies (0.5) #
MY459	Quantitative Text Analysis (0.5) #
MY461	Social Network Analysis (0.5)
MY472	Data for Data Scientists (0.5)

# means there may be prerequisites for this course. Please view the course guide for more information.

**MSc in Behavioural Science**

**Programme Code:** TMBS

**Department:** Psychological and Behavioural Science

For students starting this programme of study in 2022/23 Wellbeing Specialism: students who choose to concentrate their electives and dissertation on wellbeing may elect to have a specialism in "Wellbeing" attached to their degree certificate and transcript, i.e. "Behavioural Science (Wellbeing)". To obtain this specialism, students must take PB421 Happiness and PB441 Wellbeing for Policy, and their dissertation topic must be approved by their supervisor as being appropriate for this specialism. If no such election is made, the degree certificate will state "Behavioural Science" without further specification.

**Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

**Paper Course number, title (unit value)**



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Paper 1	PB405	Foundations in Behavioural Science (1.0)
Paper 2	PB413	Experimental Design and Methods for Behavioural Science (0.5) <b>and</b> PB4A7 Quantitative Applications for Behavioural Science (0.5)
Paper 3		Courses to the value of 0.5 unit(s) from the following: (The below courses cannot be selected if the course with the equivalent title has already been selected from paper 5) PB421 Happiness (0.5) 1 PB434 Behavioural Science in an Age of New Technology (0.5) 2 PB435 Behavioural Science for Planetary Wellbeing (0.5) PB441 Wellbeing for Policy (0.5) PB452 Behavioural Science for Health and Pandemic Responses (0.5) # 3 PB453 Corporate Behaviour and Decision Making (0.5) 4 (not available 2022/23)
Paper 4		Students select a further 0.5 units from paper 3 (if the equivalent title has not been selected for their dissertation under paper 5), or from the list below: MY457 Causal Inference for Observational and Experimental Studies (0.5) # PB416 Cognition and Culture (0.5) (not available 2022/23) PB417 Consumer Psychology for Sustainability (0.5) PB418 Corporate Communications (0.5) PB419 Creativity and Innovation (0.5) # (not available 2022/23) PB422 Health Communication (0.5) PB424 Organisational Life (0.5) PB425 Organisations, Groups and Identity (0.5) # PB426 Knowledge Processes in Organisations (0.5) (not available 2022/23) PB427 Organisational and Social Decision Making (0.5) (not available 2022/23) PB428 Political Psychology: Inequality & Intergroup Relations (0.5) PB429 Science Communication and Controversies (0.5) (not available 2022/23) PB430 Social Influence Modes and Modalities (0.5) # (not available 2022/23) PB431 Social Psychology of Economic Life: Advanced Topics (0.5) PB432 Social Representations: Social Knowledge and Contemporary Issues (0.5) PB433 Theory and Practice of Organisational Development (0.5) PB436 Behavioural Science for Managing Work, People, and Time (0.5) PB458 Dialogue: Conflict & Negotiation (0.5) A course from another department (subject to the approval of the Candidate's Programme Director) <b>Paper 3 option list</b>
Paper 5		Courses assessed by a 10,000 word dissertation:(Courses cannot be selected from this list if the course with the equivalent title has already been selected from paper 3) PB4D2 Happiness - Dissertation (1.0) 5 PB4D3 Behavioural Science in an Age of New Technology - Dissertation (1.0) 6 PB4D4 Behavioural Science for Health and Pandemic Responses - Dissertation (1.0) 7 PB4D5 Corporate Behaviour and Decision Making - Dissertation (1.0) 8 (not

		available 2022/23)
PB4D6	Wellbeing for Policy - Dissertation (1.0) 9	
PB4D7	Behavioural Science for Planetary Wellbeing - Dissertation (1.0) 10	

Students can select a topic outside of the semi-compulsory list at the discretion of the director under extraordinary circumstances.

### Paper 3 option list

PB421	Happiness (0.5)
PB434	Behavioural Science in an Age of New Technology (0.5)
PB435	Behavioural Science for Planetary Wellbeing (0.5)
PB441	Wellbeing for Policy (0.5)
PB452	Behavioural Science for Health and Pandemic Responses (0.5) #
PB453	Corporate Behaviour and Decision Making (0.5) (not available 2022/23)

### Prerequisite Requirements and Mutually Exclusive Options

- 1: PB421 can not be taken with PB4D2
  - 2: PB434 can not be taken with PB4D3
  - 3: PB452 can not be taken with PB4D4
  - 4: PB453 can not be taken with PB4D5
  - 5: PB4D2 can not be taken with PB421
  - 6: PB4D3 can not be taken with PB434
  - 7: PB4D4 can not be taken with PB452
  - 8: PB4D5 can not be taken with PB453
  - 9: PB4D6 can not be taken with PB441
  - 10: PB4D7 can not be taken with PB435
- # means there may be prerequisites for this course. Please view the course guide for more information.

## MSc in China in Comparative Perspective

**Programme Code:** TMCHCP

**Department:** Anthropology

For students starting this programme of study in 2022/23

Full-year programme. Students must take one compulsory course, select optional courses to the value of two units, and write a dissertation, as shown below. Attendance at seminars and at non-assessed tutorials is compulsory.

Students intending to use this degree to convert to a discipline in which they hope to qualify to do a research degree, should choose their options in consultation with the Programme Director to ensure eligibility for the research programme in question.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	AN447 China in Comparative Perspective (1.0)
Papers 2 & 3	Courses to the value of 2.0 unit(s) from the following:
	AN402 The Anthropology of Religion (1.0)
	AN404 Anthropology: Theory and Ethnography (1.0)
	AN405 The Anthropology of Kinship, Sex and Gender (1.0)
	AN436 The Anthropology of Development (0.5)
	AN451 Anthropology of Politics (0.5)
	AN456 Anthropology of Economy (1): Production and Exchange (0.5)
	AN457 Anthropology of Economy (2): Transformation and Globalisation (0.5)
	AN479 Anthropology of Law (0.5)
	AN480 Public Anthropology (0.5) (not available 2022/23)
	AN481 Health and Welfare: Anthropological

	Perspectives (0.5) (not available 2022/23)
AN482	Bangladesh and Beyond: Anthropological Perspectives (0.5) (not available 2022/23)
AN483	Anthropology, Art, and Poetics (0.5) (not available 2022/23)
AN484	Anthropological Approaches to Race, Racism, and Decolonisation (0.5)
Other	Anthropology courses (to the value of 1.0 unit) may be taken, subject to the approval of the Programme Director.
DV411	Population and Development: an Analytical Approach (0.5) (not available 2022/23)
DV413	Environmental Problems and Development Interventions (0.5) #
DV415	Global Environmental Governance (0.5)
DV432	China in Developmental Perspective (0.5) # (not available 2022/23)
DV444	Global Health Challenges: Epidemics, Disease, and Public Health Response (0.5) # (not available 2022/23)
DV463	Civil society, security and development (0.5) (not available 2022/23)
EH446	Economic Development of East and Southeast Asia (1.0) #
EH482	The Origins of the World Economy: Europe and Asia, 1000-1800 (1.0)
EU443	European Models of Capitalism (0.5)
GV432	Government and Politics in China (0.5)
GV467	Introduction to Comparative Politics (0.5)
GV4H1	Chinese Political Thought (0.5) #
GY438	Urban Asia: Cities and Social Change (0.5)
GY480	Remaking China: Geographical aspects of Development and Disparity (0.5) (not available 2022/23)
HY461	East Asia in the Age of Imperialism, 1839-1945 (1.0) #A
HY489	China and the External World, 1644-1839 (0.5)
SP418	Global Social Policy and International Organizations (0.5)
	Courses to the value of one full-unit from MSc International Relations (Papers 2 & 3), subject to availability and the approval of the relevant course convenor. The following courses would be particularly appropriate:
	IR445 Global Politics of China (1.0)
	IR462 International Political Theory (0.5) (not available 2022/23)
	IR464 The Politics of International Law (0.5) (not available 2022/23)
	IR473 China and the Global South (0.5) B
Paper 4	AN498 Dissertation- MSc China in Comparative Perspective (1.0)

**Footnotes**

A: Places on HY461 are subject to space.  
 B: Places on IR473 are subject to space.  
 # means there may be prerequisites for this course. Please view the course guide for more information.

## MSc in City Design and Social Science

**Programme Code:** TMCIDSS

**Department:** Sociology

For students starting this programme of study in 2022/23

Full-year programme which can also be taken part-time over three years. Students must take the City Design: Research Studio course,

two compulsory half-unit courses, an independent project, and one unit of optional courses.

**Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	SO448 City Design: Research Studio (1.0)
Papers 2 & 3	Courses to the value of 1.0 unit(s) from the following: PP465 City-Making: the Politics of Urban Form (0.5) SO451 Cities by Design (0.5) SO480 Urban Inequalities (0.5)
Paper 4	Courses to the value of 1.0 unit(s) from the following: GY409 Globalisation and territorial development: Theory, Evidence and Policy (0.5) GY431 Cities, People and Poverty in the South (0.5) # GY438 Urban Asia: Cities and Social Change (0.5) GY439 Cities, Politics and Citizenship (0.5) GY441 The Politics of Housing (0.5) (not available 2022/23) GY448 Social and Political Aspects of Planning (0.5) GY455 Economic Appraisal and Valuation (0.5) GY477 Race and Capitalism in North America (0.5) GY479 Urban Transformations (0.5) (not available 2022/23) MY424 Advanced qualitative field methods for researching space and place (0.5) # (not available 2022/23) PP465 City-Making: the Politics of Urban Form (0.5) SO451 Cities by Design (0.5) SO473 Crime, Control and the City (0.5) SO475 Material Culture and Design (0.5) (not available 2022/23) SO477 Urban Social Theory (0.5) (not available 2022/23) SO480 Urban Inequalities (0.5) SO492 Qualitative Social Research Methods (0.5) SO4C5 The Social Life of Infrastructure (0.5) SP435 Housing, Neighbourhoods and Communities (0.5) # (not available 2022/23) SP437 International Housing and Human Settlements; Conflicts and Communities (0.5) (not available 2022/23)
	Any other course in the Department of Sociology, or other departments (special permission only), by agreement with the course tutor.
Paper 5	SO449 Independent Project (1.0) # means there may be prerequisites for this course. Please view the course guide for more information.

## MSc in Comparative Politics

**Programme Code:** TMCP

**Department:** Government

For students starting this programme of study in 2022/23

Full-year programme. Students must take papers to the value of four full units as shown. All students are required to write a 10,000-word dissertation. Note that some of the courses must be taken together. Part-time students may take up to four courses in their

first year. Students can either opt for No Specialism or choose one of the following specialisms: Democracy and Democratization, Nationalism and Ethnic Politics, Comparative Political Economy, Popular Politics, or Politics of the Developing World.

The core elements for all specialisms on this programme are: GV467 and GV499.

Students on a particular specialism will have automatic right of entry to the courses listed under the specialism. Other students will have access subject to availability.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

#### Democracy and Democratization

##### Paper Course number, title (unit value)

Paper 1 GV467 Introduction to Comparative Politics (0.5)

Paper 2 GV499 Dissertation (1.0)

Paper 3 GV4E1 Comparative Democratization in a Global Age (0.5)

Paper 4 Courses to the value of 0.5 unit(s) from the following:

GV444 Democracy and Development in Latin America (0.5) (not available 2022/23)

GV4C9 Globalization and Democratization in Southeast Asia (0.5)

GV4E2 Capitalism and Democracy (0.5)

GV4J4 Citizen Representation and Democracy in the European Union (0.5) (not available 2022/23)

GV4L7 Political Participation and Representation in Latin America (0.5)

Paper 5 Courses to the value of 1.5 unit(s) from the following:

##### **Approved paper options list**

##### **Paper 4 options list (Democracy and Democratization)**

Nationalism and Ethnic Politics

##### Paper Course number, title (unit value)

Paper 1 GV467 Introduction to Comparative Politics (0.5)

Paper 2 GV499 Dissertation (1.0)

Paper 3 Courses to the value of 1.0 unit(s) from the following:

EU457 Culture and Security in Global Politics (0.5)

GV439 Government and Politics in Central and Eastern Europe (0.5)

GV4B9 The Second Europe (0.5)

GV4J8 Middle East Politics in Transnational Perspective (0.5)

GV4J9 Populism (0.5) # (not available 2022/23)

Paper 4 Courses to the value of 1.5 unit(s) from the following:

##### **Approved paper options list**

##### **Paper 3 options list (Nationalism and Ethnic Politics)**

Comparative Political Economy

##### Paper Course number, title (unit value)

Paper 1 GV467 Introduction to Comparative Politics (0.5)

Paper 2 GV499 Dissertation (1.0)

Paper 3 Courses to the value of 1.0 unit(s) from the following:

EU4A4 The Politics of Inequality and Redistribution (0.5)

GV441 States and Markets (0.5)

GV4E2 Capitalism and Democracy (0.5)

Paper 4 Courses to the value of 0.5 unit(s) from the following:

DV435 African Political Economy (0.5)

EU4A4 The Politics of Inequality and Redistribution (0.5)

GV4E2 Capitalism and Democracy (0.5)

GV4F8 Institutions and Global Trade (0.5)

SP441 Politics of Social Policy: Welfare and Work in Comparative Perspective (0.5)

Paper 5 Courses to the value of 1.0 unit(s) from the following:

##### **Approved paper options list**

##### **Paper 4 options list (Comparative Political Economy)**

Popular Politics

##### **Course number, title (unit value)**

GV467 Introduction to Comparative Politics (0.5)

GV499 Dissertation (1.0)

Paper 3 Courses to the value of 1.0 unit(s) from the following:

GV4A2 Citizens' Political Behaviour in Europe: Elections Public Opinion and Identities (0.5) # (not available 2022/23)

GV4C9 Globalization and Democratization in Southeast Asia (0.5)

GV4D3 Local Power in an Era of Globalization, Democratization, and Decentralization (0.5)

GV4F2 Popular Politics in the Middle East (0.5)

GV4J4 Citizen Representation and Democracy in the European Union (0.5) (not available 2022/23)

GV4L7 Political Participation and Representation in Latin America (0.5)

Paper 4 Courses to the value of 1.5 unit(s) from the following:

##### **Approved paper options list**

##### **Paper 3 options list (Popular Politics)**

Politics of the Developing World

##### **Course number, title (unit value)**

Paper 1 GV467 Introduction to Comparative Politics (0.5)

Paper 2 GV499 Dissertation (1.0)

Paper 3 Courses to the value of 1.0 unit(s) from the following:

DV435 African Political Economy (0.5)

GV432 Government and Politics in China (0.5)

GV444 Democracy and Development in Latin America (0.5) (not available 2022/23)

GV4F2 Popular Politics in the Middle East (0.5)

GV4F9 The Challenges of Governance in sub-Saharan Africa (0.5) (not available 2022/23)

GV4J8 Middle East Politics in Transnational Perspective (0.5)

GV4L7 Political Participation and Representation in Latin America (0.5)

Paper 4 Courses to the value of 1.5 unit(s) from the following:

##### **Approved paper options list**

##### **Paper 3 options list (Politics of the Developing World)**

No specialism

##### **Course number, title (unit value)**

Paper 1 GV467 Introduction to Comparative Politics (0.5)

Paper 2 GV499 Dissertation (1.0)

Paper 3 Courses to the value of 2.5 unit(s) from the following:

##### **Approved paper options list**

##### **Options list (No Specialism)**

##### **Approved paper options list**

AN436 The Anthropology of Development (0.5) \*

AN451 Anthropology of Politics (0.5) \*

DV435 African Political Economy (0.5)

DV460 Bayesian Reasoning for Qualitative Social Science: A modern approach to case study inference (0.5) # (not available 2022/23)

EU447 Democracy, Ideology and the European State (0.5) \*

EU457	Culture and Security in Global Politics (0.5) *	DV435	African Political Economy (0.5)
EU475	Racial Diversity and Conflict in Europe: Identities, Religion, and Culture (0.5)	EU4A4	The Politics of Inequality and Redistribution (0.5)
EU481	The Future: Political Responses to a Challenge (0.5)	GV4E2	Capitalism and Democracy (0.5)
EU4A2	Globalisation, Conflict and Post-Conflict Reconstruction (0.5)	GV4F8	Institutions and Global Trade (0.5)
GI413	Gender, Race and Militarisation (0.5) *	SP441	Politics of Social Policy: Welfare and Work in Comparative Perspective (0.5)
GV439	Government and Politics in Central and Eastern Europe (0.5)	<b>Paper 3 options list (Popular Politics)</b>	
GV4A5	International Migration and Immigration Management (0.5)	GV4A2	Citizens' Political Behaviour in Europe: Elections Public Opinion and Identities (0.5) # (not available 2022/23)
GV4B8	Civil Wars: Concepts and Cases (0.5)	GV4C9	Globalization and Democratization in Southeast Asia (0.5)
GV4B9	The Second Europe (0.5)	GV4D3	Local Power in an Era of Globalization, Democratization, and Decentralization (0.5)
GV4G1	Applied Quantitative Methods for Public Policy and Political Science (0.5) #	GV4F2	Popular Politics in the Middle East (0.5)
GV4J9	Populism (0.5) # (not available 2022/23)	GV4J4	Citizen Representation and Democracy in the European Union (0.5) (not available 2022/23)
GV4K1	Opening Government: Transparency, Accountability, and Participation (0.5)	GV4L7	Political Participation and Representation in Latin America (0.5)
GV4K7	Conflict and Cooperation: Key Debates (0.5)	<b>Paper 3 options list (Politics of the Developing World)</b>	
GV4L2	The Politics and Policy of Climate Change and Sustainability (0.5) #	DV435	African Political Economy (0.5)
GV4L5	Politics, Gender, and Development (0.5) #	GV432	Government and Politics in China (0.5)
GV4L7	Political Participation and Representation in Latin America (0.5)	GV444	Democracy and Development in Latin America (0.5) (not available 2022/23)
HY411	European Integration in the Twentieth Century (1.0) #*	GV4F2	Popular Politics in the Middle East (0.5)
IR411	Foreign Policy Analysis III (1.0) #	GV4F9	The Challenges of Governance in sub-Saharan Africa (0.5) (not available 2022/23)
MY421L	Qualitative Research Methods (0.5)	GV4J8	Middle East Politics in Transnational Perspective (0.5)
MY421M	Qualitative Research Methods (0.5)	GV4L7	Political Participation and Representation in Latin America (0.5)
MY425	Case Studies and Comparative Methods for Qualitative Research (0.5)	<b>Options list (No Specialism)</b>	
MY426	Doing Ethnography (0.5) #	DV435	African Political Economy (0.5)
MY451L	Introduction to Quantitative Analysis (0.5)	EU457	Culture and Security in Global Politics (0.5)
MY451M	Introduction to Quantitative Analysis (0.5)	EU4A4	The Politics of Inequality and Redistribution (0.5)
MY452L	Applied Regression Analysis (0.5) #	GV432	Government and Politics in China (0.5)
MY452M	Applied Regression Analysis (0.5) #	GV439	Government and Politics in Central and Eastern Europe (0.5)
SP441	Politics of Social Policy: Welfare and Work in Comparative Perspective (0.5) *	GV441	States and Markets (0.5)
A course from the Government Department or another department, with the consent of the convener of MSc in Comparative Politics and the teacher of the course.		GV444	Democracy and Development in Latin America (0.5) (not available 2022/23)
<b>Paper 4 options list (Democracy and Democratization)</b>		GV4A2	Citizens' Political Behaviour in Europe: Elections Public Opinion and Identities (0.5) # (not available 2022/23)
GV444	Democracy and Development in Latin America (0.5) (not available 2022/23)	GV4B9	The Second Europe (0.5)
GV4C9	Globalization and Democratization in Southeast Asia (0.5)	GV4C9	Globalization and Democratization in Southeast Asia (0.5)
GV4E2	Capitalism and Democracy (0.5)	GV4D3	Local Power in an Era of Globalization, Democratization, and Decentralization (0.5)
GV4J4	Citizen Representation and Democracy in the European Union (0.5) (not available 2022/23)	GV4E1	Comparative Democratization in a Global Age (0.5)
GV4L7	Political Participation and Representation in Latin America (0.5)	GV4E2	Capitalism and Democracy (0.5)
<b>Paper 3 options list (Nationalism and Ethnic Politics)</b>		GV4E8	Power Sharing and Institutional Design in Divided Societies (0.5)
EU457	Culture and Security in Global Politics (0.5)	GV4F2	Popular Politics in the Middle East (0.5)
GV439	Government and Politics in Central and Eastern Europe (0.5)	GV4F8	Institutions and Global Trade (0.5)
GV4B9	The Second Europe (0.5)	GV4F9	The Challenges of Governance in sub-Saharan Africa (0.5) (not available 2022/23)
GV4J8	Middle East Politics in Transnational Perspective (0.5)	GV4J4	Citizen Representation and Democracy in the European Union (0.5) (not available 2022/23)
GV4J9	Populism (0.5) # (not available 2022/23)	GV4J9	Populism (0.5) # (not available 2022/23)
<b>Paper 4 options list (Comparative Political Economy)</b>		GV4L7	Political Participation and



Representation in Latin America (0.5)  
 SP441 Politics of Social Policy: Welfare and  
 Work in Comparative Perspective (0.5)

**Prerequisite Requirements and Mutually  
 Exclusive Options**

\* means available with permission

# means there may be prerequisites for this  
 course. Please view the course guide for more  
 information.

**This programme has been discontinued.**

**Last year of entry 2022/23.**

**Note for prospective students:**

For changes to graduate course and programme  
 information for the next academic session, please  
 see the graduate summary page for prospective  
 students [lse.ac.uk/resources/calendar/  
 CourseAndProgrammeInfo/updatedPGProspective.  
 htm](https://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm). Changes to course and programme  
 information for future academic sessions can  
 be found on the graduate summary page for  
 future students [lse.ac.uk/resources/calendar/  
 CourseAndProgrammeInfo/updatedPGFuture.htm](https://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm).

## MSc in Conflict Studies

**Programme Code:** TMCS

**Department:** Government

For students starting this programme of study in 2022/23

Full-year programme. Students must take courses to the value of  
 four full units.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may  
 be subject to timetabling constraints and/or students meeting  
 specific prerequisite requirements.**

**Paper Course number, title (unit value)**

Paper 1	GV4G4 Comparative Conflict Analysis (0.5) and courses to the value of 0.5 unit(s) from the following: A MY421L Qualitative Research Methods (0.5) MY421M Qualitative Research Methods (0.5) MY425 Case Studies and Comparative Methods for Qualitative Research (0.5) MY451L Introduction to Quantitative Analysis (0.5) MY451M Introduction to Quantitative Analysis (0.5) MY452L Applied Regression Analysis (0.5) # MY452M Applied Regression Analysis (0.5) #
Paper 2	Courses to the value of 0.5 unit(s) from the following: EU4A2 Globalisation, Conflict and Post-Conflict Reconstruction (0.5) GV4A8 Political Violence and Terrorism (0.5) GV4B8 Civil Wars: Concepts and Cases (0.5) GV4D3 Local Power in an Era of Globalization, Democratization, and Decentralization (0.5) GV4E3 Statebuilding and Self-Determination in Eastern Europe and Eurasia (0.5) GV4E8 Power Sharing and Institutional Design in Divided Societies (0.5) GV4F2 Popular Politics in the Middle East (0.5) GV4K7 Conflict and Cooperation: Key Debates (0.5)
Paper 3	Courses to the value of 1.5 unit(s) from the following: DV428 Managing Humanitarianism (0.5) DV434 Human Security (0.5) DV462 Forced Migration and Refugees (0.5) EU440 The Balkans in Europe: Transition,

EU457	Democratisation, Integration (0.5) Culture and Security in Global Politics (0.5)
EU458	Public Policy and Cultural Narratives in a Global Europe (0.5)
EU485	Post-Conflict Justice and Reconciliation in Europe and Beyond (0.5)
GI413	Gender, Race and Militarisation (0.5)
GI425	Introduction to Gender, Peace and Security (0.5)
GV439	Government and Politics in Central and Eastern Europe (0.5)
GV4B9	The Second Europe (0.5)
GV4C9	Globalization and Democratization in Southeast Asia (0.5)
GV4E1	Comparative Democratization in a Global Age (0.5)
GV4F9	The Challenges of Governance in sub-Saharan Africa (0.5) (not available 2022/23)
GV4G1	Applied Quantitative Methods for Public Policy and Political Science (0.5) #
GV4J8	Middle East Politics in Transnational Perspective (0.5)
GV4K7	Conflict and Cooperation: Key Debates (0.5)
GV4L5	Politics, Gender, and Development (0.5) #
HY436	Race, Violence and Colonial Rule in Africa (1.0) (not available 2022/23)
IR422	Conflict and Peacebuilding (1.0) #
IR461	Islam in World Politics (1.0)
IR466	Genocide (0.5)
LL468	European Human Rights Law (0.5)
LL475	Terrorism and the Rule of Law (0.5)
LL4A8	International Law and the Use of Force (0.5) #

A half-unit MSc course from the Government  
 Department or another department (with the  
 consent of the programme director and the teacher  
 of the course).

or other courses from the Paper 2 options list  
 below

**Paper 2 options list**

GV499 Dissertation (1.0)

**Paper 2 options list**

EU4A2	Globalisation, Conflict and Post-Conflict Reconstruction (0.5)
GV4A8	Political Violence and Terrorism (0.5)
GV4B8	Civil Wars: Concepts and Cases (0.5)
GV4D3	Local Power in an Era of Globalization, Democratization, and Decentralization (0.5)
GV4E3	Statebuilding and Self-Determination in Eastern Europe and Eurasia (0.5)
GV4E8	Power Sharing and Institutional Design in Divided Societies (0.5)
GV4F2	Popular Politics in the Middle East (0.5)
GV4K7	Conflict and Cooperation: Key Debates (0.5)

Paper 4

**Footnotes**

A: MY421, MY452 and MY451 are half unit courses  
 which run twice per year – once in MT and once in  
 LT.

# means there may be prerequisites for this  
 course. Please view the course guide for more  
 information.

**This programme has been discontinued. Last  
 year of entry 2022/23.**

**Note for prospective students:**

For changes to graduate course and programme  
 information for the next academic session, please  
 see the graduate summary page for prospective

students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm](http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm). Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm](http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm).

## MSc in Criminal Justice Policy

**Programme Code:** TMCJP

**Department:** Social Policy

For students starting this programme of study in 2022/23 Full-year programme. Students must take one compulsory course, optional courses to the value of two full units and a dissertation.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

**Paper Course number, title (unit value)**

Paper 1 SP470 Criminal Justice Policy (1.0)

Papers 2 & 3 Courses to the value of 2.0 unit(s) from the following:

SO473 Crime, Control and the City (0.5)

SP403 Academic & Professional Skills Development (0.0) #

SP413 Understanding Social (Dis)advantage (0.5)

SP414 Ethnicity, Race and Social Policy (0.5)

SP419 Social Movements, Activism, and Social Policy (0.5)

SP471 Issues in Contemporary Policing (0.5) # (not available 2022/23)

SP473 Policing, Security and Globalisation (0.5) #

SP475 Riots, Disorder and Urban Violence (0.5) #

SP476 Punishment and Penal Policy (0.5) #

Paper 4 SP498 Criminal Justice Policy - Long Essay (1.0)

# means there may be prerequisites for this course. Please view the course guide for more information.

It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Social Policy (i.e. not prefixed with 'SP').

**Note for prospective students:**

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm](http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm). Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm](http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm).

## MSc in Culture and Conflict in a Global Europe

**Programme Code:** TMCCGLEU

**Department:** European Institute

For students starting this programme of study in 2022/23

**(Formerly MSc in Global Europe: Culture and Conflict)**

Full-year programme. Students must take two semi-compulsory courses, optional courses to the value of two units and a dissertation as shown below. Additionally, all students must

take EU410 Interdisciplinary Research Methods and Design in preparation for the dissertation. Students must also select EU450 Engaging with Europe: Professional Skills during course choice. Places on EU450 workshops are on a first come first served basis.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

**Paper Course number, title (unit value)**

Professional development

course EU450 Engaging with Europe: Professional Skills (0.0)

Paper 1 Courses to the value of 1.0 unit(s) from the following:

EU447 Democracy, Ideology and the European State (0.5)

EU457 Culture and Security in Global Politics (0.5)

EU478 The Culture of European Politics (0.5)

EU4A2 Globalisation, Conflict and Post-Conflict Reconstruction (0.5)

Students without some background in European politics and policy-making or economics are strongly encouraged to take one or both of the following to support their studies:

EU409 Basic Economic Concepts for European Political Economy (0.0)

EU4V9 Concepts in Political Science and Public Policy (0.0)

Paper 2 Courses to the value of 1.0 unit(s) from the following:

**Culture and Society**

EU432 The Philosophy of Europe (0.5)

EU437 Europe Beyond Modernity (0.5)

EU457 Culture and Security in Global Politics (0.5)

EU458 Public Policy and Cultural Narratives in a Global Europe (0.5)

EU478 The Culture of European Politics (0.5)

EU481 The Future: Political Responses to a Challenge (0.5)

EU4A3 The Americas and Europe (0.5)

**Conflict studies**

EU475 Racial Diversity and Conflict in Europe: Identities, Religion, and Culture (0.5)

EU476 Emotions and Memory in European Politics (0.5)

EU485 Post-Conflict Justice and Reconciliation in Europe and Beyond (0.5)

EU486 Imaging Violence, Imagining Europe (0.5)

EU4A2 Globalisation, Conflict and Post-Conflict Reconstruction (0.5)

**Politics and Policy**

EU430 Europeanization: The Comparative Politics of Domestic Change (0.5)

EU440 The Balkans in Europe: Transition, Democratisation, Integration (0.5)

EU447 Democracy, Ideology and the European State (0.5)

EU487 European Integration from a Global Governance Perspective (0.5) #

EU488 European Policy-Making and International Cooperation (0.5) #

EU489 Analytical Politics and Policymaking in Europe (0.5)

EU4A1 The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union (0.5) (not available 2022/23)

EU4A5 People and Politics in Europe (0.5)

EU4A6 Reconciliation and Crisis: Politics in Southern Europe (0.5)

**International Migration**

	EU464	International Migration: EU Policies and Politics (0.5) #
	EU468	The Political Economy of Migration in Europe (0.5) #
	EU484	Europe's Role in Global Migration Governance (0.5)
	EU4A8	Migration From Below: Theories and Lived Experiences of Borders (0.5)
Paper 3		Courses to the value of 1.0 unit(s) from the following:
		<b>Identity and Culture</b>
	GI421	Sexuality, Gender and Culture (0.5) # (not available 2022/23)
	GI422	Transnational Sexual Politics (1.0)
	GV498	Multiculturalism (0.5)
	IR461	Islam in World Politics (1.0)
	IR465	The International Politics of Culture and Religion (1.0) # (not available 2022/23)
	SO479	Human Rights and Postcolonial Theory (0.5)
		<b>Conflict in World Politics</b>
	GV4B8	Civil Wars: Concepts and Cases (0.5)
	GV4B9	The Second Europe (0.5)
	GV4K7	Conflict and Cooperation: Key Debates (0.5)
	IR452	Empire and Conflict in World Politics (0.5) (not available 2022/23)
	IR481	Europe, the US and Arab-Israeli Relations (0.5) # (not available 2022/23)
		<b>Methodology</b>
	EU490	Evidence and Analysis in Policy-Making (0.5)
	MY423	Interview Methods for Social Science Research (0.5) #
	MY425	Case Studies and Comparative Methods for Qualitative Research (0.5)
	MY428	Qualitative Text and Discourse Analysis (0.5) #
		or any course(s) not taken previously from the Paper 2 options list below:
		<b>Paper 2 options list</b>
Paper 4	EU499	Dissertation (1.0) <b>and</b> EU410 Interdisciplinary Research Methods and Design (0.0)
Optional	EU470	How do we know? An introduction to research design and methods in political economy (0.0)
		<b>Paper 2 options list</b>
	EU430	Europeanization: The Comparative Politics of Domestic Change (0.5)
	EU432	The Philosophy of Europe (0.5)
	EU437	Europe Beyond Modernity (0.5)
	EU440	The Balkans in Europe: Transition, Democratisation, Integration (0.5)
	EU447	Democracy, Ideology and the European State (0.5)
	EU457	Culture and Security in Global Politics (0.5)
	EU458	Public Policy and Cultural Narratives in a Global Europe (0.5)
	EU464	International Migration: EU Policies and Politics (0.5) #
	EU468	The Political Economy of Migration in Europe (0.5) #
	EU475	Racial Diversity and Conflict in Europe: Identities, Religion, and Culture (0.5)
	EU476	Emotions and Memory in European Politics (0.5)
	EU478	The Culture of European Politics (0.5)
	EU481	The Future: Political Responses to a Challenge (0.5)
	EU484	Europe's Role in Global Migration

		Governance (0.5)
	EU485	Post-Conflict Justice and Reconciliation in Europe and Beyond (0.5)
	EU486	Imaging Violence, Imagining Europe (0.5)
	EU487	European Integration from a Global Governance Perspective (0.5) #
	EU488	European Policy-Making and International Cooperation (0.5) #
	EU489	Analytical Politics and Policymaking in Europe (0.5)
	EU4A1	The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union (0.5) (not available 2022/23)
	EU4A2	Globalisation, Conflict and Post-Conflict Reconstruction (0.5)
	EU4A3	The Americas and Europe (0.5)
	EU4A5	People and Politics in Europe (0.5)
	EU4A6	Reconciliation and Crisis: Politics in Southern Europe (0.5)
	EU4A8	Migration From Below: Theories and Lived Experiences of Borders (0.5)

**Prerequisite Requirements and Mutually Exclusive Options**

# means there may be prerequisites for this course. Please view the course guide for more information.

## MSc in Culture and Society

**Programme Code:** TMCUSO

**Department:** Sociology

For students starting this programme of study in 2022/23 Full-year programme. Students take two compulsory courses, optional courses to the value of 1.5 full units plus the dissertation as shown.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	SO434 Cultural Theory and Cultural Forms (1.0)
Paper 2	SO492 Qualitative Social Research Methods (0.5)
Paper 3	Courses to the value of 1.5 unit(s) from the following:
	EU4A3 The Americas and Europe (0.5)
	GI402 Gender, Knowledge and Research Practice (0.5)
	GI403 Gender and Media Representation (0.5)
	GI410 Screening the 21st Century: Cinema and Cultural Critique (0.5) #
	GI421 Sexuality, Gender and Culture (0.5) # (not available 2022/23)
	GY439 Cities, Politics and Citizenship (0.5)
	GY479 Urban Transformations (0.5) (not available 2022/23)
	MC402 The Audience in Media and Communications (0.5)
	MC408 Theories and Concepts in Media and Communications (0.5)
	MC420 Identity, Transnationalism and the Media (0.5)
	MY424 Advanced qualitative field methods for researching space and place (0.5) # (not available 2022/23)
	MY428 Qualitative Text and Discourse Analysis (0.5) #
	PB432 Social Representations: Social Knowledge and Contemporary Issues

	(0.5)
SO426	Classical Social Thought (0.5) (not available 2022/23)
SO427	Modern Social Thought (0.5)
SO471	Technology, Power and Culture (0.5)
SO475	Material Culture and Design (0.5) (not available 2022/23)
SO477	Urban Social Theory (0.5) (not available 2022/23)
SO479	Human Rights and Postcolonial Theory (0.5)
SO481	Class, Politics and Culture (0.5)
SO490	Contemporary Social Thought (0.5) (not available 2022/23)
SO4B6	Nature and Technology: More than Human Sociology (0.5) (not available 2022/23)
SO4B9	The Sociology of Consumption (0.5)
SO4C5	The Social Life of Infrastructure (0.5)
	Or any other MSc level course offered in the School, subject to the consent of the candidate's teachers.
Paper 4	SO493 MSc in Culture and Society Dissertation (1.0)
	# means there may be prerequisites for this course. Please view the course guide for more information.

## MSc in Data Science

**Programme Code:** TMDS

**Department:** Statistics

For students starting this programme of study in 2022/23 Full-year programme. Students must take three compulsory courses, options to the value of 1.5 unit(s) and a Capstone Project as shown.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	ST445 Managing and Visualising Data (0.5) #
Paper 2	ST447 Data Analysis and Statistical Methods (0.5) #
Paper 3	ST443 Machine Learning and Data Mining (0.5) #
Paper 4	Courses to the value of 1.5 unit(s), including at least 0.5 unit(s) of ST courses from the following:
	MA407 Algorithms and Computation (0.5) #
	MA424 Modelling in Operations Research (0.5) #
	MY459 Quantitative Text Analysis (0.5) #
	MY461 Social Network Analysis (0.5)
	MY470 Computer Programming (0.5)
	ST405 Multivariate Methods (0.5) #
	ST411 Generalised Linear Modelling and Survival Analysis (0.5) #
	ST422 Time Series (0.5) #
	ST429 Statistical Methods for Risk Management (0.5) #
	ST436 Financial Statistics (0.5) #
	ST444 Computational Data Science (0.5) #
	ST446 Distributed Computing for Big Data (0.5) #
	ST449 Artificial Intelligence (0.5)
	ST451 Bayesian Machine Learning (0.5) #
	ST454 Applied spatio-temporal analysis (0.5) #
	ST455 Reinforcement Learning (0.5) #
	ST456 Deep Learning (0.5) #
	ST457 Graph Data Analytics and Representation Learning (0.5) #

Paper 5	ST498 Capstone Project (1.0)
	# means there may be prerequisites for this course. Please view the course guide for more information.

## MSc in Development Management

**Programme Code:** TMDVMN

**Department:** International Development

For students starting this programme of study in 2022/23 Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

Students who choose to concentrate their electives and dissertation in a certain topic area may elect to have a specialism in "African Development", "Population Studies" or "Applied Development Economics" attached to their degree certificate and transcript. To obtain the specialism indication, students must meet the criteria below.

**African Development:** students must take DV418 and DV435, and their dissertation topic must be approved as being appropriate for this specialism.

**Population Studies:** students must take DV476 and DV456, and their dissertation topic must be approved as being appropriate for this specialism.

**Applied Development Economics:** enrolment capacity is limited and may be based on performance on a pre-quiz which will enable students to take at least two of DV490, DV491, DV492, and their dissertation topic must be approved as being appropriate for this specialism.

If no such election is made, the degree certificate will state "Development Management" without further specification.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	DV431 Development Management (1.0)
Papers 2 & 3	Courses to the value of 2.0 unit(s) from the following:
	It is highly recommended that students take DV443 as part of papers 2&3:
	DV443 Development Management Consultancy Project (0.5)
	AC470 Accounting in the Global Economy (0.5) #
	DV407 Poverty (0.5)
	DV411 Population and Development: an Analytical Approach (0.5) (not available 2022/23)
	DV413 Environmental Problems and Development Interventions (0.5) #
	DV415 Global Environmental Governance (0.5)
	DV418 African Development (0.5)
	DV420 Complex Emergencies (0.5)
	DV421 Critical Perspectives on Global Health and Development (0.5)
	DV423 Global Political Economy of Development (0.5) #
	DV424 International Institutions and Late Development (0.5)
	DV428 Managing Humanitarianism (0.5)
	DV432 China in Developmental Perspective (0.5) # (not available 2022/23)
	DV433 The Informal Economy and Development (0.5) (not available 2022/23)
	DV434 Human Security (0.5)
	DV435 African Political Economy (0.5)
	DV444 Global Health Challenges: Epidemics, Disease, and Public Health Response (0.5) # (not available 2022/23)



DV454	Gender, labour markets and social change in the Global South: theory, evidence, public action (0.5)
DV455	Advocacy, Campaigning and Grassroots Activism (0.5)
DV456	Population, Health and Development: Evidence and Projections (0.5) #
DV457	Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (0.5)
DV458	Key issues in Global Health and Development (0.5)
DV460	Bayesian Reasoning for Qualitative Social Science: A modern approach to case study inference (0.5) # (not available 2022/23)
DV462	Forced Migration and Refugees (0.5)
DV463	Civil society, security and development (0.5) (not available 2022/23)
DV464	Democracy and Development (0.5)
DV465	Global Health Work: Expertise and Labour (0.5)
DV472	Covid-19 pandemic: health, socio-economic and political implications for development (Special Topics in International Development) (0.5) (not available 2022/23)
DV476	Population Analysis: Methods and Models (0.5) #
DV480	Revolution and Development (0.5) #
DV483	Information Communication Technologies and Socio-economic Development (0.5)
DV490	Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development (0.5)
DV491	Economic Development Policy II: Microeconomic Analysis (0.5) #
DV492	Economic Development Policy III: Government Policy Analysis (0.5) #
GI407	Globalisation, Gender and Development (1.0) 1 (not available 2022/23)
GI409	Gender, Globalisation and Development: An Introduction (0.5) 2
GI411	Gender, Post/coloniality and Development: Critical Perspectives and New Directions (0.5) # (not available 2022/23)
GI418	Feminist Economics and Policy: An Introduction (0.5) #
GI420	Global Development and Its Discontents: Feminist Perspectives (0.5) 3
GV483	Public Management Theory and Doctrine (0.5)
GV4C9	Globalization and Democratization in Southeast Asia (0.5)
GV4K1	Opening Government: Transparency, Accountability, and Participation (0.5)
GV4L3	Data Science Applications in Politics Research (0.5) #
GV4L7	Political Participation and Representation in Latin America (0.5)
GY403	Contemporary Debates in Human Geography (0.5)
GY409	Globalisation and territorial development: Theory, Evidence and Policy (0.5)
GY410	Economics of Local and Regional Development (0.5)
GY431	Cities, People and Poverty in the South (0.5) #
GY432	Urban Ethnography (0.5) (not available 2022/23)

GY447	The Economics of Regional and Urban Planning (0.5) #
GY459	Urban Theory and Policy in the Global South (0.5)
GY473	Economic Development and the Environment (0.5) #
GY474	Politics of Environment and Development (0.5)
GY480	Remaking China: Geographical aspects of Development and Disparity (0.5) (not available 2022/23)
MG402	Public Management: A Design-Oriented Approach (0.5)
MG460	Emergencies Management: Humanitarian Intervention and Digital Innovation (0.5)
MG4B7	Leading Organisational Change (0.5)
SP415	Urbanisation and Social Policy in the Global South (0.5) #
SP436	Basic Education for Social Development (0.5) # (not available 2022/23)
	Another course with the approval of the supervisor/course tutor.
Paper 4	DV410 Research Design and Dissertation in International Development (1.0)
	MY410 Fundamentals of Research Design for International Development (0.0)
	DV445 Cutting Edge Issues in Development Thinking & Practice (0.0)

#### **Prerequisite Requirements and Mutually Exclusive Options**

# means there may be prerequisites for this course. Please view the course guide for more information.

- 1: GI407 can not be taken with GI409, GI420
- 2: GI409 can not be taken with GI420, GI407
- 3: GI420 can not be taken with GI407, GI409

## **MSc in Development Studies**

**Programme Code:** TMDV

**Department:** International Development

For students starting this programme of study in 2022/23

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

Students who choose to concentrate their electives and dissertation in a certain topic area may elect to have a specialism in "African Development", "Population Studies" or "Applied Development Economics" attached to their degree certificate and transcript. To obtain the specialism indication, students must meet the criteria below.

**African Development:** students must take DV418 and DV435, and their dissertation topic must be approved as being appropriate for this specialism.

**Population Studies:** students must take DV476 and DV456, and their dissertation topic must be approved as being appropriate for this specialism.

**Applied Development Economics:** enrolment capacity is limited and may be based on performance on a pre-quiz which will enable students to take at least two of DV490, DV491, DV492, and their dissertation topic must be approved as being appropriate for this specialism.

If no such election is made, the degree certificate will state "Development Studies" without further specification.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

<b>Paper</b>	<b>Course number, title (unit value)</b>
Paper 1	DV400 Development: History, Theory and Policy

Paper 2	DV410	(1.0) # Research Design and Dissertation in International Development (1.0)	DV477	Rural Livelihoods, Development and Agrarian Transformation (0.5) # (not available 2022/23)
	MY410	Fundamentals of Research Design for International Development (0.0)	DV480	Revolution and Development (0.5) #
	DV445	Cutting Edge Issues in Development Thinking & Practice (0.0)	DV483	Information Communication Technologies and Socio-economic Development (0.5)
Papers 3 & 4	Courses to the value of 2 unit(s) from the following:		DV490	Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development (0.5)
	AN451	Anthropology of Politics (0.5)	DV491	Economic Development Policy II: Microeconomic Analysis (0.5) #
	AN456	Anthropology of Economy (1): Production and Exchange (0.5)	DV492	Economic Development Policy III: Government Policy Analysis (0.5) #
	AN457	Anthropology of Economy (2): Transformation and Globalisation (0.5)	EC428	Development and Growth (1.0) #B
	DV407	Poverty (0.5)	EH446	Economic Development of East and Southeast Asia (1.0) #
	DV411	Population and Development: an Analytical Approach (0.5) (not available 2022/23)	GI407	Globalisation, Gender and Development (1.0) 1 (not available 2022/23)
	DV413	Environmental Problems and Development Interventions (0.5) #	GI409	Gender, Globalisation and Development: An Introduction (0.5) 2
	DV415	Global Environmental Governance (0.5)	GI418	Feminist Economics and Policy: An Introduction (0.5) #
	DV418	African Development (0.5)	GI420	Global Development and Its Discontents: Feminist Perspectives (0.5) 3
	DV420	Complex Emergencies (0.5)	GV441	States and Markets (0.5)
	DV421	Critical Perspectives on Global Health and Development (0.5)	GV483	Public Management Theory and Doctrine (0.5)
	DV423	Global Political Economy of Development (0.5) #	GV4C9	Globalization and Democratization in Southeast Asia (0.5)
	DV424	International Institutions and Late Development (0.5)	GV4D3	Local Power in an Era of Globalization, Democratization, and Decentralization (0.5)
	DV428	Managing Humanitarianism (0.5)	GV4K1	Opening Government: Transparency, Accountability, and Participation (0.5)
	DV432	China in Developmental Perspective (0.5) # (not available 2022/23)	GV4L3	Data Science Applications in Politics Research (0.5) #
	DV433	The Informal Economy and Development (0.5) (not available 2022/23)	GV4L7	Political Participation and Representation in Latin America (0.5)
	DV434	Human Security (0.5)	GY403	Contemporary Debates in Human Geography (0.5)
	DV435	African Political Economy (0.5)	GY420	Environmental Regulation: Implementing Policy (1.0)
	DV444	Global Health Challenges: Epidemics, Disease, and Public Health Response (0.5) # (not available 2022/23)	GY431	Cities, People and Poverty in the South (0.5) #
	DV447	Youth and Gendered Violence (0.5) # (not available 2022/23)	GY432	Urban Ethnography (0.5) (not available 2022/23)
	DV453	International Development Consultancy Project (0.5)	GY438	Urban Asia: Cities and Social Change (0.5)
	DV454	Gender, labour markets and social change in the Global South: theory, evidence, public action (0.5)	GY447	The Economics of Regional and Urban Planning (0.5) #C
	DV455	Advocacy, Campaigning and Grassroots Activism (0.5)	GY459	Urban Theory and Policy in the Global South (0.5)
	DV456	Population, Health and Development: Evidence and Projections (0.5) #	GY465	Concepts in Environmental Regulation (0.5)
	DV457	Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (0.5)	GY473	Economic Development and the Environment (0.5) #
	DV458	Key issues in Global Health and Development (0.5)	GY474	Politics of Environment and Development (0.5)
	DV460	Bayesian Reasoning for Qualitative Social Science: A modern approach to case study inference (0.5) # (not available 2022/23)	GY475	Issues in Environmental Governance (0.5)
	DV462	Forced Migration and Refugees (0.5)	GY480	Remaking China: Geographical aspects of Development and Disparity (0.5) (not available 2022/23)
	DV463	Civil society, security and development (0.5) (not available 2022/23)	IR418	International Politics: Asia & the Pacific (1.0) D (not available 2022/23)
	DV464	Democracy and Development (0.5)	IR488	International Politics of Southeast Asia (0.5) E
	DV465	Global Health Work: Expertise and Labour (0.5)	LL4AW	Foundations of International Human Rights Law (0.5) # (not available 2022/23)
	DV472	Covid-19 pandemic: health, socio-economic and political implications for development (Special Topics in International Development) (0.5) (not available 2022/23)	LL4AX	Selected Topics in International Human
	DV476	Population Analysis: Methods and Models (0.5) #		

	Rights Law (0.5)
LL4B1	International Trade Law (0.5) #
LL4C2	World Poverty and Human Rights (0.5) #
MG460	Emergencies Management: Humanitarian Intervention and Digital Innovation (0.5)
MY425	Case Studies and Comparative Methods for Qualitative Research (0.5)
MY428	Qualitative Text and Discourse Analysis (0.5) #
PP449	Comparative Political Economy and Development (0.5)
SP415	Urbanisation and Social Policy in the Global South (0.5) #F
SP436	Basic Education for Social Development (0.5) # (not available 2022/23)

#### Prerequisite Requirements and Mutually Exclusive Options

# means there may be prerequisites for this course. Please view the course guide for more information.

1: GI407 can not be taken with GI409, GI420

2: GI409 can not be taken with GI407, GI420

3: GI420 can not be taken with GI409, GI407

A: The International Relations (IR) Department permits non-IR students to take only one option from those prefixed "IR". Access is not guaranteed for any option.

B: Entry to this course may be restricted.

C: Entry to this course may be restricted.

D: Entry to this course may be restricted.

E: Entry to this course may be restricted.

F: Course designed for those with a minimum of one year's practical working experience in developing countries; seminars draw extensively on students' own experience. Entry may be restricted. Interested students should attend lectures and consult the lecturers.

#### Footnotes

## MSc in Econometrics and Mathematical Economics

**Programme Code:** TMEM

**Department:** Economics

For students starting this programme of study in 2022/23 Academic-year programme. Students must take courses to the value of four full units as shown. Students are also required to attend the introductory course EC451 Introductory Course for MSc EME.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Introductory course	EC451 Introductory Course for MSc EME (0.0)
Paper 1	EC484 Econometric Analysis (1.0) #
Paper 2	EC487 Advanced Microeconomics (1.0) #
Paper 3	EC417 Advanced Macroeconomics (1.0) #
Paper 4	MSc EME Option List - courses to the value of 1.0 unit from the following:
	EC421 International Economics (1.0) #
	EC423 Labour Economics (1.0) #
	EC424 Monetary Economics and Aggregate Fluctuations (1.0) #
	EC426 Public Economics (1.0) #
	EC427 The Economics of Industry (1.0) #
	EC428 Development and Growth (1.0) #
	EC453 Political Economy (1.0) #
	EC465 Economic Growth, Development, and

	Capitalism in Historical Perspective (1.0) #
EC475	Quantitative Economics (1.0) #
EC476	Contracts and Organisations (1.0) #
EC485	Further Topics in Econometrics (1.0) #
FM421	Applied Corporate Finance (0.5) #
FM429	Asset Markets A (0.5) #
FM430	Corporate Finance and Asset Markets (1.0) # (not available 2022/23)
FM431L	Corporate Finance A (0.5) #
FM431M	Corporate Finance A (0.5) #
FM441	Derivatives (0.5) #
FM442	Quantitative Methods for Finance and Risk Analysis (0.5) #
FM445	Portfolio Management (0.5)
GY426	Environmental and Resource Economics (1.0) #
MY459	Quantitative Text Analysis (0.5) #
MY461	Social Network Analysis (0.5)
MY474	Applied Machine Learning for Social Science (0.5) #
ST409	Stochastic Processes (0.5) #
ST418	Non-Linear Dynamics and the Analysis of Real Time Series (0.5) # (not available 2022/23)
ST422	Time Series (0.5) #
ST443	Machine Learning and Data Mining (0.5) #
ST444	Computational Data Science (0.5) #
ST446	Distributed Computing for Big Data (0.5) #
ST449	Artificial Intelligence (0.5)
ST451	Bayesian Machine Learning (0.5) #
	# means there may be prerequisites for this course. Please view the course guide for more information.
	The Bologna Process <a href="http://lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm">lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm</a> facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

## MSc in Economic History

**Programme Code:** TMEH

**Department:** Economic History

For students starting this programme of study in 2022/23 Full-year programme. Students must take compulsory courses to the value of 1.5 units, optional courses to the value of two units and a half-unit dissertation.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	EH401 Historical Analysis of Economic Change (0.5)
Paper 2	EH482 The Origins of the World Economy: Europe and Asia, 1000-1800 (1.0) <b>or</b>
	EH483 The Development and Integration of the World Economy in the 19th and 20th Centuries (1.0)
Papers 3 & 4	EH498 Dissertation (0.5)

and courses to the value of two full units from the following:

**Papers 3 & 4 options list**

**Or**

With the approval of their Academic Mentor, students may request to take EH499 (Dissertation: MSc Economic History) and courses to the value of 1.5 units from the Papers 3 and 4 options list, instead of taking EH498:

EH499 Research Dissertation (1.0) \*

and courses to the value of 1.5 units from the following:

**Papers 3 & 4 options list**

**Papers 3 & 4 options list**

EC465	Economic Growth, Development, and Capitalism in Historical Perspective (1.0) # 1
EH402	Quantitative Analysis in Economic History I (0.5) 2
EH404	India and the World Economy (0.5)
EH409	Chinese Economic History: Culture, Institutions and Economic Growth (0.5)
EH413	African Economic Development in Historical Perspective (0.5)
EH421	Economic History of Colonialism (0.5)
EH426L	Quantitative Analysis in Economic History II (0.5) #
EH426M	Quantitative Analysis in Economic History II (0.5) # (not available 2022/23)
EH427	Topics in Quantitative Analysis in Economic History (0.5) # 3
EH428	History of Economics: Making Political Economy into a Social Science (0.5) (not available 2022/23)
EH429	History of Economics: Ideas, Policy and Performativity (0.5)
EH430	Monetary and Financial History (1.0) #
EH431	Women in Economic History (0.5)
EH432	Economic History and Geography: Advanced Topics and Methods (0.5) #
EH436	Economic History of the Early Modern New World (The Americas) (0.5) (not available 2022/23)
EH446	Economic Development of East and Southeast Asia (1.0) #
EH452	Latin American Development and Economic History (0.5) (not available 2022/23)
EH454	Human Health in History (1.0) (not available 2022/23)
EH457	Living Standards since the Industrial Revolution: The British experience c.1750-2000 (0.5)
EH463	The Long-Run Analysis of Firms and Industries (0.5)
EH476	The Economic History of War (1.0) # (not available 2022/23)
EH482	The Origins of the World Economy: Europe and Asia, 1000-1800 (1.0)
EH483	The Development and Integration of the World Economy in the 19th and 20th Centuries (1.0)
EH486	Shipping and Sea Power in Asian Waters, c 1600-1860 (0.5) (not available 2022/23)
LL4CB	Modern Legal History: Private Law and the Economy 1750-1950 (0.5) (not available 2022/23)

**Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

1: Before taking EC465 you must take EC400

2: EH402 can not be taken with EH426, EH427

3: EH427 can not be taken with EH422

# means there may be prerequisites for this course. Please view the course guide for more information.

## MSc in Economic History (Research)

**Programme Code:** TMEHRE

**Department:** Economic History

For students starting this programme of study in 2022/23

Full-year, five unit programme. Students must take two compulsory half-unit courses, optional courses to the value of two units and a dissertation (which counts as two units) as shown.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

**Paper Course number, title (unit value)**

Paper 1	EH401 Historical Analysis of Economic Change (0.5)
	<b>And</b> one of the following:
	EH402 Quantitative Analysis in Economic History I (0.5)
	EH426L Quantitative Analysis in Economic History II (0.5) #
	EH426M Quantitative Analysis in Economic History II (0.5) # (not available 2022/23)
	EH427 Topics in Quantitative Analysis in Economic History (0.5) #
Paper 2	Courses to the value of 1.0 unit(s) from the following:
	EC465 Economic Growth, Development, and Capitalism in Historical Perspective (1.0) #
	EH430 Monetary and Financial History (1.0) #
	EH446 Economic Development of East and Southeast Asia (1.0) #
	EH454 Human Health in History (1.0) (not available 2022/23)
	EH476 The Economic History of War (1.0) # (not available 2022/23)
	EH482 The Origins of the World Economy: Europe and Asia, 1000-1800 (1.0)
	EH483 The Development and Integration of the World Economy in the 19th and 20th Centuries (1.0)
Paper 3	Courses to the value of 1.0 unit(s) from the following:
	EH404 India and the World Economy (0.5)
	EH409 Chinese Economic History: Culture, Institutions and Economic Growth (0.5)
	EH413 African Economic Development in Historical Perspective (0.5)
	EH421 Economic History of Colonialism (0.5)
	EH426L Quantitative Analysis in Economic History II (0.5) #
	EH426M Quantitative Analysis in Economic History II (0.5) # (not available 2022/23)
	EH427 Topics in Quantitative Analysis in Economic History (0.5) #
	EH428 History of Economics: Making Political Economy into a Social Science (0.5) (not available 2022/23)
	EH429 History of Economics: Ideas, Policy and Performativity (0.5)
	EH430 Monetary and Financial History (1.0) #
	EH431 Women in Economic History (0.5)
	EH432 Economic History and Geography: Advanced Topics and Methods (0.5) #



EH436	Economic History of the Early Modern New World (The Americas) (0.5) (not available 2022/23)
EH452	Latin American Development and Economic History (0.5) (not available 2022/23)
EH457	Living Standards since the Industrial Revolution: The British experience c.1750-2000 (0.5)
EH463	The Long-Run Analysis of Firms and Industries (0.5)
EH476	The Economic History of War (1.0) # (not available 2022/23)
EH486	Shipping and Sea Power in Asian Waters, c 1600-1860 (0.5) (not available 2022/23)
LL4CB	Modern Legal History: Private Law and the Economy 1750-1950 (0.5) (not available 2022/23)

**Paper 2 options list**

Papers 4 &amp; 5

Dissertation which is assessed as:

EH496	Research Dissertation A: Contextualisation, Theory and Research Design (1.0)
EH497	Research Dissertation B: Implementation, Analysis and Contribution (1.0)

**Paper 2 options list**

EC465	Economic Growth, Development, and Capitalism in Historical Perspective (1.0) #
EH430	Monetary and Financial History (1.0) #
EH446	Economic Development of East and Southeast Asia (1.0) #
EH454	Human Health in History (1.0) (not available 2022/23)
EH476	The Economic History of War (1.0) # (not available 2022/23)
EH482	The Origins of the World Economy: Europe and Asia, 1000-1800 (1.0)
EH483	The Development and Integration of the World Economy in the 19th and 20th Centuries (1.0)

**Prerequisite Requirements and Mutually Exclusive Options**

# means there may be prerequisites for this course. Please view the course guide for more information.

**MSc in Economics****Programme Code:** TMEC**Department:** Economics

For students starting this programme of study in 2022/23 Academic-year programme. Students must take three compulsory courses, one unit of optional courses and an extended essay linked to the optional course as shown. Students are also required to attend EC400 Introductory Course in Mathematics and Statistics.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Introductory course	EC400 Introductory Course in Mathematics and Statistics (0.0) #
Paper 1	EC413 Macroeconomics (1.0) #
Paper 2	EC411 Microeconomics (1.0) # <b>or</b> EC487 Advanced Microeconomics (1.0) #*
Paper 3	EC402 Econometrics (1.0) #

Paper 4

Courses to the value of 1.0 unit(s) from the following options:

EC421	International Economics (1.0) #
EC423	Labour Economics (1.0) #
EC424	Monetary Economics and Aggregate Fluctuations (1.0) #
EC426	Public Economics (1.0) #
EC427	The Economics of Industry (1.0) #
EC428	Development and Growth (1.0) #
EC453	Political Economy (1.0) #
EC465	Economic Growth, Development, and Capitalism in Historical Perspective (1.0) #
EC475	Quantitative Economics (1.0) #
EC476	Contracts and Organisations (1.0) #
GY426	Environmental and Resource Economics (1.0) #

**Or**

FM429	Asset Markets A (0.5) # <b>and</b> FM4T1 Forecasting Financial Time Series - Dissertation (0.5) (not available 2022/23)
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**Or**

FM429	Asset Markets A (0.5) # <b>and</b> FM4T5 Portfolio Management - Dissertation (0.5)
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**Or**

FM429	Asset Markets A (0.5) # <b>and</b> FM4U1 Fixed Income Markets - Dissertation (0.5)
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**Or**

FM431M	Corporate Finance A (0.5) # <b>and</b> FM4T2 Applied Corporate Finance - Dissertation (0.5)
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Any other course in Economics, that meets the essay requirement, approved by program director. Such approval will only be given in exceptional circumstances.

**Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

# means there may be prerequisites for this course. Please view the course guide for more information.

The Bologna Process [lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm](http://lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm) facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

**Note for prospective students:**

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm](http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm). Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm](http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm).

## MSc in Economics (2 Year Programme)

**Programme Code:** TMECT

**Department:** Economics

For students starting this programme of study in 2022/23 Students without a strong background in economics are required to take the MSc programme over two years. In order to progress to the second year, which is governed by the 'Regulations for Taught Master's Degrees', students must attain or exceed the progression threshold for each of the four courses they have taken. The progression threshold is 60% for courses EC2A1, EC2B1, EC2C1, and MA100, while the progression threshold is 55% in courses MA212 and other advanced MAXXX options. The Sub-Board of Examiners may, at its discretion, consider for progression candidates who fall marginally short of this requirement. However, students gaining the Diploma in a re-sit attempt are not eligible for progression onto the MSc, nor are students entitled to re-sit first year examinations already passed in order to achieve the progression standard.

In Year 1 all courses are compulsory and students are also required to attend EC2A0 Introductory Course in Microeconomic Principles.

In Year 2, students must take three compulsory courses, one unit of optional courses and an extended essay linked to the optional course as shown. Students are also required to attend EC400 Introductory Course in Mathematics and Statistics.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
<b>Year 1</b>	
Introductory course	EC2A0 Introductory Course in Microeconomic Principles (0.0)
Paper 1	EC2A1 Microeconomics II (1.0) #
Paper 2	EC2B1 Macroeconomics II (1.0) #
Paper 3	MA100 Mathematical Methods (1.0) # <b>or</b> MA212 Further Mathematical Methods (1.0) #
Paper 4	EC2C1 Econometrics II (1.0) # Candidates may be allowed to substitute another course or courses for one of the papers listed above with the permission of the Programme Director.
<b>Year 2</b>	
Introductory course	EC400 Introductory Course in Mathematics and Statistics (0.0) #
Paper 5	EC413 Macroeconomics (1.0) #
Paper 6	EC411 Microeconomics (1.0) # <b>or</b> EC487 Advanced Microeconomics (1.0) #*
Paper 7	EC402 Econometrics (1.0) #
Paper 8	Courses to the value of 1.0 unit(s) from the following: EC421 International Economics (1.0) # EC423 Labour Economics (1.0) # EC424 Monetary Economics and Aggregate Fluctuations (1.0) # EC426 Public Economics (1.0) # EC427 The Economics of Industry (1.0) # EC428 Development and Growth (1.0) # EC453 Political Economy (1.0) # EC465 Economic Growth, Development, and Capitalism in Historical Perspective (1.0) # EC475 Quantitative Economics (1.0) # EC476 Contracts and Organisations (1.0) # FM431M Corporate Finance A (0.5) # <b>and</b> FM4T2 Applied Corporate Finance - Dissertation (0.5) GY426 Environmental and Resource Economics (1.0) #

Any other course in Economics approved by the candidate's teachers.

**Or**

FM429 Asset Markets A (0.5) #

**and one of the following:** A

FM4T1 Forecasting Financial Time Series - Dissertation (0.5) (not available 2022/23)

FM4T5 Portfolio Management - Dissertation (0.5)

FM4U1 Fixed Income Markets - Dissertation (0.5)

**Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

### Footnotes

A: For the purposes of degree classification the Finance half unit courses are combined and averaged to produce a final mark.

# means there may be prerequisites for this course. Please view the course guide for more information.

## MSc in Economics (2 Year Programme)

**Programme Code:** TMECT

**Department:** Economics

For students starting this programme of study in 2021/22 Students without a strong background in economics are required to take the MSc programme over two years. In order to progress to the second year, which is governed by the 'Regulations for Taught Master's Degrees', students must attain or exceed the progression threshold for each of the four courses they have taken in year one. The progression threshold is 60% for courses EC201, EC210, EC220, and MA100, while the progression threshold is 55% in courses EC202, EC221, MA212 and other advanced MAXXX options. The Sub-Board of Examiners may, at its discretion, consider for progression candidates who fall marginally short of this requirement. Students that fail to meet the progression requirements will not be admitted to year two of the programme but may be eligible for the award of a Diploma in Economics as defined by the 'Regulations for Diplomas'. Students that require a re-sit attempt are not eligible for progression onto the MSc, nor are students entitled to re-sit first year examinations already passed in order to achieve the progression standard.

In Year 2, students must take three compulsory courses, one unit of optional courses and an extended essay linked to the optional course as shown. Students are also required to attend EC400 Introductory Course in Mathematics and Statistics.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
<b>Year 1</b>	
Paper 1	EC201 Microeconomic Principles I (1.0) # <b>or</b> EC202 Microeconomic Principles II (1.0) # (withdrawn 2022/23)
Paper 2	EC210 Macroeconomic Principles (1.0) #
Paper 3	MA100 Mathematical Methods (1.0) # <b>or</b> MA212 Further Mathematical Methods (1.0) #
Paper 4	EC220 Introduction to Econometrics (1.0) # (withdrawn 2022/23) <b>or</b> EC221 Principles of Econometrics (1.0) # (withdrawn 2022/23) Candidates may be allowed to substitute one other course for one of the papers listed above with the permission of the Programme Director.
<b>Year 2</b>	
Introductory course	EC400 Introductory Course in Mathematics and Statistics (0.0) #

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Paper 5	EC413	Macroeconomics (1.0) #
Paper 6	EC411	Microeconomics (1.0) # <b>or</b>
	EC487	Advanced Microeconomics (1.0) #*
Paper 7	EC402	Econometrics (1.0) #
Paper 8	Courses to the value of 1.0 unit(s) from the following:	
	EC421	International Economics (1.0) #
	EC423	Labour Economics (1.0) #
	EC424	Monetary Economics and Aggregate Fluctuations (1.0) #
	EC426	Public Economics (1.0) #
	EC427	The Economics of Industry (1.0) #
	EC428	Development and Growth (1.0) #
	EC453	Political Economy (1.0) #
	EC465	Economic Growth, Development, and Capitalism in Historical Perspective (1.0) #
	EC475	Quantitative Economics (1.0) #
	EC476	Contracts and Organisations (1.0) #
	FM431M	Corporate Finance A (0.5) # <b>and</b> FM4T2 Applied Corporate Finance - Dissertation (0.5)

Any other course in Economics approved by the candidate's teachers.

### Or

FM429	Asset Markets A (0.5) #
<b>and one of the following: A</b>	
FM4T1	Forecasting Financial Time Series - Dissertation (0.5) (not available 2022/23)
FM4T5	Portfolio Management - Dissertation (0.5)
FM4U1	Fixed Income Markets - Dissertation (0.5)

### Prerequisite Requirements and Mutually Exclusive Options

\* means available with permission

A: For the purposes of degree classification the Finance half unit courses are combined and averaged to produce a final mark.

# means there may be prerequisites for this course. Please view the course guide for more information.

### Footnotes

## MSc in Economics and Management

**Programme Code:** TMECMN

**Department:** Management

For students starting this programme of study in 2022/23

A ten-month programme. Students take three core courses, two half-unit options and a dissertation. Students are also required to attend EC400 Introductory Course in Mathematics and Statistics.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Introductory course	EC400 Introductory Course in Mathematics and Statistics (0.0) #
Paper 1	MG411 Firms and Markets (1.0)
Paper 2	EC486 Econometric Methods (1.0)
Paper 3	FM431M Corporate Finance A (0.5) #
Papers 4 & 5	Courses to the value of 1.0 unit(s) from the following:
	AC490 Management Accounting, Decisions and Control (0.5) *
	FM421 Applied Corporate Finance (0.5) #
	FM445 Portfolio Management (0.5)
	MG409 Auctions and Game Theory (0.5) #
	MG412 Globalization and Strategy (0.5) (not

	available 2022/23)
MG421	International Business Strategy and Emerging Markets (0.5) #
MG422	Thinking Strategically (0.5) #
MG430	Firms & Markets in Emerging Economies (0.5)
MG452	Behavioural Economics for Management (0.5) # (not available 2022/23)
MG4A8	Strategy for the Information Economy (0.5) #
MG4B9	The World Trading System (0.5) # (not available 2022/23)
MG4G4	Topics in Management Research (0.5)
Or any other MSc-level elective course which is offered in the School, subject to approval of the Course Leader and the Programme Director.	
MG417	Extended Essay (0.5)

### Paper 6

### Prerequisite Requirements and Mutually Exclusive Options

\* means available with permission

# means there may be prerequisites for this course. Please view the course guide for more information.

The Bologna Process [lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm](http://lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm) facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

### Note for prospective students:

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm](http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm). Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm](http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm).

## MSc in Economics and Philosophy

**Programme Code:** TMECPH

**Department:** Philosophy, Logic and Scientific Method

For students starting this programme of study in 2022/23

Full-year programme. Students take courses to the value of four units and a dissertation. Students are also required to attend EC400 Introductory Course in Mathematics and Statistics.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Introductory course	EC400 Introductory Course in Mathematics and Statistics (0.0) #
Papers 1 & 2	Courses to the value of 2.0 unit(s) from the following:
	EC402 Econometrics (1.0) #
	EC411 Microeconomics (1.0) #
	EC413 Macroeconomics (1.0) #
Papers 3 & 4	Courses to the value of 2.0 unit(s) from the following:

EH428	History of Economics: Making Political Economy into a Social Science (0.5) (not available 2022/23)
EH429	History of Economics: Ideas, Policy and Performativity (0.5)
PH400	Philosophy of Science (1.0)
PH405	Philosophy of the Social Sciences (1.0)
PH413	Philosophy of Economics (1.0) #
PH415	Philosophy and Public Policy (1.0)
PH416	Philosophy, Morals and Politics (1.0)
PH419	Set Theory and Further Logic (1.0) #
PH425	Business and Organisational Ethics (0.5)
PH427	Genes, Brains and Society (0.5)
PH430	Einstein for Everyone: From time travel to the edge of the universe (0.5) #
PH431	Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes (0.5) #
PH433	Philosophy of Gender and Race (0.5)
PH439	Anarchy, Authority and Evidence: Topics in Philosophy of Law (0.5)
PH456	Rationality and Choice (1.0) #
PH458	Evidence and Policy (0.5)
PH499	Dissertation (1.0)

Paper 5

Students must also take the following non-assessed course:

PH418	Dissertation Seminar - Economics and Philosophy (0.0)
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#### Prerequisite Requirements and Mutually Exclusive Options

# means there may be prerequisites for this course. Please view the course guide for more information.

## MSc in Economy and Society

**Programme Code:** TMECSO

**Department:** Sociology

For students starting this programme of study in 2022/23

**(Formerly MSc in Economy, Risk and Society)**

Full-year programme. Students must take courses to the value of four full units.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	SO425 Economy, Risk and Society (1.0)
Paper 2	SO491 Quantitative Social Research Methods (0.5) <b>or</b> SO492 Qualitative Social Research Methods (0.5)
Paper 3	Courses to the value of 1.5 unit(s) from the following: AC412 Accountability, Organisations and Risk Management (0.5) AC470 Accounting in the Global Economy (0.5) # SO430 Economic Sociology (0.5) SO470 The Sociology of Markets (0.5) SO475 Material Culture and Design (0.5) (not available 2022/23) SO491 Quantitative Social Research Methods (0.5) SO492 Qualitative Social Research Methods (0.5) SO4B6 Nature and Technology: More than Human Sociology (0.5) (not available 2022/23) SO4B9 The Sociology of Consumption (0.5) SO4C5 The Social Life of Infrastructure (0.5)

Any of the MSc courses offered in any department or institute at the LSE, so long as they are relevant to the programme of study, and subject to the approval of both Programme Director and course teacher.

Paper 4	SO495 MSc in Economy and Society Dissertation (1.0) #
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# means there may be prerequisites for this course. Please view the course guide for more information.

## MSc in Empires, Colonialism and Globalisation

**Programme Code:** TMHYEMCOGL

**Department:** International History

For students starting this programme of study in 2022/23

Full year programme. Students must take courses to the value of four full units, comprising one compulsory paper, a dissertation and optional course as shown.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	HY484L Empire, Colonialism and Globalisation (0.5) 1 <b>or</b> HY484M Empire, Colonialism and Globalisation (0.5) 2
Papers 2 & 3	<b>Either</b> courses to the value of 2.5 units from List A: <b>List A</b> <b>Or</b> Courses to the value of 1.5 units from List A and courses to the value of 1.0 unit from List B: A <b>List A</b> <b>List B</b>
Paper 4	HY499 Dissertation (1.0) <b>List A</b> HY424 The Napoleonic Empire: The Making of Modern Europe (1.0) (not available 2022/23) HY429 Anglo-American Relations from World War to Cold War, 1939-91 (1.0) HY432 From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1999 (1.0) HY436 Race, Violence and Colonial Rule in Africa (1.0) (not available 2022/23) HY440 The Iranian Revolution (1.0) (not available 2022/23) HY444 The Cold War in Latin America (1.0) (not available 2022/23) HY459 The Ottoman Empire and its Legacy, 1299-1950 (1.0) (not available 2022/23) HY461 East Asia in the Age of Imperialism, 1839-1945 (1.0) # HY469 Maps, History and Power: The Spaces and Cultures of the Past (1.0) HY478 Genesis of the Modern World: Europe, China & India, 1550-1840 (1.0) HY483 Land and Conflict in Latin America since 1750 (1.0) HY486 The Anti-Slave-Trade Atlantic World, c. 1807-1870 (1.0) HY487 Islam, State and Conflict in Southeast Asia (0.5) HY488 European Empires and Global Conflict, 1935-1948 (0.5) HY489 China and the External World, 1644-1839 (0.5) HY491 Race, Gender and Reproduction in the Caribbean, 1860s-1930s (0.5)



HY4A5	Women as Weapons: The Conservative Political Tradition in the Cold War (0.5) (not available 2022/23)
HY4A7	Islam, Power and Culture in Mughal India (0.5)
HY4A8	Asian Borderlands (0.5)
HY4A9L	China and the United States Since 1949 (0.5) 3
HY4A9M	China and the United States Since 1949 (0.5) 4
HY4B1	The Vietnam Wars, 1930-75: Regional and International Perspectives (1.0)
HY4B2	The Afterlives of Empires in the Neo-Colonial Caribbean (0.5) (not available 2022/23)
HY4B3	Citizenship in 20th century political thought: intellectual history in case studies (0.5)
HY4B4	Maritime Asia in Transition, 1405-1839 (0.5)
HY4B5	Queer Early Modernities (0.5)
HY4B6	German Transformations since 1990 (0.5)

**List B**

AN484	Anthropological Approaches to Race, Racism, and Decolonisation (0.5)
DV400	Development: History, Theory and Policy (1.0) #
EH404	India and the World Economy (0.5)
EH413	African Economic Development in Historical Perspective (0.5)
EH421	Economic History of Colonialism (0.5)
EH436	Economic History of the Early Modern New World (The Americas) (0.5) (not available 2022/23)
EH446	Economic Development of East and Southeast Asia (1.0) #
EH452	Latin American Development and Economic History (0.5) (not available 2022/23)
EH454	Human Health in History (1.0) (not available 2022/23)
EH482	The Origins of the World Economy: Europe and Asia, 1000-1800 (1.0)
EH483	The Development and Integration of the World Economy in the 19th and 20th Centuries (1.0)
EH486	Shipping and Sea Power in Asian Waters, c 1600-1860 (0.5) (not available 2022/23)
EU475	Racial Diversity and Conflict in Europe: Identities, Religion, and Culture (0.5)
GI409	Gender, Globalisation and Development: An Introduction (0.5)
GI411	Gender, Post/coloniality and Development: Critical Perspectives and New Directions (0.5) # (not available 2022/23)
GI429	Archival Interventions: Feminist, Queer and Decolonial Approaches (0.5) #

A course from another Masters programme taught at LSE which is complementary with the other courses chosen, is suitably timetabled and has the approval of the teacher concerned and the Programme Director.

**Prerequisite Requirements and Mutually Exclusive Options**

- 1: HY484L can not be taken with HY484M
- 2: HY484M can not be taken with HY484L
- 3: HY4A9L can not be taken with HY4A9M
- 4: HY4A9M can not be taken with HY4A9L

A: EH408, EH413, EH482, EH483, and GV442 are

subject to space.

# means there may be prerequisites for this course. Please view the course guide for more information.

## MSc in Environmental Economics and Climate Change

**Programme Code:** TMENECCC

**Department:** Geography & Environment

For students starting this programme of study in 2022/23

Full-year programme. Students must take three compulsory courses, one full unit of options, and a dissertation as shown.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	GY426 Environmental and Resource Economics (1.0) #
Paper 2	GY427 Climate Change: Science, Economics and Policy (0.5)
Paper 3	GY428 Applied Quantitative Methods (0.5) #
Paper 4	Courses to the value of 1.0 unit(s) from the following:
	DV477 Rural Livelihoods, Development and Agrarian Transformation (0.5) # (not available 2022/23)
	DV490 Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development (0.5)
	DV491 Economic Development Policy II: Microeconomic Analysis (0.5) #
	DV492 Economic Development Policy III: Government Policy Analysis (0.5) #
	EC411 Microeconomics (1.0) # 1
	EC426 Public Economics (1.0) # 2
	EC428 Development and Growth (1.0) # 3
	EC453 Political Economy (1.0) # 4
	EC476 Contracts and Organisations (1.0) # 5
	GV4H5 The Political Philosophy of Environmental Change (0.5)
	GY400 The Economics of Urbanisation (0.5) #
	GY409 Globalisation and territorial development: Theory, Evidence and Policy (0.5)
	GY410 Economics of Local and Regional Development (0.5)
	GY420 Environmental Regulation: Implementing Policy (1.0)
	GY446 Planning for Sustainable Cities (0.5)
	GY455 Economic Appraisal and Valuation (0.5)
	GY460 Techniques of Spatial Economic Analysis (0.5) #
	GY465 Concepts in Environmental Regulation (0.5)
	GY473 Economic Development and the Environment (0.5) #
	GY474 Politics of Environment and Development (0.5)
	GY475 Issues in Environmental Governance (0.5)
	GY476 Applied Geographical Information Systems (0.5)
	IR467 Global Environmental Politics (0.5)
	PB415 Behavioural Science (0.5) (not available 2022/23)
	PB421 Happiness (0.5)
	SP434 Behavioural Public Policy (0.5)
	Or other relevant courses to the value of one full unit, subject to approval of the programme director

Paper 5	GY489	Dissertation - Environment Programme - MSc Environmental Economics and Climate Change, MSc Environmental Policy and Regulation and MSc Environment and Development (1.0)
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#### Prerequisite Requirements and Mutually Exclusive Options

1: Before taking EC411 you must take EC400  
 2: Before taking EC426 you must take EC400  
 3: Before taking EC428 you must take EC400  
 4: Before taking EC453 you must take EC400  
 5: Before taking EC476 you must take EC400  
 # means there may be prerequisites for this course. Please view the course guide for more information.

## MSc in Environmental Policy and Regulation

**Programme Code:** TMENPR

**Department:** Geography & Environment

For students starting this programme of study in 2022/23 Full-year programme. Students must take two compulsory courses, a dissertation, and 1.5 units of optional courses.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	GY420 Environmental Regulation: Implementing Policy (1.0)
Paper 2	GY473 Economic Development and the Environment (0.5) # <b>or</b> GY474 Politics of Environment and Development (0.5)
Paper 3	Courses to the value of 1.5 units DV415 Global Environmental Governance (0.5) EU421 Policy-Making in the European Union (0.5) # GV4H5 The Political Philosophy of Environmental Change (0.5) GY427 Climate Change: Science, Economics and Policy (0.5) GY446 Planning for Sustainable Cities (0.5) GY455 Economic Appraisal and Valuation (0.5) GY476 Applied Geographical Information Systems (0.5) IR467 Global Environmental Politics (0.5) LL4A6 Climate Change and International Law (0.5) LL4BV Transnational Environmental Law (0.5) SO425 Economy, Risk and Society (1.0)
Paper 4	GY489 Dissertation - Environment Programme - MSc Environmental Economics and Climate Change, MSc Environmental Policy and Regulation and MSc Environment and Development (1.0)

# means there may be prerequisites for this course. Please view the course guide for more information.

## MSc in Environment and Development

**Programme Code:** TMENDV

**Department:** Geography & Environment

For students starting this programme of study in 2022/23 Full-year programme. Students must take courses to the value of four full units.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	GY473 Economic Development and the Environment (0.5) # <b>and</b> GY474 Politics of Environment and Development (0.5)
Paper 2	One full unit or two half units offered by the Department for International Development (Not DV431).
Paper 3	Courses to the value of 1.0 unit(s) from the following: GV4H5 The Political Philosophy of Environmental Change (0.5) GY400 The Economics of Urbanisation (0.5) # GY403 Contemporary Debates in Human Geography (0.5) GY409 Globalisation and territorial development: Theory, Evidence and Policy (0.5) GY413 Regional Development and Policy (0.5) # GY420 Environmental Regulation: Implementing Policy (1.0) GY427 Climate Change: Science, Economics and Policy (0.5) GY431 Cities, People and Poverty in the South (0.5) # GY432 Urban Ethnography (0.5) (not available 2022/23) GY438 Urban Asia: Cities and Social Change (0.5) GY439 Cities, Politics and Citizenship (0.5) GY455 Economic Appraisal and Valuation (0.5) GY459 Urban Theory and Policy in the Global South (0.5) GY465 Concepts in Environmental Regulation (0.5) GY470 Urban Africa (0.5) GY475 Issues in Environmental Governance (0.5) GY476 Applied Geographical Information Systems (0.5) GY477 Race and Capitalism in North America (0.5) GY479 Urban Transformations (0.5) (not available 2022/23) GY480 Remaking China: Geographical aspects of Development and Disparity (0.5) (not available 2022/23)
Paper 4	GY489 Dissertation - Environment Programme - MSc Environmental Economics and Climate Change, MSc Environmental Policy and Regulation and MSc Environment and Development (1.0)

**Or**

**Note: students NOT selecting GY489 Dissertation as Paper 4 will follow Assessment Pathway 1 of GY474: Politics of Environment and Development (6,000 word essay due in post-Summer Term, 100%)**

Courses to the value of 1.0 unit(s) from the following:

#### Paper 3 options list

#### Paper 3 options list

GV4H5	The Political Philosophy of Environmental Change (0.5)
GY400	The Economics of Urbanisation (0.5) #
GY403	Contemporary Debates in Human Geography (0.5)
GY409	Globalisation and territorial development: Theory, Evidence and Policy (0.5)
GY413	Regional Development and Policy (0.5) #
GY420	Environmental Regulation: Implementing

	Policy (1.0)
GY427	Climate Change: Science, Economics and Policy (0.5)
GY431	Cities, People and Poverty in the South (0.5) #
GY432	Urban Ethnography (0.5) (not available 2022/23)
GY438	Urban Asia: Cities and Social Change (0.5)
GY439	Cities, Politics and Citizenship (0.5)
GY455	Economic Appraisal and Valuation (0.5)
GY459	Urban Theory and Policy in the Global South (0.5)
GY465	Concepts in Environmental Regulation (0.5)
GY470	Urban Africa (0.5)
GY475	Issues in Environmental Governance (0.5)
GY476	Applied Geographical Information Systems (0.5)
GY477	Race and Capitalism in North America (0.5)
GY479	Urban Transformations (0.5) (not available 2022/23)
GY480	Remaking China: Geographical aspects of Development and Disparity (0.5) (not available 2022/23)

# means there may be prerequisites for this course. Please view the course guide for more information.

Paper 3

**following:**

EU487	European Integration from a Global Governance Perspective (0.5) #
EU488	European Policy-Making and International Cooperation (0.5) #
EU489	Analytical Politics and Policymaking in Europe (0.5)

**Optional courses****Courses to the value of 1.5 units from the following:**

***If students wish their optional courses to result in a degree specialism, their chosen optional courses must come to a total value of at least one full unit from that specialism. Students may select a maximum of 0.5 units from the section 'Methods', courses from this section cannot result in a specialism.***

**Public Policy & Policy-Making in Europe**

EU421	Policy-Making in the European Union (0.5) #
EU464	International Migration: EU Policies and Politics (0.5) #
EU468	The Political Economy of Migration in Europe (0.5) #
EU489	Analytical Politics and Policymaking in Europe (0.5)
EU4A1	The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union (0.5) (not available 2022/23)
GV477	Comparative Public Policy Change (0.5) #
GV4A5	International Migration and Immigration Management (0.5)
LL4CS	Law and Economics of Network Industries (0.5)
MG402	Public Management: A Design-Oriented Approach (0.5)

**Democracy and Governance in Europe**

EU421	Policy-Making in the European Union (0.5) #
EU430	Europeanization: The Comparative Politics of Domestic Change (0.5)
EU475	Racial Diversity and Conflict in Europe: Identities, Religion, and Culture (0.5)
EU488	European Policy-Making and International Cooperation (0.5) #
EU4A5	People and Politics in Europe (0.5)
GV450	European Politics: Comparative Analysis (0.5) (not available 2022/23)
GV454	Parties, Elections and Governments (0.5)
GV4A2	Citizens' Political Behaviour in Europe: Elections Public Opinion and Identities (0.5) # (not available 2022/23)
GV4E8	Power Sharing and Institutional Design in Divided Societies (0.5)
GV4J4	Citizen Representation and Democracy in the European Union (0.5) (not available 2022/23)
GV4K1	Opening Government: Transparency, Accountability, and Participation (0.5)
HY411	European Integration in the Twentieth Century (1.0) #
LL4BG	Rethinking EU Law (0.5)
LL4BH	Law and Government of the European Union (0.5) #

**European and International Political Economy**

EU446	The Political Economy of European Monetary Integration (0.5) #
EU453	The Political Economy of European Welfare States (0.5)
EU468	The Political Economy of Migration in

**MSc in European and International Public Policy****Programme Code:** TMEIPP**Department:** European Institute

For students starting this programme of study in 2022/23

Students must take one half unit compulsory course; 1 unit of semi-compulsory courses; optional courses to the value of 1.5 units; and a dissertation or applied policy project as shown below. Additionally, all students must select EU450 Engaging with Europe: Professional Skills during course choice. Places on EU450 workshops are on a first come first served basis.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

**Paper Course number, title (unit value)**

Professional development course	EU450	Engaging with Europe: Professional Skills (0.0)
Paper 1	<b>Foundation</b>	
	EU490	Evidence and Analysis in Policy-Making (0.5)
	<b>Or</b>	
		Students who can demonstrate equivalent prior knowledge of EU490 Evidence and Analysis in Policy-Making may instead take the below course, subject to Programme Director approval:
	MY452L	Applied Regression Analysis (0.5) # 1* <b>or</b>
	MY452M	Applied Regression Analysis (0.5) # 2*
Paper 2	<b>Students with limited background in European politics and policy-making or economics are strongly encouraged to take one or both of the following to support their studies:</b>	
	EU409	Basic Economic Concepts for European Political Economy (0.0)
	EU4V9	Concepts in Political Science and Public Policy (0.0)

**Courses to the value of 1.0 unit(s) from the**

	Europe (0.5) #
EU477	Labour Markets and the Political Economy of Employment in Europe (0.5) #
EU482	Europe in World Trade (0.5)
EU4A4	The Politics of Inequality and Redistribution (0.5)
GI415	Gender and European Welfare States (0.5)
LL4CS	Law and Economics of Network Industries (0.5)

#### Europe in the International System

EU449	Emerging Markets, Political Transition and Economic Development in Central and Eastern Europe (0.5) # (not available 2022/23)
EU457	Culture and Security in Global Politics (0.5)
EU478	The Culture of European Politics (0.5)
EU484	Europe's Role in Global Migration Governance (0.5)
EU485	Post-Conflict Justice and Reconciliation in Europe and Beyond (0.5)
EU487	European Integration from a Global Governance Perspective (0.5) #
EU4A8	Migration From Below: Theories and Lived Experiences of Borders (0.5)
IR416	The EU in the World (1.0) # (not available 2022/23)
IR434	European Defence and Security (0.5)
LL468	European Human Rights Law (0.5)

#### Regional and Domestic Politics

EU440	The Balkans in Europe: Transition, Democratisation, Integration (0.5)
EU449	Emerging Markets, Political Transition and Economic Development in Central and Eastern Europe (0.5) # (not available 2022/23)
EU476	Emotions and Memory in European Politics (0.5)
EU4A2	Globalisation, Conflict and Post-Conflict Reconstruction (0.5)
EU4A3	The Americas and Europe (0.5)
EU4A6	Reconciliation and Crisis: Politics in Southern Europe (0.5)
GV439	Government and Politics in Central and Eastern Europe (0.5)
GV4B9	The Second Europe (0.5)
LL4Z5	EU State Aid Law (0.5) (not available 2022/23)

#### Methods (maximum 0.5 units)

MY425	Case Studies and Comparative Methods for Qualitative Research (0.5)
MY428	Qualitative Text and Discourse Analysis (0.5) #
MY452L	Applied Regression Analysis (0.5) # 3
MY452M	Applied Regression Analysis (0.5) # 4
MY457	Causal Inference for Observational and Experimental Studies (0.5) #

#### Choose from one of the following:

EU495	Applied Policy Project (1.0) # <b>or</b>
EU499	Dissertation (1.0)
EU410	Interdisciplinary Research Methods and Design (0.0)
EU470	How do we know? An introduction to research design and methods in political economy (0.0)

#### Prerequisite Requirements and Mutually Exclusive Options

\* means available with permission

- 1: MY452L can not be taken with MY452M
- 2: MY452M can not be taken with MY452L

- 3: MY452L can not be taken with MY452M
  - 4: MY452M can not be taken with MY452L
- # means there may be prerequisites for this course. Please view the course guide for more information.

## MSc in Finance and Economics

**Programme Code:** TMFIEC

**Department:** Finance

For students starting this programme of study in 2022/23 Academic-year (10 month) programme. Students must take three compulsory full-unit core courses and two optional half-unit courses. All students must submit a 6,000 word dissertation in one of the optional courses. Students are required to attend EC400 Introductory Course in Mathematics and Statistics.

**Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Introductory Course	EC400 Introductory Course in Mathematics and Statistics (0.0) #
Paper 1	EC411 Microeconomics (1.0) # <b>or</b> EC4B5 Macroeconomics for MSc F&E (0.5) # <b>and</b> EC4B6 Microeconomics for MSc F&E (0.5) #*A

With the approval of the Programme Director, students who have already completed the equivalent of EC411 in their prior studies may be permitted to take the following course instead:

EC413	Macroeconomics (1.0) #
Paper 2	FM436 Financial Economics (1.0) #
Paper 3	FM437 Financial Econometrics (1.0) #
Paper 4	Two half-unit courses from the list below:

Students must write the 6000-word dissertation in one of their two chosen courses.

FM404	Advanced Financial Economics (0.5) #
FM405	Fixed Income Securities and Credit Markets (0.5) #B
FM406	Topics in Portfolio Management (0.5) #
FM408	Financial Engineering (0.5) # (not available 2022/23)
FM408E	Financial Engineering (0.5) #
FM409	Risk Management in Financial Markets (0.5) # (not available 2022/23)
FM409E	Risk Management in Financial Markets (0.5) #
FM412	Quantitative Security Analysis (0.5) #
FM421	Applied Corporate Finance (0.5) # 1
FM471	Sustainable Finance and Impact Investing (0.5) # 2
FM476	Entrepreneurial Finance (0.5) # 3
FM477	International Finance A (0.5) #
FM4T2	Applied Corporate Finance - Dissertation (0.5) 4

#### Prerequisite Requirements and Mutually Exclusive Options

\* means available with permission

- 1: FM421 can not be taken with FM4T2
- 2: FM471 can not be taken with FM476
- 3: FM476 can not be taken with FM471
- 4: FM4T2 can not be taken with FM421

A: Students may, with the approval of the Programme Director, Associate Programme Director and relevant Course Leaders, take half-units in Macroeconomics and Microeconomics, instead of the full unit EC411, Microeconomics. Students must meet the relevant pre-requisites for

#### Footnotes

Paper 4

Optional



the Macroeconomics half unit.

B: Students must have completed either Asset Markets (FM423) and Corporate Finance (FM422), or Financial Economics (FM436)

# means there may be prerequisites for this course. Please view the course guide for more information.

The Bologna Process [lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm](http://lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm) facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

## MSc in Finance and Economics (Work Placement Pathway)

**Programme Code:** TMFIECW

**Department:** Finance

For students starting this programme of study in 2022/23 Academic-year (10 month) programme. Students must take three compulsory full-unit core courses and two optional half-unit courses. All students must submit a 6,000 word dissertation in one of the optional courses and take a two-hour examination in the other. Students are also required to attend EC400 Introductory Course in Mathematics and Statistics.

Students who choose to transfer to the Work Placement Pathway must undertake a work placement and assessment in addition to the courses listed above. Transferring to the Work Placement Pathway extends the duration of the programme to 12 months. Students have the option to transfer to the Work Placement Pathway upon receipt of an offer to undertake an internship placement, which must be approved by the Department. Students on this pathway are required to undertake a full-time internship or work placement during the summer and to submit an essay of 2000 words following the placement (see FM411 for details). The essay will be assessed on a pass/fail basis and students must pass the essay to graduate from the programme.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Programme	Course number, title (unit value)
Introductory Course	EC400	Introductory Course in Mathematics and Statistics (0.0) #
Paper 1	EC411	Microeconomics (1.0) # <b>or</b>
	EC4B5	Macroeconomics for MSc F&E (0.5) # <b>and</b> EC4B6 Microeconomics for MSc F&E (0.5) #* A
		With the approval of the Programme Director, students who have already completed the equivalent of EC411 in their prior studies may be permitted to take the following course instead:
Paper 2	EC413	Macroeconomics (1.0) #
Paper 3	FM436	Financial Economics (1.0) #
Paper 4	FM437	Financial Econometrics (1.0) #
		Courses to the value of 0.5 unit(s) from the following, to be assessed by examination:
	FM404	Advanced Financial Economics (0.5) #
	FM405	Fixed Income Securities and Credit Markets (0.5) #B
	FM406	Topics in Portfolio Management (0.5) #

FM408	Financial Engineering (0.5) # (not available 2022/23)
FM408E	Financial Engineering (0.5) #
FM409	Risk Management in Financial Markets (0.5) # (not available 2022/23)
FM409E	Risk Management in Financial Markets (0.5) #
FM412	Quantitative Security Analysis (0.5) #
FM414E	Private Equity, Venture Capital and Entrepreneurial Finance (0.5) #
FM421	Applied Corporate Finance (0.5) #
FM471	Sustainable Finance and Impact Investing (0.5) #
FM476	Entrepreneurial Finance (0.5) #
FM477	International Finance A (0.5) #
	<b>AND</b> courses to the value of 0.5 unit(s) from the following, to be assessed by dissertation (please note that a course cannot be selected from this list of the course with the equivalent title has already been selected from List 1):
FM478	International Finance for MSc Finance and Economics, MSc Finance and MSc Finance & Private Equity - Dissertation (0.5) # (not available 2022/23)
FM4T1	Forecasting Financial Time Series - Dissertation (0.5) (not available 2022/23)
FM4T2	Applied Corporate Finance - Dissertation (0.5)
FM4T6	Topics in Portfolio Management - Dissertation (0.5) (not available 2022/23)
FM4T8	Financial Engineering - Dissertation (0.5) (not available 2022/23)
FM4U1	Fixed Income Markets - Dissertation (0.5)
FM4U2	Quantitative Methods for Finance and Risk Analysis (Dissertation) (0.5) (not available 2022/23)
FM4U4	Quantitative Security Analysis - Dissertation (0.5) (not available 2022/23)
FM4U5	Fixed Income Securities and Credit Markets - Dissertation (0.5) (not available 2022/23)
FM4U9E	Risk Management in Financial Markets - Dissertation (0.5) (not available 2022/23)

Additional course

The following course is not for credit and can be taken in addition to courses to the value of 1.0 unit selected from Paper 4:

FM457 Applied Computational Finance (0.0) (not available 2022/23)

Work Placement Pathway

**Paper** **Course number, title (unit value)**

Paper 5

FM411 Finance Work Placement and Assessment (0.0) # C

**Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

**Footnotes**

A: Students may, with the approval of the Programme Director, Associate Programme Director and relevant Course Leaders, take half-units in Macroeconomics and Microeconomics, instead of the full unit EC411, Microeconomics. Students would be required to complete the EC400 introductory course, Maths for Macroeconomics, and must meet the relevant pre-requisites for the Macroeconomics half unit.

B: Students must have completed either Asset Markets (FM423) and Corporate Finance (FM422), or Financial Economics (FM436)

C: This element is not for credit, but is a requirement for students on the Work Placement Pathway and must be taken in addition to courses

to the value of two full units selected from Papers 3 & 4. Successful completion of FM411 is a requirement for students to be eligible for the award of the degree.

# means there may be prerequisites for this course. Please view the course guide for more information.

The Bologna Process [lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm](http://lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm) facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

## MSc in Finance and Private Equity

**Programme Code:** TMFIPE

**Department:** Finance

For students starting this programme of study in 2022/23 Academic-year (10 month) programme (TMFIPE). Students must take three compulsory courses (FM410 Private Equity includes a dissertation) and optional courses to the value of 1.5 units. Admitted students are required to attend the Quantitative Methods September course. The dissertation must be submitted by the third week in June.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	FM422 Corporate Finance (1.0) #
Paper 2	FM423 Asset Markets (1.0) #
Paper 3	FM410 Private Equity (0.5)
Paper 4	Courses to the value of 1.5 units from the following. Students must select at least two courses from the list of dedicated options in List 1 and can select the third course from either List 1 or List 2:

### List 1

FM405	Fixed Income Securities and Credit Markets (0.5) #
FM406	Topics in Portfolio Management (0.5) #
FM407	Mergers, Buyouts and Corporate Restructurings (0.5) #
FM408	Financial Engineering (0.5) # (not available 2022/23)
FM408E	Financial Engineering (0.5) #
FM409	Risk Management in Financial Markets (0.5) # (not available 2022/23)
FM409E	Risk Management in Financial Markets (0.5) #
FM414	Corporate Investment and Financial Policy (0.5) #
FM471	Sustainable Finance and Impact Investing (0.5) #
FM477	International Finance A (0.5) #

### List 2

FM412	Quantitative Security Analysis (0.5) #
FM476	Entrepreneurial Finance (0.5) #
FM478	International Finance for MSc Finance and Economics, MSc Finance and MSc Finance & Private Equity - Dissertation (0.5) # (not available 2022/23)

course

The following course is not for credit and can be taken in addition to courses to the value of 1.5 units selected from Paper 4:

FM457 Applied Computational Finance (0.0) (not available 2022/23)

# means there may be prerequisites for this course. Please view the course guide for more information.

Students are required to write a 6,000 word dissertation (replacing the exam) in one of the half unit courses. Students will be required to attend teaching for the course which they choose to write their dissertation on.

The Bologna Process [lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm](http://lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm) facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

## MSc in Finance and Private Equity (Work Placement Pathway)

**Programme Code:** TMFIPEW

**Department:** Finance

For students starting this programme of study in 2022/23 Academic-year (10 month) programme (TMFIPE). Students must take three compulsory courses (FM410 Private Equity includes a dissertation) and optional courses to the value of 1.5 units. Admitted students are required to attend the Quantitative Methods September course. The dissertation must be submitted by the third week in June.

Students who choose to transfer to the Work Placement Pathway must undertake a work placement and assessment in addition to the courses listed above. Transferring to the Work Placement Pathway extends the duration of the programme to 12 months. Students have the option to transfer to the Work Placement Pathway upon receipt of an offer to undertake an internship placement, which must be approved by the Department. Students on this pathway are required to undertake a full-time internship or work placement during the summer and to submit an essay of 2000 words following the placement (see FM411 for details). The essay will be assessed on a pass/fail basis and students must pass the essay to graduate from the programme.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Programme

Paper	Course number, title (unit value)
Paper 1	FM422 Corporate Finance (1.0) #
Paper 2	FM423 Asset Markets (1.0) #
Paper 3	FM410 Private Equity (0.5)
Paper 4	Courses to the value of 1.5 units from the following. Students must select at least two courses from the list of dedicated options in List 1 and can select the third course from either List 1 or List 2:

### List 1

FM405	Fixed Income Securities and Credit Markets (0.5) #
FM406	Topics in Portfolio Management (0.5) #
FM407	Mergers, Buyouts and Corporate Restructurings (0.5) #

FM408	Financial Engineering (0.5) # (not available 2022/23)
FM408E	Financial Engineering (0.5) #
FM409	Risk Management in Financial Markets (0.5) # (not available 2022/23)
FM409E	Risk Management in Financial Markets (0.5) #
FM414	Corporate Investment and Financial Policy (0.5) #
FM471	Sustainable Finance and Impact Investing (0.5) #
FM477	International Finance A (0.5) #
<b>List 2</b>	
FM412	Quantitative Security Analysis (0.5) #
FM476	Entrepreneurial Finance (0.5) #
FM478	International Finance for MSc Finance and Economics, MSc Finance and MSc Finance & Private Equity - Dissertation (0.5) # (not available 2022/23)

Additional course

The following course is not for credit and can be taken in addition to courses to the value of 1.5 units selected from Paper 4:  
FM457 Applied Computational Finance (0.0) (not available 2022/23)

Work Placement Pathway

**Paper**

**Course number, title (unit value)**

Paper 5

FM411 Finance Work Placement and Assessment (0.0) #A

**Footnotes**

A: This element is not for credit, but is a requirement for students on the Work Placement Pathway and must be taken in addition to courses to the value of two full units selected from Papers 3 & 4. Successful completion of FM411 is a requirement for students to be eligible for the award of the degree.

# means there may be prerequisites for this course. Please view the course guide for more information.

Students are required to write a 6,000 word dissertation (replacing the exam) in one of the half unit courses. Students will be required to attend teaching for the course which they choose to write their dissertation on.

The Bologna Process [lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm](http://lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm) facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

## MSc in Finance (full-time)

**Programme Code:** TMFIFT

**Department:** Finance

For students starting this programme of study in 2022/23 Academic-year (10 month) programme. Students must take two compulsory courses and optional courses to the value of two full units as shown. All students must submit a dissertation in one of the optional half unit courses and take an examination in the other three half unit courses. Admitted students are required to attend a pre-session course at the start of the programme in September. The dissertation must be submitted by the first week of June.

**Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

**Paper Course number, title (unit value)**

**Year 1**

Paper 1 FM422 Corporate Finance (1.0) #

Paper 2 FM423 Asset Markets (1.0) #

Papers 3 & 4

Students should select 4 half unit courses to the value of 2 full units from List 1 and List 2 below. Students must select at least three courses from the dedicated list of options.

**List 1 - Courses assessed by Exam or Coursework**

Dedicated list of options:

FM405 Fixed Income Securities and Credit Markets (0.5) #

FM406 Topics in Portfolio Management (0.5) #

FM407 Mergers, Buyouts and Corporate Restructurings (0.5) #

FM408 Financial Engineering (0.5) # (not available 2022/23)

FM408E Financial Engineering (0.5) #

FM409 Risk Management in Financial Markets (0.5) # (not available 2022/23)

FM409E Risk Management in Financial Markets (0.5) #

FM414 Corporate Investment and Financial Policy (0.5) #

FM414E Private Equity, Venture Capital and Entrepreneurial Finance (0.5) #

FM471 Sustainable Finance and Impact Investing (0.5) #

FM477 International Finance A (0.5) #

Other options:

FM412 Quantitative Security Analysis (0.5) #

FM476 Entrepreneurial Finance (0.5) #

**List 2 - Courses assessed by Dissertation**

Courses cannot be selected from this list if the course with the equivalent title has already been selected from List 1.

Dedicated list of options:

FM478 International Finance for MSc Finance and Economics, MSc Finance and MSc Finance & Private Equity - Dissertation (0.5) # (not available 2022/23)

FM4T4 Corporate Investment and Financial Policy - Dissertation (0.5) (not available 2022/23)

FM4T6 Topics in Portfolio Management - Dissertation (0.5) (not available 2022/23)

FM4T8 Financial Engineering - Dissertation (0.5) (not available 2022/23)

FM4U5 Fixed Income Securities and Credit Markets - Dissertation (0.5) (not available 2022/23)

FM4U7 Mergers, Buyouts and Corporate Restructurings - Dissertation (0.5) (not available 2022/23)

FM4U9E Risk Management in Financial Markets - Dissertation (0.5) (not available 2022/23)

In exceptional cases it may be possible to take an unlisted optional course with the approval of the Programme Director.

Other options:

FM4U4 Quantitative Security Analysis - Dissertation (0.5) (not available 2022/23)

Additional course

The following course is not for credit and can be taken in addition to courses to the value of 2.0 units selected from Papers 3 & 4:

FM457 Applied Computational Finance (0.0) (not

available 2022/23)

# means there may be prerequisites for this course. Please view the course guide for more information.

The Bologna Process [lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm](http://lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm) facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

## MSc in Finance (full-time) (Work Placement Pathway)

**Programme Code:** TMFIFTW

**Department:** Finance

For students starting this programme of study in 2022/23 Academic-year (10 month) programme. Students must take two compulsory courses and optional courses to the value of two full units as shown. All students must submit a dissertation in one of the optional half unit courses and take an examination in the other three half unit courses. Admitted students are required to attend a pre-session course at the start of the programme in September. The dissertation must be submitted by the first week of June. Students who choose to transfer to the Work Placement Pathway must undertake a work placement and assessment in addition to the courses listed above. Transferring to the Work Placement Pathway extends the duration of the programme to 12 months. Students have the option to transfer to the Work Placement Pathway upon receipt of an offer to undertake an internship placement, which must be approved by the Department. Students on this pathway are required to undertake a full-time internship or work placement during the summer and to submit an essay of 2000 words following the placement (see FM411 for details). The essay will be assessed on a pass/fail basis and students must pass the essay to graduate from the programme.

**Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Programme

Paper	Course number, title (unit value)
Year 1	
Paper 1	FM422 Corporate Finance (1.0) #
Paper 2	FM423 Asset Markets (1.0) #
Papers 3 & 4	Students should select 4 half unit courses to the value of 2 full units from List 1 and List 2 below. Students must select at least three courses from the dedicated list of options.

### List 1 - Courses assessed by Exam or Coursework

Dedicated list of options:

FM405	Fixed Income Securities and Credit Markets (0.5) #
FM406	Topics in Portfolio Management (0.5) #
FM407	Mergers, Buyouts and Corporate Restructurings (0.5) #
FM408	Financial Engineering (0.5) # (not available 2022/23)
FM408E	Financial Engineering (0.5) #
FM409	Risk Management in Financial Markets (0.5) # (not available 2022/23)
FM414	Corporate Investment and Financial Policy (0.5) #

FM471	Sustainable Finance and Impact Investing (0.5) #
FM477	International Finance A (0.5) #
Other options:	
FM412	Quantitative Security Analysis (0.5) #
FM476	Entrepreneurial Finance (0.5) #

### List 2 - Courses assessed by Dissertation

Courses cannot be selected from this list if the course with the equivalent title has already been selected from List 1.

Dedicated list of options:

FM478	International Finance for MSc Finance and Economics, MSc Finance and MSc Finance & Private Equity - Dissertation (0.5) # (not available 2022/23)
FM4T4	Corporate Investment and Financial Policy - Dissertation (0.5) (not available 2022/23)
FM4T6	Topics in Portfolio Management - Dissertation (0.5) (not available 2022/23)
FM4T8	Financial Engineering - Dissertation (0.5) (not available 2022/23)
FM4U5	Fixed Income Securities and Credit Markets - Dissertation (0.5) (not available 2022/23)
FM4U7	Mergers, Buyouts and Corporate Restructurings - Dissertation (0.5) (not available 2022/23)
FM4U9E	Risk Management in Financial Markets - Dissertation (0.5) (not available 2022/23)

In exceptional cases it may be possible to take an unlisted optional course with the approval of the Programme Director.

Other options:

FM4U4	Quantitative Security Analysis - Dissertation (0.5) (not available 2022/23)
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Additional course

The following course is not for credit and can be taken in addition to courses to the value of 2.0 units selected from Papers 3 & 4:

FM457	Applied Computational Finance (0.0) (not available 2022/23)
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Work Placement Pathway

**Paper**

**Course number, title (unit value)**

Paper 5

FM411	Finance Work Placement and Assessment (0.0) #A
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**Footnotes**

A: This element is not for credit, but is a requirement for students on the Work Placement Pathway and must be taken in addition to courses to the value of two full units selected from Papers 3 & 4. Successful completion of FM411 is a requirement for students to be eligible for the award of the degree.

# means there may be prerequisites for this course. Please view the course guide for more information.

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## MSc in Financial History

**Programme Code:** TMFH

**Department:** Economic History

For students starting this programme of study in 2022/23 Full-year programme. Students must take one compulsory course, optional courses to the value of two units and a full-unit dissertation.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
<b>Year 1</b>	
Paper 1	EH437 History of Global Finance (1.0)
Paper 2	Courses to the value of 0.5 unit(s) from the following: EH438 History of Financial Markets (0.5) # <b>or</b> EH439 History of Banking Systems (0.5)
Paper 3	Courses to the value of 0.5 unit(s) from the following: EH402 Quantitative Analysis in Economic History I (0.5) EH426L Quantitative Analysis in Economic History II (0.5) # EH426M Quantitative Analysis in Economic History II (0.5) # (not available 2022/23) EH427 Topics in Quantitative Analysis in Economic History (0.5) #
Paper 4	Courses to the value of 0.5 unit(s) from the following: FM447 Global Financial Systems (0.5) # FM472 International Finance (0.5) # FM473L Financial Markets (0.5) # FM473M Financial Markets (0.5) # FM474L Managerial Finance (0.5) FM474M Managerial Finance (0.5)
Paper 5	Courses to the value of 0.5 unit(s) from the following (if not previously taken under paper 2): EH438 History of Financial Markets (0.5) # EH439 History of Banking Systems (0.5) IR454 Governing International Political Economy: Lessons from the Past for the Future (0.5)
<b>Or</b>	
Courses to the value of 0.5 unit(s) from the following: EH402 Quantitative Analysis in Economic History I (0.5) EH404 India and the World Economy (0.5) EH409 Chinese Economic History: Culture, Institutions and Economic Growth (0.5) EH413 African Economic Development in Historical Perspective (0.5) EH421 Economic History of Colonialism (0.5) EH426L Quantitative Analysis in Economic History II (0.5) # 1 A EH426M Quantitative Analysis in Economic History II (0.5) # 2 B (not available 2022/23) EH427 Topics in Quantitative Analysis in Economic History (0.5) # EH428 History of Economics: Making Political Economy into a Social Science (0.5) (not available 2022/23) EH429 History of Economics: Ideas, Policy and Performativity (0.5) EH431 Women in Economic History (0.5) EH432 Economic History and Geography: Advanced Topics and Methods (0.5) # EH436 Economic History of the Early Modern New World (The Americas) (0.5) (not	

	available 2022/23)
EH452	Latin American Development and Economic History (0.5) (not available 2022/23)
EH457	Living Standards since the Industrial Revolution: The British experience c.1750-2000 (0.5)
EH463	The Long-Run Analysis of Firms and Industries (0.5)
EH486	Shipping and Sea Power in Asian Waters, c 1600-1860 (0.5) (not available 2022/23)
LL4CB	Modern Legal History: Private Law and the Economy 1750-1950 (0.5) (not available 2022/23)

Paper 6  
EH499 Research Dissertation (1.0)  
**Prerequisite Requirements and Mutually Exclusive Options**

1: EH426L can not be taken with EH426M  
2: EH426M can not be taken with EH426L

### Footnotes

A: If not taken under Paper 3

B: If not taken under Paper 3

# means there may be prerequisites for this course. Please view the course guide for more information.

## MSc in Financial Mathematics

**Programme Code:** TMFIMA

**Department:** Mathematics

For students starting this programme of study in 2022/23 Academic year programme (10 months). Students must take five compulsory half-unit courses and optional courses to the value of one-and-a-half units as shown.

There is also a two-week compulsory introductory course MA400 September Introductory Course relating to MA415 and MA417.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Introductory course	MA400 September Introductory Course (Financial Mathematics and Quantitative Methods for Risk Management) (0.0)
Paper 1	MA415 The Mathematics of the Black and Scholes Theory (0.5) #
Paper 2	MA416 The Foundations of Interest Rate and Credit Risk Theory (0.5) #
Paper 3	ST409 Stochastic Processes (0.5) #
Paper 4	FM413 Fixed Income Markets (0.5) #
Paper 5	MA417 Computational Methods in Finance (0.5) #
Paper 6	One of the following: MA402 Mathematical Game Theory (0.5) # MA411 Probability and Measure (0.5) # MA414 Stochastic Analysis (0.5) # (not available 2022/23) MA420 Quantifying Risk and Modelling Alternative Markets (0.5) # (not available 2022/23) MA435 Machine Learning in Financial Mathematics (0.5) # ST440 Recent Developments in Finance and Insurance (0.5) #
Papers 7 & 8	Courses to the value of 1.0 unit(s) from the following: FM402 Financial Risk Analysis (0.5) # FM429 Asset Markets A (0.5) # FM430 Corporate Finance and Asset Markets

(1.0) # (not available 2022/23)  
 FM441 Derivatives (0.5) #  
 FM442 Quantitative Methods for Finance and Risk Analysis (0.5) #  
 FM445 Portfolio Management (0.5)  
 FM472 International Finance (0.5) #  
 ST422 Time Series (0.5) #  
 ST426 Applied Stochastic Processes (0.5)  
 ST429 Statistical Methods for Risk Management (0.5) #  
 ST448 Insurance Risk (0.5) #  
 Further half unit(s) from the MA4\*\* level courses or any other appropriate MSc course, subject to the approval of the Programme Director and Teacher Responsible for the course.

**Paper 6 options list**

Additional course

Students can also take the following non-assessed course taken in addition to the required five compulsory half-unit courses and optional courses to the value of one-and-a-half units detailed above:

MA422 Research Topics in Financial Mathematics (0.0)

**Paper 6 options list**

MA402 Mathematical Game Theory (0.5) #  
 MA411 Probability and Measure (0.5) #  
 MA414 Stochastic Analysis (0.5) # (not available 2022/23)  
 MA420 Quantifying Risk and Modelling Alternative Markets (0.5) # (not available 2022/23)  
 MA435 Machine Learning in Financial Mathematics (0.5) #  
 ST440 Recent Developments in Finance and Insurance (0.5) #

# means there may be prerequisites for this course. Please view the course guide for more information.

The Bologna Process [lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm](http://lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm) facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

**MSc in Gender, Development and Globalisation**

**Programme Code:** TMGEDVGL

**Department:** Gender Studies

For students starting this programme of study in 2022/23 Full-year programme. Students must take the following courses to the value of four full units.

**Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	GI424 Gender Theories: An Interdisciplinary Approach (0.5)
Paper 2	GI409 Gender, Globalisation and Development: An Introduction (0.5)
<b>and</b>	
	GI420 Global Development and Its Discontents: Feminist Perspectives (0.5)

Paper 3	Courses to the value of 1.5 unit(s) from the following: A
DV454	Gender, labour markets and social change in the Global South: theory, evidence, public action (0.5)
DV456	Population, Health and Development: Evidence and Projections (0.5) #
DV457	Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (0.5)
DV458	Key issues in Global Health and Development (0.5)
DV462	Forced Migration and Refugees (0.5)
DV465	Global Health Work: Expertise and Labour (0.5)
GI402	Gender, Knowledge and Research Practice (0.5)
GI410	Screening the 21st Century: Cinema and Cultural Critique (0.5) #
GI411	Gender, Post/coloniality and Development: Critical Perspectives and New Directions (0.5) # (not available 2022/23)
GI413	Gender, Race and Militarisation (0.5)
GI414	Theorising Gender and Social Policy (0.5)
GI415	Gender and European Welfare States (0.5)
GI417	Feminist Population Politics (0.5)
GI418	Feminist Economics and Policy: An Introduction (0.5) #
GI421	Sexuality, Gender and Culture (0.5) # 1 (not available 2022/23)
GI422	Transnational Sexual Politics (1.0) 2
GI423	Globalisation and Sexuality (0.5) # 3 (not available 2022/23)
GI425	Introduction to Gender, Peace and Security (0.5)
GI426	Gender and Human Rights (0.5) #
GI428	Bodies, Culture and Politics (0.5)
GI429	Archival Interventions: Feminist, Queer and Decolonial Approaches (0.5) #
GI430	Intersectional Inequalities in the Agro-Food System (0.5) (not available 2022/23)
GV4D7	Dilemmas of Equality (0.5)
GV4H3	Feminist Political Theory (0.5)
GY431	Cities, People and Poverty in the South (0.5) #
PB422	Health Communication (0.5)
	Or a course not listed approved by the Programme Director and subject to space and course teacher's consent.
Paper 4	GI499 Dissertation - Independent Research Project (1.0)

**Prerequisite Requirements and Mutually Exclusive Options**

1: GI421 can not be taken with GI422, GI423

2: GI422 can not be taken with GI421, GI423

3: GI423 can not be taken with GI421, GI422

A: Students can take courses to a maximum of one full unit from outside the Department of Gender Studies.

# means there may be prerequisites for this course. Please view the course guide for more information.

**Footnotes**

## MSc in Gender, Media and Culture

**Programme Code:** TMGEMECU

**Department:** Gender Studies

For students starting this programme of study in 2022/23 Full-year programme. Students must take courses to the value of three full units and a dissertation as shown below.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	MC408 Theories and Concepts in Media and Communications (0.5)
	<b>Or</b>
	MC418 Communication: Cultures and Approaches (0.5)
	<b>Or</b>
Paper 2	MC438 Mediated Feminisms (0.5)
	Courses to the value of 0.5 unit(s) from the following:
	GI402 Gender, Knowledge and Research Practice (0.5)
	MC4M1 Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (0.5)
	MC4M7 Methods of Research in Media & Communications (including Qualitative Analysis & Applied Regression Analysis) (0.5) A
	MY428 Qualitative Text and Discourse Analysis (0.5) #
Paper 3	GI424 Gender Theories: An Interdisciplinary Approach (0.5)
Paper 4	GI403 Gender and Media Representation (0.5)
Paper 5	Courses to the value of 0.5 unit offered by the Department of Gender Studies, and a further 0.5 unit, subject to availability.
Paper 6	GI499 Dissertation - Independent Research Project (1.0)

### Prerequisite Requirements and Mutually Exclusive Options

# means there may be prerequisites for this course. Please view the course guide for more information.

**Footnotes**  
A: MY452 is an advanced Applied Regression Analysis course offered by the Department of Methodology and must be taken by students who select MC4M7. Students wishing to select this option need to already have a grounding in quantitative methods and must seek approval from the Programme Director. Approval is also subject to timetabling constraints.

## MSc in Gender, Peace and Security

**Programme Code:** TMGPS

**Department:** Gender Studies

For students starting this programme of study in 2022/23 Full-year programme. Students must take four compulsory courses, options to the value of one unit and a dissertation as shown.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Year 1	
Paper 1	GI424 Gender Theories: An Interdisciplinary Approach (0.5)
Paper 2	GI425 Introduction to Gender, Peace and

Security (0.5)

Plus courses to the value of between 0.5 unit(s) (minimum) and 1.0 unit(s) (maximum) from the following:

GI413 Gender, Race and Militarisation (0.5)  
GI426 Gender and Human Rights (0.5) #  
GI427 Advanced Issues in Gender, Peace and Security (0.5) #

Paper 3

Courses to the value of 1.5 unit(s) from the following: A

DV428 Managing Humanitarianism (0.5)  
DV434 Human Security (0.5)  
DV457 Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (0.5)  
DV462 Forced Migration and Refugees (0.5)  
EU485 Post-Conflict Justice and Reconciliation in Europe and Beyond (0.5)  
EU4A2 Globalisation, Conflict and Post-Conflict Reconstruction (0.5)  
GI402 Gender, Knowledge and Research Practice (0.5)  
GI409 Gender, Globalisation and Development: An Introduction (0.5)  
GI411 Gender, Post/coloniality and Development: Critical Perspectives and New Directions (0.5) # (not available 2022/23)  
GI415 Gender and European Welfare States (0.5)  
GI420 Global Development and Its Discontents: Feminist Perspectives (0.5)  
GI422 Transnational Sexual Politics (1.0)  
GI423 Globalisation and Sexuality (0.5) # (not available 2022/23)  
GI429 Archival Interventions: Feminist, Queer and Decolonial Approaches (0.5) #  
GI430 Intersectional Inequalities in the Agro-Food System (0.5) (not available 2022/23)  
GV4B8 Civil Wars: Concepts and Cases (0.5)  
GV4F9 The Challenges of Governance in sub-Saharan Africa (0.5) (not available 2022/23)  
IR422 Conflict and Peacebuilding (1.0) #  
IR452 Empire and Conflict in World Politics (0.5) (not available 2022/23)  
IR466 Genocide (0.5)  
IR471 Critical International Law (0.5)  
LL4A8 International Law and the Use of Force (0.5) #  
LL4A9 Law in War (0.5) #  
MC422 Critical Studies in Media and Journalism (0.5)  
SO424 Approaches to Human Rights (1.0)  
SO457 Political Reconciliation (0.5)

Any course taught by the Department of Gender Studies subject to availability.

Paper 4

GI499 Dissertation - Independent Research Project (1.0)

**Footnotes**

A: Subject to availability and timetabling constraints. Students can take courses to a maximum of one full unit from outside the Department of Gender Studies.  
# means there may be prerequisites for this course. Please view the course guide for more information.

## MSc in Gender, Policy and Inequalities

**Programme Code:** TMGEPOLIN

**Department:** Gender Studies

For students starting this programme of study in 2022/23 Full-year programme. Students must take courses to the value of three full units and a dissertation as shown below.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	GI414 Theorising Gender and Social Policy (0.5)
	<b>And</b> one of the following:
	GI415 Gender and European Welfare States (0.5)
	GI417 Feminist Population Politics (0.5)
Paper 2	GI418 Feminist Economics and Policy: An Introduction (0.5) #
	GI424 Gender Theories: An Interdisciplinary Approach (0.5)
Paper 3	Courses to the value of 1.5 units from the following: A
	DV457 Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (0.5)
	DV458 Key issues in Global Health and Development (0.5)
	GI402 Gender, Knowledge and Research Practice (0.5)
	GI403 Gender and Media Representation (0.5)
	GI407 Globalisation, Gender and Development (1.0) (not available 2022/23)
	GI409 Gender, Globalisation and Development: An Introduction (0.5)
	GI411 Gender, Post/coloniality and Development: Critical Perspectives and New Directions (0.5) # (not available 2022/23)
	GI413 Gender, Race and Militarisation (0.5)
	GI415 Gender and European Welfare States (0.5)
	GI417 Feminist Population Politics (0.5)
	GI418 Feminist Economics and Policy: An Introduction (0.5) #
	GI420 Global Development and Its Discontents: Feminist Perspectives (0.5)
	GI421 Sexuality, Gender and Culture (0.5) # 1 (not available 2022/23)
	GI422 Transnational Sexual Politics (1.0) 2
	GI423 Globalisation and Sexuality (0.5) # 3 (not available 2022/23)
	GI425 Introduction to Gender, Peace and Security (0.5)
	GI426 Gender and Human Rights (0.5) #
	GI428 Bodies, Culture and Politics (0.5)
	GI429 Archival Interventions: Feminist, Queer and Decolonial Approaches (0.5) #
	GI430 Intersectional Inequalities in the Agro-Food System (0.5) (not available 2022/23)
	GV4D7 Dilemmas of Equality (0.5)
	GV4H3 Feminist Political Theory (0.5)
	GY431 Cities, People and Poverty in the South (0.5) #
	MY405 Research Design for Policy and Programme Evaluation (0.5)
	MY423 Interview Methods for Social Science Research (0.5) #
	PB422 Health Communication (0.5)
	SO458 Gender and Societies (0.5)
	SP414 Ethnicity, Race and Social Policy (0.5)

Paper 4 GI499 Dissertation - Independent Research Project (1.0)

### Prerequisite Requirements and Mutually Exclusive Options

1: GI421 can not be taken with GI422, GI423

2: GI422 can not be taken with GI421, GI423

3: GI423 can not be taken with GI421, GI422

A: Students can take courses to a maximum of one full unit from outside the Department of Gender Studies.

# means there may be prerequisites for this course. Please view the course guide for more information.

### Footnotes

## MSc in Gender

**Programme Code:** TMGE

**Department:** Gender Studies

For students starting this programme of study in 2022/23 Full-year programme. Students must take two compulsory courses and options to the value of two full units and a dissertation as shown.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	GI424 Gender Theories: An Interdisciplinary Approach (0.5)
Paper 2	GI402 Gender, Knowledge and Research Practice (0.5)
Paper 3	Courses to the value of 2.0 unit(s) from the following: A
	AN405 The Anthropology of Kinship, Sex and Gender (1.0)
	DV457 Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (0.5)
	DV458 Key issues in Global Health and Development (0.5)
	GI403 Gender and Media Representation (0.5)
	GI407 Globalisation, Gender and Development (1.0) 1 (not available 2022/23)
	GI409 Gender, Globalisation and Development: An Introduction (0.5) 2
	GI410 Screening the 21st Century: Cinema and Cultural Critique (0.5) #
	GI411 Gender, Post/coloniality and Development: Critical Perspectives and New Directions (0.5) # (not available 2022/23)
	GI413 Gender, Race and Militarisation (0.5)
	GI418 Feminist Economics and Policy: An Introduction (0.5) #
	GI420 Global Development and Its Discontents: Feminist Perspectives (0.5) 3
	GI421 Sexuality, Gender and Culture (0.5) # 4 (not available 2022/23)
	GI422 Transnational Sexual Politics (1.0) 5
	GI423 Globalisation and Sexuality (0.5) # 6 (not available 2022/23)
	GI425 Introduction to Gender, Peace and Security (0.5)
	GI426 Gender and Human Rights (0.5) #
	GI428 Bodies, Culture and Politics (0.5)
	GI429 Archival Interventions: Feminist, Queer and Decolonial Approaches (0.5) #
	GI430 Intersectional Inequalities in the Agro-Food System (0.5) (not available 2022/23)



GV4D7	Dilemmas of Equality (0.5)
GV4H3	Feminist Political Theory (0.5)
MY423	Interview Methods for Social Science Research (0.5) #

A course from another programme by special permission only.

Paper 4	GI499	Dissertation - Independent Research Project (1.0)
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**Prerequisite Requirements and Mutually Exclusive Options**

- 1: GI407 can not be taken with GI409, GI420
- 2: GI409 can not be taken with GI420, GI407
- 3: GI420 can not be taken with GI409, GI407
- 4: GI421 can not be taken with GI422, GI423
- 5: GI422 can not be taken with GI421, GI423
- 6: GI423 can not be taken with GI421, GI422

**Footnotes**

A: Students can take courses to a maximum of one full unit from outside the Department of Gender Studies.

# means there may be prerequisites for this course. Please view the course guide for more information.

## MSc in Gender (Research)

**Programme Code:** TMGERE

**Department:** Gender Studies

For students starting this programme of study in 2022/23 Full-year programme. Students take two units of compulsory courses, options to the value of one unit and a dissertation as shown.

**Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

**Paper Course number, title (unit value)**

Paper 1	GI424	Gender Theories: An Interdisciplinary Approach (0.5)
Paper 2	GI402	Gender, Knowledge and Research Practice (0.5)
Paper 3	One from:	
	MY451L	Introduction to Quantitative Analysis (0.5)
	MY451M	Introduction to Quantitative Analysis (0.5)
	MY452L	Applied Regression Analysis (0.5) #
	MY452M	Applied Regression Analysis (0.5) #
Paper 4		Courses to the value of 1.5 units from the following: A
	GI403	Gender and Media Representation (0.5)
	GI407	Globalisation, Gender and Development (1.0) 1 (not available 2022/23)
	GI409	Gender, Globalisation and Development: An Introduction (0.5) 2
	GI410	Screening the 21st Century: Cinema and Cultural Critique (0.5) #
	GI411	Gender, Post/coloniality and Development: Critical Perspectives and New Directions (0.5) # (not available 2022/23)
	GI413	Gender, Race and Militarisation (0.5)
	GI417	Feminist Population Politics (0.5)
	GI418	Feminist Economics and Policy: An Introduction (0.5) #
	GI420	Global Development and Its Discontents: Feminist Perspectives (0.5) 3
	GI421	Sexuality, Gender and Culture (0.5) # 4 (not available 2022/23)
	GI422	Transnational Sexual Politics (1.0) 5
	GI423	Globalisation and Sexuality (0.5) # 6 (not

available 2022/23)

GI426	Gender and Human Rights (0.5) #	
GI428	Bodies, Culture and Politics (0.5)	
GI429	Archival Interventions: Feminist, Queer and Decolonial Approaches (0.5) #	
GV4H3	Feminist Political Theory (0.5)	
MY400	Fundamentals of Social Science Research Design (0.5)	
MY421L	Qualitative Research Methods (0.5)	
MY421M	Qualitative Research Methods (0.5)	
MY423	Interview Methods for Social Science Research (0.5) #	
MY424	Advanced qualitative field methods for researching space and place (0.5) # (not available 2022/23)	
MY426	Doing Ethnography (0.5) #	
MY428	Qualitative Text and Discourse Analysis (0.5) #	
MY451L	Introduction to Quantitative Analysis (0.5)	
MY451M	Introduction to Quantitative Analysis (0.5)	
MY452L	Applied Regression Analysis (0.5) #	
MY452M	Applied Regression Analysis (0.5) #	
Paper 5	GI499	Dissertation - Independent Research Project (1.0)

**Prerequisite Requirements and Mutually Exclusive Options**

- 1: GI407 can not be taken with GI409, GI420
- 2: GI409 can not be taken with GI420, GI407
- 3: GI420 can not be taken with GI407, GI409
- 4: GI421 can not be taken with GI422, GI423
- 5: GI422 can not be taken with GI423, GI421
- 6: GI423 can not be taken with GI422, GI421

**Footnotes**

A: Students can take courses to a maximum of one full unit from outside the Department of Gender Studies.

# means there may be prerequisites for this course. Please view the course guide for more information.

## MSc in Gender (Sexuality)

**Programme Code:** TMGESX

**Department:** Gender Studies

For students starting this programme of study in 2022/23 Full-year programme. Students must take two compulsory courses, options to the value of 1.5 units and a dissertation as shown.

**Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

**Paper Course number, title (unit value)**

Paper 1	GI422	Transnational Sexual Politics (1.0)
Paper 2	GI424	Gender Theories: An Interdisciplinary Approach (0.5)
Paper 3		Courses to the value of 1.0 unit from the following, subject to availability:
	GI402	Gender, Knowledge and Research Practice (0.5)
	GI410	Screening the 21st Century: Cinema and Cultural Critique (0.5) #
	GI413	Gender, Race and Militarisation (0.5)
	GI417	Feminist Population Politics (0.5)
	GI425	Introduction to Gender, Peace and Security (0.5)

**Gender Studies Options List**

Paper 4 Courses to the value of 0.5 units from the following, subject to availability:

A further 0.5 unit option from the following (recommended):

**Gender Studies Options List**

**Or**

One of the following non-Gender half-unit courses:

DV447 Youth and Gendered Violence (0.5) # (not available 2022/23)

DV457 Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (0.5)

MC426 Film Theory and World Cinema (0.5)

SO458 Gender and Societies (0.5)

SP417 Sexuality, Everyday Lives and Social Policy in Developing Countries (0.5) #

**Or**

A course not listed above, approved by the Programme Director and subject to space and course teacher's consent.

Paper 5

GI499 Dissertation - Independent Research Project (1.0)

**Gender Studies Options List**

GI402 Gender, Knowledge and Research Practice (0.5)

GI403 Gender and Media Representation (0.5)

GI407 Globalisation, Gender and Development (1.0) (not available 2022/23)

GI409 Gender, Globalisation and Development: An Introduction (0.5)

GI410 Screening the 21st Century: Cinema and Cultural Critique (0.5) #

GI411 Gender, Post/coloniality and Development: Critical Perspectives and New Directions (0.5) # (not available 2022/23)

GI413 Gender, Race and Militarisation (0.5)

GI415 Gender and European Welfare States (0.5)

GI417 Feminist Population Politics (0.5)

GI418 Feminist Economics and Policy: An Introduction (0.5) #

GI420 Global Development and Its Discontents: Feminist Perspectives (0.5)

GI421 Sexuality, Gender and Culture (0.5) # 1 (not available 2022/23)

GI423 Globalisation and Sexuality (0.5) # 2 (not available 2022/23)

GI425 Introduction to Gender, Peace and Security (0.5)

GI426 Gender and Human Rights (0.5) #

GI428 Bodies, Culture and Politics (0.5)

GI429 Archival Interventions: Feminist, Queer and Decolonial Approaches (0.5) #

**Prerequisite Requirements and Mutually Exclusive Options**

1: GI421 can not be taken with GI422, GI423

2: GI423 can not be taken with GI421, GI422

# means there may be prerequisites for this course. Please view the course guide for more information.

## MSc in Geographic Data Science

**Programme Code:** TMGEODS

**Department:** Geography & Environment

For students starting this programme of study in 2022/23

Full-year programme. Students must take courses to the value of four full units.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting**

**specific prerequisite requirements.**

Paper	Course number, title (unit value)
<b>Year 1</b>	
Paper 1	GY460 Techniques of Spatial Economic Analysis (0.5) # <b>and</b> GY476 Applied Geographical Information Systems (0.5)
Paper 2	Courses to the value of 1.0 unit(s) from the following: GY428 Applied Quantitative Methods (0.5) # MY470 Computer Programming (0.5) ST445 Managing and Visualising Data (0.5) # ST446 Distributed Computing for Big Data (0.5) # ST455 Reinforcement Learning (0.5) # ST456 Deep Learning (0.5) # ST457 Graph Data Analytics and Representation Learning (0.5) # MY474 Applied Machine Learning for Social Science (0.5) # 1 <b>or</b> ST443 Machine Learning and Data Mining (0.5) # 2
Paper 3	Courses to the value of 1.0 unit(s) from the following: GY400 The Economics of Urbanisation (0.5) # GY404 Inclusive Growth (0.5) # GY415 Local Capacity and Economic Development Policy (0.5) (not available 2022/23) GY426 Environmental and Resource Economics (1.0) # GY448 Social and Political Aspects of Planning (0.5) GY454 Urban Policy and Planning (0.5) # GY455 Economic Appraisal and Valuation (0.5) GY457 Applied Urban and Real Estate Economics (1.0) # GY473 Economic Development and the Environment (0.5) #
Paper 4	GY485 Dissertation - MSc Geographic Data Science and MSc Real Estate Economics and Finance (1.0)

**Prerequisite Requirements and Mutually Exclusive Options**

1: MY474 can not be taken with ST443

2: ST443 can not be taken with MY474

# means there may be prerequisites for this course. Please view the course guide for more information.

## MSc in Global Health Policy

**Programme Code:** TMGLHP

**Department:** Health Policy

For students starting this programme of study in 2022/23

**(formerly MSc in Global Health)**

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	HP401 Introduction to Health Policy and Politics (0.5)
Paper 2	HP404 Global Health Policy: Institutions, Actors and Politics (0.5)
Paper 3	HP421 Economic Analysis for Health Policy in Low- and Middle-Income Countries (0.5)
Paper 4	One of the following courses: HP407 Evidence Review and Synthesis for Decision Making (0.5) HP422 Health Care Economic Evaluation (0.5)

	HP428	Randomised evaluations of health programmes: from design to implementation (0.5)
	HP436	Evidence Appraisal for Health Policy Analysis (0.5)
Papers 5, 6 & 7	Courses to the value of 1.5 unit(s) from the following:	
	DV421	Critical Perspectives on Global Health and Development (0.5)
	DV444	Global Health Challenges: Epidemics, Disease, and Public Health Response (0.5) # (not available 2022/23)
	DV456	Population, Health and Development: Evidence and Projections (0.5) #
	DV457	Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (0.5)
	DV461	Critical Population Health Issues in High and Middle-Income Countries (0.5) # (not available 2022/23)
	DV465	Global Health Work: Expertise and Labour (0.5)
	HP400	Financing Health Care (0.5)
	HP402	Measuring Health System Performance (0.5)
	HP403	Health Systems and Policies in Developing Countries (0.5) (not available 2022/23)
	HP405	Social Determinants of Health (0.5)
	HP407	Evidence Review and Synthesis for Decision Making (0.5)
	HP412	Global Health Security (0.5)
	HP422	Health Care Economic Evaluation (0.5)
	HP424	Pharmaceutical Economics and Policy (0.5)
	HP425	Statistical Methods in Health Care Economic Evaluation (0.5) #
	HP428	Randomised evaluations of health programmes: from design to implementation (0.5)
	HP429	Behavioural Incentive Design in Health and Health Care (0.5)
	HP432	Mental health policy (0.5) #
	HP433	Health care regulation (0.5)
	HP435	Global Access to Medicines (0.5)
	HP436	Evidence Appraisal for Health Policy Analysis (0.5)
	MY405	Research Design for Policy and Programme Evaluation (0.5)
	MY421L	Qualitative Research Methods (0.5)
	MY421M	Qualitative Research Methods (0.5)
	SP418	Global Social Policy and International Organizations (0.5)
	Or another LSE course subject to the approval of the course tutor.	
Paper 8	HP431	Dissertation in Health Policy (0.5)
	# means there may be prerequisites for this course. Please view the course guide for more information.	

## MSc in Global Politics

**Programme Code:** TMGLP02

**Department:** Government

For students starting this programme of study in 2022/23 The MSc includes a core course, GV4K4 The Politics of Globalization (Paper 1) which all students must take. It offers a comprehensive introduction to the changing structure of the global order, and the contemporary challenges of global politics. The rest of the MSc allows considerable choice of options whilst seeking

to blend a global focus with more detailed thematic or regional knowledge. All students must write a 10,000 word dissertation.

**PLEASE NOTE:** Due to staff sabbaticals and research leave, the School cannot guarantee that all the courses listed below will be available.

**Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	GV4K4 The Politics of Globalization (0.5)
Paper 2	GV499 Dissertation (1.0) A
Papers 3 & 4	Courses to the value of 2.5 units from the following. Access to the optional courses is not necessarily guaranteed and may require the permission of the course coordinator; please consult the individual course guides for further information on availability:
	DV413 Environmental Problems and Development Interventions (0.5) #
	DV415 Global Environmental Governance (0.5)
	DV418 African Development (0.5)
	DV421 Critical Perspectives on Global Health and Development (0.5)
	DV424 International Institutions and Late Development (0.5)
	DV434 Human Security (0.5)
	DV460 Bayesian Reasoning for Qualitative Social Science: A modern approach to case study inference (0.5) # (not available 2022/23)
	EH446 Economic Development of East and Southeast Asia (1.0) #
	EH483 The Development and Integration of the World Economy in the 19th and 20th Centuries (1.0)
	EU443 European Models of Capitalism (0.5)
	EU457 Culture and Security in Global Politics (0.5)
	EU481 The Future: Political Responses to a Challenge (0.5)
	EU4A2 Globalisation, Conflict and Post-Conflict Reconstruction (0.5)
	EU4A4 The Politics of Inequality and Redistribution (0.5)
	GI409 Gender, Globalisation and Development: An Introduction (0.5)
	GI420 Global Development and Its Discontents: Feminist Perspectives (0.5)
	GI421 Sexuality, Gender and Culture (0.5) # (not available 2022/23)
	GI422 Transnational Sexual Politics (1.0) 1
	GI423 Globalisation and Sexuality (0.5) # 2 (not available 2022/23)
	GV432 Government and Politics in China (0.5)
	GV441 States and Markets (0.5)
	GV444 Democracy and Development in Latin America (0.5) (not available 2022/23)
	GV4A5 International Migration and Immigration Management (0.5)
	GV4C9 Globalization and Democratization in Southeast Asia (0.5)
	GV4D3 Local Power in an Era of Globalization, Democratization, and Decentralization (0.5)
	GV4E1 Comparative Democratization in a Global Age (0.5)
	GV4E2 Capitalism and Democracy (0.5)
	GV4E8 Power Sharing and Institutional Design in Divided Societies (0.5)
	GV4F2 Popular Politics in the Middle East (0.5)
	GV4F9 The Challenges of Governance in

	sub-Saharan Africa (0.5) (not available 2022/23)
GV4J4	Citizen Representation and Democracy in the European Union (0.5) (not available 2022/23)
GV4J8	Middle East Politics in Transnational Perspective (0.5)
GV4K1	Opening Government: Transparency, Accountability, and Participation (0.5)
GV4K2	Postcolonial and Comparative Political Theory (0.5)
GV4K7	Conflict and Cooperation: Key Debates (0.5)
GV4K8	Global Public Policy (0.5)
GV4L3	Data Science Applications in Politics Research (0.5) #
GV4L5	Politics, Gender, and Development (0.5) #
GV4L7	Political Participation and Representation in Latin America (0.5)
HP412	Global Health Security (0.5)
IR412	International Institutions (1.0)
IR416	The EU in the World (1.0) # (not available 2022/23)
IR419	International Relations of the Middle East (1.0) #
IR422	Conflict and Peacebuilding (1.0) #
IR461	Islam in World Politics (1.0)
IR462	International Political Theory (0.5) (not available 2022/23)
IR464	The Politics of International Law (0.5) (not available 2022/23)
IR466	Genocide (0.5)
IR467	Global Environmental Politics (0.5)
IR479	Russia in World Politics (0.5) #
IR480	The Politics of Inequality and Development (0.5)
IR481	Europe, the US and Arab-Israeli Relations (0.5) # (not available 2022/23)
IR489	Economic Diplomacy (0.5)
LL4C2	World Poverty and Human Rights (0.5) #
MG476	Corporate Social Responsibility and International Labour Standards (0.5) #

Or a course not listed approved by the MSc Convenor.

#### Prerequisite Requirements and Mutually Exclusive Options

# means there may be prerequisites for this course. Please view the course guide for more information.

1: GI422 can not be taken with GI423

2: GI423 can not be taken with GI422

A: Students must pass this course in order to pass the degree.

**This programme has been discontinued. Last year of entry 2022/23.**

#### Note for prospective students:

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm](https://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm). Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm](https://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm).

## MSc in Health and International Development

**Programme Code:** TMHEINDE

**Department:** International Development

For students starting this programme of study in 2022/23 Full-year programme. Students must take courses to the value of three full units, non-credit-bearing courses DV445 and MY410 and a dissertation as shown.

Students who choose to concentrate their electives and dissertation in a certain topic area may elect to have a specialism in "African Development," "Population Studies," or "Applied Development Economics" attached to their degree certificate and transcript. To obtain the specialism indication, students must meet the criteria below.

**African Development:** students must take DV418 and DV435, and their dissertation topic must be approved as being appropriate for this specialism.

**Population Studies:** students must take DV476 and DV456, and their dissertation topic must be approved as being appropriate for this specialism.

**Applied Development Economics:** enrolment capacity is limited and may be based on performance on a pre-quiz which will enable students to take at least two of DV490, DV491, DV492, and their dissertation topic must be approved as being appropriate for this specialism.

If no such election is made, the degree certificate will state "Health and International Development" without further specification.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	DV442 Key Issues in Development Studies (0.5) <b>and</b> DV458 Key issues in Global Health and Development (0.5)
Paper 2	Courses to the value of 1.0 unit(s) from the following: <ul style="list-style-type: none"> <li>DV411 Population and Development: an Analytical Approach (0.5) (not available 2022/23)</li> <li>DV421 Critical Perspectives on Global Health and Development (0.5)</li> <li>DV444 Global Health Challenges: Epidemics, Disease, and Public Health Response (0.5) # (not available 2022/23)</li> <li>DV453 International Development Consultancy Project (0.5)</li> <li>DV456 Population, Health and Development: Evidence and Projections (0.5) #</li> <li>DV457 Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (0.5)</li> <li>DV465 Global Health Work: Expertise and Labour (0.5)</li> </ul>
Paper 3	Courses to the value of 1.0 unit(s) from the following: <ul style="list-style-type: none"> <li>DV407 Poverty (0.5)</li> <li>DV413 Environmental Problems and Development Interventions (0.5) #</li> <li>DV415 Global Environmental Governance (0.5)</li> <li>DV418 African Development (0.5)</li> <li>DV420 Complex Emergencies (0.5)</li> <li>DV423 Global Political Economy of Development (0.5) #</li> <li>DV424 International Institutions and Late Development (0.5)</li> <li>DV428 Managing Humanitarianism (0.5)</li> <li>DV433 The Informal Economy and Development (0.5) (not available 2022/23)</li> <li>DV434 Human Security (0.5)</li> <li>DV435 African Political Economy (0.5)</li> <li>DV447 Youth and Gendered Violence (0.5) #</li> </ul>

#### Footnotes



	(not available 2022/23)
DV454	Gender, labour markets and social change in the Global South: theory, evidence, public action (0.5)
DV455	Advocacy, Campaigning and Grassroots Activism (0.5)
DV460	Bayesian Reasoning for Qualitative Social Science: A modern approach to case study inference (0.5) # (not available 2022/23)
DV462	Forced Migration and Refugees (0.5)
DV463	Civil society, security and development (0.5) (not available 2022/23)
DV464	Democracy and Development (0.5)
DV472	Covid-19 pandemic: health, socio-economic and political implications for development (Special Topics in International Development) (0.5) (not available 2022/23)
DV476	Population Analysis: Methods and Models (0.5) #
DV480	Revolution and Development (0.5) #
DV483	Information Communication Technologies and Socio-economic Development (0.5)
DV490	Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development (0.5)
DV491	Economic Development Policy II: Microeconomic Analysis (0.5) #
DV492	Economic Development Policy III: Government Policy Analysis (0.5) #
GY431	Cities, People and Poverty in the South (0.5) #
HP403	Health Systems and Policies in Developing Countries (0.5) (not available 2022/23)
HP404	Global Health Policy: Institutions, Actors and Politics (0.5)
HP405	Social Determinants of Health (0.5)
HP412	Global Health Security (0.5)
HP421	Economic Analysis for Health Policy in Low- and Middle-Income Countries (0.5)
HP435	Global Access to Medicines (0.5)
MG483	eHealth: Policy, Strategy and Systems (0.5) #
MY405	Research Design for Policy and Programme Evaluation (0.5)
PB422	Health Communication (0.5)
	Any other course approved by tutor by special permission only.
	<b>Paper 2 options list</b>
Paper 4	DV410 Research Design and Dissertation in International Development (1.0)
	MY410 Fundamentals of Research Design for International Development (0.0)
	DV445 Cutting Edge Issues in Development Thinking & Practice (0.0)
	<b>Paper 2 options list</b>
	DV411 Population and Development: an Analytical Approach (0.5) (not available 2022/23)
	DV421 Critical Perspectives on Global Health and Development (0.5)
	DV444 Global Health Challenges: Epidemics, Disease, and Public Health Response (0.5) # (not available 2022/23)
	DV453 International Development Consultancy Project (0.5)
	DV456 Population, Health and Development: Evidence and Projections (0.5) #
	DV457 Sexual and Reproductive Health

Programmes: Design, Implementation and Evaluation (0.5)

### Prerequisite Requirements and Mutually Exclusive Options

# means there may be prerequisites for this course. Please view the course guide for more information.

It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of International Development (ie not prefixed with 'DV').

### Note for prospective students:

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm](http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm). Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm](http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm).

## MSc in Health Data Science

**Programme Code:** TMHDS

**Department:** Health Policy

For students starting this programme of study in 2022/23 9 month programme. Students take four compulsory half unit courses and options to the value of two unit(s).

**Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
<b>Year 1</b>	
Paper 1	ST445 Managing and Visualising Data (0.5) #
Paper 2	ST447 Data Analysis and Statistical Methods (0.5) #
Paper 3	HP426 Applied Health Econometrics (0.5)
Paper 4	HP434 Methods and Data for Health Systems Performance Assessment (0.5)
Paper 5	Courses to the value of 1.0 unit(s) from the following:
	ST405 Multivariate Methods (0.5) #
	ST416 Multilevel Modelling (0.5) #
	ST442 Longitudinal Data Analysis (0.5) # (not available 2022/23)
	ST443 Machine Learning and Data Mining (0.5) #
	ST446 Distributed Computing for Big Data (0.5) #
	ST449 Artificial Intelligence (0.5)
	ST451 Bayesian Machine Learning (0.5) #
	ST454 Applied spatio-temporal analysis (0.5) #
	ST455 Reinforcement Learning (0.5) #
	ST456 Deep Learning (0.5) #
	ST457 Graph Data Analytics and Representation Learning (0.5) #
Paper 6	Courses to the value of 1.0 unit(s) from any available MSc course offered by the Department of Health Policy.
	# means there may be prerequisites for this course. Please view the course guide for more information.

## MSc in History of International Relations

**Programme Code:** TMHYIRS

**Department:** International History

For students starting this programme of study in 2022/23

Full-year programme. Students take courses to the value of three full units (only one of which can be an outside option i.e. a course not listed below) and a dissertation.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

**Paper Course number, title (unit value)**

Papers 1, 2  
& 3

Courses to the value of 3.0 unit(s) from the following:

EH452	Latin American Development and Economic History (0.5) (not available 2022/23)
EU475	Racial Diversity and Conflict in Europe: Identities, Religion, and Culture (0.5)
EU476	Emotions and Memory in European Politics (0.5)
EU4A3	The Americas and Europe (0.5)
HY400	Crisis Decision-Making in War and Peace 1914-2003 (1.0) #
HY411	European Integration in the Twentieth Century (1.0) #
HY422	Presidents, Public Opinion, and Foreign Policy, from Roosevelt to Reagan, 1933-89 (1.0)
HY424	The Napoleonic Empire: The Making of Modern Europe (1.0) (not available 2022/23)
HY429	Anglo-American Relations from World War to Cold War, 1939-91 (1.0)
HY432	From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1999 (1.0)
HY434	The Rise and Fall of Communism in Europe 1917-1990 (1.0)
HY435	Political Islam: From Ibn Taymiyya to ISIS (1.0)
HY436	Race, Violence and Colonial Rule in Africa (1.0) (not available 2022/23)
HY440	The Iranian Revolution (1.0) (not available 2022/23)
HY444	The Cold War in Latin America (1.0) (not available 2022/23)
HY459	The Ottoman Empire and its Legacy, 1299-1950 (1.0) (not available 2022/23)
HY461	East Asia in the Age of Imperialism, 1839-1945 (1.0) #
HY463	The Origins of the Cold War, 1917-1962 (1.0)
HY465	The International History of the Balkans since 1939: State Projects, Wars, and Social Conflict (1.0)
HY469	Maps, History and Power: The Spaces and Cultures of the Past (1.0)
HY478	Genesis of the Modern World: Europe, China & India, 1550-1840 (1.0)
HY483	Land and Conflict in Latin America since 1750 (1.0)
HY484L	Empire, Colonialism and Globalisation (0.5) 1
HY484M	Empire, Colonialism and Globalisation (0.5) 2
HY486	The Anti-Slave-Trade Atlantic World, c. 1807-1870 (1.0)
HY487	Islam, State and Conflict in Southeast Asia (0.5)
HY488	European Empires and Global Conflict,

1935-1948 (0.5)

HY489	China and the External World, 1644-1839 (0.5)
HY491	Race, Gender and Reproduction in the Caribbean, 1860s-1930s (0.5)
HY4A5	Women as Weapons: The Conservative Political Tradition in the Cold War (0.5) (not available 2022/23)
HY4A7	Islam, Power and Culture in Mughal India (0.5)
HY4A8	Asian Borderlands (0.5)
HY4A9L	China and the United States Since 1949 (0.5) 3
HY4A9M	China and the United States Since 1949 (0.5) 4
HY4B1	The Vietnam Wars, 1930-75: Regional and International Perspectives (1.0)
HY4B2	The Afterlives of Empires in the Neo-Colonial Caribbean (0.5) (not available 2022/23)
HY4B3	Citizenship in 20th century political thought: intellectual history in case studies (0.5)
HY4B4	Maritime Asia in Transition, 1405-1839 (0.5)
HY4B5	Queer Early Modernities (0.5)
HY4B6	German Transformations since 1990 (0.5)

Or a HY course from another MSc programme run by the Department of International History (subject to approval by the programme director). Or a related course from another department (outside option) (subject to approval by the programme director).

Paper 4

HY499 Dissertation (1.0)

### **Prerequisite Requirements and Mutually Exclusive Options**

1: HY484L can not be taken with HY484M

2: HY484M can not be taken with HY484L

3: HY4A9L can not be taken with HY4A9M

4: HY4A9M can not be taken with HY4A9L

# means there may be prerequisites for this course. Please view the course guide for more information.

## MSc in Human Geography and Urban Studies (Research)

**Programme Code:** TMHUGYRE

**Department:** Geography & Environment

For students starting this programme of study in 2022/23

Full-year programme. Students are required to be examined in elements from the three parts of the programme as specified below to the value of four units. Precise examination arrangements are listed under each course guide.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

**Paper Course number, title (unit value)**

Paper 1

**Part I - Research Core**

GY403 Contemporary Debates in Human Geography (0.5)

Paper 2

Advanced Research Methods course to the value of 1.0 unit chosen from:

MY400 Fundamentals of Social Science Research Design (0.5)

MY405 Research Design for Policy and Programme Evaluation (0.5)

MY421L Qualitative Research Methods (0.5)

MY421M	Qualitative Research Methods (0.5)
MY424	Advanced qualitative field methods for researching space and place (0.5) # (not available 2022/23)
MY426	Doing Ethnography (0.5) #
MY428	Qualitative Text and Discourse Analysis (0.5) #
MY452L	Applied Regression Analysis (0.5) #
MY452M	Applied Regression Analysis (0.5) #
MY455	Multivariate Analysis and Measurement (0.5) #
MY456	Survey Methodology (0.5) #
MY457	Causal Inference for Observational and Experimental Studies (0.5) #
MY459	Quantitative Text Analysis (0.5) #
MY461	Social Network Analysis (0.5)
MY465	Intermediate Quantitative Analysis (0.5) #
MY470	Computer Programming (0.5)
MY472	Data for Data Scientists (0.5)

Paper 3

**Part II - Substantive Specialism**

Courses to the value of 1.5 unit(s) from the following:

GI409	Gender, Globalisation and Development: An Introduction (0.5)
GI420	Global Development and Its Discontents: Feminist Perspectives (0.5)
GY409	Globalisation and territorial development: Theory, Evidence and Policy (0.5)
GY431	Cities, People and Poverty in the South (0.5) #
GY432	Urban Ethnography (0.5) (not available 2022/23)
GY438	Urban Asia: Cities and Social Change (0.5)
GY439	Cities, Politics and Citizenship (0.5)
GY441	The Politics of Housing (0.5) (not available 2022/23)
GY446	Planning for Sustainable Cities (0.5)
GY447	The Economics of Regional and Urban Planning (0.5) #
GY448	Social and Political Aspects of Planning (0.5)
GY449	Urban Futures (0.5) #
GY459	Urban Theory and Policy in the Global South (0.5)
GY470	Urban Africa (0.5)
GY476	Applied Geographical Information Systems (0.5)
GY477	Race and Capitalism in North America (0.5)
GY479	Urban Transformations (0.5) (not available 2022/23)
GY480	Remaking China: Geographical aspects of Development and Disparity (0.5) (not available 2022/23)

Or Another coherent combination of GY and non-GY courses to the value of 1.5 units as approved by the Programme Manager.

Paper 4

**Part III**

GY487	Dissertation - MSc in Human Geography and Urban Studies (Research) (1.0)
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# means there may be prerequisites for this course. Please view the course guide for more information.

## MSc in Human Resources and Organisations (Human Resource Management/CIPD)

**Programme Code:** TMHRORG2

**Department:** Management

For students starting this programme of study in 2022/23

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)																														
Paper 1	MG480 Foundations of Human Resource Management: Strategy and Practice (0.5)																														
Paper 2	MG4C2 Organisational Behaviour (0.5)																														
Paper 3	MG478 The Management of People in Global Companies (0.5)																														
Paper 4	MG4A9 Business Strategy, Management and Analytics (0.5)																														
Paper 5	MG4PA People Analytics and Technology (0.5)																														
Paper 6	Courses to the value of 0.5 unit(s) from the following: <table> <tr> <td>MG477</td> <td>Strategic Reward: Key Models and Practices (0.5)</td> </tr> <tr> <td>MG4D5</td> <td>Leadership in Organisations: Theory and Practice (0.5)</td> </tr> <tr> <td>DV465</td> <td>Global Health Work: Expertise and Labour (0.5)</td> </tr> <tr> <td>LL4H8</td> <td>Employment Law (0.5)</td> </tr> <tr> <td>LL4H9</td> <td>Human Rights in the Workplace (0.5)</td> </tr> <tr> <td>MG402</td> <td>Public Management: A Design-Oriented Approach (0.5)</td> </tr> <tr> <td>MG455</td> <td>Decisions, Biases and Nudges (0.5) #</td> </tr> <tr> <td>MG467</td> <td>Strategy and Change in Public Sector Management (0.5) (not available 2022/23)</td> </tr> <tr> <td>MG473</td> <td>Negotiation Analysis (0.5)</td> </tr> <tr> <td>MG476</td> <td>Corporate Social Responsibility and International Labour Standards (0.5) #</td> </tr> <tr> <td>MG4B7</td> <td>Leading Organisational Change (0.5)</td> </tr> <tr> <td>MG4D3</td> <td>The Dark Side of the Organisation (0.5) # (not available 2022/23)</td> </tr> <tr> <td>MG4D4</td> <td>Cross Cultural Management (0.5) #</td> </tr> <tr> <td>MG4J8</td> <td>Managing Artificial Intelligence (0.5)</td> </tr> <tr> <td>MG4J9</td> <td>Responsible Digital Innovation: Ethics at Work (0.5)</td> </tr> </table> <p>Or any other MSc-level elective course which is offered in the School, subject to approval of the Course Leader and the Programme Director.</p>	MG477	Strategic Reward: Key Models and Practices (0.5)	MG4D5	Leadership in Organisations: Theory and Practice (0.5)	DV465	Global Health Work: Expertise and Labour (0.5)	LL4H8	Employment Law (0.5)	LL4H9	Human Rights in the Workplace (0.5)	MG402	Public Management: A Design-Oriented Approach (0.5)	MG455	Decisions, Biases and Nudges (0.5) #	MG467	Strategy and Change in Public Sector Management (0.5) (not available 2022/23)	MG473	Negotiation Analysis (0.5)	MG476	Corporate Social Responsibility and International Labour Standards (0.5) #	MG4B7	Leading Organisational Change (0.5)	MG4D3	The Dark Side of the Organisation (0.5) # (not available 2022/23)	MG4D4	Cross Cultural Management (0.5) #	MG4J8	Managing Artificial Intelligence (0.5)	MG4J9	Responsible Digital Innovation: Ethics at Work (0.5)
MG477	Strategic Reward: Key Models and Practices (0.5)																														
MG4D5	Leadership in Organisations: Theory and Practice (0.5)																														
DV465	Global Health Work: Expertise and Labour (0.5)																														
LL4H8	Employment Law (0.5)																														
LL4H9	Human Rights in the Workplace (0.5)																														
MG402	Public Management: A Design-Oriented Approach (0.5)																														
MG455	Decisions, Biases and Nudges (0.5) #																														
MG467	Strategy and Change in Public Sector Management (0.5) (not available 2022/23)																														
MG473	Negotiation Analysis (0.5)																														
MG476	Corporate Social Responsibility and International Labour Standards (0.5) #																														
MG4B7	Leading Organisational Change (0.5)																														
MG4D3	The Dark Side of the Organisation (0.5) # (not available 2022/23)																														
MG4D4	Cross Cultural Management (0.5) #																														
MG4J8	Managing Artificial Intelligence (0.5)																														
MG4J9	Responsible Digital Innovation: Ethics at Work (0.5)																														
Paper 7	MG493 Dissertation (1.0) # means there may be prerequisites for this course. Please view the course guide for more information.																														

## MSc in Human Resources and Organisations (International Employment Relations/CIPD)

**Programme Code:** TMHRORG4

**Department:** Management

For students starting this programme of study in 2022/23

**[Formerly MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management)]**

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	MG4A9 Business Strategy, Management and Analytics (0.5)
Paper 2	MG4D2 International Employment Relations (0.5) #

Paper 3	MG478	The Management of People in Global Companies (0.5)	LL4H8	Employment Law (0.5)
Paper 4	MG4C2	Organisational Behaviour (0.5)	LL4H9	Human Rights in the Workplace (0.5)
Paper 5		Courses to the value of 1.0 unit(s) from the following:	MG402	Public Management: A Design-Oriented Approach (0.5)
	DV465	Global Health Work: Expertise and Labour (0.5)	MG455	Decisions, Biases and Nudges (0.5) #
	EU443	European Models of Capitalism (0.5)	MG467	Strategy and Change in Public Sector Management (0.5) (not available 2022/23)
	EU446	The Political Economy of European Monetary Integration (0.5) #	MG473	Negotiation Analysis (0.5)
	EU453	The Political Economy of European Welfare States (0.5)	MG476	Corporate Social Responsibility and International Labour Standards (0.5) #
	EU477	Labour Markets and the Political Economy of Employment in Europe (0.5) #	MG477	Strategic Reward: Key Models and Practices (0.5)
	GI409	Gender, Globalisation and Development: An Introduction (0.5)	MG478	The Management of People in Global Companies (0.5)
	GI418	Feminist Economics and Policy: An Introduction (0.5) #	MG4A9	Business Strategy, Management and Analytics (0.5)
	GV4A5	International Migration and Immigration Management (0.5)	MG4B7	Leading Organisational Change (0.5)
	LL4H8	Employment Law (0.5)	MG4D3	The Dark Side of the Organisation (0.5) # (not available 2022/23)
	LL4H9	Human Rights in the Workplace (0.5)	MG4D4	Cross Cultural Management (0.5) #
	MG402	Public Management: A Design-Oriented Approach (0.5)	MG4D5	Leadership in Organisations: Theory and Practice (0.5)
	MG455	Decisions, Biases and Nudges (0.5) #	MG4J8	Managing Artificial Intelligence (0.5)
	MG467	Strategy and Change in Public Sector Management (0.5) (not available 2022/23)	MG4J9	Responsible Digital Innovation: Ethics at Work (0.5)
	MG473	Negotiation Analysis (0.5)	MG4PA	People Analytics and Technology (0.5)
	MG475	Organisational Theory (0.5)	PB418	Corporate Communications (0.5)
	MG476	Corporate Social Responsibility and International Labour Standards (0.5) #	PB419	Creativity and Innovation (0.5) # (not available 2022/23)
	MG477	Strategic Reward: Key Models and Practices (0.5)	PB426	Knowledge Processes in Organisations (0.5) (not available 2022/23)
	MG4B7	Leading Organisational Change (0.5)	PB427	Organisational and Social Decision Making (0.5) (not available 2022/23)
	MG4D3	The Dark Side of the Organisation (0.5) # (not available 2022/23)	PB433	Theory and Practice of Organisational Development (0.5)
	MG4D4	Cross Cultural Management (0.5) #	PB457	Organisational Culture (0.5)
	MG4D5	Leadership in Organisations: Theory and Practice (0.5)		Or any other MSc-level elective course which is offered in the School, subject to approval of the Course Leader and the Programme Director.
	MG4J8	Managing Artificial Intelligence (0.5)	Paper 5	MG493
	MG4J9	Responsible Digital Innovation: Ethics at Work (0.5)		Dissertation (1.0)
	MG4PA	People Analytics and Technology (0.5)		# means there may be prerequisites for this course. Please view the course guide for more information.
		Or any other MSc-level elective course which is offered in the School, subject to approval of the Course Leader and the Programme Director.		
Paper 6	MG493	Dissertation (1.0)		
		# means there may be prerequisites for this course. Please view the course guide for more information.		

## MSc in Human Resources and Organisations (Organisational Behaviour)

**Programme Code:** TMHRORG3

**Department:** Management

For students starting this programme of study in 2022/23

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	MG480 Foundations of Human Resource Management: Strategy and Practice (0.5)
Paper 2	MG4C2 Organisational Behaviour (0.5)
Paper 3	MG475 Organisational Theory (0.5)
Paper 4	Courses to the value of 1.5 unit(s) from the following:

## MSc in Human Rights

**Programme Code:** TMHURI

**Department:** Sociology

For students starting this programme of study in 2022/23

Full-year course. Students are required to take one compulsory course, optional courses to the value of two units, and write a dissertation as shown.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	SO424 Approaches to Human Rights (1.0)
Paper 2	Courses to the value of 1.0 unit from the following:
	SO457 Political Reconciliation (0.5)
	SO479 Human Rights and Postcolonial Theory (0.5)
	SO490 Contemporary Social Thought (0.5) (not available 2022/23)
	SO4B3 Seeing like an NGO: Human Rights in Practice (0.5) (not available 2022/23)
	SO4B5 The Anticolonial Archive: The Sociology of Empire and its Afterlives (0.5)



	SO4B6	Nature and Technology: More than Human Sociology (0.5) (not available 2022/23)
	SO4B7	Lawful Violence (0.5)
	SO4B8	Internationalism and Solidarity (0.5)
	SO4C1	Fascism, Authoritarianism, Populism (0.5)
Paper 3	SO4C6	Reading Black Thought (0.5)
		Courses to the value of 1.0 unit(s) from the following (unless taken in Paper 2): A
	AN436	The Anthropology of Development (0.5)
	DV418	African Development (0.5)
	DV420	Complex Emergencies (0.5)
	DV428	Managing Humanitarianism (0.5)
	DV465	Global Health Work: Expertise and Labour (0.5)
	EU457	Culture and Security in Global Politics (0.5)
	EU458	Public Policy and Cultural Narratives in a Global Europe (0.5)
	EU4A2	Globalisation, Conflict and Post-Conflict Reconstruction (0.5)
	GI407	Globalisation, Gender and Development (1.0) 1 (not available 2022/23)
	GI409	Gender, Globalisation and Development: An Introduction (0.5) 2
	GI413	Gender, Race and Militarisation (0.5)
	GI420	Global Development and Its Discontents: Feminist Perspectives (0.5) 3
	GI421	Sexuality, Gender and Culture (0.5) # 4 (not available 2022/23)
	GI422	Transnational Sexual Politics (1.0) 5
	GI423	Globalisation and Sexuality (0.5) # 6 (not available 2022/23)
	GI425	Introduction to Gender, Peace and Security (0.5)
	GI426	Gender and Human Rights (0.5) #
	GV408	Contemporary Disputes about Justice (0.5) # (not available 2022/23)
	GV4B7	The Idea of Freedom (0.5) #
	GV4D7	Dilemmas of Equality (0.5)
	IR464	The Politics of International Law (0.5) (not available 2022/23)
	IR465	The International Politics of Culture and Religion (1.0) # (not available 2022/23)
	IR466	Genocide (0.5)
	LL468	European Human Rights Law (0.5)
	LL475	Terrorism and the Rule of Law (0.5)
	LL4A6	Climate Change and International Law (0.5)
	LL4A8	International Law and the Use of Force (0.5) #
	LL4A9	Law in War (0.5) #
	LL4AR	International Criminal Law: Core Crimes and Concepts (0.5)
	LL4AS	International Criminal Law: Prosecution and Practice (0.5)
	LL4AW	Foundations of International Human Rights Law (0.5) # (not available 2022/23)
	LL4AX	Selected Topics in International Human Rights Law (0.5)
	LL4BA	International Law and the Movement of Persons within States (0.5) (not available 2022/23)
	LL4BB	International Law and the Movement of Persons Between States (0.5) (not available 2022/23)
	LL4C2	World Poverty and Human Rights (0.5) #
	LL4E6	International Dispute Resolution: Courts and Tribunals (0.5) #
	LL4L6	Theory of Constitutional Rights (0.5) #

	SO457	Political Reconciliation (0.5)
	SO479	Human Rights and Postcolonial Theory (0.5)
	SO490	Contemporary Social Thought (0.5) (not available 2022/23)
	SO4B3	Seeing like an NGO: Human Rights in Practice (0.5) (not available 2022/23)
	SO4B5	The Anticolonial Archive: The Sociology of Empire and its Afterlives (0.5)
	SO4B6	Nature and Technology: More than Human Sociology (0.5) (not available 2022/23)
	SO4B7	Lawful Violence (0.5)
	SO4B8	Internationalism and Solidarity (0.5)
	SO4C1	Fascism, Authoritarianism, Populism (0.5)
	SO4C6	Reading Black Thought (0.5)
	SP416	International Planning and Children's Rights (0.5) (not available 2022/23)
	SP418	Global Social Policy and International Organizations (0.5)
	SP439	Social Rights and Human Welfare (0.5) # (not available 2022/23)

Any of the MSc courses offered in any department or institute at LSE, so long as they are relevant to the programme of study, and subject to the approval of both Programme Director and course teacher.

Paper 4 SO496 MSc in Human Rights Dissertation (1.0)

#### **Prerequisite Requirements and Mutually Exclusive Options**

- 1: GI407 can not be taken with GI409, GI420
- 2: GI409 can not be taken with GI420, GI407
- 3: GI420 can not be taken with GI409, GI407
- 4: GI421 can not be taken with GI423, GI422
- 5: GI422 can not be taken with GI421, GI423
- 6: GI423 can not be taken with GI422, GI421

#### **Footnotes**

A: Registration for these options depends on availability, regulations and the conditions of the outside department. Some further restrictions apply to Law Department options that are part of the LLM degree. Access is not guaranteed for any option.  
# means there may be prerequisites for this course. Please view the course guide for more information.

## **MSc in Human Rights and Politics**

**Programme Code:** TMHURIP

**Department:** Sociology

For students starting this programme of study in 2022/23 Full-year course. Students are required to take one compulsory course, optional courses to the value of two units, and write a dissertation as shown.

**Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

<b>Paper</b>	<b>Course number, title (unit value)</b>
Paper 1	SO4B1 Contemporary Politics of Human Rights (1.0)
Paper 2	Courses to the value of 1.0 unit(s) from the following:
	SO457 Political Reconciliation (0.5)
	SO479 Human Rights and Postcolonial Theory (0.5)
	SO490 Contemporary Social Thought (0.5) (not available 2022/23)
	SO4B3 Seeing like an NGO: Human Rights in

	Practice (0.5) (not available 2022/23)
SO4B5	The Anticolonial Archive: The Sociology of Empire and its Afterlives (0.5)
SO4B6	Nature and Technology: More than Human Sociology (0.5) (not available 2022/23)
SO4B7	Lawful Violence (0.5)
SO4B8	Internationalism and Solidarity (0.5)
SO4C1	Fascism, Authoritarianism, Populism (0.5)
SO4C6	Reading Black Thought (0.5)
Paper 3	Courses to the value of 1.0 unit(s) from the following (unless taken in Paper 2):
AN436	The Anthropology of Development (0.5)
DV418	African Development (0.5)
DV420	Complex Emergencies (0.5)
DV428	Managing Humanitarianism (0.5)
DV465	Global Health Work: Expertise and Labour (0.5)
EU457	Culture and Security in Global Politics (0.5)
EU458	Public Policy and Cultural Narratives in a Global Europe (0.5)
EU4A2	Globalisation, Conflict and Post-Conflict Reconstruction (0.5)
GI407	Globalisation, Gender and Development (1.0) 1 (not available 2022/23)
GI409	Gender, Globalisation and Development: An Introduction (0.5) 2
GI413	Gender, Race and Militarisation (0.5)
GI420	Global Development and Its Discontents: Feminist Perspectives (0.5) 3
GI421	Sexuality, Gender and Culture (0.5) # 4 (not available 2022/23)
GI422	Transnational Sexual Politics (1.0) 5
GI423	Globalisation and Sexuality (0.5) # 6 (not available 2022/23)
GI425	Introduction to Gender, Peace and Security (0.5)
GI426	Gender and Human Rights (0.5) #
GV408	Contemporary Disputes about Justice (0.5) # (not available 2022/23)
GV4B7	The Idea of Freedom (0.5) #
GV4D7	Dilemmas of Equality (0.5)
IR464	The Politics of International Law (0.5) (not available 2022/23)
IR465	The International Politics of Culture and Religion (1.0) # (not available 2022/23)
IR466	Genocide (0.5)
MG476	Corporate Social Responsibility and International Labour Standards (0.5) #
MY423	Interview Methods for Social Science Research (0.5) #
SO457	Political Reconciliation (0.5)
SO479	Human Rights and Postcolonial Theory (0.5)
SO490	Contemporary Social Thought (0.5) (not available 2022/23)
SO4B3	Seeing like an NGO: Human Rights in Practice (0.5) (not available 2022/23)
SO4B5	The Anticolonial Archive: The Sociology of Empire and its Afterlives (0.5)
SO4B6	Nature and Technology: More than Human Sociology (0.5) (not available 2022/23)
SO4B7	Lawful Violence (0.5)
SO4B8	Internationalism and Solidarity (0.5)
SO4C1	Fascism, Authoritarianism, Populism (0.5)
SO4C6	Reading Black Thought (0.5)
SP416	International Planning and Children's Rights (0.5) (not available 2022/23)

	SP418	Global Social Policy and International Organizations (0.5)
	SP439	Social Rights and Human Welfare (0.5) # (not available 2022/23)
		Any of the MSc courses offered in any department or institute at LSE, so long as they are relevant to the programme of study, and subject to the approval of both Programme Director and course teacher.
Paper 4	SO4B2	MSc in Human Rights and Politics Dissertation (1.0)
		<b>Prerequisite Requirements and Mutually Exclusive Options</b>
		1: GI407 can not be taken with GI409, GI420
		2: GI409 can not be taken with GI407, GI420
		3: GI420 can not be taken with GI409, GI407
		4: GI421 can not be taken with GI422, GI423
		5: GI422 can not be taken with GI421, GI423
		6: GI423 can not be taken with GI421, GI422
		# means there may be prerequisites for this course. Please view the course guide for more information.

## MSc in Inequalities and Social Science

**Programme Code:** TMINSOCSCI

**Department:** Sociology

For students starting this programme of study in 2022/23

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown below.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	SO478 Social Scientific Analysis of Inequalities (1.0)
Paper 2	For students enrolled on the Atlantic Fellows Social and Economic Equity Programme: SO4A8 Leadership and Social Change (0.5) For all other students, one from: MY421L Qualitative Research Methods (0.5) MY421M Qualitative Research Methods (0.5) MY423 Interview Methods for Social Science Research (0.5) # MY425 Case Studies and Comparative Methods for Qualitative Research (0.5) MY426 Doing Ethnography (0.5) # MY428 Qualitative Text and Discourse Analysis (0.5) # MY451L Introduction to Quantitative Analysis (0.5) MY451M Introduction to Quantitative Analysis (0.5)
Paper 3	Courses to the value of 1.5 unit(s) from the following: AN456 Anthropology of Economy (1): Production and Exchange (0.5) AN457 Anthropology of Economy (2): Transformation and Globalisation (0.5) DV428 Managing Humanitarianism (0.5) DV455 Advocacy, Campaigning and Grassroots Activism (0.5) DV462 Forced Migration and Refugees (0.5) DV465 Global Health Work: Expertise and Labour (0.5) EU4A4 The Politics of Inequality and Redistribution (0.5) GI415 Gender and European Welfare States (0.5)

	GV4D7	Dilemmas of Equality (0.5)
	GV4L4	Critical Theory and Political Action (0.5) (not available 2022/23)
	GY413	Regional Development and Policy (0.5) #
	GY459	Urban Theory and Policy in the Global South (0.5)
	GY477	Race and Capitalism in North America (0.5)
	LL4CO	Taxation of Wealth (0.5) #
	LL4H8	Employment Law (0.5)
	MC407	International Media and The Global South (0.5)
	MC433	Technology and Justice (0.5) #
	MG4D2	International Employment Relations (0.5) #
	SO454	Families and Inequalities (0.5)
	SO480	Urban Inequalities (0.5)
	SO481	Class, Politics and Culture (0.5)
	SO4C2	Racial Capitalism (0.5)
	SO4C3	Social Mobility, Politics and Meritocracy (0.5) (not available 2022/23)
	SP410	Migration: Current Research, Critical Approaches (0.5)
	SP413	Understanding Social (Dis)advantage (0.5)
Paper 4	SO497	MSc in Inequalities and Social Science Dissertation (1.0)

# means there may be prerequisites for this course. Please view the course guide for more information.

## MSc in International and Asian History

**Programme Code:** TMAHY

**Department:** International History

For students starting this programme of study in 2022/23

Full-year programme. Students take courses to the value of three full units and a dissertation.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

**Paper Course number, title (unit value)**

### Year 1

Paper 1	HY4A4	Dissertation with an Asian focus (1.0)
Paper 2		<b>International History</b>
		Courses to the value of 1.0 unit(s) from the following:
	HY400	Crisis Decision-Making in War and Peace 1914-2003 (1.0) #
	HY411	European Integration in the Twentieth Century (1.0) #
	HY422	Presidents, Public Opinion, and Foreign Policy, from Roosevelt to Reagan, 1933-89 (1.0)
	HY424	The Napoleonic Empire: The Making of Modern Europe (1.0) (not available 2022/23)
	HY429	Anglo-American Relations from World War to Cold War, 1939-91 (1.0)
	HY432	From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1999 (1.0)
	HY434	The Rise and Fall of Communism in Europe 1917-1990 (1.0)
	HY436	Race, Violence and Colonial Rule in Africa (1.0) (not available 2022/23)
	HY444	The Cold War in Latin America (1.0) (not available 2022/23)
	HY459	The Ottoman Empire and its Legacy, 1299-1950 (1.0) (not available 2022/23)

	HY463	The Origins of the Cold War, 1917-1962 (1.0)
	HY465	The International History of the Balkans since 1939: State Projects, Wars, and Social Conflict (1.0)
	HY469	Maps, History and Power: The Spaces and Cultures of the Past (1.0)
	HY480	Cold War Public Diplomacy: United States Cultural Battles Abroad (1.0) # (not available 2022/23)
	HY483	Land and Conflict in Latin America since 1750 (1.0)
	HY484L	Empire, Colonialism and Globalisation (0.5) 1
	HY484M	Empire, Colonialism and Globalisation (0.5) 2
	HY486	The Anti-Slave-Trade Atlantic World, c. 1807-1870 (1.0)
	HY488	European Empires and Global Conflict, 1935-1948 (0.5)
	HY491	Race, Gender and Reproduction in the Caribbean, 1860s-1930s (0.5)
	HY4A5	Women as Weapons: The Conservative Political Tradition in the Cold War (0.5) (not available 2022/23)
	HY4B1	The Vietnam Wars, 1930-75: Regional and International Perspectives (1.0)
	HY4B2	The Afterlives of Empires in the Neo-Colonial Caribbean (0.5) (not available 2022/23)
	HY4B3	Citizenship in 20th century political thought: intellectual history in case studies (0.5)
	HY4B6	German Transformations since 1990 (0.5)

Paper 3

### Asian History, Politics and Society

Courses to the value of 1.0 unit(s) from the following:

	HY461	East Asia in the Age of Imperialism, 1839-1945 (1.0) #
	HY478	Genesis of the Modern World: Europe, China & India, 1550-1840 (1.0)
	HY487	Islam, State and Conflict in Southeast Asia (0.5)
	HY489	China and the External World, 1644-1839 (0.5)
	HY4A7	Islam, Power and Culture in Mughal India (0.5)
	HY4A8	Asian Borderlands (0.5)
	HY4A9L	China and the United States Since 1949 (0.5) 3
	HY4A9M	China and the United States Since 1949 (0.5) 4
	HY4B1	The Vietnam Wars, 1930-75: Regional and International Perspectives (1.0)
	HY4B4	Maritime Asia in Transition, 1405-1839 (0.5)
	AN420	The Anthropology of Southeast Asia (0.5) (not available 2022/23)
	AN444	Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) # (not available 2022/23)
	AN447	China in Comparative Perspective (1.0)
	DV432	China in Developmental Perspective (0.5) # (not available 2022/23)
	EH404	India and the World Economy (0.5)
	EH409	Chinese Economic History: Culture, Institutions and Economic Growth (0.5)
	EH446	Economic Development of East and Southeast Asia (1.0) #
	EH482	The Origins of the World Economy: Europe and Asia, 1000-1800 (1.0)

Paper 4	<p>EH486 Shipping and Sea Power in Asian Waters, c 1600-1860 (0.5) (not available 2022/23)</p> <p>GV432 Government and Politics in China (0.5)</p> <p>GY438 Urban Asia: Cities and Social Change (0.5)</p> <p>GY480 Remaking China: Geographical aspects of Development and Disparity (0.5) (not available 2022/23)</p> <p>Courses to the value of 1.0 unit(s) from the following: A course from another LSE department (subject to approval by the Masters Programmes Tutor and the Teacher Responsible for the Course) Or another course from papers 2 or 3:</p> <p><b>Paper 2 options list</b></p> <p><b>Paper 3 options list</b></p> <p><b>Paper 2 options list</b></p> <p>HY400 Crisis Decision-Making in War and Peace 1914-2003 (1.0) #</p> <p>HY411 European Integration in the Twentieth Century (1.0) #</p> <p>HY422 Presidents, Public Opinion, and Foreign Policy, from Roosevelt to Reagan, 1933-89 (1.0)</p> <p>HY424 The Napoleonic Empire: The Making of Modern Europe (1.0) (not available 2022/23)</p> <p>HY429 Anglo-American Relations from World War to Cold War, 1939-91 (1.0)</p> <p>HY432 From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1999 (1.0)</p> <p>HY434 The Rise and Fall of Communism in Europe 1917-1990 (1.0)</p> <p>HY436 Race, Violence and Colonial Rule in Africa (1.0) (not available 2022/23)</p> <p>HY444 The Cold War in Latin America (1.0) (not available 2022/23)</p> <p>HY459 The Ottoman Empire and its Legacy, 1299-1950 (1.0) (not available 2022/23)</p> <p>HY463 The Origins of the Cold War, 1917-1962 (1.0)</p> <p>HY465 The International History of the Balkans since 1939: State Projects, Wars, and Social Conflict (1.0)</p> <p>HY469 Maps, History and Power: The Spaces and Cultures of the Past (1.0)</p> <p>HY480 Cold War Public Diplomacy: United States Cultural Battles Abroad (1.0) # (not available 2022/23)</p> <p>HY483 Land and Conflict in Latin America since 1750 (1.0)</p> <p>HY484L Empire, Colonialism and Globalisation (0.5) 5</p> <p>HY484M Empire, Colonialism and Globalisation (0.5) 6</p> <p>HY486 The Anti-Slave-Trade Atlantic World, c. 1807-1870 (1.0)</p> <p>HY488 European Empires and Global Conflict, 1935-1948 (0.5)</p> <p>HY491 Race, Gender and Reproduction in the Caribbean, 1860s-1930s (0.5)</p> <p>HY4A5 Women as Weapons: The Conservative Political Tradition in the Cold War (0.5) (not available 2022/23)</p> <p>HY4B1 The Vietnam Wars, 1930-75: Regional and International Perspectives (1.0)</p> <p>HY4B2 The Afterlives of Empires in the Neo-Colonial Caribbean (0.5) (not available 2022/23)</p> <p>HY4B3 Citizenship in 20th century political thought: intellectual history in case</p>
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	<p>studies (0.5)</p> <p>HY4B6 German Transformations since 1990 (0.5)</p> <p><b>Paper 3 options list</b></p> <p>AN420 The Anthropology of Southeast Asia (0.5) (not available 2022/23)</p> <p>AN444 Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) # (not available 2022/23)</p> <p>AN447 China in Comparative Perspective (1.0)</p> <p>DV432 China in Developmental Perspective (0.5) # (not available 2022/23)</p> <p>EH404 India and the World Economy (0.5)</p> <p>EH409 Chinese Economic History: Culture, Institutions and Economic Growth (0.5)</p> <p>EH446 Economic Development of East and Southeast Asia (1.0) #</p> <p>EH482 The Origins of the World Economy: Europe and Asia, 1000-1800 (1.0)</p> <p>EH486 Shipping and Sea Power in Asian Waters, c 1600-1860 (0.5) (not available 2022/23)</p> <p>GV432 Government and Politics in China (0.5)</p> <p>GY438 Urban Asia: Cities and Social Change (0.5)</p> <p>GY480 Remaking China: Geographical aspects of Development and Disparity (0.5) (not available 2022/23)</p> <p>HY461 East Asia in the Age of Imperialism, 1839-1945 (1.0) #</p> <p>HY478 Genesis of the Modern World: Europe, China &amp; India, 1550-1840 (1.0)</p> <p>HY487 Islam, State and Conflict in Southeast Asia (0.5)</p> <p>HY489 China and the External World, 1644-1839 (0.5)</p> <p>HY4A7 Islam, Power and Culture in Mughal India (0.5)</p> <p>HY4A8 Asian Borderlands (0.5)</p> <p>HY4A9L China and the United States Since 1949 (0.5) 7</p> <p>HY4A9M China and the United States Since 1949 (0.5) 8</p> <p>HY4B1 The Vietnam Wars, 1930-75: Regional and International Perspectives (1.0)</p> <p>HY4B4 Maritime Asia in Transition, 1405-1839 (0.5)</p>
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**Prerequisite Requirements and Mutually Exclusive Options**

- 1: HY484L can not be taken with HY484M
  - 2: HY484M can not be taken with HY484L
  - 3: HY4A9L can not be taken with HY4A9M
  - 4: HY4A9M can not be taken with HY4A9L
  - 5: HY484L can not be taken with HY484M
  - 6: HY484M can not be taken with HY484L
  - 7: HY4A9L can not be taken with HY4A9M
  - 8: HY4A9M can not be taken with HY4A9L
- # means there may be prerequisites for this course. Please view the course guide for more information.

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## MSc in International Development and Humanitarian Emergencies

**Programme Code:** TMINDEHE

**Department:** International Development

For students starting this programme of study in 2022/23  
Full-year programme. Students take courses to the value of three full units and a dissertation as shown.

Students who choose to concentrate their electives and



dissertation in a certain topic area may elect to have a specialism in "African Development," "Population Studies," or "Applied Development Economics" attached to their degree certificate and transcript. To obtain the specialism indication, students must meet the criteria below.

**African Development:** students must take DV418 and DV435, and their dissertation topic must be approved as being appropriate for this specialism.

**Population Studies:** students must take DV476 and DV456, and their dissertation topic must be approved as being appropriate for this specialism.

**Applied Development Economics:** enrolment capacity is limited and may be based on performance on a pre-quiz which will enable students to take at least two of DV490, DV491, DV492, and their dissertation topic must be approved as being appropriate for this specialism.

If no such election is made, the degree certificate will state "International Development and Humanitarian Emergencies" without further specification.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	DV442 Key Issues in Development Studies (0.5)
Paper 2	DV428 Managing Humanitarianism (0.5) <b>and</b> DV453 International Development Consultancy Project (0.5)
Paper 3	Courses to the value of 1.5 unit(s) from the following: AN436 The Anthropology of Development (0.5) DV407 Poverty (0.5) DV411 Population and Development: an Analytical Approach (0.5) (not available 2022/23) DV413 Environmental Problems and Development Interventions (0.5) # DV415 Global Environmental Governance (0.5) DV418 African Development (0.5) DV420 Complex Emergencies (0.5) DV421 Critical Perspectives on Global Health and Development (0.5) DV423 Global Political Economy of Development (0.5) # DV424 International Institutions and Late Development (0.5) DV432 China in Developmental Perspective (0.5) # (not available 2022/23) DV433 The Informal Economy and Development (0.5) (not available 2022/23) DV434 Human Security (0.5) DV435 African Political Economy (0.5) DV444 Global Health Challenges: Epidemics, Disease, and Public Health Response (0.5) # (not available 2022/23) DV447 Youth and Gendered Violence (0.5) # (not available 2022/23) DV454 Gender, labour markets and social change in the Global South: theory, evidence, public action (0.5) DV455 Advocacy, Campaigning and Grassroots Activism (0.5) DV456 Population, Health and Development: Evidence and Projections (0.5) # DV457 Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (0.5) DV458 Key issues in Global Health and Development (0.5) DV460 Bayesian Reasoning for Qualitative Social Science: A modern approach to case study inference (0.5) # (not

available 2022/23)

DV462	Forced Migration and Refugees (0.5)
DV463	Civil society, security and development (0.5) (not available 2022/23)
DV464	Democracy and Development (0.5)
DV465	Global Health Work: Expertise and Labour (0.5)
DV472	Covid-19 pandemic: health, socio- economic and political implications for development (Special Topics in International Development) (0.5) (not available 2022/23)
DV476	Population Analysis: Methods and Models (0.5) #
DV477	Rural Livelihoods, Development and Agrarian Transformation (0.5) # (not available 2022/23)
DV480	Revolution and Development (0.5) #
DV483	Information Communication Technologies and Socio-economic Development (0.5)
DV490	Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development (0.5)
DV491	Economic Development Policy II: Microeconomic Analysis (0.5) #
DV492	Economic Development Policy III: Government Policy Analysis (0.5) #
EU4A2	Globalisation, Conflict and Post-Conflict Reconstruction (0.5)
GI413	Gender, Race and Militarisation (0.5)
GI425	Introduction to Gender, Peace and Security (0.5)
HP412	Global Health Security (0.5)
MG460	Emergencies Management: Humanitarian Intervention and Digital Innovation (0.5)
MY423	Interview Methods for Social Science Research (0.5) #
	Other relevant courses with permission of degree programme and course managers.
Paper 4	DV410 Research Design and Dissertation in International Development (1.0) MY410 Fundamentals of Research Design for International Development (0.0) DV445 Cutting Edge Issues in Development Thinking & Practice (0.0)

#### **Prerequisite Requirements and Mutually Exclusive Options**

# means there may be prerequisites for this course. Please view the course guide for more information.

## **MSc in International Health Policy**

**Programme Code:** TMIHEP

**Department:** Health Policy

For students starting this programme of study in 2022/23 Full-year programme. Students must take courses to the value of four full units, including a half unit dissertation, as shown.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	HP400 Financing Health Care (0.5)
Paper 2	HP401 Introduction to Health Policy and Politics (0.5)
Paper 3	HP433 Health care regulation (0.5)
Paper 4	Courses to the value of 0.5 unit(s) from the

following:

- HP407 Evidence Review and Synthesis for Decision Making (0.5)
- HP420 Health Economics (0.5)
- HP422 Health Care Economic Evaluation (0.5)
- HP436 Evidence Appraisal for Health Policy Analysis (0.5)

Papers 5, 6 & 7 Courses to the value of 1.5 unit(s) from the following:

- HP402 Measuring Health System Performance (0.5)
- HP403 Health Systems and Policies in Developing Countries (0.5) (not available 2022/23)
- HP404 Global Health Policy: Institutions, Actors and Politics (0.5)
- HP405 Social Determinants of Health (0.5)
- HP407 Evidence Review and Synthesis for Decision Making (0.5)
- HP412 Global Health Security (0.5)
- HP420 Health Economics (0.5)
- HP421 Economic Analysis for Health Policy in Low- and Middle-Income Countries (0.5)
- HP422 Health Care Economic Evaluation (0.5)
- HP423 Advanced Health Economics (0.5) #
- HP424 Pharmaceutical Economics and Policy (0.5)
- HP425 Statistical Methods in Health Care Economic Evaluation (0.5) #
- HP426 Applied Health Econometrics (0.5)
- HP428 Randomised evaluations of health programmes: from design to implementation (0.5)
- HP429 Behavioural Incentive Design in Health and Health Care (0.5)
- HP432 Mental health policy (0.5) #
- HP435 Global Access to Medicines (0.5)
- HP436 Evidence Appraisal for Health Policy Analysis (0.5)

Another LSE course subject to the approval of the course tutor.

Paper 8

- HP431 Dissertation in Health Policy (0.5)
- # means there may be prerequisites for this course. Please view the course guide for more information.

It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Health Policy (i.e. not prefixed with 'HP').

**Note for prospective students:**

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm](http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm). Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm](http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm).

**Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	HP422 Health Care Economic Evaluation (0.5)
Paper 2	HP423 Advanced Health Economics (0.5) #
Paper 3	HP426 Applied Health Econometrics (0.5)
Paper 4	One of the following courses: HP420 Health Economics (0.5) HP424 Pharmaceutical Economics and Policy (0.5) HP425 Statistical Methods in Health Care Economic Evaluation (0.5) # HP429 Behavioural Incentive Design in Health and Health Care (0.5)
Papers 5, 6 & 7	Courses to the value of 1.5 unit(s) from the following: EC426 Public Economics (1.0) # HP400 Financing Health Care (0.5) HP401 Introduction to Health Policy and Politics (0.5) HP402 Measuring Health System Performance (0.5) HP403 Health Systems and Policies in Developing Countries (0.5) (not available 2022/23) HP404 Global Health Policy: Institutions, Actors and Politics (0.5) HP405 Social Determinants of Health (0.5) HP407 Evidence Review and Synthesis for Decision Making (0.5) HP412 Global Health Security (0.5) HP420 Health Economics (0.5) A HP421 Economic Analysis for Health Policy in Low- and Middle-Income Countries (0.5) HP424 Pharmaceutical Economics and Policy (0.5) HP425 Statistical Methods in Health Care Economic Evaluation (0.5) # HP428 Randomised evaluations of health programmes: from design to implementation (0.5) HP429 Behavioural Incentive Design in Health and Health Care (0.5) HP432 Mental health policy (0.5) # HP433 Health care regulation (0.5) HP435 Global Access to Medicines (0.5) HP436 Evidence Appraisal for Health Policy Analysis (0.5)

Another LSE course subject to the approval of the course tutor.

Paper 8

- HP431 Dissertation in Health Policy (0.5)
- Footnotes**  
A: HP420 is compulsory for students who have no Economics background.  
# means there may be prerequisites for this course. Please view the course guide for more information.

It is not always possible to offer students a place on each of their preferred courses. This is particularly the case where courses are offered outside the Department of Health Policy (i.e. not prefixed with 'HP').

**Note for prospective students:**

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm](http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm). Changes to course and programme information for future academic sessions can be found on the graduate summary page for

**MSc in International Health Policy (Health Economics)**

**Programme Code:** TMIHEPHE

**Department:** Health Policy

For students starting this programme of study in 2022/23

Full-year programme. Students must take courses to the value of four full units, including a half unit dissertation as shown.

future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm](http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm).

## MSc in International Migration and Public Policy

**Programme Code:** TMIMPP

**Department:** European Institute

For students starting this programme of study in 2022/23

Students must take courses to the value of three units and a dissertation as shown below, plus SO476 Researching Migration: Research Questions and Research Methods. Students must also select EU450 Engaging with Europe: Professional Skills during course choice. Places on EU450 workshops are on a first come first served basis.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
	Professional development
course	EU450 Engaging with Europe: Professional Skills (0.0)
Paper 1	Courses to the value of 1.0 unit(s) from the following:
	GV4A5 International Migration and Immigration Management (0.5)
	SO468 International Migration and Migrant Integration (0.5)
	EU484 Europe's Role in Global Migration Governance (0.5)
	Students without some background in European politics and policy-making or economics are strongly encouraged to take one or both of the following to support their studies:
	EU409 Basic Economic Concepts for European Political Economy (0.0)
	EU4V9 Concepts in Political Science and Public Policy (0.0)
Paper 2	Courses to the value of 1.0 unit(s) from the following:
	<b>International Migration</b>
	DV462 Forced Migration and Refugees (0.5)
	EU458 Public Policy and Cultural Narratives in a Global Europe (0.5)
	EU464 International Migration: EU Policies and Politics (0.5) #
	EU468 The Political Economy of Migration in Europe (0.5) #
	EU475 Racial Diversity and Conflict in Europe: Identities, Religion, and Culture (0.5)
	EU484 Europe's Role in Global Migration Governance (0.5)
	EU4A8 Migration From Below: Theories and Lived Experiences of Borders (0.5)
	GV4A5 International Migration and Immigration Management (0.5)
	SO468 International Migration and Migrant Integration (0.5)
	SO489 Family and International Migration (0.5)
	SP410 Migration: Current Research, Critical Approaches (0.5)
Paper 3	Courses to the value of 1.0 unit(s) from the following:
	<b>Politics and Policy</b>
	DV465 Global Health Work: Expertise and Labour (0.5)
	EU421 Policy-Making in the European Union (0.5) #
	EU487 European Integration from a Global

	Governance Perspective (0.5) #
EU488	European Policy-Making and International Cooperation (0.5) #
EU4A5	People and Politics in Europe (0.5)
EU4A6	Reconciliation and Crisis: Politics in Southern Europe (0.5)
GV444	Democracy and Development in Latin America (0.5) (not available 2022/23)
GV4F4	Policy Advice in Theory and Practice (0.5)
	<b>Law and Justice</b>
DV420	Complex Emergencies (0.5)
DV434	Human Security (0.5)
EU485	Post-Conflict Justice and Reconciliation in Europe and Beyond (0.5)
EU4A2	Globalisation, Conflict and Post-Conflict Reconstruction (0.5)
LL4BA	International Law and the Movement of Persons within States (0.5) (not available 2022/23)
LL4BB	International Law and the Movement of Persons Between States (0.5) (not available 2022/23)
SO424	Approaches to Human Rights (1.0)
SO457	Political Reconciliation (0.5)
SO479	Human Rights and Postcolonial Theory (0.5)
	<b>Society</b>
EU475	Racial Diversity and Conflict in Europe: Identities, Religion, and Culture (0.5)
EU478	The Culture of European Politics (0.5)
EU4A3	The Americas and Europe (0.5)
GI422	Transnational Sexual Politics (1.0)
GV498	Multiculturalism (0.5)
GY403	Contemporary Debates in Human Geography (0.5)
HY436	Race, Violence and Colonial Rule in Africa (1.0) (not available 2022/23)
SO454	Families and Inequalities (0.5)
SO477	Urban Social Theory (0.5) (not available 2022/23)
SP414	Ethnicity, Race and Social Policy (0.5)
	<b>Political Economy</b>
DV435	African Political Economy (0.5)
EU467	The Political Economy of the Neoliberal State (0.5) (not available 2022/23)
EU477	Labour Markets and the Political Economy of Employment in Europe (0.5) #
EU4A4	The Politics of Inequality and Redistribution (0.5)
	<b>Methodology</b>
EU490	Evidence and Analysis in Policy-Making (0.5)
MY400	Fundamentals of Social Science Research Design (0.5)
MY421L	Qualitative Research Methods (0.5)
MY421M	Qualitative Research Methods (0.5)
MY451L	Introduction to Quantitative Analysis (0.5)
MY451M	Introduction to Quantitative Analysis (0.5)
MY452L	Applied Regression Analysis (0.5) #
MY452M	Applied Regression Analysis (0.5) #
	Another course with the approval of the student's Academic Mentor and Programme Convenor, or any course(s) not taken previously from the paper 2 options list below:
	<b>Paper 2 options list</b>
EU499	Dissertation (1.0) <b>and</b> SO476 Researching Migration: research questions and research methods (0.0)

Optional	EU410	Interdisciplinary Research Methods and Design (0.0)
	EU470	How do we know? An introduction to research design and methods in political economy (0.0)
	<b>Paper 2 options list</b>	
	DV462	Forced Migration and Refugees (0.5)
	EU458	Public Policy and Cultural Narratives in a Global Europe (0.5)
	EU464	International Migration: EU Policies and Politics (0.5) #
	EU468	The Political Economy of Migration in Europe (0.5) #
	EU475	Racial Diversity and Conflict in Europe: Identities, Religion, and Culture (0.5)
	EU484	Europe's Role in Global Migration Governance (0.5)
	EU4A8	Migration From Below: Theories and Lived Experiences of Borders (0.5)
	GV4A5	International Migration and Immigration Management (0.5)
	SO468	International Migration and Migrant Integration (0.5)
	SO489	Family and International Migration (0.5)
	SP410	Migration: Current Research, Critical Approaches (0.5)
	# means there may be prerequisites for this course. Please view the course guide for more information.	

## MSc in International Political Economy

**Programme Code:** TMIPE

**Department:** International Relations

For students starting this programme of study in 2022/23

Full-year programme. Students must take one compulsory course, optional courses to the value of 2.5 full units and a dissertation as shown.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

**Paper** **Course number, title (unit value)**

Paper 1	IR470	International Political Economy (0.5)
Paper 2	Courses to the value of 1.0 unit(s) from the following:	
	DV424	International Institutions and Late Development (0.5)
	IR453	Global Business in International Relations (0.5)
	IR454	Governing International Political Economy: Lessons from the Past for the Future (0.5)
	IR467	Global Environmental Politics (0.5)
	IR468	The Political Economy of Trade (0.5)
	IR469	Politics of Money in the World Economy (0.5) #
	IR480	The Politics of Inequality and Development (0.5)
	IR489	Economic Diplomacy (0.5)
Paper 3	Additional courses to the value of 1.5 units from Paper 2 or from another programme approved by the Programme Director.	
	<b>Paper 2 options list</b>	
Paper 4	IR485	Dissertation in International Political Economy (1.0)
	<b>Paper 2 options list</b>	
	DV424	International Institutions and Late Development (0.5)
	IR453	Global Business in International

		Relations (0.5)
IR454	Governing International Political Economy: Lessons from the Past for the Future (0.5)	
IR467	Global Environmental Politics (0.5)	
IR468	The Political Economy of Trade (0.5)	
IR469	Politics of Money in the World Economy (0.5) #	
IR480	The Politics of Inequality and Development (0.5)	
IR489	Economic Diplomacy (0.5)	
	# means there may be prerequisites for this course. Please view the course guide for more information.	

## MSc in International Political Economy (Research)

**Programme Code:** TMIPERE

**Department:** International Relations

For students starting this programme of study in 2022/23

Full-year programme. Students must take two compulsory half unit courses, optional courses to the value of two units and a dissertation as shown.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

**Paper** **Course number, title (unit value)**

Paper 1	IR470	International Political Economy (0.5)
Paper 2	MY4IR	Research Design for International Relations (0.5)
	and one 0.5 unit course from:	
	MY421L	Qualitative Research Methods (0.5)
	MY421M	Qualitative Research Methods (0.5)
	MY425	Case Studies and Comparative Methods for Qualitative Research (0.5)
	MY428	Qualitative Text and Discourse Analysis (0.5) #
	MY451L	Introduction to Quantitative Analysis (0.5)
	MY451M	Introduction to Quantitative Analysis (0.5)
	MY452L	Applied Regression Analysis (0.5) #
	MY452M	Applied Regression Analysis (0.5) #
Paper 3	Courses to the value of 1.5 unit(s) from the following:	
	IR453	Global Business in International Relations (0.5)
	IR454	Governing International Political Economy: Lessons from the Past for the Future (0.5)
	IR467	Global Environmental Politics (0.5)
	IR468	The Political Economy of Trade (0.5)
	IR469	Politics of Money in the World Economy (0.5) #
	IR480	The Politics of Inequality and Development (0.5)
	IR489	Economic Diplomacy (0.5)
	One 0.5 unit course from another programme approved by the Programme Director.	
Paper 4	IR485	Dissertation in International Political Economy (1.0)
	# means there may be prerequisites for this course. Please view the course guide for more information.	



## MSc in International Relations

**Programme Code:** TMIR

**Department:** International Relations

For students starting this programme of study in 2022/23 Full-year programme. Students must take optional courses to the value of three full units and a dissertation.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

**Paper Course number, title (unit value)**

Paper 1	Courses to the value of 1.0 unit(s) from the following:
	IR487 International Relations: Critical Perspectives (0.5)
	IR4A1 International Relations: Core Theories and Debates (0.5)
	IR4A2 International Relations: Global Applications (0.5)
	MY4IR Research Design for International Relations (0.5)
Paper 2	Courses to the value of 1.0 unit(s) from the following:
	HP412 Global Health Security (0.5)
	IR411 Foreign Policy Analysis III (1.0) #
	IR412 International Institutions (1.0)
	IR416 The EU in the World (1.0) # (not available 2022/23)
	IR418 International Politics: Asia & the Pacific (1.0) (not available 2022/23)
	IR419 International Relations of the Middle East (1.0) #
	IR422 Conflict and Peacebuilding (1.0) #
	IR433 The International Politics of EU Enlargement (0.5) (not available 2022/23)
	IR434 European Defence and Security (0.5)
	IR445 Global Politics of China (1.0)
	IR448 American Grand Strategy (0.5)
	IR452 Empire and Conflict in World Politics (0.5) (not available 2022/23)
	IR461 Islam in World Politics (1.0)
	IR462 International Political Theory (0.5) (not available 2022/23)
	IR464 The Politics of International Law (0.5) (not available 2022/23)
	IR465 The International Politics of Culture and Religion (1.0) # (not available 2022/23)
	IR466 Genocide (0.5)
	IR471 Critical International Law (0.5)
	IR472 Diplomacy in the 21st Century (0.5)
	IR473 China and the Global South (0.5)
	IR475 Gender/ed/ing International Politics (0.5)
	IR476 Gender and Political Violence (0.5) (not available 2022/23)
	IR477 The Politics of Peace & Security in Sub-Saharan Africa (0.5)
	IR478 Critical War Studies (0.5) (not available 2022/23)
	IR479 Russia in World Politics (0.5) #
	IR481 Europe, the US and Arab-Israeli Relations (0.5) # (not available 2022/23)
	IR487 International Relations: Critical Perspectives (0.5)
	IR488 International Politics of Southeast Asia (0.5)
	IR490 The Strategy of Conflict in International Relations (0.5)
	IR495 The Politics of Displacement and Refuge (0.5)

Paper 3 Courses to the value of 1.0 unit(s) from Paper 1,

Paper 2 or a course from another programme approved by the Programme Director

**Paper 1 options list**

**Paper 2 options list**

Paper 4

IR499 Dissertation in International Relations (1.0)

**Paper 1 options list**

IR487 International Relations: Critical Perspectives (0.5)  
 IR4A1 International Relations: Core Theories and Debates (0.5)  
 IR4A2 International Relations: Global Applications (0.5)  
 MY4IR Research Design for International Relations (0.5)

**Paper 2 options list**

HP412 Global Health Security (0.5)  
 IR411 Foreign Policy Analysis III (1.0) #  
 IR412 International Institutions (1.0)  
 IR416 The EU in the World (1.0) # (not available 2022/23)  
 IR418 International Politics: Asia & the Pacific (1.0) (not available 2022/23)  
 IR419 International Relations of the Middle East (1.0) #  
 IR422 Conflict and Peacebuilding (1.0) #  
 IR429 Economic Diplomacy (1.0) (not available 2022/23)  
 IR433 The International Politics of EU Enlargement (0.5) (not available 2022/23)  
 IR434 European Defence and Security (0.5)  
 IR445 Global Politics of China (1.0)  
 IR448 American Grand Strategy (0.5)  
 IR452 Empire and Conflict in World Politics (0.5) (not available 2022/23)  
 IR461 Islam in World Politics (1.0)  
 IR462 International Political Theory (0.5) (not available 2022/23)  
 IR464 The Politics of International Law (0.5) (not available 2022/23)  
 IR465 The International Politics of Culture and Religion (1.0) # (not available 2022/23)  
 IR466 Genocide (0.5)  
 IR471 Critical International Law (0.5)  
 IR472 Diplomacy in the 21st Century (0.5)  
 IR473 China and the Global South (0.5)  
 IR475 Gender/ed/ing International Politics (0.5)  
 IR476 Gender and Political Violence (0.5) (not available 2022/23)  
 IR477 The Politics of Peace & Security in Sub-Saharan Africa (0.5)  
 IR478 Critical War Studies (0.5) (not available 2022/23)  
 IR479 Russia in World Politics (0.5) #  
 IR481 Europe, the US and Arab-Israeli Relations (0.5) # (not available 2022/23)  
 IR487 International Relations: Critical Perspectives (0.5)  
 IR488 International Politics of Southeast Asia (0.5)  
 IR490 The Strategy of Conflict in International Relations (0.5)  
 IR495 The Politics of Displacement and Refuge (0.5)

# means there may be prerequisites for this course. Please view the course guide for more information.

## MSc in International Relations (Research)

**Programme Code:** TMIRRE

**Department:** International Relations

For students starting this programme of study in 2022/23 Full-year programme. Students must take one compulsory half unit course, optional courses to the value of 2.5 unit(s) and a dissertation.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	Courses to the value of 0.5 unit(s) from the following: IR487 International Relations: Critical Perspectives (0.5) IR4A1 International Relations: Core Theories and Debates (0.5) IR4A2 International Relations: Global Applications (0.5)
Paper 2	MY4IR Research Design for International Relations (0.5) and one 0.5 unit course from: MY421L Qualitative Research Methods (0.5) MY421M Qualitative Research Methods (0.5) MY425 Case Studies and Comparative Methods for Qualitative Research (0.5) MY428 Qualitative Text and Discourse Analysis (0.5) # MY451L Introduction to Quantitative Analysis (0.5) MY451M Introduction to Quantitative Analysis (0.5) MY452L Applied Regression Analysis (0.5) # MY452M Applied Regression Analysis (0.5) #
Paper 3	Courses to the value of 1.5 unit(s) from the following: <b>Paper 1 options list</b> <b>Department of IR options list</b>
Paper 4	IR499 Dissertation in International Relations (1.0) <b>Paper 1 options list</b> IR487 International Relations: Critical Perspectives (0.5) IR4A1 International Relations: Core Theories and Debates (0.5) IR4A2 International Relations: Global Applications (0.5) <b>Department of IR options list</b> IR411 Foreign Policy Analysis III (1.0) # IR412 International Institutions (1.0) IR416 The EU in the World (1.0) # (not available 2022/23) IR418 International Politics: Asia & the Pacific (1.0) (not available 2022/23) IR419 International Relations of the Middle East (1.0) # IR422 Conflict and Peacebuilding (1.0) # IR433 The International Politics of EU Enlargement (0.5) (not available 2022/23) IR434 European Defence and Security (0.5) IR445 Global Politics of China (1.0) IR448 American Grand Strategy (0.5) IR452 Empire and Conflict in World Politics (0.5) (not available 2022/23) IR461 Islam in World Politics (1.0) IR462 International Political Theory (0.5) (not available 2022/23) IR464 The Politics of International Law (0.5) (not available 2022/23)

IR465	The International Politics of Culture and Religion (1.0) # (not available 2022/23)
IR466	Genocide (0.5)
IR471	Critical International Law (0.5)
IR472	Diplomacy in the 21st Century (0.5)
IR473	China and the Global South (0.5)
IR475	Gender/ed/ing International Politics (0.5)
IR476	Gender and Political Violence (0.5) (not available 2022/23)
IR477	The Politics of Peace & Security in Sub-Saharan Africa (0.5)
IR478	Critical War Studies (0.5) (not available 2022/23)
IR479	Russia in World Politics (0.5) #
IR481	Europe, the US and Arab-Israeli Relations (0.5) # (not available 2022/23)
IR487	International Relations: Critical Perspectives (0.5)
IR488	International Politics of Southeast Asia (0.5)
IR490	The Strategy of Conflict in International Relations (0.5)
IR495	The Politics of Displacement and Refuge (0.5)

# means there may be prerequisites for this course. Please view the course guide for more information.

## MSc in International Social and Public Policy

**Programme Code:** TMISPP

**Department:** Social Policy

For students starting this programme of study in 2022/23 Full-year programme. Students must take two compulsory courses, options to the value of 2.0 units and a dissertation as shown.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	SP400 International Social and Public Policy (0.5) <b>and</b> SP401 Understanding Policy Research (0.5) #
Papers 2 & 3	Courses to the value of 2.0 unit(s) from the following: PP4X6 Welfare Analysis and Measurement (1.0) SP403 Academic & Professional Skills Development (0.0) # SP410 Migration: Current Research, Critical Approaches (0.5) SP411 Social Policy and Development (0.5) SP412 Non-Governmental Organisations, Social Policy and Development (0.5) # SP413 Understanding Social (Dis)advantage (0.5) SP414 Ethnicity, Race and Social Policy (0.5) SP415 Urbanisation and Social Policy in the Global South (0.5) # SP417 Sexuality, Everyday Lives and Social Policy in Developing Countries (0.5) # SP418 Global Social Policy and International Organizations (0.5) SP419 Social Movements, Activism, and Social Policy (0.5) SP420 Understanding Policy Research (Advanced) (0.5) # SP430 Social Security Policies (0.5) SP432 Education Policy, Reform and Financing (0.5)

	SP434	Behavioural Public Policy (0.5)
	SP435	Housing, Neighbourhoods and Communities (0.5) # (not available 2022/23)
	SP441	Politics of Social Policy: Welfare and Work in Comparative Perspective (0.5)
	SP471	Issues in Contemporary Policing (0.5) # (not available 2022/23)
	SP473	Policing, Security and Globalisation (0.5) #
	SP475	Riots, Disorder and Urban Violence (0.5) #
	SP476	Punishment and Penal Policy (0.5) # Relevant outside options subject to agreement by the Programme Director.
Paper 4	SP499	Dissertation - International Social & Public Policy (1.0)

# means there may be prerequisites for this course. Please view the course guide for more information.

## MSc in International Social and Public Policy (Development)

**Programme Code:** TMISPPD

**Department:** Social Policy

For students starting this programme of study in 2022/23 Full-year programme. Students must take three compulsory courses, options to the value of 1.5 units and a dissertation as shown.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	SP400 International Social and Public Policy (0.5) <b>and</b> SP401 Understanding Policy Research (0.5) #
Papers 2 & 3	SP411 Social Policy and Development (0.5) <b>And</b> courses to the value of 1.5 unit(s) from the following:
	PP4X6 Welfare Analysis and Measurement (1.0)
	SP403 Academic & Professional Skills Development (0.0) #
	SP410 Migration: Current Research, Critical Approaches (0.5)
	SP412 Non-Governmental Organisations, Social Policy and Development (0.5) #
	SP413 Understanding Social (Dis)advantage (0.5)
	SP414 Ethnicity, Race and Social Policy (0.5)
	SP415 Urbanisation and Social Policy in the Global South (0.5) #
	SP417 Sexuality, Everyday Lives and Social Policy in Developing Countries (0.5) #
	SP418 Global Social Policy and International Organizations (0.5)
	SP419 Social Movements, Activism, and Social Policy (0.5)
	SP420 Understanding Policy Research (Advanced) (0.5) #
	SP430 Social Security Policies (0.5)
	SP432 Education Policy, Reform and Financing (0.5)
	SP434 Behavioural Public Policy (0.5)
	SP435 Housing, Neighbourhoods and Communities (0.5) # (not available 2022/23)
	SP441 Politics of Social Policy: Welfare and Work in Comparative Perspective (0.5)

	SP471	Issues in Contemporary Policing (0.5) # (not available 2022/23)
	SP473	Policing, Security and Globalisation (0.5) #
	SP475	Riots, Disorder and Urban Violence (0.5) #
	SP476	Punishment and Penal Policy (0.5) # Relevant outside options subject to agreement by the programme director.
Paper 4	SP499	Dissertation - International Social & Public Policy (1.0)

# means there may be prerequisites for this course. Please view the course guide for more information.

## MSc in International Social and Public Policy (Migration)

**Programme Code:** TMISPPM

**Department:** Social Policy

For students starting this programme of study in 2022/23 Full-year programme. Students must take three compulsory courses, options to the value of 1.5 units and a dissertation as shown.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	SP400 International Social and Public Policy (0.5) <b>and</b> SP401 Understanding Policy Research (0.5) #
Papers 2 & 3	SP410 Migration: Current Research, Critical Approaches (0.5) <b>And</b> courses to the value of 1.5 unit(s) from the following:
	PP4X6 Welfare Analysis and Measurement (1.0)
	SP403 Academic & Professional Skills Development (0.0) #
	SP411 Social Policy and Development (0.5)
	SP412 Non-Governmental Organisations, Social Policy and Development (0.5) #
	SP413 Understanding Social (Dis)advantage (0.5)
	SP414 Ethnicity, Race and Social Policy (0.5)
	SP415 Urbanisation and Social Policy in the Global South (0.5) #
	SP417 Sexuality, Everyday Lives and Social Policy in Developing Countries (0.5) #
	SP418 Global Social Policy and International Organizations (0.5)
	SP419 Social Movements, Activism, and Social Policy (0.5)
	SP420 Understanding Policy Research (Advanced) (0.5) #
	SP430 Social Security Policies (0.5)
	SP432 Education Policy, Reform and Financing (0.5)
	SP434 Behavioural Public Policy (0.5)
	SP435 Housing, Neighbourhoods and Communities (0.5) # (not available 2022/23)
	SP441 Politics of Social Policy: Welfare and Work in Comparative Perspective (0.5)
	SP471 Issues in Contemporary Policing (0.5) # (not available 2022/23)
	SP473 Policing, Security and Globalisation (0.5) #
	SP475 Riots, Disorder and Urban Violence (0.5) #

	SP476	Punishment and Penal Policy (0.5) # Relevant outside options subject to agreement by the programme director.
Paper 4	SP499	Dissertation - International Social & Public Policy (1.0)

# means there may be prerequisites for this course. Please view the course guide for more information.

## MSc in International Social and Public Policy (Non-Governmental Organisations)

**Programme Code:** TMISPPN

**Department:** Social Policy

For students starting this programme of study in 2022/23 Full-year programme. Students must take three compulsory courses, options to the value of 1.5 units and a dissertation as shown.

**Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	SP400 International Social and Public Policy (0.5) <b>and</b> SP401 Understanding Policy Research (0.5) #
Papers 2 & 3	SP412 Non-Governmental Organisations, Social Policy and Development (0.5) # <b>And</b> courses to the value of 1.5 unit(s) from the following: PP4X6 Welfare Analysis and Measurement (1.0) SP403 Academic & Professional Skills Development (0.0) # SP410 Migration: Current Research, Critical Approaches (0.5) SP411 Social Policy and Development (0.5) SP413 Understanding Social (Dis)advantage (0.5) SP414 Ethnicity, Race and Social Policy (0.5) SP415 Urbanisation and Social Policy in the Global South (0.5) # SP416 International Planning and Children's Rights (0.5) (not available 2022/23) SP417 Sexuality, Everyday Lives and Social Policy in Developing Countries (0.5) # SP418 Global Social Policy and International Organizations (0.5) SP419 Social Movements, Activism, and Social Policy (0.5) SP420 Understanding Policy Research (Advanced) (0.5) # SP430 Social Security Policies (0.5) SP432 Education Policy, Reform and Financing (0.5) SP434 Behavioural Public Policy (0.5) SP435 Housing, Neighbourhoods and Communities (0.5) # (not available 2022/23) SP441 Politics of Social Policy: Welfare and Work in Comparative Perspective (0.5) SP471 Issues in Contemporary Policing (0.5) # (not available 2022/23) SP473 Policing, Security and Globalisation (0.5) # SP475 Riots, Disorder and Urban Violence (0.5) # SP476 Punishment and Penal Policy (0.5) # Relevant outside options subject to agreement by the programme director.
Paper 4	SP499 Dissertation - International Social &

Public Policy (1.0)  
# means there may be prerequisites for this course. Please view the course guide for more information.

## MSc in International Social and Public Policy (Research)

**Programme Code:** TMISPPRE

**Department:** Social Policy

For students starting this programme of study in 2022/23 Full-year programme. Students must take two compulsory units, options to the value of 1.0 unit and a dissertation as shown.

**Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	SP401 Understanding Policy Research (0.5) # <b>and</b> SP420 Understanding Policy Research (Advanced) (0.5) #
Paper 2	<b>One 0.5 unit course from:</b> MY451L Introduction to Quantitative Analysis (0.5) 1 MY451M Introduction to Quantitative Analysis (0.5) 2 MY452L Applied Regression Analysis (0.5) # 3 MY452M Applied Regression Analysis (0.5) # 4 MY455 Multivariate Analysis and Measurement (0.5) # MY457 Causal Inference for Observational and Experimental Studies (0.5) # <b>and one 0.5 unit course from:</b> MY421L Qualitative Research Methods (0.5) 5 MY421M Qualitative Research Methods (0.5) 6 MY425 Case Studies and Comparative Methods for Qualitative Research (0.5) MY426 Doing Ethnography (0.5) # MY428 Qualitative Text and Discourse Analysis (0.5) #
Paper 3	Courses to the value of 1.0 unit(s) from the following: PP4X6 Welfare Analysis and Measurement (1.0) SP400 International Social and Public Policy (0.5) SP403 Academic & Professional Skills Development (0.0) # SP410 Migration: Current Research, Critical Approaches (0.5) SP411 Social Policy and Development (0.5) SP412 Non-Governmental Organisations, Social Policy and Development (0.5) # SP413 Understanding Social (Dis)advantage (0.5) SP414 Ethnicity, Race and Social Policy (0.5) SP415 Urbanisation and Social Policy in the Global South (0.5) # SP417 Sexuality, Everyday Lives and Social Policy in Developing Countries (0.5) # SP418 Global Social Policy and International Organizations (0.5) SP419 Social Movements, Activism, and Social Policy (0.5) SP430 Social Security Policies (0.5) SP432 Education Policy, Reform and Financing (0.5) SP434 Behavioural Public Policy (0.5) SP435 Housing, Neighbourhoods and Communities (0.5) # (not available 2022/23)



	SP441	Politics of Social Policy: Welfare and Work in Comparative Perspective (0.5)
	SP471	Issues in Contemporary Policing (0.5) # (not available 2022/23)
	SP473	Policing, Security and Globalisation (0.5) #
	SP475	Riots, Disorder and Urban Violence (0.5) #
	SP476	Punishment and Penal Policy (0.5) # Relevant outside options subject to agreement by the programme director.
Paper 4	SP499	Dissertation - International Social & Public Policy (1.0)

#### Prerequisite Requirements and Mutually Exclusive Options

- 1: MY451L can not be taken with MY451M
  - 2: MY451M can not be taken with MY451L
  - 3: MY452L can not be taken with MY452M
  - 4: MY452M can not be taken with MY452L
  - 5: MY421L can not be taken with MY421M
  - 6: MY421M can not be taken with MY421L
- # means there may be prerequisites for this course. Please view the course guide for more information.

## LLM (extended part-time)

**Programme Code:** TMLL2EPT

**Department:** Law School

For students starting this programme of study in 2022/23

The general regulations for MA and MSc Degrees and the Code of Practice for Taught Master's Programmes on the online Calendar apply to the LLM programme except in the event of inconsistency when these regulations for the LLM take priority.

In order to obtain the degree, students must complete courses (see Courses list below) to the value of four full units, which will normally comprise eight half unit courses. One of these eight half units will be the compulsory half unit Legal Research Skills course, which will be assessed by a 10,000 word dissertation. This stand-alone dissertation will provide the element of extended writing for all LLM students. Students will be required to sign a statement on plagiarism when submitting this dissertation.

Students can complete the LLM course requirements in either one full-year programme, or as a part-time student in two years, or by extended part-time study within a maximum of six years. Courses should be chosen from the list below. Subject to availability and with the permission of the Programme Director of the LLM, one complementary course from other Master's courses at the School may be selected to replace one from the list below to the total equivalent of one half unit. Exceptionally, and subject to the same conditions courses to the total value of one full unit may be selected to replace two courses from the list below.

Part-time students must satisfy the same requirements as those applicable to full-time students. Part-time students must take courses to the value of two units in their first year and courses to the value of two units in their second year.

Extended part-time students must satisfy the same requirements as those applicable to full-time students. Students must take courses to the value of one unit in the first year and successfully complete this. Students who successfully complete four units within a period of six years will satisfy the requirements for the degree.

#### Assessment

Students will be examined in courses to the total value of four full units. Students are required to take a minimum of two full units which are assessed by exam, unless exceptional circumstances apply and an exemption from this regulation is approved by the Programme Director of the LLM.

An oral examination may be held if the examiners so determine. For courses assessed by exam (which will be the norm on the

LLM apart from the Legal Research Skills course), the exam will normally be held in January, May or June. Questions may be set on recent legislation and current proposals for law reform within the scope of the syllabus. No materials may be brought into the exam room except in accordance with the regulations for the particular course.

#### Degree certificate

Students who successfully complete the LLM programme may elect to have one of the following titles attached to their degree certificate if, in the opinion of the Programme Director of the LLM, the title reflects the course of study followed by the student. This would mean you will need to be registered for either:

1. LLM courses to the value of at least 2 units (4 half unit courses) within the nominated specialism; or
2. LLM courses to the value of at least 1.5 units (3 half unit courses) within the nominated specialism plus an LL4F9 dissertation topic within the area of the specialism (as agreed by your dissertation supervisor).

The possible titles are listed below with the courses attached to those areas listed with them. If no such election is made, the LLM degree certificate will state 'LLM' without further specification.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	<b>Compulsory course for all LLM students</b>
	LL4F9 Legal Research and Writing Skills (0.5)
Papers 2, 3 & 4	<b>Banking Law and Financial Regulation</b>
	LL4AT Regulation: Strategies and Enforcement (0.5) (not available 2022/23)
	LL4AU Regulation: Legal and Political Aspects (0.5) # (not available 2022/23)
	LL4BF International Financial Regulation (0.5)
	LL4BK Corporate Crime (0.5)
	LL4BL Financial Crime (0.5)
	LL4CL Explaining Punishment: Philosophy, Political Economy, Sociology (0.5)
	LL4F2 The Law and Practice of International Finance (0.5)
	LL4G8 Law of Corporate Finance (0.5)
	LL4H4 International Financial Law (0.5)
	LL4K8 Law of Corporate Finance: Securities Regulation (0.5)
	LL4K9 European Capital Markets Law (0.5)
	LL4Z9 Banking Law (0.5)
	<b>Competition, Innovation &amp; Trade</b>
	LL4AF Principles of Global Competition Law (0.5)
	LL4AG Competition Law, Technology and Intellectual Property (0.5) #
	LL4AV International Economic Law and Development (0.5) #
	LL4B1 International Trade Law (0.5) #
	LL4BM The Legal Protection of Inventions (0.5) # (not available 2022/23)
	LL4BN Innovation, Technology and Patent Law (0.5) # (not available 2022/23)
	LL4BP Current Issues in Intellectual and Cultural Property Law (0.5)
	LL4BQ Trade Mark Law (0.5)
	LL4CS Law and Economics of Network Industries (0.5)
	LL4N6 Principles of Copyright Law (0.5)
	LL4S1 Cyberlaw (0.5) #
	LL4S2 E-Commerce Law (0.5)
	LL4S4 Digital Rights, Privacy and Security (0.5) #
	LL4Z5 EU State Aid Law (0.5) (not available 2022/23)
	<b>Corporate and/or Commercial Law</b>
	LL4AF Principles of Global Competition Law

	(0.5)		(0.5) (not available 2022/23)
LL4AG	Competition Law, Technology and Intellectual Property (0.5) #	LL4AU	Regulation: Legal and Political Aspects (0.5) # (not available 2022/23)
LL4AH	Corporate Governance (0.5) #	LL4BK	Corporate Crime (0.5)
LL4AJ	Corporate Rescue and Reorganisation (0.5)	LL4BL	Financial Crime (0.5)
LL4AK	Principles of Corporate Insolvency Law (0.5) #	LL4CE	Security and Criminal Law (0.5) #
LL4AT	Regulation: Strategies and Enforcement (0.5) (not available 2022/23)	LL4K7	Mental Health Law: The Criminal Context (0.5) (not available 2022/23)
LL4AU	Regulation: Legal and Political Aspects (0.5) # (not available 2022/23)	SP475	Riots, Disorder and Urban Violence (0.5) #
LL4BK	Corporate Crime (0.5)		Courses outside of Law cannot be counted towards an LLM specialism. However, the following courses would complement this specialism:
LL4BL	Financial Crime (0.5)	SP471	Issues in Contemporary Policing (0.5) # (not available 2022/23)
LL4BM	The Legal Protection of Inventions (0.5) # (not available 2022/23)	SP473	Policing, Security and Globalisation (0.5) #
LL4BN	Innovation, Technology and Patent Law (0.5) # (not available 2022/23)		<b>European Law</b>
LL4C5	Fundamentals of International Commercial Arbitration (0.5)	LL4AF	Principles of Global Competition Law (0.5)
LL4C6	Advanced Issues of International Commercial Arbitration (0.5) #	LL4AG	Competition Law, Technology and Intellectual Property (0.5) #
LL4CC	Commercial Remedies (0.5) #	LL4BG	Rethinking EU Law (0.5)
LL4CF	UK Corporate Law (0.5)	LL4BH	Law and Government of the European Union (0.5) #
LL4CP	Tax Avoidance (0.5)	LL4BV	Transnational Environmental Law (0.5)
LL4CQ	Legal Aspects of Private Equity and Venture Capital (0.5)	LL4CS	Law and Economics of Network Industries (0.5)
LL4E7	Investment Treaty Law (0.5) #	LL4F3	Mergers, Acquisitions and Restructurings in Europe (0.5)
LL4F2	The Law and Practice of International Finance (0.5)	LL4H8	Employment Law (0.5)
LL4F3	Mergers, Acquisitions and Restructurings in Europe (0.5)	LL4H9	Human Rights in the Workplace (0.5)
LL4F4	Takeover Regulation in the UK and the US (0.5) (not available 2022/23)	LL4K9	European Capital Markets Law (0.5)
LL4G8	Law of Corporate Finance (0.5)	LL4Y9	Comparative and Transnational Law (0.5) (not available 2022/23)
LL4H4	International Financial Law (0.5)	LL4Z5	EU State Aid Law (0.5) (not available 2022/23)
LL4K5	International Commercial Contracts - General Principles (0.5) # (not available 2022/23)		<b>Human Rights Law</b>
LL4K8	Law of Corporate Finance: Securities Regulation (0.5)	GI421	Sexuality, Gender and Culture (0.5) # (not available 2022/23)
LL4K9	European Capital Markets Law (0.5)	GI422	Transnational Sexual Politics (1.0)
LL4N6	Principles of Copyright Law (0.5)	GI426	Gender and Human Rights (0.5) #
LL4S2	E-Commerce Law (0.5)	LL468	European Human Rights Law (0.5)
LL4Z1	Business Taxation (0.5) #	LL469	UK Human Rights Law (0.5)
LL4Z5	EU State Aid Law (0.5) (not available 2022/23)	LL475	Terrorism and the Rule of Law (0.5)
	<b>Corporate and Securities Law</b>	LL4A6	Climate Change and International Law (0.5)
LL4AH	Corporate Governance (0.5) #	LL4A8	International Law and the Use of Force (0.5) #
LL4BF	International Financial Regulation (0.5)	LL4A9	Law in War (0.5) #
LL4BK	Corporate Crime (0.5)	LL4AQ	Constitutional Theory (0.5)
LL4BL	Financial Crime (0.5)	LL4AR	International Criminal Law: Core Crimes and Concepts (0.5)
LL4CF	UK Corporate Law (0.5)	LL4AS	International Criminal Law: Prosecution and Practice (0.5)
LL4CQ	Legal Aspects of Private Equity and Venture Capital (0.5)	LL4AW	Foundations of International Human Rights Law (0.5) # (not available 2022/23)
LL4F2	The Law and Practice of International Finance (0.5)	LL4AX	Selected Topics in International Human Rights Law (0.5)
LL4F3	Mergers, Acquisitions and Restructurings in Europe (0.5)	LL4BA	International Law and the Movement of Persons within States (0.5) (not available 2022/23)
LL4F4	Takeover Regulation in the UK and the US (0.5) (not available 2022/23)	LL4BB	International Law and the Movement of Persons Between States (0.5) (not available 2022/23)
LL4G8	Law of Corporate Finance (0.5)	LL4BG	Rethinking EU Law (0.5)
LL4H4	International Financial Law (0.5)	LL4BH	Law and Government of the European Union (0.5) #
LL4K8	Law of Corporate Finance: Securities Regulation (0.5)	LL4BW	Law and Political Thought (0.5)
LL4K9	European Capital Markets Law (0.5)	LL4C2	World Poverty and Human Rights (0.5) #
	<b>Criminology and Criminal Justice</b>	LL4H9	Human Rights in the Workplace (0.5)
LL4AR	International Criminal Law: Core Crimes and Concepts (0.5)		
LL4AS	International Criminal Law: Prosecution and Practice (0.5)		
LL4AT	Regulation: Strategies and Enforcement		

LL4K4	The International Law of Self-Determination (0.5) #		
LL4L6	Theory of Constitutional Rights (0.5) #	LL4AV	International Economic Law and Development (0.5) #
LL4S4	Digital Rights, Privacy and Security (0.5) #	LL4AY	International Tax Systems (0.5) #
LL4Z6	Comparative Constitutional Law (0.5)	LL4AZ	Taxation of Multinational Enterprises: Transfer Pricing (0.5) #
LL4Z7	Comparative Constitutional Rights (0.5)	LL4B1	International Trade Law (0.5) #
SO424	Approaches to Human Rights (1.0)	LL4BF	International Financial Regulation (0.5)
<b>Information Technology, Media and Communications Law</b>		LL4BK	Corporate Crime (0.5)
LL4AT	Regulation: Strategies and Enforcement (0.5) (not available 2022/23)	LL4BL	Financial Crime (0.5)
LL4AU	Regulation: Legal and Political Aspects (0.5) # (not available 2022/23)	LL4BM	The Legal Protection of Inventions (0.5) # (not available 2022/23)
LL4BM	The Legal Protection of Inventions (0.5) # (not available 2022/23)	LL4BN	Innovation, Technology and Patent Law (0.5) # (not available 2022/23)
LL4BN	Innovation, Technology and Patent Law (0.5) # (not available 2022/23)	LL4C5	Fundamentals of International Commercial Arbitration (0.5)
LL4BP	Current Issues in Intellectual and Cultural Property Law (0.5)	LL4C6	Advanced Issues of International Commercial Arbitration (0.5) #
LL4BQ	Trade Mark Law (0.5)	LL4CC	Commercial Remedies (0.5) #
LL4CS	Law and Economics of Network Industries (0.5)	LL4CP	Tax Avoidance (0.5)
LL4H2	Freedom of Speech, Media and the Law (0.5)	LL4CS	Law and Economics of Network Industries (0.5)
LL4H3	Media Law: Regulating Newsgathering (0.5)	LL4E7	Investment Treaty Law (0.5) #
LL4N6	Principles of Copyright Law (0.5)	LL4F2	The Law and Practice of International Finance (0.5)
LL4S1	Cyberlaw (0.5) #	LL4F3	Mergers, Acquisitions and Restructurings in Europe (0.5)
LL4S2	E-Commerce Law (0.5)	LL4F4	Takeover Regulation in the UK and the US (0.5) (not available 2022/23)
LL4S4	Digital Rights, Privacy and Security (0.5) #	LL4H4	International Financial Law (0.5)
LL4S5	Regulation of Digital Creativity and Investment (0.5)	LL4K5	International Commercial Contracts - General Principles (0.5) # (not available 2022/23)
<b>Intellectual Property Law</b>		LL4K9	European Capital Markets Law (0.5)
LL4AT	Regulation: Strategies and Enforcement (0.5) (not available 2022/23)	LL4S2	E-Commerce Law (0.5)
LL4AU	Regulation: Legal and Political Aspects (0.5) # (not available 2022/23)	LL4Y9	Comparative and Transnational Law (0.5) (not available 2022/23)
LL4BM	The Legal Protection of Inventions (0.5) # (not available 2022/23)	LL4Z2	Principles of Taxation and Tax Disputes (0.5) # (not available 2022/23)
LL4BN	Innovation, Technology and Patent Law (0.5) # (not available 2022/23)	LL4Z5	EU State Aid Law (0.5) (not available 2022/23)
LL4BP	Current Issues in Intellectual and Cultural Property Law (0.5)	<b>Legal Theory</b>	
LL4BQ	Trade Mark Law (0.5)	LL468	European Human Rights Law (0.5)
LL4BT	Cultural Property and Heritage Law (0.5) (not available 2022/23)	LL475	Terrorism and the Rule of Law (0.5)
LL4BU	Art Law (0.5)	LL4A6	Climate Change and International Law (0.5)
LL4H2	Freedom of Speech, Media and the Law (0.5)	LL4AQ	Constitutional Theory (0.5)
LL4H3	Media Law: Regulating Newsgathering (0.5)	LL4AT	Regulation: Strategies and Enforcement (0.5) (not available 2022/23)
LL4N6	Principles of Copyright Law (0.5)	LL4AU	Regulation: Legal and Political Aspects (0.5) # (not available 2022/23)
LL4S1	Cyberlaw (0.5) #	LL4BG	Rethinking EU Law (0.5)
LL4S5	Regulation of Digital Creativity and Investment (0.5)	LL4BP	Current Issues in Intellectual and Cultural Property Law (0.5)
<b>International Business Law</b>		LL4BW	Law and Political Thought (0.5)
LL4AF	Principles of Global Competition Law (0.5)	LL4CB	Modern Legal History: Private Law and the Economy 1750-1950 (0.5) (not available 2022/23)
LL4AG	Competition Law, Technology and Intellectual Property (0.5) #	LL4CE	Security and Criminal Law (0.5) #
LL4AH	Corporate Governance (0.5) #	LL4CO	Taxation of Wealth (0.5) #
LL4AL	International Business Transactions: Commercial Litigation (0.5) #	LL4CP	Tax Avoidance (0.5)
LL4AM	International Business Transactions: Advanced Procedure and Tactics (0.5) #	LL4L1	The Theory and Practice of Alternative Commercial Dispute Resolution (0.5) # (not available 2022/23)
LL4AN	International Business Transactions: Conflict of Laws, Extraterritoriality, and Global Governance (0.5) # (not available 2022/23)	LL4L6	Theory of Constitutional Rights (0.5) #
LL4AP	International Business Transactions:	LL4L7	Advanced Mediation and Negotiation (0.5) # (not available 2022/23)
		LL4S1	Cyberlaw (0.5) #
		LL4Y9	Comparative and Transnational Law (0.5) (not available 2022/23)
		LL4Z6	Comparative Constitutional Law (0.5)

LL4Z7 Comparative Constitutional Rights (0.5)  
Courses outside of Law cannot be counted towards a LLM specialism. However, the following courses would complement this specialism:

SP471 Issues in Contemporary Policing (0.5) #  
(not available 2022/23)

SP473 Policing, Security and Globalisation (0.5)  
#

#### Public International Law

LL475 Terrorism and the Rule of Law (0.5)

LL4A6 Climate Change and International Law (0.5)

LL4A8 International Law and the Use of Force (0.5) #

LL4A9 Law in War (0.5) #

LL4AD Rethinking International Law: International Law and Contemporary Problems (0.5) # (not available 2022/23)

LL4AE The Politics of International Law (0.5)

LL4AR International Criminal Law: Core Crimes and Concepts (0.5)

LL4AS International Criminal Law: Prosecution and Practice (0.5)

LL4AV International Economic Law and Development (0.5) #

LL4AW Foundations of International Human Rights Law (0.5) # (not available 2022/23)

LL4AX Selected Topics in International Human Rights Law (0.5)

LL4B1 International Trade Law (0.5) #

LL4BA International Law and the Movement of Persons within States (0.5) (not available 2022/23)

LL4BB International Law and the Movement of Persons Between States (0.5) (not available 2022/23)

LL4BV Transnational Environmental Law (0.5)

LL4C2 World Poverty and Human Rights (0.5) #

LL4E6 International Dispute Resolution: Courts and Tribunals (0.5) #

LL4E7 Investment Treaty Law (0.5) #

LL4K4 The International Law of Self-Determination (0.5) #

#### Public Law

LL468 European Human Rights Law (0.5)

LL469 UK Human Rights Law (0.5)

LL475 Terrorism and the Rule of Law (0.5)

LL4AQ Constitutional Theory (0.5)

LL4AT Regulation: Strategies and Enforcement (0.5) (not available 2022/23)

LL4AU Regulation: Legal and Political Aspects (0.5) # (not available 2022/23)

LL4BG Rethinking EU Law (0.5)

LL4BH Law and Government of the European Union (0.5) #

LL4BV Transnational Environmental Law (0.5)

LL4BW Law and Political Thought (0.5)

LL4CP Tax Avoidance (0.5)

LL4CS Law and Economics of Network Industries (0.5)

LL4H2 Freedom of Speech, Media and the Law (0.5)

LL4H3 Media Law: Regulating Newsgathering (0.5)

LL4K7 Mental Health Law: The Criminal Context (0.5) (not available 2022/23)

LL4Y9 Comparative and Transnational Law (0.5) (not available 2022/23)

LL4Z2 Principles of Taxation and Tax Disputes (0.5) # (not available 2022/23)

LL4Z6 Comparative Constitutional Law (0.5)

LL4Z7 Comparative Constitutional Rights (0.5)  
Courses outside of Law cannot be counted towards a LLM specialism. However, the following courses would complement this specialism:

SP471 Issues in Contemporary Policing (0.5) #  
(not available 2022/23)

SP473 Policing, Security and Globalisation (0.5)  
#

#### Taxation

EC426 Public Economics (1.0) #

LL4AY International Tax Systems (0.5) #

LL4AZ Taxation of Multinational Enterprises: Transfer Pricing (0.5) #

LL4CG Tax Law and Policy (0.5) #

LL4CH VAT and VAT Litigation: UK, EU and Global Perspectives (0.5) #

LL4CO Taxation of Wealth (0.5) #

LL4CP Tax Avoidance (0.5)

LL4Z1 Business Taxation (0.5) #

LL4Z2 Principles of Taxation and Tax Disputes (0.5) # (not available 2022/23)

# means there may be prerequisites for this course. Please view the course guide for more information.

This programme, its constituent courses and lectures qualify as Continuing Professional Development (CPD) and are accredited by the Law Society and Bar Council. Further information is available from the Department of Law.

#### Note for prospective students:

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm](http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm). Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm](http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm).

## LLM (full-time)

**Programme Code:** TMLL2

**Department:** Law School

For students starting this programme of study in 2022/23

The general regulations for MA and MSc Degrees and the Code of Practice for Taught Master's Programmes on the online Calendar apply to the LLM programme except in the event of inconsistency when these regulations for the LLM take priority.

In order to obtain the degree, students must complete courses (see Courses list below) to the value of four full units, which will normally comprise eight half unit courses. One of these eight half units will be the compulsory half unit Legal Research Skills course, which will be assessed by a 10,000 word dissertation. This stand-alone dissertation will provide the element of extended writing for all LLM students. Students will be required to sign a statement on plagiarism when submitting this dissertation.

Students can complete the LLM course requirements in either one full-year programme, or as a part-time student in two years, or by extended part-time study within a maximum of six years. Courses should be chosen from the list below. Subject to availability and with the permission of the Programme Director of the LLM, one complementary course from other Master's courses at the School may be selected to replace one from the list below to the total equivalent of one half unit. Exceptionally, and subject to the same conditions courses to the total value of one full unit may be selected to replace two courses from the list below.

Part-time students must satisfy the same requirements as those applicable to full-time students. Part-time students must take



courses to the value of two units in their first year and courses to the value of two units in their second year.

Extended part-time students must satisfy the same requirements as those applicable to full-time students. Students must take courses to the value of one unit in the first year and successfully complete this. Students who successfully complete four units within a period of six years will satisfy the requirements for the degree.

#### Assessment

Students will be examined in courses to the total value of four full units. Students are required to take a minimum of two full units which are assessed by exam, unless exceptional circumstances apply and an exemption from this regulation is approved the Programme Director of the LLM.

An oral examination may be held if the examiners so determine. For courses assessed by exam (which will be the norm on the LLM apart from the Legal Research Skills course), the exam will normally be held in January, May or June. Questions may be set on recent legislation and current proposals for law reform within the scope of the syllabus. No materials may be brought into the exam room except in accordance with the regulations for the particular course.

#### Degree certificate

Students who successfully complete the LLM programme may elect to have one of the following titles attached to their degree certificate if, in the opinion of the Programme Director of the LLM, the title reflects the course of study followed by the student. This would mean you will need to be registered for either:

1. LLM courses to the value of at least 2 units (4 half unit courses) within the nominated specialism; or
2. LLM courses to the value of at least 1.5 units (3 half unit courses) within the nominated specialism plus an LL4F9 dissertation topic within the area of the specialism (as agreed by your dissertation supervisor).

The possible titles are listed below with the courses attached to those areas listed with them. If no such election is made, the LLM degree certificate will state 'LLM' without further specification.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	<b>Compulsory course for all LLM students</b>
	LL4F9 Legal Research and Writing Skills (0.5)
Papers 2, 3 & 4	<b>Banking Law and Financial Regulation</b>
	LL4AT Regulation: Strategies and Enforcement (0.5) (not available 2022/23)
	LL4AU Regulation: Legal and Political Aspects (0.5) # (not available 2022/23)
	LL4BF International Financial Regulation (0.5)
	LL4BK Corporate Crime (0.5)
	LL4BL Financial Crime (0.5)
	LL4F2 The Law and Practice of International Finance (0.5)
	LL4G8 Law of Corporate Finance (0.5)
	LL4H4 International Financial Law (0.5)
	LL4K8 Law of Corporate Finance: Securities Regulation (0.5)
	LL4K9 European Capital Markets Law (0.5)
	LL4Z9 Banking Law (0.5)
	<b>Competition, Innovation &amp; Trade</b>
	LL4AF Principles of Global Competition Law (0.5)
	LL4AG Competition Law, Technology and Intellectual Property (0.5) #
	LL4AV International Economic Law and Development (0.5) #
	LL4B1 International Trade Law (0.5) #
	LL4BM The Legal Protection of Inventions (0.5) # (not available 2022/23)
	LL4BN Innovation, Technology and Patent Law (0.5) # (not available 2022/23)

LL4BP	Current Issues in Intellectual and Cultural Property Law (0.5)
LL4BQ	Trade Mark Law (0.5)
LL4CS	Law and Economics of Network Industries (0.5)
LL4N6	Principles of Copyright Law (0.5)
LL4S1	Cyberlaw (0.5) #
LL4S2	E-Commerce Law (0.5)
LL4S4	Digital Rights, Privacy and Security (0.5) #
LL4Z5	EU State Aid Law (0.5) (not available 2022/23)

#### Corporate and/or Commercial Law

LL4AF	Principles of Global Competition Law (0.5)
LL4AG	Competition Law, Technology and Intellectual Property (0.5) #
LL4AH	Corporate Governance (0.5) #
LL4AJ	Corporate Rescue and Reorganisation (0.5)
LL4AK	Principles of Corporate Insolvency Law (0.5) #
LL4AT	Regulation: Strategies and Enforcement (0.5) (not available 2022/23)
LL4AU	Regulation: Legal and Political Aspects (0.5) # (not available 2022/23)
LL4BK	Corporate Crime (0.5)
LL4BL	Financial Crime (0.5)
LL4BM	The Legal Protection of Inventions (0.5) # (not available 2022/23)
LL4BN	Innovation, Technology and Patent Law (0.5) # (not available 2022/23)
LL4C5	Fundamentals of International Commercial Arbitration (0.5)
LL4C6	Advanced Issues of International Commercial Arbitration (0.5) #
LL4CC	Commercial Remedies (0.5) #
LL4CF	UK Corporate Law (0.5)
LL4CP	Tax Avoidance (0.5)
LL4CQ	Legal Aspects of Private Equity and Venture Capital (0.5)
LL4E7	Investment Treaty Law (0.5) #
LL4F2	The Law and Practice of International Finance (0.5)
LL4F3	Mergers, Acquisitions and Restructurings in Europe (0.5)
LL4F4	Takeover Regulation in the UK and the US (0.5) (not available 2022/23)
LL4G8	Law of Corporate Finance (0.5)
LL4H4	International Financial Law (0.5)
LL4K5	International Commercial Contracts - General Principles (0.5) # (not available 2022/23)
LL4K8	Law of Corporate Finance: Securities Regulation (0.5)
LL4K9	European Capital Markets Law (0.5)
LL4N6	Principles of Copyright Law (0.5)
LL4S2	E-Commerce Law (0.5)
LL4Z1	Business Taxation (0.5) #
LL4Z5	EU State Aid Law (0.5) (not available 2022/23)

#### Corporate and Securities Law

LL4AH	Corporate Governance (0.5) #
LL4BF	International Financial Regulation (0.5)
LL4BK	Corporate Crime (0.5)
LL4BL	Financial Crime (0.5)
LL4CF	UK Corporate Law (0.5)
LL4CQ	Legal Aspects of Private Equity and Venture Capital (0.5)
LL4F2	The Law and Practice of International Finance (0.5)
LL4F3	Mergers, Acquisitions and

LL4F4	Restructurings in Europe (0.5) Takeover Regulation in the UK and the US (0.5) (not available 2022/23)	LL4AX	Rights Law (0.5) # (not available 2022/23) Selected Topics in International Human Rights Law (0.5)
LL4G8	Law of Corporate Finance (0.5)	LL4BA	International Law and the Movement of Persons within States (0.5) (not available 2022/23)
LL4H4	International Financial Law (0.5)	LL4BB	International Law and the Movement of Persons Between States (0.5) (not available 2022/23)
LL4K8	Law of Corporate Finance: Securities Regulation (0.5)	LL4BG	Rethinking EU Law (0.5)
LL4K9	European Capital Markets Law (0.5)	LL4BH	Law and Government of the European Union (0.5) #
<b>Criminology and Criminal Justice</b>		LL4BW	Law and Political Thought (0.5)
LL4AR	International Criminal Law: Core Crimes and Concepts (0.5)	LL4C2	World Poverty and Human Rights (0.5) #
LL4AS	International Criminal Law: Prosecution and Practice (0.5)	LL4H9	Human Rights in the Workplace (0.5)
LL4AT	Regulation: Strategies and Enforcement (0.5) (not available 2022/23)	LL4K4	The International Law of Self-Determination (0.5) #
LL4AU	Regulation: Legal and Political Aspects (0.5) # (not available 2022/23)	LL4L6	Theory of Constitutional Rights (0.5) #
LL4BK	Corporate Crime (0.5)	LL4S4	Digital Rights, Privacy and Security (0.5) #
LL4BL	Financial Crime (0.5)	LL4Z6	Comparative Constitutional Law (0.5)
LL4CE	Security and Criminal Law (0.5) #	LL4Z7	Comparative Constitutional Rights (0.5)
LL4CL	Explaining Punishment: Philosophy, Political Economy, Sociology (0.5)	SO424	Approaches to Human Rights (1.0)
LL4K7	Mental Health Law: The Criminal Context (0.5) (not available 2022/23)	<b>Information Technology, Media and Communications Law</b>	
SP475	Riots, Disorder and Urban Violence (0.5) #	LL4AT	Regulation: Strategies and Enforcement (0.5) (not available 2022/23)
Courses outside of Law cannot be counted towards an LLM specialism. However, the following courses would complement this specialism:		LL4AU	Regulation: Legal and Political Aspects (0.5) # (not available 2022/23)
SP471	Issues in Contemporary Policing (0.5) # (not available 2022/23)	LL4BM	The Legal Protection of Inventions (0.5) # (not available 2022/23)
SP473	Policing, Security and Globalisation (0.5) #	LL4BN	Innovation, Technology and Patent Law (0.5) # (not available 2022/23)
<b>European Law</b>		LL4BP	Current Issues in Intellectual and Cultural Property Law (0.5)
LL4AF	Principles of Global Competition Law (0.5)	LL4BQ T	Trade Mark Law (0.5)
LL4AG	Competition Law, Technology and Intellectual Property (0.5) #	LL4CS	Law and Economics of Network Industries (0.5)
LL4BG	Rethinking EU Law (0.5)	LL4H2	Freedom of Speech, Media and the Law (0.5)
LL4BH	Law and Government of the European Union (0.5) #	LL4H3	Media Law: Regulating Newsgathering (0.5)
LL4BV	Transnational Environmental Law (0.5)	LL4N6	Principles of Copyright Law (0.5)
LL4CS	Law and Economics of Network Industries (0.5)	LL4S1	Cyberlaw (0.5) #
LL4F3	Mergers, Acquisitions and Restructurings in Europe (0.5)	LL4S2	E-Commerce Law (0.5)
LL4H8	Employment Law (0.5)	LL4S4	Digital Rights, Privacy and Security (0.5) #
LL4H9	Human Rights in the Workplace (0.5)	LL4S5	Regulation of Digital Creativity and Investment (0.5)
LL4K9	European Capital Markets Law (0.5)	<b>Intellectual Property Law</b>	
LL4Y9	Comparative and Transnational Law (0.5) (not available 2022/23)	LL4AT	Regulation: Strategies and Enforcement (0.5) (not available 2022/23)
LL4Z5	EU State Aid Law (0.5) (not available 2022/23)	LL4AU	Regulation: Legal and Political Aspects (0.5) # (not available 2022/23)
<b>Human Rights Law</b>		LL4BM	The Legal Protection of Inventions (0.5) # (not available 2022/23)
GI421	Sexuality, Gender and Culture (0.5) # (not available 2022/23)	LL4BN	Innovation, Technology and Patent Law (0.5) # (not available 2022/23)
GI422	Transnational Sexual Politics (1.0)	LL4BP	Current Issues in Intellectual and Cultural Property Law (0.5)
GI426	Gender and Human Rights (0.5) #	LL4BQ	Trade Mark Law (0.5)
LL468	European Human Rights Law (0.5)	LL4BT	Cultural Property and Heritage Law (0.5) (not available 2022/23)
LL469	UK Human Rights Law (0.5)	LL4BU	Art Law (0.5)
LL475	Terrorism and the Rule of Law (0.5)	LL4H2	Freedom of Speech, Media and the Law (0.5)
LL4A6	Climate Change and International Law (0.5)	LL4H3	Media Law: Regulating Newsgathering (0.5)
LL4A8	International Law and the Use of Force (0.5) #	LL4N6	Principles of Copyright Law (0.5)
LL4A9	Law in War (0.5) #	LL4S1	Cyberlaw (0.5) #
LL4AQ	Constitutional Theory (0.5)	LL4S5	Regulation of Digital Creativity and
LL4AR	International Criminal Law: Core Crimes and Concepts (0.5)		
LL4AS	International Criminal Law: Prosecution and Practice (0.5)		
LL4AW	Foundations of International Human		

	Investment (0.5)	LL4CB	Modern Legal History: Private Law and the Economy 1750-1950 (0.5) (not available 2022/23)
<b>International Business Law</b>		LL4CE	Security and Criminal Law (0.5) #
LL4AF	Principles of Global Competition Law (0.5)	LL4CO	Taxation of Wealth (0.5) #
LL4AG	Competition Law, Technology and Intellectual Property (0.5) #	LL4CP	Tax Avoidance (0.5)
LL4AH	Corporate Governance (0.5) #	LL4L1	The Theory and Practice of Alternative Commercial Dispute Resolution (0.5) # (not available 2022/23)
LL4AL	International Business Transactions: Commercial Litigation (0.5) #	LL4L6	Theory of Constitutional Rights (0.5) #
LL4AM	International Business Transactions: Advanced Procedure and Tactics (0.5) #	LL4L7	Advanced Mediation and Negotiation (0.5) # (not available 2022/23)
LL4AN	International Business Transactions: Conflict of Laws, Extraterritoriality, and Global Governance (0.5) # (not available 2022/23)	LL4S1	Cyberlaw (0.5) #
LL4AP	International Business Transactions: Contracts and Property (0.5) # (not available 2022/23)	LL4Y9	Comparative and Transnational Law (0.5) (not available 2022/23)
LL4AV	International Economic Law and Development (0.5) #	LL4Z6	Comparative Constitutional Law (0.5)
LL4AY	International Tax Systems (0.5) #	LL4Z7	Comparative Constitutional Rights (0.5)
LL4AZ	Taxation of Multinational Enterprises: Transfer Pricing (0.5) #	Courses outside of Law cannot be counted towards a LLM specialism. However, the following courses would complement this specialism:	
LL4B1	International Trade Law (0.5) #	SP471	Issues in Contemporary Policing (0.5) # (not available 2022/23)
LL4BF	International Financial Regulation (0.5)	SP473	Policing, Security and Globalisation (0.5) #
LL4BK	Corporate Crime (0.5)	<b>Public International Law</b>	
LL4BL	Financial Crime (0.5)	LL475	Terrorism and the Rule of Law (0.5)
LL4BM	The Legal Protection of Inventions (0.5) # (not available 2022/23)	LL4A6	Climate Change and International Law (0.5)
LL4BN	Innovation, Technology and Patent Law (0.5) # (not available 2022/23)	LL4A8	International Law and the Use of Force (0.5) #
LL4C5	Fundamentals of International Commercial Arbitration (0.5)	LL4A9	Law in War (0.5) #
LL4C6	Advanced Issues of International Commercial Arbitration (0.5) #	LL4AD	Rethinking International Law: International Law and Contemporary Problems (0.5) # (not available 2022/23)
LL4CC	Commercial Remedies (0.5) #	LL4AE	The Politics of International Law (0.5)
LL4CP	Tax Avoidance (0.5)	LL4AR	International Criminal Law: Core Crimes and Concepts (0.5)
LL4CS	Law and Economics of Network Industries (0.5)	LL4AS	International Criminal Law: Prosecution and Practice (0.5)
LL4E7	Investment Treaty Law (0.5) #	LL4AV	International Economic Law and Development (0.5) #
LL4F2	The Law and Practice of International Finance (0.5)	LL4AW	Foundations of International Human Rights Law (0.5) # (not available 2022/23)
LL4F3	Mergers, Acquisitions and Restructurings in Europe (0.5)	LL4AX	Selected Topics in International Human Rights Law (0.5)
LL4F4	Takeover Regulation in the UK and the US (0.5) (not available 2022/23)	LL4B1	International Trade Law (0.5) #
LL4H4	International Financial Law (0.5)	LL4BA	International Law and the Movement of Persons within States (0.5) (not available 2022/23)
LL4K5	International Commercial Contracts - General Principles (0.5) # (not available 2022/23)	LL4BB	International Law and the Movement of Persons Between States (0.5) (not available 2022/23)
LL4K9	European Capital Markets Law (0.5)	LL4BV	Transnational Environmental Law (0.5)
LL4S2	E-Commerce Law (0.5)	LL4C2	World Poverty and Human Rights (0.5) #
LL4Y9	Comparative and Transnational Law (0.5) (not available 2022/23)	LL4E6	International Dispute Resolution: Courts and Tribunals (0.5) #
LL4Z2	Principles of Taxation and Tax Disputes (0.5) # (not available 2022/23)	LL4E7	Investment Treaty Law (0.5) #
LL4Z5	EU State Aid Law (0.5) (not available 2022/23)	LL4K4	The International Law of Self-Determination (0.5) #
<b>Legal Theory</b>		<b>Public Law</b>	
LL468	European Human Rights Law (0.5)	LL468	European Human Rights Law (0.5)
LL475	Terrorism and the Rule of Law (0.5)	LL469	UK Human Rights Law (0.5)
LL4A6	Climate Change and International Law (0.5)	LL475	Terrorism and the Rule of Law (0.5)
LL4AQ	Constitutional Theory (0.5)	LL4AQ	Constitutional Theory (0.5)
LL4AT	Regulation: Strategies and Enforcement (0.5) (not available 2022/23)	LL4AT	Regulation: Strategies and Enforcement (0.5) (not available 2022/23)
LL4AU	Regulation: Legal and Political Aspects (0.5) # (not available 2022/23)	LL4AU	Regulation: Legal and Political Aspects (0.5) # (not available 2022/23)
LL4BG	Rethinking EU Law (0.5)	LL4BG	Rethinking EU Law (0.5)
LL4BP	Current Issues in Intellectual and Cultural Property Law (0.5)	LL4BH	Law and Government of the European Union (0.5) #
LL4BW	Law and Political Thought (0.5)		

LL4BV	Transnational Environmental Law (0.5)
LL4BW	Law and Political Thought (0.5)
LL4CP	Tax Avoidance (0.5)
LL4CS	Law and Economics of Network Industries (0.5)
LL4H2	Freedom of Speech, Media and the Law (0.5)
LL4H3	Media Law: Regulating Newsgathering (0.5)
LL4K7	Mental Health Law: The Criminal Context (0.5) (not available 2022/23)
LL4Y9	Comparative and Transnational Law (0.5) (not available 2022/23)
LL4Z2	Principles of Taxation and Tax Disputes (0.5) # (not available 2022/23)
LL4Z6	Comparative Constitutional Law (0.5)
LL4Z7	Comparative Constitutional Rights (0.5)

Courses outside of Law cannot be counted towards a LLM specialism. However, the following courses would complement this specialism:

SP471	Issues in Contemporary Policing (0.5) # (not available 2022/23)
SP473	Policing, Security and Globalisation (0.5) #

#### Taxation

EC426	Public Economics (1.0) #
LL4AY	International Tax Systems (0.5) #
LL4AZ	Taxation of Multinational Enterprises: Transfer Pricing (0.5) #
LL4CG	Tax Law and Policy (0.5) #
LL4CH	VAT and VAT Litigation: UK, EU and Global Perspectives (0.5) #
LL4CO	Taxation of Wealth (0.5) #
LL4CP	Tax Avoidance (0.5)
LL4Z1	Business Taxation (0.5) #
LL4Z2	Principles of Taxation and Tax Disputes (0.5) # (not available 2022/23)

# means there may be prerequisites for this course. Please view the course guide for more information.

This programme, its constituent courses and lectures qualify as Continuing Professional Development (CPD) and are accredited by the Law Society and Bar Council. Further information is available from the Department of Law.

#### Note for prospective students:

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm](https://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm). Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm](https://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm).

## MSc in Local Economic Development

**Programme Code:** TMLLED

**Department:** Geography & Environment

For students starting this programme of study in 2022/23 Full-year programme. Students must take courses to the value of three full units as shown and a dissertation (1 unit). A total of 4 units.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

**Paper Course number, title (unit value)**

Papers 1 & 2	Courses to the value of 2.0 unit(s) from the following:
	GY400 The Economics of Urbanisation (0.5) #
	GY404 Inclusive Growth (0.5) #
	GY409 Globalisation and territorial development: Theory, Evidence and Policy (0.5)
	GY410 Economics of Local and Regional Development (0.5)
	GY413 Regional Development and Policy (0.5) #
	GY415 Local Capacity and Economic Development Policy (0.5) (not available 2022/23)

Paper 3	Courses to the value of 1.0 unit(s) from the following:
	Any course not already taken under Papers 1 & 2, from the Papers 1 & 2 options list below
	GY420 Environmental Regulation: Implementing Policy (1.0)
	GY428 Applied Quantitative Methods (0.5) #
	GY431 Cities, People and Poverty in the South (0.5) #
	GY438 Urban Asia: Cities and Social Change (0.5)
	GY447 The Economics of Regional and Urban Planning (0.5) #
	GY455 Economic Appraisal and Valuation (0.5)
	GY460 Techniques of Spatial Economic Analysis (0.5) #
	GY465 Concepts in Environmental Regulation (0.5)
	GY470 Urban Africa (0.5)
	GY475 Issues in Environmental Governance (0.5)
	GY476 Applied Geographical Information Systems (0.5)
	GY477 Race and Capitalism in North America (0.5)
	GY480 Remaking China: Geographical aspects of Development and Disparity (0.5) (not available 2022/23)
	MY452L Applied Regression Analysis (0.5) # 1
	MY452M Applied Regression Analysis (0.5) #
	A relevant course from another programme as approved by the Programme Director.

#### Papers 1 & 2 options list

Paper 4	GY486 Dissertation - MSc Local Economic Development (1.0)
	<b>Papers 1 &amp; 2 options list</b>
	GY400 The Economics of Urbanisation (0.5) #
	GY404 Inclusive Growth (0.5) #
	GY409 Globalisation and territorial development: Theory, Evidence and Policy (0.5)
	GY410 Economics of Local and Regional Development (0.5)
	GY413 Regional Development and Policy (0.5) #
	GY415 Local Capacity and Economic Development Policy (0.5) (not available 2022/23)

#### Prerequisite Requirements and Mutually Exclusive Options

1: MY452L can not be taken with MY452M  
# means there may be prerequisites for this course. Please view the course guide for more information.

## Global MSc in Management

**Programme Code:** TMGLMG2

**Department:** Management

For students starting this programme of study in 2022/23



A two-year programme. Students take courses to the value of eight units but those units are not necessarily spread over the two years. The second year includes a dissertation. Students complete the course MG488 GMiM Capstone Course - Management in Action (H) over both years, Part A (unassessed) in Year 1 and Part B (assessed) in Year 2.

All students are required to attend MG4A1 Introduction to Studying for GMiM.

Students may choose to concentrate their electives in a certain topic area and may elect to have one of the elective titles attached to their degree certificate and transcript if the title reflects the course of study followed by the student. The possible titles are listed as headings within the Elective Courses below with the courses attached to those areas listed beneath them. If no such election is made, the degree certificate will state 'Management' without further specification.

Students may apply for an exemption from the following core courses taking place in Year 1: MG431 Managerial Economics, MG4E2 Marketing Management and MG434 Organisational Behaviour. A maximum of two course exemptions may be permitted for each student.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

**Paper Course number, title (unit value)**

#### Year 1

Introductory course

Paper 1 MG4A1 Introduction to Studying for GMiM (0.0)  
MG458 Foundations of Management I: Organisations and Management Theory (0.5) **and** MG459 Foundations of Management 2 (0.5)

Paper 2 MG431 Managerial Economics (0.5)

**And either one from:**

MY451L Introduction to Quantitative Analysis (0.5)

MY451M Introduction to Quantitative Analysis (0.5)

**or upon satisfactorily demonstrating that they have sufficient statistical knowledge they may take one from the list below or any other suitable quantitative methods course subject to the approval of the programme director:**

MY452L Applied Regression Analysis (0.5) #

MY452M Applied Regression Analysis (0.5) #

**Or**

Upon satisfactorily demonstrating that they have a degree in economics and have passed, as part of that degree, a course in managerial economics, microeconomics or industrial organisation, students may be exempted from MG431 and will be free to take an elective course, subject to the approval of the Programme Director:

**either one from:**

MY451L Introduction to Quantitative Analysis (0.5)

MY451M Introduction to Quantitative Analysis (0.5)

**or upon satisfactorily demonstrating that they have sufficient statistical knowledge they may take one from the list below or any other suitable quantitative methods course subject to the approval of the programme director:**

MY452L Applied Regression Analysis (0.5) #

MY452M Applied Regression Analysis (0.5) #

and 0.5 units from the Elective Courses listed below:

**Elective Courses (click here to expand)**

Paper 3 MG434 Organisational Behaviour (0.5) **and** MG4E2 Marketing Management (0.5)

**Or**

Upon satisfactorily demonstrating that they have a degree in marketing, or in management of business administration with a significant concentration in marketing, students may be exempted from MG4E2 and will be free to take an elective course, subject to the approval of the Programme Director. Students must select courses to the value of 1.0 unit(s), which may include MG434 Organisational Behaviour (0.5), and a further 0.5 units from the Elective Courses listed below:

MG434 Organisational Behaviour (0.5)

**Elective Courses (click here to expand)**

**Or**

Upon satisfactorily demonstrating that they have a degree in management of business administration with significant knowledge of organisational behaviour, students may be exempted from MG434 and will be free to take an elective course, subject to the approval of the Programme Director.

Students must select courses to the value of 1.0 unit(s), which may include MG4E2 Marketing

Management (0.5), and a further 0.5 units from the Elective Courses listed below:

MG4E2 Marketing Management (0.5)

**Elective Courses (click here to expand)**

Paper 4 Courses to the value of 0.5 or 1.0 full unit from the Elective Courses listed below:

**Elective Courses (click here to expand)**

Compulsory course

As part of Paper 4, students also take the compulsory unassessed part of MG488:

MG488A GMiM Capstone Course - Management in Action (0.0)

#### Year 2

Paper 5

Courses to the value of 1.0 unit(s) from the following:

MG468 Foundations of Management III: Business Ethics, Corporate Governance and Ethical Leadership (0.5) # **and** MG488B GMiM Capstone Course - Management in Action (0.5) #

Paper 6

Courses to the value of 1.0 full units from the Elective Courses listed below. At least 0.5 units must be an approved methodology course.

**Elective Courses (click here to expand)**

Paper 7

Courses to the value of 1.0 or 1.5 full units from the Elective Courses listed below depending on the courses taken under Paper 4.

**Elective Courses (click here to expand)**

Paper 8

MG470 Management Dissertation (1.0) #

**Elective Courses (click here to expand)**

**Elective courses open to ALL GMiM students**

Or another MSc-level elective course which is offered in the School, subject to approval of the course leader and the Programme Director.

AC411 Accounting, Strategy and Control (0.5)

AC412 Accountability, Organisations and Risk Management (0.5)

AC415 Management Accounting for Decision Making (0.5)

AC416 Topics in Financial Reporting (0.5) #

AC417 Corporate Financial Disclosure and Investor Relations (0.5)

AC444 Valuation and Security Analysis (0.5) #

AC470 Accounting in the Global Economy (0.5) #

AC490 Management Accounting, Decisions and Control (0.5)

AC491 Financial Accounting, Reporting and Disclosure (0.5)

DV423 Global Political Economy of Development (0.5) #

DV424	International Institutions and Late Development (0.5)	(0.5) #
FM471	Sustainable Finance and Impact Investing (0.5) #	MG4B1 Corporate Strategy (0.5) #
FM472	International Finance (0.5) #	MG4B6 Design and Management of Organisations (0.5)
FM473L	Financial Markets (0.5) #~1	MG4B7 Leading Organisational Change (0.5)
FM473M	Financial Markets (0.5) #~2	MG4B9 The World Trading System (0.5) # (not available 2022/23)
FM474L	Managerial Finance (0.5) ~3	MG4C3 Information Technology and Service Innovation (0.5)
FM474M	Managerial Finance (0.5) ~4	MG4D2 International Employment Relations (0.5) #
FM476	Entrepreneurial Finance (0.5) #	MG4D3 The Dark Side of the Organisation (0.5) # (not available 2022/23)
GI407	Globalisation, Gender and Development (1.0) ~5 (not available 2022/23)	MG4D5 Leadership in Organisations: Theory and Practice (0.5)
GI409	Gender, Globalisation and Development: An Introduction (0.5)	MG4F2 Marketing Analytics II: Analytics for Managing Innovations, Products and Brands (0.5)
GI420	Global Development and Its Discontents: Feminist Perspectives (0.5)	MG4F3 Digital Marketing (0.5) #
MA423	Fundamentals of Operations Research (0.5) #	MG4G4 Topics in Management Research (0.5)
MA424	Modelling in Operations Research (0.5) #	MG4J3 Principles of Pricing (0.5)
MA427	Mathematical Optimisation (0.5) #	MG4J6 Brand Strategy (0.5)
MC408	Theories and Concepts in Media and Communications (0.5)	MG4J7 Advanced Consumer Behaviour (0.5)
MG401	Operations Management for Management Consultancy (0.5) #	MG4J8 Managing Artificial Intelligence (0.5)
MG404	Consumer Insights: Behavioural Fundamentals (0.5)	MG4J9 Responsible Digital Innovation: Ethics at Work (0.5)
MG409	Auctions and Game Theory (0.5) #	MY423 Interview Methods for Social Science Research (0.5) #
MG418	Open Innovation (0.5)	MY451L Introduction to Quantitative Analysis (0.5)
MG421	International Business Strategy and Emerging Markets (0.5) #	MY451M Introduction to Quantitative Analysis (0.5)
MG422	Thinking Strategically (0.5) #	MY452L Applied Regression Analysis (0.5) #
MG452	Behavioural Economics for Management (0.5) # (not available 2022/23)	MY452M Applied Regression Analysis (0.5) #
MG456	Strategic Decision Making (0.5) # (not available 2022/23)	MY455 Multivariate Analysis and Measurement (0.5) #
MG460	Emergencies Management: Humanitarian Intervention and Digital Innovation (0.5)	PB418 Corporate Communications (0.5)
MG466	Supply Chain Management (0.5) # (not available 2022/23)	PB419 Creativity and Innovation (0.5) # (not available 2022/23)
MG467	Strategy and Change in Public Sector Management (0.5) (not available 2022/23)	PB426 Knowledge Processes in Organisations (0.5) (not available 2022/23)
MG471	Chinese Economy: Entrepreneurship, Innovation and Growth (0.5) (not available 2022/23)	PP4E4 Analytic frameworks for policy evaluation (0.5) # (not available 2022/23)
MG472	Management and Socioeconomics of Digital Innovation (0.5) #	PP4E5 Innovations in the governance of public services delivery (0.5)
MG473	Negotiation Analysis (0.5)	PP4G3 Designing and Managing Change in the Public Sector (0.5) (not available 2022/23)
MG477	Strategic Reward: Key Models and Practices (0.5)	ST429 Statistical Methods for Risk Management (0.5) #
MG478	The Management of People in Global Companies (0.5)	Or another MSc-level elective course which is offered in the School, subject to approval of the course leader and the Programme Director.
MG479	Information Systems for the Public Sector: Digital Government and Service Innovation (0.5)	<b>Elective courses open to GMiM students wishing to have an elective title attached to their degree in Year 2</b>
MG481	Innovating Organisational Information Technology (0.5) #	Students who wish to have one of the elective titles attached to their degree certificate and transcript should choose from within the appropriate sub-list those number of courses that will satisfy the unit requirement for that title.
MG482	Innovation and Technology Management (0.5)	<b>Accounting and Finance</b>
MG483	eHealth: Policy, Strategy and Systems (0.5) #	To qualify for this elective title to be attached to their degree certificate, students must take and pass courses from this sub-list to the value of 2.5 full units. At least 1.0 unit of courses must be from the Department of Accounting and at least 1.0 unit of courses must be from the Department of Finance.
MG486	Social Computing, Data Analytics, and Information Services (0.5) (not available 2022/23)	AC411 Accounting, Strategy and Control (0.5)
MG487	Innovation and Information Systems: Concepts and Perspectives (0.5)	AC412 Accountability, Organisations and Risk Management (0.5)
MG492	Data Governance: Privacy, Openness and Transparency (0.5)	
MG4A3	Incentives and Governance in Organisations (0.5) #	
MG4A8	Strategy for the Information Economy	

AC415	Management Accounting for Decision Making (0.5)
AC416	Topics in Financial Reporting (0.5) #
AC417	Corporate Financial Disclosure and Investor Relations (0.5)
AC444	Valuation and Security Analysis (0.5) #
AC470	Accounting in the Global Economy (0.5) #
FM402	Financial Risk Analysis (0.5) #
FM412	Quantitative Security Analysis (0.5) #
FM413	Fixed Income Markets (0.5) #
FM421	Applied Corporate Finance (0.5) #~A
FM429	Asset Markets A (0.5) #~6
FM431L	Corporate Finance A (0.5) #~7
FM431M	Corporate Finance A (0.5) #~8
FM441	Derivatives (0.5) #
FM442	Quantitative Methods for Finance and Risk Analysis (0.5) #
FM445	Portfolio Management (0.5)
FM471	Sustainable Finance and Impact Investing (0.5) #
FM472	International Finance (0.5) #
FM473L	Financial Markets (0.5) #~9
FM473M	Financial Markets (0.5) #~10
FM474L	Managerial Finance (0.5) ~11
FM474M	Managerial Finance (0.5) ~12
FM476	Entrepreneurial Finance (0.5) #

**Accounting**

To qualify for this elective title to be attached to their degree certificate, students must take and pass courses from this sub-list to the value of at least 2.0 full units.

AC411	Accounting, Strategy and Control (0.5)
AC412	Accountability, Organisations and Risk Management (0.5)
AC415	Management Accounting for Decision Making (0.5)
AC416	Topics in Financial Reporting (0.5) #~13
AC417	Corporate Financial Disclosure and Investor Relations (0.5)
AC444	Valuation and Security Analysis (0.5) #
AC470	Accounting in the Global Economy (0.5) #

**Finance**

To qualify for this elective title to be attached to their degree certificate, students must take and pass courses from this sub-list to the value of at least 2.0 full units.

FM402	Financial Risk Analysis (0.5) #
FM413	Fixed Income Markets (0.5) #
FM421	Applied Corporate Finance (0.5) #
FM429	Asset Markets A (0.5) #~14
FM431L	Corporate Finance A (0.5) #
FM431M	Corporate Finance A (0.5) #
FM441	Derivatives (0.5) #
FM442	Quantitative Methods for Finance and Risk Analysis (0.5) #
FM445	Portfolio Management (0.5)
FM471	Sustainable Finance and Impact Investing (0.5) #
FM472	International Finance (0.5) #
FM473L	Financial Markets (0.5) #~15
FM473M	Financial Markets (0.5) #~16
FM474L	Managerial Finance (0.5) ~17
FM474M	Managerial Finance (0.5) ~18
FM476	Entrepreneurial Finance (0.5) #

**Human Resource Management**

To qualify for this elective title to be attached to their degree certificate, students must take and pass courses from this sub-list to the value of at least 2.0 full units.

MG473	Negotiation Analysis (0.5)
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MG477	Strategic Reward: Key Models and Practices (0.5)
MG478	The Management of People in Global Companies (0.5)
MG4A3	Incentives and Governance in Organisations (0.5) #
MG4B6	Design and Management of Organisations (0.5)
MG4B7	Leading Organisational Change (0.5)
MG4D2	International Employment Relations (0.5) #
MG4D3	The Dark Side of the Organisation (0.5) # (not available 2022/23)
MG4D5	Leadership in Organisations: Theory and Practice (0.5)
PB418	Corporate Communications (0.5)
PB426	Knowledge Processes in Organisations (0.5) (not available 2022/23)

**Information Systems and Digital Business**

To qualify for this elective title to be attached to their degree certificate, students must take and pass courses from this sub-list to the value of at least 2.0 full units.

MG472	Management and Socioeconomics of Digital Innovation (0.5) #
MG479	Information Systems for the Public Sector: Digital Government and Service Innovation (0.5)
MG481	Innovating Organisational Information Technology (0.5) #
MG482	Innovation and Technology Management (0.5)
MG483	eHealth: Policy, Strategy and Systems (0.5) #
MG486	Social Computing, Data Analytics, and Information Services (0.5) (not available 2022/23)
MG487	Innovation and Information Systems: Concepts and Perspectives (0.5)
MG492	Data Governance: Privacy, Openness and Transparency (0.5)
MG4A8	Strategy for the Information Economy (0.5) #
MG4C3	Information Technology and Service Innovation (0.5)

**Marketing and Consumer Behaviour**

To qualify for this elective title to be attached to their degree certificate, students must take and pass courses from this sub-list to the value of at least 2.0 full units.

MC408	Theories and Concepts in Media and Communications (0.5)
MG404	Consumer Insights: Behavioural Fundamentals (0.5)
MG452	Behavioural Economics for Management (0.5) # (not available 2022/23)
MG455	Decisions, Biases and Nudges (0.5) #
MG456	Strategic Decision Making (0.5) # (not available 2022/23)
MG473	Negotiation Analysis (0.5)
MG4F2	Marketing Analytics II: Analytics for Managing Innovations, Products and Brands (0.5)
MG4F3	Digital Marketing (0.5) #
MG4J3	Principles of Pricing (0.5)
MG4J7	Advanced Consumer Behaviour (0.5)
PB418	Corporate Communications (0.5)

**Strategy and International Business**

To qualify for this elective title to be attached to their degree certificate, students must take and pass courses from this sub-list to the value of at least 2.0 full units.

- MG401 Operations Management for Management Consultancy (0.5) #
- MG421 International Business Strategy and Emerging Markets (0.5) #
- MG422 Thinking Strategically (0.5) #
- MG430 Firms & Markets in Emerging Economies (0.5)
- MG452 Behavioural Economics for Management (0.5) # (not available 2022/23)
- MG455 Decisions, Biases and Nudges (0.5) #
- MG456 Strategic Decision Making (0.5) # (not available 2022/23)
- MG472 Management and Socioeconomics of Digital Innovation (0.5) #
- MG473 Negotiation Analysis (0.5)
- MG477 Strategic Reward: Key Models and Practices (0.5)
- MG478 The Management of People in Global Companies (0.5)
- MG4A3 Incentives and Governance in Organisations (0.5) #
- MG4A8 Strategy for the Information Economy (0.5) #
- MG4B1 Corporate Strategy (0.5) #
- MG4B6 Design and Management of Organisations (0.5)
- MG4B9 The World Trading System (0.5) # (not available 2022/23)
- MG4G4 Topics in Management Research (0.5)

**Footnotes for Elective Courses (click here to expand) ~A: Prerequisite Requirements and Mutually Exclusive Options for Elective Courses (click here to expand)~1: FM473L**

can not be taken with FM429~2: FM473M can not be taken with FM429~3: FM474L can not be taken with FM431L, FM431M~4: FM474M can not be taken with FM431L, FM431M~5: GI407 can not be taken with GI409, GI420~6: FM429 can not be taken with FM473L, FM473M, FM474L, FM474M~7: FM431L can not be taken with FM474L, FM474M~8: FM431M can not be taken with FM474L, FM474M~9: FM473L can not be taken with FM429~10: FM473M can not be taken with FM429~11: FM474L can not be taken with FM431L, FM431M~12: FM474M can not be taken with FM431L, FM431M~13: Before taking AC416 you must take AC480~14: FM429 can not be taken with FM473L, FM473M, FM474L, FM474M~15: FM473L can not be taken with FM429~16: FM473M can not be taken with FM429~17: FM474L can not be taken with FM431L, FM431M~18: FM474M can not be taken with FM431L, FM431M

**Prerequisite Requirements and Mutually Exclusive Options**

# means there may be prerequisites for this course. Please view the course guide for more information.

**SUPPLEMENTARY CRITERIA FOR PROGRESSION FROM THE FIRST TO THE SECOND YEAR OF MSc MANAGEMENT**

The following rules set out what marks are required in order to be eligible to proceed into the second year. Students with the following mark profiles progress as follows:

Pass marks in all first year courses allows progression to year two.

A half unit Fail mark or a half unit Bad Fail mark, or a half unit deferral, with at least Pass marks in all other courses will allow progression to year two. One full unit (or two half units) of Fail marks (which could include no more than one half unit Bad Fail

mark), or a full unit of deferral, with at least Pass marks in all other courses, including one half unit of Merit marks will allow progression to year two. Two Bad Fail marks (full or half units) will not allow progression to year two.

Three or more (full or half units) Fails, Bad Fail marks or deferrals will not allow progression to year two.

Students must resubmit all failed components of assessments in courses in which they receive a Bad Fail mark in order to be eligible for the award of a degree. The Repeat Teaching Panel may consider an application for repeat tuition in any failed courses from a student. Results obtained following a repeated attempt at assessment shall bear their normal value.

**Global MSc in Management**

**Programme Code:** TMGLMG2

**Department:** Management

For students starting this programme of study in 2021/22

A two-year programme. Students take courses to the value of eight units but those units are not necessarily spread over the two years.

The second year includes a dissertation. Students complete the course MG488 GMiM Capstone Course - Management in Action (H) over both years, Part A (unassessed) in Year 1 and Part B (assessed) in Year 2.

All students are required to attend MG4A1 Introduction to Studying for GMiM.

Students may choose to concentrate their electives in a certain topic area and may elect to have one of the elective titles attached to their degree certificate and transcript if the title reflects the course of study followed by the student. The possible titles are listed as headings within the Elective Courses below with the courses attached to those areas listed beneath them. If no such election is made, the degree certificate will state 'Management' without further specification.

Students may apply for an exemption from the following core courses taking place in Year 1: MG431 Managerial Economics, MG4E2 Marketing Management and MG434 Organisational Behaviour. A maximum of two course exemptions may be permitted for each student.

**Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

**Paper Course number, title (unit value)**

**Year 1**

Introductory course

- Paper 1 MG4A1 Introduction to Studying for GMiM (0.0)
- MG458 Foundations of Management I: Organisations and Management Theory (0.5) **and** MG459 Foundations of Management 2 (0.5)

Paper 2 MG431 Managerial Economics (0.5)

**And one from:**

- MY451L Introduction to Quantitative Analysis (0.5)
- MY451M Introduction to Quantitative Analysis (0.5)
- MY452L Applied Regression Analysis (0.5) #
- MY452M Applied Regression Analysis (0.5) #

**Or**

Upon satisfactorily demonstrating that they have a degree in economics and have passed, as part of that degree, a course in managerial economics, microeconomics or industrial organisation, students may be exempted from MG431 and will be free to take an elective course, subject to the



	approval of the Programme Director. Students must select one from: MY451L Introduction to Quantitative Analysis (0.5) MY451M Introduction to Quantitative Analysis (0.5) MY452L Applied Regression Analysis (0.5) # MY452M Applied Regression Analysis (0.5) # and 0.5 units from the Elective Courses listed below: <b>Elective Courses (click here to expand)</b> MG434 Organisational Behaviour (0.5) <b>and</b> MG4E2 Marketing Management (0.5)	AC415 Management Accounting for Decision Making (0.5) AC416 Topics in Financial Reporting (0.5) # AC417 Corporate Financial Disclosure and Investor Relations (0.5) AC444 Valuation and Security Analysis (0.5) # AC470 Accounting in the Global Economy (0.5) # AC490 Management Accounting, Decisions and Control (0.5) AC491 Financial Accounting, Reporting and Disclosure (0.5) DV423 Global Political Economy of Development (0.5) # DV424 International Institutions and Late Development (0.5) FM471 Sustainable Finance and Impact Investing (0.5) # FM472 International Finance (0.5) # FM473L Financial Markets (0.5) #~1 FM473M Financial Markets (0.5) #~2 FM474L Managerial Finance (0.5) ~3 FM474M Managerial Finance (0.5) ~4 FM476 Entrepreneurial Finance (0.5) # GI407 Globalisation, Gender and Development (1.0) ~5 (not available 2022/23) GI409 Gender, Globalisation and Development: An Introduction (0.5) GI420 Global Development and Its Discontents: Feminist Perspectives (0.5) MA423 Fundamentals of Operations Research (0.5) # MA424 Modelling in Operations Research (0.5) # MA427 Mathematical Optimisation (0.5) # MC408 Theories and Concepts in Media and Communications (0.5) MG401 Operations Management for Management Consultancy (0.5) # MG404 Consumer Insights: Behavioural Fundamentals (0.5) MG409 Auctions and Game Theory (0.5) # MG418 Open Innovation (0.5) MG421 International Business Strategy and Emerging Markets (0.5) # MG422 Thinking Strategically (0.5) # MG452 Behavioural Economics for Management (0.5) # (not available 2022/23) MG456 Strategic Decision Making (0.5) # (not available 2022/23) MG460 Emergencies Management: Humanitarian Intervention and Digital Innovation (0.5) MG466 Supply Chain Management (0.5) # (not available 2022/23) MG467 Strategy and Change in Public Sector Management (0.5) (not available 2022/23) MG471 Chinese Economy: Entrepreneurship, Innovation and Growth (0.5) (not available 2022/23) MG472 Management and Socioeconomics of Digital Innovation (0.5) # MG473 Negotiation Analysis (0.5) MG477 Strategic Reward: Key Models and Practices (0.5) MG478 The Management of People in Global Companies (0.5) MG479 Information Systems for the Public Sector: Digital Government and Service Innovation (0.5) MG481 Innovating Organisational Information Technology (0.5) #
Paper 3	<b>Or</b> Upon satisfactorily demonstrating that they have a degree in marketing, or in management of business administration with a significant concentration in marketing, students may be exempted from MG4E2 and will be free to take an elective course, subject to the approval of the Programme Director. Students must select courses to the value of 1.0 unit(s), which may include MG434 Organisational Behaviour (0.5), and a further 0.5 units from the Elective Courses listed below: MG434 Organisational Behaviour (0.5) <b>Elective Courses (click here to expand)</b> <b>Or</b> Upon satisfactorily demonstrating that they have a degree in management of business administration with significant knowledge of organisational behaviour, students may be exempted from MG434 and will be free to take an elective course, subject to the approval of the Programme Director. Students must select courses to the value of 1.0 unit(s), which may include MG4E2 Marketing Management (0.5), and a further 0.5 units from the Elective Courses listed below: MG4E2 Marketing Management (0.5) <b>Elective Courses (click here to expand)</b>	
Paper 4	Courses to the value of 0.5 or 1.0 full unit from the Elective Courses listed below: <b>Elective Courses (click here to expand)</b>	
Compulsory course	As part of Paper 4, students also take the compulsory unassessed part of MG488: MG488A GMiM Capstone Course - Management in Action (0.0)	
<b>Year 2</b>		
Paper 5	Courses to the value of 1.0 unit(s) from the following: MG468 Foundations of Management III: Business Ethics, Corporate Governance and Ethical Leadership (0.5) # <b>and</b> MG488B GMiM Capstone Course - Management in Action (0.5) #	
Paper 6	Courses to the value of 1.0 full units from the Elective Courses listed below. At least 0.5 units must be an approved methodology course. <b>Elective Courses (click here to expand)</b>	
Paper 7	Courses to the value of 1.0 or 1.5 full units from the Elective Courses listed below depending on the courses taken under Paper 4. <b>Elective Courses (click here to expand)</b>	
Paper 8	MG470 Management Dissertation (1.0) # <b>Elective Courses (click here to expand)</b> <b>Elective courses open to ALL GMiM students</b> Or another MSc-level elective course which is offered in the School, subject to approval of the course leader and the Programme Director. AC411 Accounting, Strategy and Control (0.5) AC412 Accountability, Organisations and Risk Management (0.5)	

MG482	Innovation and Technology Management (0.5)
MG483	eHealth: Policy, Strategy and Systems (0.5) #
MG485	Management and Economics of E-Business (0.5) # (withdrawn 2022/23)
MG486	Social Computing, Data Analytics, and Information Services (0.5) (not available 2022/23)
MG487	Innovation and Information Systems: Concepts and Perspectives (0.5)
MG492	Data Governance: Privacy, Openness and Transparency (0.5)
MG4A3	Incentives and Governance in Organisations (0.5) #
MG4A8	Strategy for the Information Economy (0.5) #
MG4B1	Corporate Strategy (0.5) #
MG4B6	Design and Management of Organisations (0.5)
MG4B7	Leading Organisational Change (0.5)
MG4B9	The World Trading System (0.5) # (not available 2022/23)
MG4C3	Information Technology and Service Innovation (0.5)
MG4D2	International Employment Relations (0.5) #
MG4D3	The Dark Side of the Organisation (0.5) # (not available 2022/23)
MG4D5	Leadership in Organisations: Theory and Practice (0.5)
MG4F2	Marketing Analytics II: Analytics for Managing Innovations, Products and Brands (0.5)
MG4F3	Digital Marketing (0.5) #
MG4G4	Topics in Management Research (0.5)
MG4J3	Principles of Pricing (0.5)
MG4J6	Brand Strategy (0.5)
MG4J7	Advanced Consumer Behaviour (0.5)
MG4J8	Managing Artificial Intelligence (0.5)
MG4J9	Responsible Digital Innovation: Ethics at Work (0.5)
MY423	Interview Methods for Social Science Research (0.5) #
MY451L	Introduction to Quantitative Analysis (0.5)
MY451M	Introduction to Quantitative Analysis (0.5)
MY452L	Applied Regression Analysis (0.5) #
MY452M	Applied Regression Analysis (0.5) #
MY455	Multivariate Analysis and Measurement (0.5) #
PB418	Corporate Communications (0.5)
PB419	Creativity and Innovation (0.5) # (not available 2022/23)
PB426	Knowledge Processes in Organisations (0.5) (not available 2022/23)
PP4E4	Analytic frameworks for policy evaluation (0.5) # (not available 2022/23)
PP4E5	Innovations in the governance of public services delivery (0.5)
PP4G3	Designing and Managing Change in the Public Sector (0.5)
ST429	Statistical Methods for Risk Management (0.5) #

Or another MSc-level elective course which is offered in the School, subject to approval of the course leader and the Programme Director.

**Elective courses open to GMiM students wishing to have an elective title attached to their degree in Year 2**

Students who wish to have one of the elective titles

attached to their degree certificate and transcript should choose from within the appropriate sub-list those number of courses that will satisfy the unit requirement for that title.

**Accounting and Finance**

To qualify for this elective title to be attached to their degree certificate, students must take and pass courses from this sub-list to the value of 2.5 full units. At least 1.0 unit of courses must be from the Department of Accounting and at least 1.0 unit of courses must be from the Department of Finance.

AC411	Accounting, Strategy and Control (0.5)
AC412	Accountability, Organisations and Risk Management (0.5)
AC415	Management Accounting for Decision Making (0.5)
AC416	Topics in Financial Reporting (0.5) #
AC417	Corporate Financial Disclosure and Investor Relations (0.5)
AC444	Valuation and Security Analysis (0.5) #
AC470	Accounting in the Global Economy (0.5) #
FM402	Financial Risk Analysis (0.5) #
FM412	Quantitative Security Analysis (0.5) #
FM413	Fixed Income Markets (0.5) #
FM421	Applied Corporate Finance (0.5) #~A
FM429	Asset Markets A (0.5) #~6
FM431L	Corporate Finance A (0.5) #~7
FM431M	Corporate Finance A (0.5) #~8
FM441	Derivatives (0.5) #
FM442	Quantitative Methods for Finance and Risk Analysis (0.5) #
FM445	Portfolio Management (0.5)
FM472	International Finance (0.5) #
FM473L	Financial Markets (0.5) #~9
FM473M	Financial Markets (0.5) #~10
FM474L	Managerial Finance (0.5) ~11
FM474M	Managerial Finance (0.5) ~12
FM476	Entrepreneurial Finance (0.5) #

**Accounting**

To qualify for this elective title to be attached to their degree certificate, students must take courses from this sub-list to the value of at least 2.0 full units.

AC411	Accounting, Strategy and Control (0.5)
AC412	Accountability, Organisations and Risk Management (0.5)
AC415	Management Accounting for Decision Making (0.5)
AC416	Topics in Financial Reporting (0.5) #~13
AC417	Corporate Financial Disclosure and Investor Relations (0.5)
AC444	Valuation and Security Analysis (0.5) #
AC470	Accounting in the Global Economy (0.5) #

**Finance**

To qualify for this elective title to be attached to their degree certificate, students must take courses from this sub-list to the value of at least 2.0 full units.

FM402	Financial Risk Analysis (0.5) #
FM413	Fixed Income Markets (0.5) #
FM421	Applied Corporate Finance (0.5) #
FM429	Asset Markets A (0.5) #~14
FM431L	Corporate Finance A (0.5) #
FM431M	Corporate Finance A (0.5) #
FM441	Derivatives (0.5) #
FM442	Quantitative Methods for Finance and Risk Analysis (0.5) #
FM445	Portfolio Management (0.5)
FM472	International Finance (0.5) #

- FM473L Financial Markets (0.5) #~15  
 FM473M Financial Markets (0.5) #~16  
 FM474L Managerial Finance (0.5) ~17  
 FM474M Managerial Finance (0.5) ~18  
 FM476 Entrepreneurial Finance (0.5) #

#### Human Resource Management

To qualify for this elective title to be attached to their degree certificate, students must take courses from this sub-list to the value of at least 2.0 full units.

- MG473 Negotiation Analysis (0.5)  
 MG477 Strategic Reward: Key Models and Practices (0.5)  
 MG478 The Management of People in Global Companies (0.5)  
 MG4A3 Incentives and Governance in Organisations (0.5) #  
 MG4B6 Design and Management of Organisations (0.5)  
 MG4B7 Leading Organisational Change (0.5)  
 MG4D2 International Employment Relations (0.5) #  
 MG4D3 The Dark Side of the Organisation (0.5) # (not available 2022/23)  
 MG4D5 Leadership in Organisations: Theory and Practice (0.5)  
 PB418 Corporate Communications (0.5)  
 PB426 Knowledge Processes in Organisations (0.5) (not available 2022/23)

#### Information Systems and Digital Business

To qualify for this elective title to be attached to their degree certificate, students must take courses from this sub-list to the value of at least 2.0 full units.

- MG472 Management and Socioeconomics of Digital Innovation (0.5) #  
 MG479 Information Systems for the Public Sector: Digital Government and Service Innovation (0.5)  
 MG481 Innovating Organisational Information Technology (0.5) #  
 MG482 Innovation and Technology Management (0.5)  
 MG483 eHealth: Policy, Strategy and Systems (0.5) #  
 MG485 Management and Economics of E-Business (0.5) # (withdrawn 2022/23)  
 MG486 Social Computing, Data Analytics, and Information Services (0.5) (not available 2022/23)  
 MG487 Innovation and Information Systems: Concepts and Perspectives (0.5)  
 MG492 Data Governance: Privacy, Openness and Transparency (0.5)  
 MG4A8 Strategy for the Information Economy (0.5) #  
 MG4C3 Information Technology and Service Innovation (0.5)

#### Marketing and Consumer Behaviour

To qualify for this elective title to be attached to their degree certificate, students must take courses from this sub-list to the value of at least 2.0 full units.

- MC408 Theories and Concepts in Media and Communications (0.5)  
 MG404 Consumer Insights: Behavioural Fundamentals (0.5)  
 MG452 Behavioural Economics for Management (0.5) # (not available 2022/23)  
 MG455 Decisions, Biases and Nudges (0.5) #  
 MG456 Strategic Decision Making (0.5) # (not available 2022/23)

- MG473 Negotiation Analysis (0.5)  
 MG4F2 Marketing Analytics II: Analytics for Managing Innovations, Products and Brands (0.5)  
 MG4F3 Digital Marketing (0.5) #  
 MG4J3 Principles of Pricing (0.5)  
 MG4J7 Advanced Consumer Behaviour (0.5)  
 PB418 Corporate Communications (0.5)

#### Strategy and International Business

To qualify for this elective title to be attached to their degree certificate, students must take courses from this sub-list to the value of at least 2.0 full units.

- MG401 Operations Management for Management Consultancy (0.5) #  
 MG421 International Business Strategy and Emerging Markets (0.5) #  
 MG422 Thinking Strategically (0.5) #  
 MG430 Firms & Markets in Emerging Economies (0.5)  
 MG452 Behavioural Economics for Management (0.5) # (not available 2022/23)  
 MG455 Decisions, Biases and Nudges (0.5) #  
 MG456 Strategic Decision Making (0.5) # (not available 2022/23)  
 MG472 Management and Socioeconomics of Digital Innovation (0.5) #  
 MG473 Negotiation Analysis (0.5)  
 MG477 Strategic Reward: Key Models and Practices (0.5)  
 MG478 The Management of People in Global Companies (0.5)  
 MG4A3 Incentives and Governance in Organisations (0.5) #  
 MG4A8 Strategy for the Information Economy (0.5) #  
 MG4B1 Corporate Strategy (0.5) #  
 MG4B6 Design and Management of Organisations (0.5)  
 MG4B9 The World Trading System (0.5) # (not available 2022/23)  
 MG4G4 Topics in Management Research (0.5)

**Footnotes for Elective Courses A:** FM431L / FM431M or FM473L / FM473M or FM474L / FM474M must also have been taken previously.

#### Prerequisite Requirements and Mutually Exclusive Options for Elective Courses (click here to expand)~1:

FM473L can not be taken with FM429~2: FM473M can not be taken with FM429~3: FM474L can not be taken with FM431L, FM431M~4: FM474M can not be taken with FM431L, FM431M~5: GI407 can not be taken with GI409, GI420~6: FM429 can not be taken with FM473L, FM473M, FM474L, FM474M~7: FM431L can not be taken with FM474L, FM474M~8: FM431M can not be taken with FM474L, FM474M~9: FM473L can not be taken with FM429~10: FM473M can not be taken with FM429~11: FM474L can not be taken with FM431L, FM431M~12: FM474M can not be taken with FM431L, FM431M~13: Before taking AC416 you must take AC480~14: FM429 can not be taken with FM473L, FM473M, FM474L, FM474M~15: FM473L can not be taken with FM429~16: FM473M can not be taken with FM429~17: FM474L can not be taken with FM431L, FM431M~18: FM474M can not be taken with FM431L, FM431M

# means there may be prerequisites for this course. Please view the course guide for more information.

#### SUPPLEMENTARY CRITERIA FOR PROGRESSION

**FROM THE FIRST TO THE SECOND YEAR OF MSC MANAGEMENT**

The following rules set out what marks are required in order to be eligible to proceed into the second year. Students with the following mark profiles progress as follows:

Pass marks in all first year courses allows progression to year two.

A half unit Fail mark or a half unit Bad Fail mark with at least Pass marks in all other courses will allow progression to year two.

One full unit (or two half units) of Fail marks (which could include no more than one half unit Bad Fail mark) with at least Pass marks in all other courses, including one half unit of Merit marks will allow progression to year two.

Two Bad Fail marks (full or half units) will not allow progression to year two.

Three or more (full or half units) Fails or Bad Fail marks will not allow progression to year two.

Students must resubmit all failed components of assessments in courses in which they receive a Bad Fail mark in order to be eligible for the award of a degree. The Repeat Teaching Panel may consider an application for repeat tuition in any failed courses from a student. Results obtained following a repeated attempt at assessment shall bear their normal value.

**Note for prospective students:**

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm](http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm). Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm](http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm).

in Management (0.5) **and** MG4E2 Marketing Management (0.5)

**Or**

With the approval of the Programme Director, students who have already completed the equivalent of MG4E2 in their prior studies may be permitted to take the following course combination instead:

	MG439	Organisational Behaviour for Master's in Management (0.5) <b>and</b> MG404 Consumer Insights: Behavioural Fundamentals (0.5)
Paper 3	AC493	Financial and Management Accounting for Managerial Decision Making (0.5) <b>and</b> FM474M Managerial Finance (0.5)
Paper 4		Courses to the value of 1.0 unit(s) from the following:
	FM471	Sustainable Finance and Impact Investing (0.5) #
	FM472	International Finance (0.5) #
	FM476	Entrepreneurial Finance (0.5) #
	MG401	Operations Management for Management Consultancy (0.5) #
	MG402	Public Management: A Design-Oriented Approach (0.5)
	MG404	Consumer Insights: Behavioural Fundamentals (0.5) A
	MG409	Auctions and Game Theory (0.5) #
	MG421	International Business Strategy and Emerging Markets (0.5) #
	MG422	Thinking Strategically (0.5) #
	MG430	Firms & Markets in Emerging Economies (0.5)
	MG456	Strategic Decision Making (0.5) # (not available 2022/23)
	MG460	Emergencies Management: Humanitarian Intervention and Digital Innovation (0.5)
	MG466	Supply Chain Management (0.5) # (not available 2022/23)
	MG467	Strategy and Change in Public Sector Management (0.5) (not available 2022/23)
	MG471	Chinese Economy: Entrepreneurship, Innovation and Growth (0.5) (not available 2022/23)
	MG473	Negotiation Analysis (0.5)
	MG478	The Management of People in Global Companies (0.5)
	MG479	Information Systems for the Public Sector: Digital Government and Service Innovation (0.5)
	MG486	Social Computing, Data Analytics, and Information Services (0.5) (not available 2022/23)
	MG492	Data Governance: Privacy, Openness and Transparency (0.5)
	MG4B1	Corporate Strategy (0.5) #
	MG4B6	Design and Management of Organisations (0.5)
	MG4B7	Leading Organisational Change (0.5)
	MG4C3	Information Technology and Service Innovation (0.5)
	MG4D4	Cross Cultural Management (0.5) #
	MG4D5	Leadership in Organisations: Theory and Practice (0.5)
	MG4F2	Marketing Analytics II: Analytics for Managing Innovations, Products and Brands (0.5)
	MG4F3	Digital Marketing (0.5) #
	MG4G7	Contemporary Topics in Advanced

**MSc in Management (1 Year Programme)**

**Programme Code:** TMMG

**Department:** Management

For students starting this programme of study in 2022/23 Full-year programme. Students take courses to the value of five units: eight compulsory courses, electives to the value of one unit and as shown below. All students are required to attend the introductory course MG4J1 Introduction to Mathematics and Data Analysis for Managers.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Introductory course	MG4J1 Introduction to Mathematics and Data Analysis for Managers (0.0)
Paper 1	MG465 Managerial Economics for Masters in Management Students (0.5) <b>and</b> MG4F7 Business Analysis (0.5)
	<b>Or</b>
	With the approval of the Programme Director, students who have already completed the equivalent of MG465 in their prior studies may be permitted to take the following course combination instead:
	MG4A5 The Analysis of Strategy A (0.5) <b>and</b> MG4F7 Business Analysis (0.5) *
Paper 2	MG439 Organisational Behaviour for Master's



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	Technology Management (0.5) # (not available 2022/23)
MG4J3	Principles of Pricing (0.5)
MG4J6	Brand Strategy (0.5)
MG4J7	Advanced Consumer Behaviour (0.5)
MG4J8	Managing Artificial Intelligence (0.5)
MG4J9	Responsible Digital Innovation: Ethics at Work (0.5)
Paper 5	MG4F4 Strategy and Innovation in a Global Context (0.5) <b>and</b> MG4F5 Business in the Global Environment (0.5)
	<b>Prerequisite Requirements and Mutually Exclusive Options</b>
	* means available with permission
	# means there may be prerequisites for this course. Please view the course guide for more information.
<b>Footnotes</b>	A: If not taken under paper 2.

## MSc in Management and Strategy

**Programme Code:** TMMNST

**Department:** Management

For students starting this programme of study in 2022/23 Full-year programme. Students must take the four compulsory half-unit courses, optional courses to the value of three half units, and a half-unit dissertation.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

<b>Paper</b>	<b>Course number, title (unit value)</b>
Paper 1	Four 0.5 unit compulsory courses:
	MG4A3 Incentives and Governance in Organisations (0.5) #
	MG4A5 The Analysis of Strategy A (0.5)
	MG4A6 The Analysis of Strategy B (0.5) #
	MG4B6 Design and Management of Organisations (0.5)
Paper 2	Courses to the value of 1.0 unit(s) from the following:
	AC444 Valuation and Security Analysis (0.5) #
	AC470 Accounting in the Global Economy (0.5) #
	AC490 Management Accounting, Decisions and Control (0.5)
	AC491 Financial Accounting, Reporting and Disclosure (0.5)
	FM473L Financial Markets (0.5) #
	FM473M Financial Markets (0.5) #
	FM474L Managerial Finance (0.5)
	FM474M Managerial Finance (0.5)
	MG402 Public Management: A Design-Oriented Approach (0.5)
	MG409 Auctions and Game Theory (0.5) #
	MG430 Firms & Markets in Emerging Economies (0.5)
	MG452 Behavioural Economics for Management (0.5) # (not available 2022/23)
	MG467 Strategy and Change in Public Sector Management (0.5) (not available 2022/23)
	MG471 Chinese Economy: Entrepreneurship, Innovation and Growth (0.5) (not available 2022/23)
	MG473 Negotiation Analysis (0.5)
	MG4A8 Strategy for the Information Economy (0.5) #
	MG4B1 Corporate Strategy (0.5) #
	MG4B3 International Marketing: A Strategic

	Approach (0.5)
MG4B8	Evolutionary Psychology and Management (0.5)
MG4B9	The World Trading System (0.5) # (not available 2022/23)
MG4G4	Topics in Management Research (0.5)
MG4J3	Principles of Pricing (0.5)
MG4J6	Brand Strategy (0.5)
Paper 3	Courses to the value of 0.5 unit(s) from the following:
	<b>Paper 2 options list</b>
	<b>Or</b>
	With the approval of the programme director, a half-unit course not on this list.
Paper 4	MG497 Dissertation: MSc Management and Strategy (0.5)
	<b>Paper 2 options list</b>
	AC444 Valuation and Security Analysis (0.5) #
	AC470 Accounting in the Global Economy (0.5) #
	AC490 Management Accounting, Decisions and Control (0.5)
	AC491 Financial Accounting, Reporting and Disclosure (0.5)
	FM473L Financial Markets (0.5) #
	FM473M Financial Markets (0.5) #
	FM474L Managerial Finance (0.5)
	FM474M Managerial Finance (0.5)
	MG402 Public Management: A Design-Oriented Approach (0.5)
	MG409 Auctions and Game Theory (0.5) #
	MG430 Firms & Markets in Emerging Economies (0.5)
	MG452 Behavioural Economics for Management (0.5) # (not available 2022/23)
	MG467 Strategy and Change in Public Sector Management (0.5) (not available 2022/23)
	MG471 Chinese Economy: Entrepreneurship, Innovation and Growth (0.5) (not available 2022/23)
	MG473 Negotiation Analysis (0.5)
	MG4A8 Strategy for the Information Economy (0.5) #
	MG4B1 Corporate Strategy (0.5) #
	MG4B3 International Marketing: A Strategic Approach (0.5)
	MG4B8 Evolutionary Psychology and Management (0.5)
	MG4B9 The World Trading System (0.5) # (not available 2022/23)
	MG4G4 Topics in Management Research (0.5)
	MG4J3 Principles of Pricing (0.5)
	MG4J6 Brand Strategy (0.5)
	# means there may be prerequisites for this course. Please view the course guide for more information.

## MSc in Management of Information Systems and Digital Innovation

**Programme Code:** TMMISDI

**Department:** Management

For students starting this programme of study in 2022/23 Full-year programme which is available on a part-time basis. Students must take four half unit compulsory courses, three half unit optional courses and a dissertation. Students are also required to attend an unassessed skills course: MG496 Study Skills and Research Methods.

Part-time students are required to take taught courses in the

Michaelmas and Lent Terms of their two years and the work load will be split across both years (two units per year). The dissertation will be completed in the Summer Term of the second year.

**Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Skills Course	MG496 Study Skills and Contemporary Topics in Information Systems and Digital Innovations (0.0)
Paper 1	MG487 Innovation and Information Systems: Concepts and Perspectives (0.5)
Paper 2	MG481 Innovating Organisational Information Technology (0.5) #
Paper 3	MG472 Management and Socioeconomics of Digital Innovation (0.5) #
Papers 4 & 5	Courses to the value of 1.0 unit(s) from the following:
	DV483 Information Communication Technologies and Socio-economic Development (0.5)
	MG460 Emergencies Management: Humanitarian Intervention and Digital Innovation (0.5)
	MG479 Information Systems for the Public Sector: Digital Government and Service Innovation (0.5)
	MG483 eHealth: Policy, Strategy and Systems (0.5) #
	MG486 Social Computing, Data Analytics, and Information Services (0.5) (not available 2022/23)
	MG492 Data Governance: Privacy, Openness and Transparency (0.5)
	MG4C3 Information Technology and Service Innovation (0.5)
	MG4G7 Contemporary Topics in Advanced Technology Management (0.5) # (not available 2022/23)
	MG4J8 Managing Artificial Intelligence (0.5)
	MG4J9 Responsible Digital Innovation: Ethics at Work (0.5)
Paper 6	Either another 0.5 unit course from Papers 4 & 5 above <b>or</b> from the following: A
	AC490 Management Accounting, Decisions and Control (0.5)
	FM473L Financial Markets (0.5) #
	FM474L Managerial Finance (0.5)
	MG401 Operations Management for Management Consultancy (0.5) #
	MG402 Public Management: A Design-Oriented Approach (0.5)
	MG418 Open Innovation (0.5)
	MG466 Supply Chain Management (0.5) # (not available 2022/23)
	MG467 Strategy and Change in Public Sector Management (0.5) (not available 2022/23)
	MG4B7 Leading Organisational Change (0.5)
	MG4F3 Digital Marketing (0.5) #
	MG4J3 Principles of Pricing (0.5)
	PH425 Business and Organisational Ethics (0.5)
	ST449 Artificial Intelligence (0.5)
	ST455 Reinforcement Learning (0.5) #
	ST456 Deep Learning (0.5) #
	A course from another programme with permission of the Programme Director by special permission only.
	<b>Papers 4 &amp; 5 options list</b>
Paper 7	MG4D7 Dissertation: MSc MISDI (0.5) <b>and</b>

MY401 Research Design for Studies in Digital Innovation (0.5)

#### Papers 4 & 5 options list

DV483	Information Communication Technologies and Socio-economic Development (0.5)
MG460	Emergencies Management: Humanitarian Intervention and Digital Innovation (0.5)
MG479	Information Systems for the Public Sector: Digital Government and Service Innovation (0.5)
MG483	eHealth: Policy, Strategy and Systems (0.5) #
MG486	Social Computing, Data Analytics, and Information Services (0.5) (not available 2022/23)
MG492	Data Governance: Privacy, Openness and Transparency (0.5)
MG4C3	Information Technology and Service Innovation (0.5)
MG4G7	Contemporary Topics in Advanced Technology Management (0.5) # (not available 2022/23)
MG4J8	Managing Artificial Intelligence (0.5)
MG4J9	Responsible Digital Innovation: Ethics at Work (0.5)

#### Footnotes

A: Statistics Courses (ST445, ST449 and ST456) may require some mathematics, in particular use of vectors and some calculus and a basic knowledge of computer programming is expected. # means there may be prerequisites for this course. Please view the course guide for more information.

## MSc in Marketing

**Programme Code:** TMMK

**Department:** Management

For students starting this programme of study in 2022/23 Full-year programme. Students must take four compulsory courses and options to the value of two units as shown below. Students must also complete the introductory course MG4E7 Business Fundamentals.

**Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Introductory Course	MG4E7 Business Fundamentals (0.0)
Paper 1	MG4E8 Principles of Marketing (0.5) <b>and</b> MG4E9 Marketing Analytics I: Consumer Analysis Fundamentals (0.5)
Paper 2	MG404 Consumer Insights: Behavioural Fundamentals (0.5) <b>and</b> MG4F1 Marketing Action Learning Project (0.5) #
Paper 3	Courses to the value of 1.0 unit(s) from the following:
	MG403 Pricing Strategy (0.5)
	MG455 Decisions, Biases and Nudges (0.5) #
	MG456 Strategic Decision Making (0.5) # (not available 2022/23)
	MG4F2 Marketing Analytics II: Analytics for Managing Innovations, Products and Brands (0.5)
	MG4F3 Digital Marketing (0.5) #
	MG4J6 Brand Strategy (0.5)
	MG4J7 Advanced Consumer Behaviour (0.5)
Paper 4	Courses to the value of 1.0 unit(s) from the

following, subject to timetable constraints:

MA429 Algorithmic Techniques for Data Mining (0.5) #

MC402 The Audience in Media and Communications (0.5)

MC403 Contemporary Issues in Media and Communications Policy (0.5) #

MG403 Pricing Strategy (0.5)

MG430 Firms & Markets in Emerging Economies (0.5)

MG455 Decisions, Biases and Nudges (0.5) #

MG456 Strategic Decision Making (0.5) # (not available 2022/23)

MG4A3 Incentives and Governance in Organisations (0.5) #

MG4C2 Organisational Behaviour (0.5)

MG4D5 Leadership in Organisations: Theory and Practice (0.5)

MG4F2 Marketing Analytics II: Analytics for Managing Innovations, Products and Brands (0.5)

MG4F3 Digital Marketing (0.5) #

MG4J6 Brand Strategy (0.5)

MG4J7 Advanced Consumer Behaviour (0.5)

MY405 Research Design for Policy and Programme Evaluation (0.5)

MY421L Qualitative Research Methods (0.5)

MY421M Qualitative Research Methods (0.5)

MY426 Doing Ethnography (0.5) #

MY455 Multivariate Analysis and Measurement (0.5) #

MY456 Survey Methodology (0.5) #

PB419 Creativity and Innovation (0.5) # (not available 2022/23)

ST405 Multivariate Methods (0.5) #

ST411 Generalised Linear Modelling and Survival Analysis (0.5) #

ST422 Time Series (0.5) #

Or any other MSc-level elective course which is offered in the School, subject to approval of the Course Leader and the Programme Director.

# means there may be prerequisites for this course. Please view the course guide for more information.

## MSc in Media, Communication and Development

**Programme Code:** TMMECODE

**Department:** Media and Communications

For students starting this programme of study in 2022/23 Full year programme. Students must take courses to the value of three full units and a dissertation as shown below.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	MC408 Theories and Concepts in Media and Communications (0.5)
	<b>And</b> one of the following 0.5 unit courses:
	MC4M1 Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (0.5) <b>or</b>
	MC4M7 Methods of Research in Media & Communications (including Qualitative Analysis & Applied Regression Analysis) (0.5) A
Paper 2	MC421 Critical Approaches to Media, Communication and Development (0.5)

Paper 3	Courses to the value of 1.5 unit(s) from the following:
	DV424 International Institutions and Late Development (0.5)
	DV483 Information Communication Technologies and Socio-economic Development (0.5)
	GI425 Introduction to Gender, Peace and Security (0.5)
	MC407 International Media and The Global South (0.5)
	MC409 Media, Technology and Everyday Life (0.5)
	MC420 Identity, Transnationalism and the Media (0.5)
	MC423 Global Media Industries (0.5)
	MC426 Film Theory and World Cinema (0.5)
	MC428 Media Culture and Neoliberalism in the Global South (0.5)
	MC429 Humanitarian Communication: Vulnerability, Discourse and Power (0.5)
	MC433 Technology and Justice (0.5) #
	MC436 Mediating the Past (0.5)
	MC438 Mediated Feminisms (0.5)
	MC439 Media, Technology, and the Body (0.5)
	MY423 Interview Methods for Social Science Research (0.5) #
	PB422 Health Communication (0.5)
	Any other MSc level course which is offered in the School, subject to the consent of the candidate's programme director.
Paper 4	MC499 Dissertation: Media and Communications (1.0) B

### Footnotes

A: MY452 is an advanced Applied Regression Analysis course offered by the Department of Methodology and must be taken by students who select MC4M7. Students wishing to select this option need to already have a grounding in quantitative methods and must seek approval from the Programme Director. Approval is also subject to timetabling constraints.

B: Passing this course is a requirement for passing the programme.

# means there may be prerequisites for this course. Please view the course guide for more information.

Subject to agreement with the Programme Director, students can take up to one full unit of courses outside the Department of Media and Communications Department (non MC-prefixed courses).

### Note for prospective students:

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm](https://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm). Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm](https://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm).

## MSc in Media and Communications

**Programme Code:** TMMEC

**Department:** Media and Communications

For students starting this programme of study in 2022/23 Full-year programme. Students must take courses to the value of three full units and a dissertation as shown below.

**Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	MC408 Theories and Concepts in Media and Communications (0.5) <b>and</b> MC418 Communication: Cultures and Approaches (0.5)
Paper 2	One of the following 0.5 unit courses: MC4M1 Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (0.5) <b>or</b> MC4M7 Methods of Research in Media & Communications (including Qualitative Analysis & Applied Regression Analysis) (0.5) A
Paper 3	Courses to the value of 1.5 unit(s) from the following: MC401 Mediated Resistance and Activism (0.5) MC402 The Audience in Media and Communications (0.5) MC403 Contemporary Issues in Media and Communications Policy (0.5) # MC407 International Media and The Global South (0.5) MC409 Media, Technology and Everyday Life (0.5) MC416 Representation in the Age of Globalisation (0.5) MC420 Identity, Transnationalism and the Media (0.5) MC423 Global Media Industries (0.5) MC425 Interpersonal Mediated Communication (0.5) MC426 Film Theory and World Cinema (0.5) MC427 Digital Media Futures (0.5) MC432 Strategic Communication in Practice: Professional Perspectives (0.5) MC434 Digital Platforms and Media Infrastructures (0.5) # MC436 Mediating the Past (0.5) MC437 Media, Data and Social Order (0.5) # MC438 Mediated Feminisms (0.5) MC439 Media, Technology, and the Body (0.5) Any other MSc level course which is offered in the School, subject to the consent of the candidate's programme director.
Paper 4	MC499 Dissertation: Media and Communications (1.0) B

**Footnotes**  
A: MY452 is an advanced Applied Regression Analysis course offered by the Department of Methodology and must be taken by students who select MC4M7. Students wishing to select this option need to already have a grounding in quantitative methods and must seek approval from the Programme Director. Approval is also subject to timetabling constraints.

B: Passing this course is a requirement for passing the programme.

# means there may be prerequisites for this course. Please view the course guide for more information.

Students can take up to one full unit of courses outside the Department of Media and Communications Department (non MC-prefixed courses).

**Note for prospective students:**

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students [lse.ac.uk/resources/calendar/](http://lse.ac.uk/resources/calendar/)

[CourseAndProgrammeInfo/updatedPGProspective.htm](http://CourseAndProgrammeInfo/updatedPGProspective.htm). Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm](http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm).

## MSc in Media and Communications (Data and Society)

**Programme Code:** TMMECDS

**Department:** Media and Communications

For students starting this programme of study in 2022/23

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown below.

**Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	MC408 Theories and Concepts in Media and Communications (0.5) <b>And</b> one of the following 0.5 unit courses: MC4M1 Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (0.5) <b>or</b> MC4M7 Methods of Research in Media & Communications (including Qualitative Analysis & Applied Regression Analysis) (0.5) A
Paper 2	MC430 Data in Communication and Society (0.5)
Paper 3	Courses to the value of 1.5 unit(s) from the following: LL4S1 Cyberlaw (0.5) # MC409 Media, Technology and Everyday Life (0.5) MC422 Critical Studies in Media and Journalism (0.5) MC425 Interpersonal Mediated Communication (0.5) MC427 Digital Media Futures (0.5) MC433 Technology and Justice (0.5) # MC434 Digital Platforms and Media Infrastructures (0.5) # MC436 Mediating the Past (0.5) MC437 Media, Data and Social Order (0.5) # MC439 Media, Technology, and the Body (0.5) MG486 Social Computing, Data Analytics, and Information Services (0.5) (not available 2022/23) MG492 Data Governance: Privacy, Openness and Transparency (0.5) MG4G7 Contemporary Topics in Advanced Technology Management (0.5) # (not available 2022/23) MY461 Social Network Analysis (0.5) MY472 Data for Data Scientists (0.5) Any other course which is offered in the School at master's level, subject to the consent of the candidate's programme director.
Paper 4	MC499 Dissertation: Media and Communications (1.0) B

**Footnotes**  
A: MY452 is an advanced Applied Regression Analysis course offered by the Department of Methodology and must be taken by students who select MC4M7. Students wishing to select this option need to already have a grounding in quantitative methods and must seek approval from the Programme Director. Approval is also subject to timetabling constraints.



B: Passing this course is a requirement for passing the programme.

# means there may be prerequisites for this course. Please view the course guide for more information.

Students can take no more than one full unit of courses from outside the Department of Media and Communications (non Mc-prefixed courses).

**Note for prospective students:**

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm](http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm). Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm](http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm).

## MSc in Media and Communications (Media and Communications Governance)

**Programme Code:** TMMECMCG

**Department:** Media and Communications

For students starting this programme of study in 2022/23

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown below.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	MC408 Theories and Concepts in Media and Communications (0.5)
	<b>And</b> one of the following 0.5 unit courses:
	MC4M1 Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (0.5) <b>or</b>
	MC4M7 Methods of Research in Media & Communications (including Qualitative Analysis & Applied Regression Analysis) (0.5) A
Paper 2	MC424 Media and Communication Governance (0.5)
Paper 3	Courses to the value of 1.5 unit(s) from the following:
	EU421 Policy-Making in the European Union (0.5) #
	LL4H2 Freedom of Speech, Media and the Law (0.5)
	LL4H3 Media Law: Regulating Newsgathering (0.5)
	LL4S1 Cyberlaw (0.5) #
	MC403 Contemporary Issues in Media and Communications Policy (0.5) #
	MC418 Communication: Cultures and Approaches (0.5)
	MC423 Global Media Industries (0.5)
	MC433 Technology and Justice (0.5) #
	MC434 Digital Platforms and Media Infrastructures (0.5) #
	MC436 Mediating the Past (0.5)
	MC437 Media, Data and Social Order (0.5) #
	MG487 Innovation and Information Systems: Concepts and Perspectives (0.5)
	MG4J9 Responsible Digital Innovation: Ethics at Work (0.5)
	Any other half unit paper which is offered in the School at master's level, subject to the consent of

the student's teachers.

Paper 4 MC499 Dissertation: Media and Communications (1.0) B

**Footnotes**

A: MY452 is an advanced Applied Regression Analysis course offered by the Department of Methodology and must be taken by students who select MC4M7. Students wishing to select this option need to already have a grounding in quantitative methods and must seek approval from the Programme Director. Approval is also subject to timetabling constraints.

B: Passing this course is a requirement for passing the programme.

# means there may be prerequisites for this course. Please view the course guide for more information.

Students can take no more than one full unit of courses from outside the Department of Media and Communications (non MC-prefixed courses).

**Note for prospective students:**

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm](http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm). Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm](http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm).

## MSc in Media and Communications (Research)

**Programme Code:** TMMECRE

**Department:** Media and Communications

For students starting this programme of study in 2022/23

Full year programme. Students must take courses to the value of three full units and a dissertation as shown below.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	MC408 Theories and Concepts in Media and Communications (0.5)
Paper 2	One of the following full-unit courses:
	MC4M2 Advanced Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (1.0) A <b>or</b>
	MC4M8 Advanced Methods of Research in Media & Communications (including Qualitative & Advanced Quantitative Analysis) (1.0) B
Paper 3	Courses to the value of 1.5 unit(s) from the following:
	MC402 The Audience in Media and Communications (0.5)
	MC407 International Media and The Global South (0.5)
	MC409 Media, Technology and Everyday Life (0.5)
	MC416 Representation in the Age of Globalisation (0.5)
	MC418 Communication: Cultures and Approaches (0.5)
	MC422 Critical Studies in Media and Journalism (0.5)
	MC423 Global Media Industries (0.5)
	MC425 Interpersonal Mediated Communication (0.5)

	MC426	Film Theory and World Cinema (0.5)
	MC427	Digital Media Futures (0.5)
	MC432	Strategic Communication in Practice: Professional Perspectives (0.5)
	MC434	Digital Platforms and Media Infrastructures (0.5) #
	MC436	Mediating the Past (0.5)
	MC437	Media, Data and Social Order (0.5) #
	MC439	Media, Technology, and the Body (0.5)
		Any other MSc level course which is offered in the School, subject to the consent of the candidate's programme director.
Paper 4	MC499	Dissertation: Media and Communications (1.0) C

**Footnotes**

A: Passing either MC4M2 or MC4M8 is a requirement for passing the programme.  
 B: MY455 is an advanced Multivariate Analysis course offered by the Department of Methodology and must be taken by students who select MC4M8. Students wishing to select this option need to already have a grounding in quantitative methods and must seek approval from the Programme Director. Approval is also subject to timetabling constraints.  
 C: Passing this course is a requirement for passing the programme.  
 # means there may be prerequisites for this course. Please view the course guide for more information.  
 Students can take no more than one full unit of courses from outside the Department of Media and Communications (non MC-prefixed courses).  
**Note for prospective students:**  
 For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm](http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm). Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm](http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm).

**MA in Modern History**

**Programme Code:** TMHYMH

**Department:** International History

For students starting this programme of study in 2022/23

Full-year programme. Students take courses to the value of three full units and a dissertation.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

**Paper Course number, title (unit value)**

**Year 1**

Paper 1		Courses to the value of 1.0 unit(s) from the following:
	EH404	India and the World Economy (0.5)
	EH457	Living Standards since the Industrial Revolution: The British experience c.1750-2000 (0.5)
	EH482	The Origins of the World Economy: Europe and Asia, 1000-1800 (1.0)
	GV4F5	Advanced Study of Key Political Thinkers (0.5) #
	GV4G7	Marx and Marxism (0.5)
	HY424	The Napoleonic Empire: The Making of Modern Europe (1.0) (not available

		2022/23)
	HY459	The Ottoman Empire and its Legacy, 1299-1950 (1.0) (not available 2022/23)
	HY469	Maps, History and Power: The Spaces and Cultures of the Past (1.0)
	HY478	Genesis of the Modern World: Europe, China & India, 1550-1840 (1.0)
	HY483	Land and Conflict in Latin America since 1750 (1.0)
	HY484L	Empire, Colonialism and Globalisation (0.5) 1
	HY484M	Empire, Colonialism and Globalisation (0.5) 2
	HY486	The Anti-Slave-Trade Atlantic World, c. 1807-1870 (1.0)
	HY489	China and the External World, 1644-1839 (0.5)
	HY4A7	Islam, Power and Culture in Mughal India (0.5)
	HY4B4	Maritime Asia in Transition, 1405-1839 (0.5)
	HY4B5	Queer Early Modernities (0.5)
	SO426	Classical Social Thought (0.5) (not available 2022/23)
Paper 2		Courses to the value of 1.0 unit(s) from the following:
	EH429	History of Economics: Ideas, Policy and Performativity (0.5)
	EH483	The Development and Integration of the World Economy in the 19th and 20th Centuries (1.0)
	EU476	Emotions and Memory in European Politics (0.5)
	HY400	Crisis Decision-Making in War and Peace 1914-2003 (1.0) #
	HY411	European Integration in the Twentieth Century (1.0) #
	HY422	Presidents, Public Opinion, and Foreign Policy, from Roosevelt to Reagan, 1933-89 (1.0)
	HY429	Anglo-American Relations from World War to Cold War, 1939-91 (1.0)
	HY432	From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1999 (1.0)
	HY434	The Rise and Fall of Communism in Europe 1917-1990 (1.0)
	HY435	Political Islam: From Ibn Taymiyya to ISIS (1.0)
	HY436	Race, Violence and Colonial Rule in Africa (1.0) (not available 2022/23)
	HY440	The Iranian Revolution (1.0) (not available 2022/23)
	HY444	The Cold War in Latin America (1.0) (not available 2022/23)
	HY461	East Asia in the Age of Imperialism, 1839-1945 (1.0) #
	HY463	The Origins of the Cold War, 1917-1962 (1.0)
	HY465	The International History of the Balkans since 1939: State Projects, Wars, and Social Conflict (1.0)
	HY487	Islam, State and Conflict in Southeast Asia (0.5)
	HY488	European Empires and Global Conflict, 1935-1948 (0.5)
	HY491	Race, Gender and Reproduction in the Caribbean, 1860s-1930s (0.5)
	HY4A5	Women as Weapons: The Conservative Political Tradition in the Cold War (0.5) (not available 2022/23)
	HY4A8	Asian Borderlands (0.5)
	HY4A9L	China and the United States Since 1949

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	(0.5) 3	EU476	Emotions and Memory in European Politics (0.5)
	HY4A9M China and the United States Since 1949 (0.5) 4	GV4F5	Advanced Study of Key Political Thinkers (0.5) #
	HY4B1 The Vietnam Wars, 1930-75: Regional and International Perspectives (1.0)	GV4G7	Marx and Marxism (0.5)
	HY4B2 The Afterlives of Empires in the Neo-Colonial Caribbean (0.5) (not available 2022/23)	HY400	Crisis Decision-Making in War and Peace 1914-2003 (1.0) #
	HY4B6 German Transformations since 1990 (0.5)	HY411	European Integration in the Twentieth Century (1.0) #
	MC436 Mediating the Past (0.5)	HY422	Presidents, Public Opinion, and Foreign Policy, from Roosevelt to Reagan, 1933-89 (1.0)
	SO407 Politics and Society (1.0)	HY424	The Napoleonic Empire: The Making of Modern Europe (1.0) (not available 2022/23)
	SO427 Modern Social Thought (0.5)	HY429	Anglo-American Relations from World War to Cold War, 1939-91 (1.0)
Paper 3	Any course(s) to the value of 1.0 unit(s) listed under Papers 1 and 2 AND not previously selected:	HY432	From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1999 (1.0)
	AN402 The Anthropology of Religion (1.0)	HY434	The Rise and Fall of Communism in Europe 1917-1990 (1.0)
	AN404 Anthropology: Theory and Ethnography (1.0)	HY435	Political Islam: From Ibn Taymiyya to ISIS (1.0)
	AN405 The Anthropology of Kinship, Sex and Gender (1.0)	HY436	Race, Violence and Colonial Rule in Africa (1.0) (not available 2022/23)
	AN451 Anthropology of Politics (0.5)	HY440	The Iranian Revolution (1.0) (not available 2022/23)
	AN475 The Anthropology of Revolution (0.5) (not available 2022/23)	HY444	The Cold War in Latin America (1.0) (not available 2022/23)
	EU432 The Philosophy of Europe (0.5)	HY459	The Ottoman Empire and its Legacy, 1299-1950 (1.0) (not available 2022/23)
	EU447 Democracy, Ideology and the European State (0.5)	HY461	East Asia in the Age of Imperialism, 1839-1945 (1.0) #
	GI407 Globalisation, Gender and Development (1.0) (not available 2022/23)	HY463	The Origins of the Cold War, 1917-1962 (1.0)
	GI422 Transnational Sexual Politics (1.0)	HY465	The International History of the Balkans since 1939: State Projects, Wars, and Social Conflict (1.0)
	PH416 Philosophy, Morals and Politics (1.0)	HY469	Maps, History and Power: The Spaces and Cultures of the Past (1.0)
	SO434 Cultural Theory and Cultural Forms (1.0)	HY478	Genesis of the Modern World: Europe, China & India, 1550-1840 (1.0)
	<b>Language courses</b>	HY483	Land and Conflict in Latin America since 1750 (1.0)
	<b>Papers 1 &amp; 2 options list</b>	HY484L	Empire, Colonialism and Globalisation (0.5) 5
Paper 4	HY490 MA in Modern History Dissertation (1.0)	HY484M	Empire, Colonialism and Globalisation (0.5) 6
	<b>Language courses</b>	HY486	The Anti-Slave-Trade Atlantic World, c. 1807-1870 (1.0)
	LN130 French Language and Society 3 (advanced) (1.0) #	HY487	Islam, State and Conflict in Southeast Asia (0.5)
	LN230 French Language and Society 4 (proficiency) (1.0) #	HY488	European Empires and Global Conflict, 1935-1948 (0.5)
	LN330 French Language and Society 5 (mastery) (1.0) #	HY489	China and the External World, 1644-1839 (0.5)
	LN110 German Language and Society 3 (advanced) (1.0) #	HY491	Race, Gender and Reproduction in the Caribbean, 1860s-1930s (0.5)
	LN210 German Language and Society 4 (proficiency) (1.0) #	HY4A5	Women as Weapons: The Conservative Political Tradition in the Cold War (0.5) (not available 2022/23)
	LN140 Mandarin Language and Society 3 (Advanced) (1.0) #	HY4A7	Islam, Power and Culture in Mughal India (0.5)
	LN240 Mandarin Language and Society 4 (Proficiency) (1.0) #	HY4A8	Asian Borderlands (0.5)
	LN340 Mandarin Language and Society 5 (Mastery) (1.0) #	HY4A9L	China and the United States Since 1949 (0.5) 7
	LN100 Russian Language and Society 3 (advanced) (1.0) #	HY4A9M	China and the United States Since 1949 (0.5) 8
	LN200 Russian Language and Society 4 (proficiency) (1.0) #	HY4B1	The Vietnam Wars, 1930-75: Regional and International Perspectives (1.0)
	LN120 Spanish Language and Society 3 (advanced) (1.0) #	HY4B2	The Afterlives of Empires in the Neo-Colonial Caribbean (0.5) (not available
	LN220 Spanish Language and Society 4 (proficiency) (1.0) #		
LN320	Spanish Language and Society 5 (mastery) (1.0) #		
	<b>Papers 1 &amp; 2 options list</b>		
	EH404 India and the World Economy (0.5)		
	EH429 History of Economics: Ideas, Policy and Performativity (0.5)		
	EH457 Living Standards since the Industrial Revolution: The British experience c.1750-2000 (0.5)		
	EH482 The Origins of the World Economy: Europe and Asia, 1000-1800 (1.0)		
	EH483 The Development and Integration of the World Economy in the 19th and 20th Centuries (1.0)		

	2022/23)
HY4B4	Maritime Asia in Transition, 1405-1839 (0.5)
HY4B5	Queer Early Modernities (0.5)
HY4B6	German Transformations since 1990 (0.5)
MC436	Mediating the Past (0.5)
SO407	Politics and Society (1.0)
SO426	Classical Social Thought (0.5) (not available 2022/23)
SO427	Modern Social Thought (0.5)

**Prerequisite Requirements and Mutually Exclusive Options**

- 1: HY484L can not be taken with HY484M
  - 2: HY484M can not be taken with HY484L
  - 3: HY4A9L can not be taken with HY4A9M
  - 4: HY4A9M can not be taken with HY4A9L
  - 5: HY484L can not be taken with HY484M
  - 6: HY484M can not be taken with HY484L
  - 7: HY4A9L can not be taken with HY4A9M
  - 8: HY4A9M can not be taken with HY4A9L
- # means there may be prerequisites for this course. Please view the course guide for more information.

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## MSc in Operations Research & Analytics

**Programme Code:** TMORA

**Department:** Mathematics

For students starting this programme of study in 2022/23 Full-year programme. As below, students must take three compulsory courses (Papers 1-3, 1.5 units in all), options to the value of 1.5 units (Papers 4-6), and a project or dissertation (Paper 7, 1 unit).

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements and course size capping.**

Paper	Course number, title (unit value)
Paper 1	MA423 Fundamentals of Operations Research (0.5) #
Paper 2	MA424 Modelling in Operations Research (0.5) #
Paper 3	ST447 Data Analysis and Statistical Methods (0.5) #
Papers 4 & 5	Courses to the value of 1.0 unit(s) from the following: MA402 Mathematical Game Theory (0.5) # MA407 Algorithms and Computation (0.5) # MA421 Advanced Algorithms (0.5) # MA427 Mathematical Optimisation (0.5) # MA428 Combinatorial Optimisation (0.5) # MA429 Algorithmic Techniques for Data Mining (0.5) # MA434 Algorithmic Game Theory (0.5) # Students may take at most one of MA407 and MA421 under Papers 4 & 5, but may take the other under Paper 6.
Paper 6	Courses to the value of 0.5 unit(s) from the following: Another course from those listed under Papers 4 & 5. MA431 Advanced Topics in Operations Research and Applicable Mathematics (0.5) # (not available 2022/23) MA433 Mathematics of Networks (0.5) # MG409 Auctions and Game Theory (0.5) # MG422 Thinking Strategically (0.5) # MG455 Decisions, Biases and Nudges (0.5) # ST422 Time Series (0.5) # ST455 Reinforcement Learning (0.5) #

ST456	Deep Learning (0.5) #
ST457	Graph Data Analytics and Representation Learning (0.5) #

**Papers 4 & 5 options list**

**Or**

Courses to the value of 0.5 unit(s) from the following:

Any other MSc-level course, with approval of the Programme Director and the teacher responsible for the course.

Paper 7	MA425 Project in Operations Research & Analytics (1.0) <b>or</b>
	MA426 Dissertation in Operations Research & Analytics (1.0)

**Papers 4 & 5 options list**

- MA402 Mathematical Game Theory (0.5) #
  - MA407 Algorithms and Computation (0.5) #
  - MA421 Advanced Algorithms (0.5) #
  - MA427 Mathematical Optimisation (0.5) #
  - MA428 Combinatorial Optimisation (0.5) #
  - MA429 Algorithmic Techniques for Data Mining (0.5) #
  - MA434 Algorithmic Game Theory (0.5) #
- # means there may be prerequisites for this course. Please view the course guide for more information.

Students may choose at most one of: MA402, MA434, MG409, MG422.

Upon supplying satisfactory evidence to the course convenor of relevant previous courses taken, a student may be exempted from a course specified in Paper 1, 2, or 3, at the discretion of the Programme Director. A student shall replace such a course with another module, subject to approval of the Programme Director. Exemption from more than one course is rare.

Please note that not all optional courses are available every year.

**Note for prospective students:**For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm](https://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm). Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm](https://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm).

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## MSc in Organisational and Social Psychology

**Programme Code:** TMOSOPS

**Department:** Psychological and Behavioural Science

For students starting this programme of study in 2022/23 Full-year programme. Students must take two compulsory courses, optional courses to the value of one unit and a dissertation as shown.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	PB402 Organisational Social Psychology (1.0)
Paper 2	Students may opt to take PB414 instead of PB411 where they can demonstrate prior experience of quantitative techniques up to and including the topics covered in MY465: PB411 Methods for Social Psychology Research: Qualitative and Quantitative



	Methods (1.0) <b>or</b>
PB414	Advanced Methods for Social Psychology Research: Qualitative and Quantitative Methods (1.0)
Paper 3	Courses to the value of 1.0 unit(s) from the following:
GI403	Gender and Media Representation (0.5)
PB415	Behavioural Science (0.5) (not available 2022/23)
PB416	Cognition and Culture (0.5) (not available 2022/23)
PB417	Consumer Psychology for Sustainability (0.5)
PB418	Corporate Communications (0.5)
PB419	Creativity and Innovation (0.5) # (not available 2022/23)
PB420	Current Communication Research (0.5) # (not available 2022/23)
PB421	Happiness (0.5)
PB422	Health Communication (0.5)
PB424	Organisational Life (0.5)
PB425	Organisations, Groups and Identity (0.5) #
PB426	Knowledge Processes in Organisations (0.5) (not available 2022/23)
PB427	Organisational and Social Decision Making (0.5) (not available 2022/23)
PB428	Political Psychology: Inequality & Intergroup Relations (0.5)
PB429	Science Communication and Controversies (0.5) (not available 2022/23)
PB430	Social Influence Modes and Modalities (0.5) # (not available 2022/23)
PB431	Social Psychology of Economic Life: Advanced Topics (0.5)
PB432	Social Representations: Social Knowledge and Contemporary Issues (0.5)
PB433	Theory and Practice of Organisational Development (0.5)
PB434	Behavioural Science in an Age of New Technology (0.5)
PB435	Behavioural Science for Planetary Wellbeing (0.5)
PB436	Behavioural Science for Managing Work, People, and Time (0.5)
PB452	Behavioural Science for Health and Pandemic Responses (0.5) #
PB457	Organisational Culture (0.5)
PB458	Dialogue: Conflict & Negotiation (0.5)
	Courses to the value of 0.5 unit(s) from another programme can be taken (subject to the approval of the candidate's Programme Director).
Paper 4	PB410 Dissertation (1.0) A
<b>Footnotes</b>	A: Failures in this course cannot be condoned. A bad fail is defined as a mark less than 29%. # means there may be prerequisites for this course. Please view the course guide for more information.

## MSc in Philosophy and Public Policy

**Programme Code:** TMPHPP

**Department:** Philosophy, Logic & Scientific Method

For students starting this programme of study in 2022/23 Full-year programme. Students must take two compulsory courses, one unit of optional courses, one compulsory seminar (non-assessed) and a dissertation as shown.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	PH415 Philosophy and Public Policy (1.0)
Paper 2	PH416 Philosophy, Morals and Politics (1.0)
	<b>Or</b>
	PH458 Evidence and Policy <b>and</b> another half-unit from the courses listed under Paper 3:
	PH458 Evidence and Policy (0.5)
	<b>Paper 3 options list</b>
Paper 3	Courses to the value of 1.0 unit(s) from the following:
	PH400 Philosophy of Science (1.0)
	PH405 Philosophy of the Social Sciences (1.0)
	PH413 Philosophy of Economics (1.0) #
	PH416 Philosophy, Morals and Politics (1.0)
	PH425 Business and Organisational Ethics (0.5)
	PH427 Genes, Brains and Society (0.5)
	PH430 Einstein for Everyone: From time travel to the edge of the universe (0.5) #
	PH431 Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes (0.5) #
	PH433 Philosophy of Gender and Race (0.5)
	PH439 Anarchy, Authority and Evidence: Topics in Philosophy of Law (0.5)
	PH456 Rationality and Choice (1.0) #
	PH458 Evidence and Policy (0.5)
	Alternatively, students can choose courses to the value of 1.0 unit from the wide array of policy courses at LSE on a space-available basis.
Paper 4	PH499 Dissertation (1.0)
	Students must also take the following non-assessed seminar:
	PH421 Dissertation Seminar - Philosophy and Public Policy (0.0)
	<b>Paper 3 options list</b>
	PH400 Philosophy of Science (1.0)
	PH405 Philosophy of the Social Sciences (1.0)
	PH413 Philosophy of Economics (1.0) #
	PH416 Philosophy, Morals and Politics (1.0)
	PH425 Business and Organisational Ethics (0.5)
	PH427 Genes, Brains and Society (0.5)
	PH430 Einstein for Everyone: From time travel to the edge of the universe (0.5) #
	PH431 Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes (0.5) #
	PH433 Philosophy of Gender and Race (0.5)
	PH439 Anarchy, Authority and Evidence: Topics in Philosophy of Law (0.5)
	PH456 Rationality and Choice (1.0) #
	PH458 Evidence and Policy (0.5)
	# means there may be prerequisites for this course. Please view the course guide for more information.

## MSc in Philosophy of Science

**Programme Code:** TMPHYS

**Department:** Philosophy, Logic & Scientific Method

For students starting this programme of study in 2022/23 Full-year programme. Students must take courses to the value of 3.0 units and a dissertation as shown.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	Courses to the value of 1.0 unit(s) from the

following:

PH400 Philosophy of Science (1.0)

**Or**

PH458 Evidence and Policy **and** another half-unit from the courses listed under Papers 2 & 3:

PH458 Evidence and Policy (0.5)

**Papers 2 & 3 options list**

Papers 2 & 3 Courses to the value of 2.0 unit(s) from the following:

PH400 Philosophy of Science (1.0)

PH405 Philosophy of the Social Sciences (1.0) 3

PH413 Philosophy of Economics (1.0) # 4

PH419 Set Theory and Further Logic (1.0) #

PH425 Business and Organisational Ethics (0.5)

PH427 Genes, Brains and Society (0.5)

PH430 Einstein for Everyone: From time travel to the edge of the universe (0.5) #

PH431 Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes (0.5) #

PH433 Philosophy of Gender and Race (0.5)

PH439 Anarchy, Authority and Evidence: Topics in Philosophy of Law (0.5)

PH456 Rationality and Choice (1.0) #

PH458 Evidence and Policy (0.5)

Students may take up to 1.0 unit of non-PH courses not listed above, subject to approval.

Paper 4

PH499 Dissertation (1.0)

Students must also take the following non-assessed seminar:

PH445 Dissertation Seminar - Philosophy of Science (0.0)

**Papers 2 & 3 options list**

PH400 Philosophy of Science (1.0)

PH405 Philosophy of the Social Sciences (1.0) 1

PH413 Philosophy of Economics (1.0) # 2

PH419 Set Theory and Further Logic (1.0) #

PH425 Business and Organisational Ethics (0.5)

PH427 Genes, Brains and Society (0.5)

PH430 Einstein for Everyone: From time travel to the edge of the universe (0.5) #

PH431 Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes (0.5) #

PH433 Philosophy of Gender and Race (0.5)

PH439 Anarchy, Authority and Evidence: Topics in Philosophy of Law (0.5)

PH456 Rationality and Choice (1.0) #

PH458 Evidence and Policy (0.5)

**Prerequisite Requirements and Mutually Exclusive Options**

1: PH405 can not be taken with PH413

2: PH413 can not be taken with PH405

3: PH405 can not be taken with PH413

4: PH413 can not be taken with PH405

# means there may be prerequisites for this course. Please view the course guide for more information.

PH405 and PH413:

EH428 History of Economics: Making Political Economy into a Social Science (0.5) (not available 2022/23)

EH429 History of Economics: Ideas, Policy and Performativity (0.5)

PH400 Philosophy of Science (1.0)

PH405 Philosophy of the Social Sciences (1.0)

PH413 Philosophy of Economics (1.0) #

PH416 Philosophy, Morals and Politics (1.0)

PH419 Set Theory and Further Logic (1.0) #

PH425 Business and Organisational Ethics (0.5)

PH427 Genes, Brains and Society (0.5)

PH430 Einstein for Everyone: From time travel to the edge of the universe (0.5) #

PH431 Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes (0.5) #

PH433 Philosophy of Gender and Race (0.5)

PH439 Anarchy, Authority and Evidence: Topics in Philosophy of Law (0.5)

PH456 Rationality and Choice (1.0) #

PH458 Evidence and Policy (0.5)

Subject to approval, students may take up to one unit of non-PH courses not listed above. This would be instead of either EH428 and/or EH429 and not in addition to these courses.

Paper 4

PH499 Dissertation (1.0)

Students must also take the following non-assessed seminar:

PH422 Dissertation Seminar - Philosophy of Social Science (0.0)

# means there may be prerequisites for this course. Please view the course guide for more information.

## MSc in Political Economy of Europe

**Programme Code:** TMPOECEU

**Department:** European Institute

For students starting this programme of study in 2022/23

Full-year programme. Students must take two out of three semi-compulsory courses, optional courses to the value of two units (at least one unit of courses listed under Paper 2) and a dissertation as shown. Additionally, all students must take EU470 **'How do we know? An introduction to research design and methods in political economy'** in preparation for the dissertation. Students must also select EU450 Engaging with Europe: Professional Skills during course choice. Places on EU450 workshops are on a first come first served basis.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

**Paper Course number, title (unit value)**

Professional development

course EU450 Engaging with Europe: Professional Skills (0.0)

Paper 1

Courses to the value of 1.0 unit(s) from the following:

EU455 Concepts in Political Economy (0.5)

EU491 Political Economy in Theory and History (0.5)

EU492 Political Economy of Integration and Fragmentation in Europe (0.5)

Students without some background in European politics and policy-making or economics are strongly encouraged to take one or both of the following to support their studies:

EU409 Basic Economic Concepts for European Political Economy (0.0)

## MSc in Philosophy of the Social Sciences

**Programme Code:** TMPHSS

**Department:** Philosophy, Logic & Scientific Method

For students starting this programme of study in 2022/23

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

**Paper Course number, title (unit value)**

Papers 1, 2 & 3 Courses to the value of 3.0 units from the following. Students must take at least one of

	EU4V9	Concepts in Political Science and Public Policy (0.0)
Paper 2	Courses to the value of 1.0 unit from the following:	
	<b>Political Economy in Action:</b>	
	EU443	European Models of Capitalism (0.5)
	EU446	The Political Economy of European Monetary Integration (0.5) #
	EU449	Emerging Markets, Political Transition and Economic Development in Central and Eastern Europe (0.5) # (not available 2022/23)
	EU453	The Political Economy of European Welfare States (0.5)
	EU455	Concepts in Political Economy (0.5)
	EU467	The Political Economy of the Neoliberal State (0.5) (not available 2022/23)
	EU468	The Political Economy of Migration in Europe (0.5) #
	EU469	The Political Economy of Finance in Europe (0.5) #
	EU477	Labour Markets and the Political Economy of Employment in Europe (0.5) #
	EU482	Europe in World Trade (0.5)
	EU491	Political Economy in Theory and History (0.5)
	EU492	Political Economy of Integration and Fragmentation in Europe (0.5)
	EU4A4	The Politics of Inequality and Redistribution (0.5)
Paper 3	Courses to the value of 1.0 unit from the following:	
	<b>Politics and Policy:</b>	
	EU421	Policy-Making in the European Union (0.5) #
	EU430	Europeanization: The Comparative Politics of Domestic Change (0.5)
	EU440	The Balkans in Europe: Transition, Democratisation, Integration (0.5)
	EU487	European Integration from a Global Governance Perspective (0.5) #
	EU488	European Policy-Making and International Cooperation (0.5) #
	EU489	Analytical Politics and Policymaking in Europe (0.5)
	EU490	Evidence and Analysis in Policy-Making (0.5)
	EU4A1	The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union (0.5) (not available 2022/23)
	EU4A5	People and Politics in Europe (0.5)
	EU4A6	Reconciliation and Crisis: Politics in Southern Europe (0.5)
	GV4J4	Citizen Representation and Democracy in the European Union (0.5) (not available 2022/23)
	SP441	Politics of Social Policy: Welfare and Work in Comparative Perspective (0.5)
	<b>Culture and Society:</b>	
	EU432	The Philosophy of Europe (0.5)
	EU437	Europe Beyond Modernity (0.5)
	EU447	Democracy, Ideology and the European State (0.5)
	EU476	Emotions and Memory in European Politics (0.5)
	EU478	The Culture of European Politics (0.5)
	EU481	The Future: Political Responses to a Challenge (0.5)
	EU4A3	The Americas and Europe (0.5)
	<b>International Migration:</b>	
	EU464	International Migration: EU Policies and Politics (0.5) #

	EU484	Europe's Role in Global Migration Governance (0.5)
	EU4A8	Migration From Below: Theories and Lived Experiences of Borders (0.5)
	GV4A5	International Migration and Immigration Management (0.5)

or any course(s) not taken previously from the Paper 2 options list below:

**Paper 2 options list**

Paper 4	EU499	Dissertation (1.0) <b>and</b> EU470 How do we know? An introduction to research design and methods in political economy (0.0)
Optional	EU410	Interdisciplinary Research Methods and Design (0.0)

**Paper 2 options list**

	EU443	European Models of Capitalism (0.5)
	EU446	The Political Economy of European Monetary Integration (0.5) #
	EU449	Emerging Markets, Political Transition and Economic Development in Central and Eastern Europe (0.5) # (not available 2022/23)
	EU453	The Political Economy of European Welfare States (0.5)
	EU455	Concepts in Political Economy (0.5)
	EU467	The Political Economy of the Neoliberal State (0.5) (not available 2022/23)
	EU468	The Political Economy of Migration in Europe (0.5) #
	EU469	The Political Economy of Finance in Europe (0.5) #
	EU477	Labour Markets and the Political Economy of Employment in Europe (0.5) #
	EU482	Europe in World Trade (0.5)
	EU491	Political Economy in Theory and History (0.5)
	EU492	Political Economy of Integration and Fragmentation in Europe (0.5)
	EU4A4	The Politics of Inequality and Redistribution (0.5)

**Prerequisite Requirements and Mutually Exclusive Options**

# means there may be prerequisites for this course. Please view the course guide for more information.

## MSc in Political Economy of Late Development

**Programme Code:** TMPOECLD

**Department:** Economic History

For students starting this programme of study in 2022/23 Full year programme. Students must take courses to the value of four full units, including a half-unit or full-unit dissertation.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	EH401 Historical Analysis of Economic Change (0.5)
Paper 2	DV400 Development: History, Theory and Policy (1.0) #
Paper 3	Courses to the value of 1.0 unit(s) from the following: A <b>Economic History courses</b> <b>International Development courses</b>
Paper 4	<b>Either</b> EH498 Dissertation (0.5)

And DV or EH course(s) to the value of 1.0 unit(s) from the following:

**Economic History courses**

**International Development courses**

**Or**

EH499 Research Dissertation (1.0)

And one DV or EH course to the value of 0.5 unit(s) from the following:

**Economic History courses**

**International Development courses**

**Economic History courses**

- EH402 Quantitative Analysis in Economic History I (0.5)
- EH404 India and the World Economy (0.5)
- EH409 Chinese Economic History: Culture, Institutions and Economic Growth (0.5)
- EH413 African Economic Development in Historical Perspective (0.5)
- EH421 Economic History of Colonialism (0.5)
- EH426L Quantitative Analysis in Economic History II (0.5) #
- EH426M Quantitative Analysis in Economic History II (0.5) # (not available 2022/23)
- EH427 Topics in Quantitative Analysis in Economic History (0.5) #
- EH428 History of Economics: Making Political Economy into a Social Science (0.5) (not available 2022/23)
- EH429 History of Economics: Ideas, Policy and Performativity (0.5)
- EH430 Monetary and Financial History (1.0) #
- EH431 Women in Economic History (0.5)
- EH432 Economic History and Geography: Advanced Topics and Methods (0.5) #
- EH436 Economic History of the Early Modern New World (The Americas) (0.5) (not available 2022/23)
- EH446 Economic Development of East and Southeast Asia (1.0) #
- EH452 Latin American Development and Economic History (0.5) (not available 2022/23)
- EH454 Human Health in History (1.0) (not available 2022/23)
- EH457 Living Standards since the Industrial Revolution: The British experience c.1750-2000 (0.5)
- EH463 The Long-Run Analysis of Firms and Industries (0.5)
- EH476 The Economic History of War (1.0) # (not available 2022/23)
- EH482 The Origins of the World Economy: Europe and Asia, 1000-1800 (1.0)
- EH483 The Development and Integration of the World Economy in the 19th and 20th Centuries (1.0)
- EH486 Shipping and Sea Power in Asian Waters, c 1600-1860 (0.5) (not available 2022/23)

**International Development courses**

- DV407 Poverty (0.5)
- DV411 Population and Development: an Analytical Approach (0.5) (not available 2022/23)
- DV413 Environmental Problems and Development Interventions (0.5) #
- DV415 Global Environmental Governance (0.5)
- DV418 African Development (0.5)
- DV420 Complex Emergencies (0.5)
- DV421 Critical Perspectives on Global Health and Development (0.5)
- DV423 Global Political Economy of

- Development (0.5) #
- DV424 International Institutions and Late Development (0.5)
- DV428 Managing Humanitarianism (0.5)
- DV432 China in Developmental Perspective (0.5) # (not available 2022/23)
- DV433 The Informal Economy and Development (0.5) (not available 2022/23)
- DV434 Human Security (0.5)
- DV435 African Political Economy (0.5)
- DV444 Global Health Challenges: Epidemics, Disease, and Public Health Response (0.5) # (not available 2022/23)
- DV445 Cutting Edge Issues in Development Thinking & Practice (0.0)
- DV447 Youth and Gendered Violence (0.5) # (not available 2022/23)
- DV453 International Development Consultancy Project (0.5)
- DV454 Gender, labour markets and social change in the Global South: theory, evidence, public action (0.5)
- DV455 Advocacy, Campaigning and Grassroots Activism (0.5)
- DV456 Population, Health and Development: Evidence and Projections (0.5) #
- DV457 Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (0.5)
- DV458 Key issues in Global Health and Development (0.5)
- DV460 Bayesian Reasoning for Qualitative Social Science: A modern approach to case study inference (0.5) # (not available 2022/23)
- DV464 Democracy and Development (0.5)
- DV480 Revolution and Development (0.5) #
- DV483 Information Communication Technologies and Socio-economic Development (0.5)
- DV490 Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development (0.5)
- DV491 Economic Development Policy II: Microeconomic Analysis (0.5) #
- DV492 Economic Development Policy III: Government Policy Analysis (0.5) #

**Footnotes**

A: Students must take a minimum of 0.5 unit(s) of taught courses from DV and a minimum of 0.5 unit(s) of taught courses from EH in their selection for Papers 3 & 4.  
# means there may be prerequisites for this course. Please view the course guide for more information.

**MSc in Political Science and Political Economy**

**Programme Code:** TMAPSPE

**Department:** Government

For students starting this programme of study in 2022/23 Full-year programme. Students must take courses to the value of three full units and a dissertation as shown below.

Students are strongly recommended to take the non-assessed pre-session course GV4J7. Students who wish to choose an Economics course as an option are required to attend EC400.

**Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

**Paper Course number, title (unit value)**



Introductory course 1	Students are strongly recommended to take the following non-assessed introductory course: GV4J7 Introduction to Political Science and Political Economy (0.0)
Introductory course 2	Students who wish to choose an Economics course as an option are required to attend the following introductory course: EC400 Introductory Course in Mathematics and Statistics (0.0) #
Paper 1	GV481 Quantitative Analysis for Political Science (0.5)
Paper 2	GV4C8 Game Theory for Political Science (0.5)
Paper 3	GV482 Political Science and Political Economy: Current Issues (0.5) #
Paper 4	Courses to the value of 0.5 unit(s) from the following: GV454 Parties, Elections and Governments (0.5) GV4A2 Citizens' Political Behaviour in Europe: Elections Public Opinion and Identities (0.5) # (not available 2022/23) GV4F8 Institutions and Global Trade (0.5) GV4G1 Applied Quantitative Methods for Public Policy and Political Science (0.5) # GV4H6 Behavioural Political Economy (0.5) # GV4J6 Game Theory for Research (0.5) # (not available 2022/23) GV4K1 Opening Government: Transparency, Accountability, and Participation (0.5) GV4L1 Analytical Approaches to British Politics (0.5) # GV4L3 Data Science Applications in Politics Research (0.5) # GV4L6 Political Economy of Inequality (0.5) GV4L7 Political Participation and Representation in Latin America (0.5)
Papers 5 & 6	Courses to the value of 1.0 unit(s) from the following: DV431 Development Management (1.0) * DV490 Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development (0.5) DV491 Economic Development Policy II: Microeconomic Analysis (0.5) # EC453 Political Economy (1.0) #* EU446 The Political Economy of European Monetary Integration (0.5) #* EU449 Emerging Markets, Political Transition and Economic Development in Central and Eastern Europe (0.5) #* (not available 2022/23) EU453 The Political Economy of European Welfare States (0.5) * EU477 Labour Markets and the Political Economy of Employment in Europe (0.5) # EU4A4 The Politics of Inequality and Redistribution (0.5) GV441 States and Markets (0.5) GV4E2 Capitalism and Democracy (0.5) GV4E8 Power Sharing and Institutional Design in Divided Societies (0.5) GV4L2 The Politics and Policy of Climate Change and Sustainability (0.5) # GV4L5 Politics, Gender, and Development (0.5) # IR467 Global Environmental Politics (0.5) * IR468 The Political Economy of Trade (0.5) * IR469 Politics of Money in the World Economy (0.5) #* MY452L Applied Regression Analysis (0.5) #

	MY452M Applied Regression Analysis (0.5) #
	MY455 Multivariate Analysis and Measurement (0.5) #
	MY457 Causal Inference for Observational and Experimental Studies (0.5) #
	MY459 Quantitative Text Analysis (0.5) #
	PP440 Micro and Macro Economics (for Public Policy) (1.0) *
	PP4J5 Fiscal Governance and Budgeting (0.5)
	SP434 Behavioural Public Policy (0.5)
	Another half-unit or full-unit course taught in the Government Department or elsewhere in the school, with the approval of the Programme Convenor.
Paper 7	GV499 Dissertation (1.0)
	<b>Prerequisite Requirements and Mutually Exclusive Options</b>
	* means available with permission
	# means there may be prerequisites for this course. Please view the course guide for more information.
	* These courses have restricted access and require the approval of the course convenor.
	<b>This programme has been discontinued. Last year of entry 2022/23.</b>
	<b>Note for prospective students:</b>
	For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students <a href="https://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm">lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm</a> . Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students <a href="https://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm">lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm</a> .

## MSc in Political Sociology

**Programme Code:** TMPOSO(SO)

**Department:** Sociology

For students starting this programme of study in 2022/23 Full-year programme. Students must take three courses and a dissertation as shown.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	SO407 Politics and Society (1.0)
Paper 2	Courses to the value of 1.0 unit(s) from the following: EU447 Democracy, Ideology and the European State (0.5) EU481 The Future: Political Responses to a Challenge (0.5) EU4A5 People and Politics in Europe (0.5) GV4J8 Middle East Politics in Transnational Perspective (0.5) GV4K7 Conflict and Cooperation: Key Debates (0.5) MC408 Theories and Concepts in Media and Communications (0.5) MY423 Interview Methods for Social Science Research (0.5) # MY425 Case Studies and Comparative Methods for Qualitative Research (0.5) SO426 Classical Social Thought (0.5) (not available 2022/23) SO427 Modern Social Thought (0.5)

SO430	Economic Sociology (0.5)
SO457	Political Reconciliation (0.5)
SO458	Gender and Societies (0.5)
SO468	International Migration and Migrant Integration (0.5)
SO470	The Sociology of Markets (0.5)
SO471	Technology, Power and Culture (0.5)
SO479	Human Rights and Postcolonial Theory (0.5)
SO481	Class, Politics and Culture (0.5)
SO490	Contemporary Social Thought (0.5) (not available 2022/23)
SO491	Quantitative Social Research Methods (0.5)
SO492	Qualitative Social Research Methods (0.5)
SO4B5	The Anticolonial Archive: The Sociology of Empire and its Afterlives (0.5)
SO4B7	Lawful Violence (0.5)
SO4B8	Internationalism and Solidarity (0.5)
SO4C1	Fascism, Authoritarianism, Populism (0.5)
SO4C4	Global Mobilities: International Migration (0.5)
SP441	Politics of Social Policy: Welfare and Work in Comparative Perspective (0.5)

Paper 3

Courses to the value of 1.0 unit(s) from the following:  
Any of the MSc courses offered in any department or institute at the LSE, so long as they are relevant to the study of political sociology, and subject to the approval of both Programme Director and course teacher, or from the following:

**Paper 2 options list**

Paper 4

SO494	MSc in Political Sociology Dissertation (1.0)
<b>Paper 2 options list</b>	
EU447	Democracy, Ideology and the European State (0.5)
EU481	The Future: Political Responses to a Challenge (0.5)
EU4A5	People and Politics in Europe (0.5)
GV4J8	Middle East Politics in Transnational Perspective (0.5)
GV4K7	Conflict and Cooperation: Key Debates (0.5)
MC408	Theories and Concepts in Media and Communications (0.5)
MY423	Interview Methods for Social Science Research (0.5) #
MY425	Case Studies and Comparative Methods for Qualitative Research (0.5)
SO426	Classical Social Thought (0.5) (not available 2022/23)
SO427	Modern Social Thought (0.5)
SO430	Economic Sociology (0.5)
SO457	Political Reconciliation (0.5)
SO458	Gender and Societies (0.5)
SO468	International Migration and Migrant Integration (0.5)
SO470	The Sociology of Markets (0.5)
SO471	Technology, Power and Culture (0.5)
SO479	Human Rights and Postcolonial Theory (0.5)
SO481	Class, Politics and Culture (0.5)
SO490	Contemporary Social Thought (0.5) (not available 2022/23)
SO491	Quantitative Social Research Methods (0.5)
SO492	Qualitative Social Research Methods (0.5)
SO4B5	The Anticolonial Archive: The Sociology

	of Empire and its Afterlives (0.5)
SO4B7	Lawful Violence (0.5)
SO4B8	Internationalism and Solidarity (0.5)
SO4C1	Fascism, Authoritarianism, Populism (0.5)
SO4C4	Global Mobilities: International Migration (0.5)
SP441	Politics of Social Policy: Welfare and Work in Comparative Perspective (0.5)

# means there may be prerequisites for this course. Please view the course guide for more information.

## MSc in Political Theory

**Programme Code:** TMPOTY

**Department:** Government

For students starting this programme of study in 2022/23 Full-year programme. Students must take 2.5 course units, a compulsory course (0.5 units) and dissertation (1 unit) as shown. Part-time students may take up to four half unit courses in their first year.

**Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

**Paper Course number, title (unit value)**

Papers 1, 2, 3, 4 & 5	Courses to the value of 2.5 units from the following, but no more than 1.5 units in any one term:
GV408	Contemporary Disputes about Justice (0.5) # (not available 2022/23)
GV498	Multiculturalism (0.5)
GV4B6	Kant's Political Philosophy (0.5) #
GV4B7	The Idea of Freedom (0.5) #
GV4D7	Dilemmas of Equality (0.5)
GV4E2	Capitalism and Democracy (0.5)
GV4F5	Advanced Study of Key Political Thinkers (0.5) #
GV4G7	Marx and Marxism (0.5)
GV4H1	Chinese Political Thought (0.5) #
GV4H3	Feminist Political Theory (0.5)
GV4H5	The Political Philosophy of Environmental Change (0.5)
GV4K2	Postcolonial and Comparative Political Theory (0.5)
GV4K5	Being Truly Human - Personality Justice and Being (0.5) (not available 2022/23)
GV4K6	The Challenge of Political Theology in some Twentieth Century Political Theory (0.5) (not available 2022/23)
GV4L4	Critical Theory and Political Action (0.5) (not available 2022/23)
GV4M6	Modern African Political Philosophy (0.5) #
	Students can take courses to the value of one full unit from the following:
IR462	International Political Theory (0.5) (not available 2022/23)
LL4BW	Law and Political Thought (0.5)
PH416	Philosophy, Morals and Politics (1.0)
SO427	Modern Social Thought (0.5)
	A half-unit course from the Government or another department, by special permission only.
GV4H4	Foundations of Political Theory (0.5)
GV499	Dissertation (1.0)
	# means there may be prerequisites for this course. Please view the course guide for more information.

Paper 6

Paper 7

## MSc in Politics and Communication

**Programme Code:** TMPOCOM

**Department:** Media and Communications

For students starting this programme of study in 2022/23 Full year programme. Students must take courses to the value of three full units and a dissertation as shown below.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	MC408 Theories and Concepts in Media and Communications (0.5)
Paper 2	MC404 Political Communication in Democracies (0.5)
	<b>And</b> one of the following 0.5 unit courses:
	MC4M1 Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (0.5) <b>or</b>
	MC4M7 Methods of Research in Media & Communications (including Qualitative Analysis & Applied Regression Analysis) (0.5) A
Paper 3	Courses to the value of 1.5 unit(s) from the following:
	MC401 Mediated Resistance and Activism (0.5)
	MC402 The Audience in Media and Communications (0.5)
	MC403 Contemporary Issues in Media and Communications Policy (0.5) #
	MC419 Modern Campaigning Politics (0.5)
	MC422 Critical Studies in Media and Journalism (0.5)
	MC423 Global Media Industries (0.5)
	MC425 Interpersonal Mediated Communication (0.5)
	MC428 Media Culture and Neoliberalism in the Global South (0.5)
	MC432 Strategic Communication in Practice: Professional Perspectives (0.5)
	MC433 Technology and Justice (0.5) #
	MC436 Mediating the Past (0.5)
	MC437 Media, Data and Social Order (0.5) #
	MC438 Mediated Feminisms (0.5)
	MC439 Media, Technology, and the Body (0.5)
	Any other MSc-level course which is offered in the School, subject to the consent of the candidate's programme convenor.
Paper 4	MC499 Dissertation: Media and Communications (1.0) B

**Footnotes**

A: MY452 is an advanced Applied Regression Analysis course offered by the Department of Methodology and must be taken by students who select MC4M7. Students wishing to select this option need to already have a grounding in quantitative methods and must seek approval from the Programme Director. Approval is also subject to timetabling constraints.

B: 10,000-12,000 words. Passing this course is a requirement for passing the programme.

# means there may be prerequisites for this course. Please view the course guide for more information.

Students can take no more than one full unit of courses from outside the Department of Media and Communications (non-MC-prefixed courses).

**Note for prospective students:**

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students [lse.ac.uk/resources/calendar/](http://lse.ac.uk/resources/calendar/)

[CourseAndProgrammeInfo/updatedPGProspective.htm](http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm). Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm](http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm).

## MSc in Psychology of Economic Life

**Programme Code:** TMPSECL

**Department:** Psychological and Behavioural Science

For students starting this programme of study in 2022/23

Full-year programme. Students are required to take two compulsory courses, optional courses to the value of one unit and a dissertation as shown.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	PB403 Psychology of Economic Life (1.0)
Paper 2	Students may opt to take PB414 instead of PB411 where they can demonstrate prior experience on quantitative techniques up to and including the topics covered in MY465
	PB411 Methods for Social Psychology Research: Qualitative and Quantitative Methods (1.0) <b>or</b>
	PB414 Advanced Methods for Social Psychology Research: Qualitative and Quantitative Methods (1.0)
Paper 3	Courses to the value of 1.0 unit(s) from the following:
	PB415 Behavioural Science (0.5) (not available 2022/23)
	PB416 Cognition and Culture (0.5) (not available 2022/23)
	PB417 Consumer Psychology for Sustainability (0.5)
	PB418 Corporate Communications (0.5)
	PB419 Creativity and Innovation (0.5) # (not available 2022/23)
	PB420 Current Communication Research (0.5) # (not available 2022/23)
	PB421 Happiness (0.5)
	PB422 Health Communication (0.5)
	PB424 Organisational Life (0.5)
	PB425 Organisations, Groups and Identity (0.5) #
	PB426 Knowledge Processes in Organisations (0.5) (not available 2022/23)
	PB427 Organisational and Social Decision Making (0.5) (not available 2022/23)
	PB428 Political Psychology: Inequality & Intergroup Relations (0.5)
	PB429 Science Communication and Controversies (0.5) (not available 2022/23)
	PB430 Social Influence Modes and Modalities (0.5) # (not available 2022/23)
	PB431 Social Psychology of Economic Life: Advanced Topics (0.5)
	PB432 Social Representations: Social Knowledge and Contemporary Issues (0.5)
	PB433 Theory and Practice of Organisational Development (0.5)
	PB434 Behavioural Science in an Age of New Technology (0.5)
	PB435 Behavioural Science for Planetary Wellbeing (0.5)

PB436	Behavioural Science for Managing Work, People, and Time (0.5)
PB452	Behavioural Science for Health and Pandemic Responses (0.5) #
PB457	Organisational Culture (0.5)
PB458	Dialogue: Conflict & Negotiation (0.5)
A course from another programme (subject to the approval of the Candidate's Programme Director)	
PB410	Dissertation (1.0) A

Paper 4

**Footnotes**

A: Failures in this course cannot be condoned. A bad fail is defined as a mark less than 29%. # means there may be prerequisites for this course. Please view the course guide for more information.

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## Master of Public Administration

**Programme Code:** TMMPA

**Department:** School of Public Policy

For students starting this programme of study in 2022/23

The programme is taught over two academic years (21 months).

To be awarded the degree, students must complete courses to the value of 8.0 units in total over two years with 4.0 units in each year of study. Some courses have a unit value of 1.0 and some have a unit value of 0.5 indicated as (H).

No interim award is available: students completing courses with a total value of less than 8.0 units receive no award, regardless of performance in the courses that have been successfully completed.

Students who successfully complete courses to the value of 8.0 units may elect to have one of the titles below referenced on their degree certificate if the student has passed the courses attached to that specialism. The available specialisms are listed below with the courses attached to each specialism listed with them.

If no such election is made, or if a student does not pass all of the courses listed under a specialism, the MPA degree certificate will state 'MPA' without further specification. Students may take courses from other specialisms as option courses.

Students can apply to spend their second year at one of the LSE MPA Partner Institutions. If offered a place and upon successful completion of year one, the student will transfer onto the Dual MPA Programme. Students who transfer to the Dual MPA will not be eligible to elect a specialism to be added to their degree certificate.

**Paper Course number, title (unit value)**

**Before Year 1**

Introductory course

All students must attend the following MPA introductory course:

PP408	Introduction to Quantitative Methods for the MPA Programme (0.0)
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**Year 1**

Paper 1

PP440	Micro and Macro Economics (for Public Policy) (1.0)
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**Or**

Upon satisfactorily demonstrating prior knowledge of Micro and Macro Economics, students may be exempted from PP440 and will be free to take an additional unit of option course subject to the approval of the Programme Director.

Paper 2

PP455	Quantitative Approaches and Policy Analysis (1.0)
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Paper 3

PP478	Political Science for Public Policy (1.0)
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Paper 4

Students take course(s) to the value of 1.0 unit from the MPA Course List (see below):

**MPA Course List**

**Year 2**

Paper 5

PP4B3	MPA Capstone Project (1.0)
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Papers 6, 7 & 8 Students take courses to the value of 3.0 units from the MPA Course List (see below):

**MPA Course List**

**Footnotes**

A: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

B: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

C: Not available in Year 1.

D: Not available in Year 1.

E: Not available in Year 1.

F: Not available in Year 1.

G: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

H: Not available in Year 1.

I: Not available in Year 1.

# means there may be prerequisites for this course. Please view the course guide for more information.

**SUPPLEMENTARY CRITERIA FOR PROGRESSION FROM THE FIRST TO THE SECOND YEAR OF THE MPA AND DUAL MPA DEGREE**

- Students who attain at least a Pass grade in each of the first year courses will be eligible to proceed into the second year of the MPA or Dual MPA programme.
- A student on the MPA programme who has attained a Fail grade in courses to the value of 1.0 unit and at least a Pass grade in the remaining courses to the value of 3.0 units will be eligible to proceed into the second year.
- A student holding an offer on the Dual MPA for their second year, who has attained a Fail grade in courses to the value of 1.0 unit, may only progress if a mark of at least 60% has been achieved in courses of an equivalent value or an aggregate mark of at least 330 has been achieved in the non-failed courses.
- A student who receives a Bad Fail in any course or who otherwise fails to meet the above criteria for progression will not be able to progress to the second year of the MPA or Dual MPA programme and will be entitled to repeat the failed courses as follows:  
A student shall normally be entitled to repeat any failed courses only (on one occasion) and at the next normal opportunity, in accordance with paragraph 33 of the General Academic Regulations. The Repeat Teaching Panel may consider an application for repeat tuition in any failed courses from a student. Results obtained following a repeated attempt at assessment shall bear their normal value.
- A student who has completed year one and is unable to complete year two of the MPA or Dual MPA programme will not receive an interim award.

**Note for prospective students:**

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm](https://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm). Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm](https://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm).



## Master of Public Administration

**Programme Code:** TMMPA

**Department:** School of Public Policy

For students starting this programme of study in 2021/22. The programme is taught over two academic years (21 months). To be awarded the degree, students must complete courses to the value of 8.0 units in total over two years with 4.0 units in each year of study. Some courses have a unit value of 1.0 and some have a unit value of 0.5 indicated as (H).

No interim award is available: students completing courses with a total value of less than 8.0 units receive no award, regardless of performance in the courses that have been successfully completed.

Students who successfully complete courses to the value of 8.0 units may elect to have one of the titles below referenced on their degree certificate if the student has passed the courses attached to that specialism. The available specialisms are listed below with the courses attached to each specialism listed with them. If no such election is made, or if a student does not pass all of the courses listed under a specialism, the MPA degree certificate will state 'MPA' without further specification. Students may take courses from other specialisms as option courses. Students can apply to spend their second year at one of the LSE MPA Partner Institutions. If offered a place and upon successful completion of year one, the student will transfer onto the Dual MPA Programme. Students who transfer to the Dual MPA will not be eligible to elect a specialism to be added to their degree certificate.

**Paper Course number, title (unit value)**

### Before Year 1

Introductory course All students must attend the following MPA introductory course:  
PP408 Introduction to Quantitative Methods for the MPA Programme (0.0)

### Year 1

Paper 1 PP440 Micro and Macro Economics (for Public Policy) (1.0)

#### Or

Upon satisfactorily demonstrating prior knowledge of Micro and Macro Economics, students may be exempted from PP440 and will be free to take an additional unit of option course subject to the approval of the Programme Director.

Paper 2 PP455 Quantitative Approaches and Policy Analysis (1.0)

Paper 3 PP478 Political Science for Public Policy (1.0)  
Paper 4 Students take course(s) to the value of 1.0 unit from the MPA Course List (see below):

#### MPA Course List

### Year 2

Paper 5 PP4B3 MPA Capstone Project (1.0)  
Papers 6, 7 & 8 Students take courses to the value of 3.0 units from the MPA Course List (see below):

#### MPA Course List

### Footnotes

A: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

B: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

C: Not available in Year 1.

D: Not available in Year 1.

E: Not available in Year 1.

F: Not available in Year 1.

G: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

H: Not available in Year 1.

I: Not available in Year 1.

# means there may be prerequisites for this course. Please view the course guide for more

information.

### SUPPLEMENTARY CRITERIA FOR PROGRESSION FROM THE FIRST TO THE SECOND YEAR OF THE MPA AND DUAL MPA DEGREE

- Students who attain at least a Pass grade in each of the first year courses will be eligible to proceed into the second year of the MPA or Dual MPA programme.
- A student on the MPA programme who has attained a Fail grade in courses to the value of 1.0 unit and at least a Pass grade in the remaining courses to the value of 3.0 units will be eligible to proceed into the second year.
- A student holding an offer on the Dual MPA for their second year, who has attained a Fail grade in courses to the value of 1.0 unit, may only progress if a mark of at least 60% has been achieved in courses of an equivalent value or an aggregate mark of at least 330 has been achieved in the non-failed courses.
- A student who receives a Bad Fail in any course or who otherwise fails to meet the above criteria for progression will not be able to progress to the second year of the MPA or Dual MPA programme and will be entitled to repeat the failed courses as follows:  
A student shall normally be entitled to repeat any failed courses only (on one occasion) and at the next normal opportunity, in accordance with paragraph 33 of the General Academic Regulations. The Repeat Teaching Panel may consider an application for repeat tuition in any failed courses from a student. Results obtained following a repeated attempt at assessment shall bear their normal value.
- A student who has completed year one and is unable to complete year two of the MPA or Dual MPA programme will not receive an interim award.

#### Note for prospective students:

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm](http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm). Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm](http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm).

## MPA Course List

### Economic Policy Specialism

Students must pass two of the following three courses to qualify for this specialism.

PP410 Public Economics for Public Policy (0.5) # A  
PP418 Globalisation and Economic Policy (0.5) # B  
PP419 Advanced Empirical Methods for Policy Analysis (0.5) # C

### International Development Specialism

PP448 International Political Economy and Development (0.5)  
PP449 Comparative Political Economy and Development (0.5)  
PP454 Development Economics (1.0) # D

### Inequality and Poverty Specialism

PP4X6 Welfare Analysis and Measurement (1.0)

### Social Impact Specialism

PP452 Applying Behavioural Economics for Social Impact:

PP4J2	Design, Delivery, Evaluation and Policy (0.5) # E New Institutions of Public Policy: Strategic Philanthropy, Impact Investment and Social Enterprise (0.5) F
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**International Political Economy Specialism**

PP418	Globalisation and Economic Policy (0.5) # G
PP448	International Political Economy and Development (0.5)

**Courses not contributing to a specialism**

FM471	Sustainable Finance and Impact Investing (0.5) #
PP406	Philosophy for Public Policy (0.5)
PP411L	Political Economy Applications for Public Policy (0.5) #
PP411M	Political Entrepreneurship (0.5)
PP412	Global Social Protection Design and Delivery (0.5)
PP413	Growth Diagnostics in Development: Theory and Practice (0.5) #
PP414	Policy-Making: Process, Challenges and Outcomes (0.5)
PP415	Technology, Data Science and Policy (0.5) #
PP416	Beyond the policy cycle: how theory explains practice (0.5)
PP417L	The Practice of Effective Climate Policy (0.5)
PP417M	The Practice of Effective Climate Policy (0.5)
PP423	Anticipatory Policymaking (0.5)
PP424	Happiness and Public Policy (0.5)
PP450	Public Organisations: Theory and Practice (0.5) #
PP4B4	Dissertation (1.0) 1 H
PP4E5	Innovations in the governance of public services delivery (0.5)
PP4G3	Designing and Managing Change in the Public Sector (0.5)
PP4J4	Designing and Implementing Evidence-Informed Policies and Programmes (0.5)
PP4J5	Fiscal Governance and Budgeting (0.5)
PP4V8	Policy Paper (0.5) 2 I

In addition, students may choose courses from elsewhere in LSE with approval of the Programme Director and subject to acceptance by the course convenor. Availability of a place on a course outside the School of Public Policy is not guaranteed and is subject to space, regulations, and timetable constraints.

**Master of Public Policy**

**Programme Code:** TMMPP

**Department:** School of Public Policy

For students starting this programme of study in 2022/23

The programme is taught over 9 months.

To be awarded the degree, students must complete courses to the value of 4.0 units. Some courses have a unit value of 1.0 and some have a unit value of 0.5.

No interim award is available: students completing courses with a total value of less than 4.0 units receive no award, regardless of performance in the courses that have been successfully completed.

Students must take core courses to the value of 3.0 units, and a range of other courses from within the School of Public Policy to a total combined value of 4.0 units as shown.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

**Paper**                      **Course number, title (unit value)**

**Core Courses**

All students must complete the following core courses:

Introductory course	PP409	Introductory Teaching for the Master of Public Policy (MPP) (0.0)
Paper 1	PP401	Political Science for Public Policy (0.5)

Paper 2	PP402	Quantitative Methods for Public Policy (0.5)
Paper 3	PP403	Public Management (0.5)
Paper 4	PP404	Economics for Public Policy (0.5)

**Or**

Upon satisfactorily demonstrating prior knowledge of Economics, students may be exempted from PP404 and will be free to take an additional half unit option course subject to the approval of the Programme Director.

Paper 5	PP405	Public Policy Applications (0.5)
Paper 6	PP406	Philosophy for Public Policy (0.5)

**Option Courses**

Papers 7 & 8      Courses to the value of 1.0 unit(s) from the following:

FM471	Sustainable Finance and Impact Investing (0.5) #
FM473L	Financial Markets (0.5) #
FM473M	Financial Markets (0.5) #
FM474L	Managerial Finance (0.5)
FM474M	Managerial Finance (0.5)
GV4F8	Institutions and Global Trade (0.5)
GV4K1	Opening Government: Transparency, Accountability, and Participation (0.5)
MG455	Decisions, Biases and Nudges (0.5) #
PP410	Public Economics for Public Policy (0.5) #
PP411L	Political Economy Applications for Public Policy (0.5) #
PP411M	Political Entrepreneurship (0.5)
PP412	Global Social Protection Design and Delivery (0.5) (not available 2022/23)
PP413	Growth Diagnostics in Development: Theory and Practice (0.5) #
PP414	Policy-Making: Process, Challenges and Outcomes (0.5) 1
PP414L	Policy-Making: Process, Challenges and Outcomes (0.5) 2
PP415	Technology, Data Science and Policy (0.5) #
PP416	Beyond the policy cycle: how theory explains practice (0.5)
PP417L	The Practice of Effective Climate Policy (0.5) 3
PP417M	The Practice of Effective Climate Policy (0.5) 4
PP418	Globalisation and Economic Policy (0.5) #
PP419	Advanced Empirical Methods for Policy Analysis (0.5) #
PP423	Anticipatory Policymaking (0.5)
PP424	Happiness and Public Policy (0.5)
PP448	International Political Economy and Development (0.5)
PP449	Comparative Political Economy and Development (0.5)
PP450	Public Organisations: Theory and Practice (0.5) #
PP454	Development Economics (1.0) #
PP4B4	Dissertation (1.0)
PP4E5	Innovations in the governance of public services delivery (0.5)
PP4G3	Designing and Managing Change in the Public Sector (0.5) (not available 2022/23)
PP4J2	New Institutions of Public Policy: Strategic Philanthropy, Impact Investment and Social Enterprise (0.5)
PP4J4	Designing and Implementing Evidence-Informed Policies and Programmes (0.5) (not available 2022/23)
PP4J5	Fiscal Governance and Budgeting (0.5)

PP4V8 Policy Paper (0.5)  
 PP4X6 Welfare Analysis and Measurement (1.0)  
 In addition, students may choose up to 1.0 unit (per year of study) of courses from elsewhere in LSE with approval of the Programme Director and subject to acceptance by the course convenor. Availability of a place on a course outside the School of Public Policy is not guaranteed and is subject to space, regulations, and timetable constraints.

#### Prerequisite Requirements and Mutually Exclusive Options

# means there may be prerequisites for this course. Please view the course guide for more information.

1: PP414 can not be taken with PP414L  
 2: PP414L can not be taken with PP414  
 3: PP417L can not be taken with PP417M  
 4: PP417M can not be taken with PP417L  
 The Bologna Process [lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm](http://lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm) facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

## MSc in Public Policy and Administration

**Programme Code:** TMPPA

**Department:** Government

For students starting this programme of study in 2022/23 Full-year programme. Students must take courses to the value of 2.5 units and a skills course and dissertation as shown. Part-time students may take courses up to the value of two full course units in their first year. Candidates may, subject to the approval of their supervisor, substitute for up to two of the written papers listed under Paper 3 below, any paper which is offered in the MSc, LLM or MA which involves at least 20 weeks of an integrated teaching programme and which counts as one quarter (or one full unit) of the complete MSc programme in which it is offered. By choosing particular combinations of core courses, students can choose to have the title of a specialised stream added to the title of their degree:

MSc Public Policy and Administration (Comparative); or  
 MSc Public Policy and Administration (Public Management).

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	GV4E9 Approaches and Issues in Public Policy and Administration (1.0)
Paper 2	Courses to the value of 0.5 unit(s) from the following: GV477 Comparative Public Policy Change (0.5) # GV483 Public Management Theory and Doctrine (0.5) GV4F4 Policy Advice in Theory and Practice (0.5)
Paper 3	Courses to the value of 1.0 unit(s) from the following: <b>Public Management: A</b> AC412 Accountability, Organisations and Risk

	Management (0.5)
DV413	Environmental Problems and Development Interventions (0.5) #
DV415	Global Environmental Governance (0.5)
GV483	Public Management Theory and Doctrine (0.5)
GV4A2	Citizens' Political Behaviour in Europe: Elections Public Opinion and Identities (0.5) # (not available 2022/23)
GV4C8	Game Theory for Political Science (0.5)
GV4K1	Opening Government: Transparency, Accountability, and Participation (0.5)
GV4L2	The Politics and Policy of Climate Change and Sustainability (0.5) #
LL4AT	Regulation: Strategies and Enforcement (0.5) (not available 2022/23)
LL4AU	Regulation: Legal and Political Aspects (0.5) # (not available 2022/23)
MG402	Public Management: A Design-Oriented Approach (0.5)
PH415	Philosophy and Public Policy (1.0)
PP4J5	Fiscal Governance and Budgeting (0.5)
<b>Comparative Public Policy and Administration: B</b>	
EU421	Policy-Making in the European Union (0.5) #
EU443	European Models of Capitalism (0.5)
EU481	The Future: Political Responses to a Challenge (0.5)
EU4A4	The Politics of Inequality and Redistribution (0.5)
GV441	States and Markets (0.5)
GV477	Comparative Public Policy Change (0.5) #
GV4A5	International Migration and Immigration Management (0.5)
GV4C8	Game Theory for Political Science (0.5)
GV4K1	Opening Government: Transparency, Accountability, and Participation (0.5)
GV4L2	The Politics and Policy of Climate Change and Sustainability (0.5) #
GV4L3	Data Science Applications in Politics Research (0.5) #
GV4L5	Politics, Gender, and Development (0.5) #
GV4L6	Political Economy of Inequality (0.5)
GV4L7	Political Participation and Representation in Latin America (0.5)
SP434	Behavioural Public Policy (0.5)
SP441	Politics of Social Policy: Welfare and Work in Comparative Perspective (0.5)
	Another course with the permission of the programme convenor.
Paper 4	One from: GV4G1 Applied Quantitative Methods for Public Policy and Political Science (0.5) # MY451L Introduction to Quantitative Analysis (0.5) MY451M Introduction to Quantitative Analysis (0.5) MY452L Applied Regression Analysis (0.5) # MY452M Applied Regression Analysis (0.5) #
Paper 5	GV499 Dissertation (1.0)

#### Prerequisite Requirements and Mutually Exclusive Options

# means there may be prerequisites for this course. Please view the course guide for more information.

#### A: **Public Management stream**

To qualify for this stream, the following courses must be taken:

GV4E9 Approaches and Issues in Public Policy and Administration

#### Footnotes

GV483 Public Management Theory and Doctrine (H)  
 Courses to the value on 1.0 unit from the Public Management stream under Paper 3.  
**B: Comparative Public Policy and Administration stream**  
 To qualify for this stream, the following courses must be taken:  
 GV4E9 Approaches and Issues in Public Policy and Administration  
 GV477 Comparative Public Policy Change (H) **or** GV4F4 The Politics of Policy Advice (H)  
 Courses to the value on 1.0 unit from the Comparative Public Policy and Administration stream under Paper 3.

## MSc in Quantitative Methods for Risk Management

**Programme Code:** TMQMRM

**Department:** Statistics

For students starting this programme of study in 2022/23 Students take three compulsory half unit courses and 2.5 units of optional courses.

Students are required to take a two-week compulsory introductory course MA400 September Introductory Course (Financial Mathematics) in September.

**Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Introductory Course	MA400 September Introductory Course (Financial Mathematics and Quantitative Methods for Risk Management) (0.0)
Paper 1	ST409 Stochastic Processes (0.5) #
Paper 2	ST429 Statistical Methods for Risk Management (0.5) #
Paper 3	ST433 Computational Methods in Finance and Insurance (0.5) #
Papers 4 & 5	Courses to the value of 1.5 unit(s) from the following: MA411 Probability and Measure (0.5) # MA415 The Mathematics of the Black and Scholes Theory (0.5) # MA416 The Foundations of Interest Rate and Credit Risk Theory (0.5) # MA420 Quantifying Risk and Modelling Alternative Markets (0.5) # (not available 2022/23) MA435 Machine Learning in Financial Mathematics (0.5) # ST422 Time Series (0.5) # ST426 Applied Stochastic Processes (0.5) ST436 Financial Statistics (0.5) # ST439 Stochastics for Derivatives Modelling (0.5) # ST440 Recent Developments in Finance and Insurance (0.5) # ST443 Machine Learning and Data Mining (0.5) # ST446 Distributed Computing for Big Data (0.5) # ST448 Insurance Risk (0.5) # ST449 Artificial Intelligence (0.5) ST451 Bayesian Machine Learning (0.5) # ST455 Reinforcement Learning (0.5) # ST456 Deep Learning (0.5) # ST457 Graph Data Analytics and Representation

Learning (0.5) #  
 Paper 6 Courses to the value of 1.0 unit(s) from the following:  
 FM441 Derivatives (0.5) #  
 FM442 Quantitative Methods for Finance and Risk Analysis (0.5) #  
 MA409 Continuous Time Optimisation (0.5) #  
 ST452 Probability and Mathematical Statistics I (0.5)  
 ST453 Probability and Mathematical Statistics II (0.5) #  
 Further half-units(s) from the Paper 5 options list, or from other appropriate MSc courses subject to the approval of the Programme Director and the teacher responsible for the course.

### Papers 4 & 5 options list

Additional course 1 Students taking FM442 can apply for a place on the following non-assessed computer course:  
 FM457 Applied Computational Finance (0.0) (not available 2022/23)

Additional course 2 Students can also take the following non-assessed course taken in addition to the required five compulsory half unit courses and three half units of optional courses detailed above:

MA422 Research Topics in Financial Mathematics (0.0)

### Papers 4 & 5 options list

- MA411 Probability and Measure (0.5) #
- MA415 The Mathematics of the Black and Scholes Theory (0.5) #
- MA416 The Foundations of Interest Rate and Credit Risk Theory (0.5) #
- MA420 Quantifying Risk and Modelling Alternative Markets (0.5) # (not available 2022/23)
- MA435 Machine Learning in Financial Mathematics (0.5) #
- ST422 Time Series (0.5) #
- ST426 Applied Stochastic Processes (0.5)
- ST436 Financial Statistics (0.5) #
- ST439 Stochastics for Derivatives Modelling (0.5) #
- ST440 Recent Developments in Finance and Insurance (0.5) #
- ST443 Machine Learning and Data Mining (0.5) #
- ST446 Distributed Computing for Big Data (0.5) #
- ST448 Insurance Risk (0.5) #
- ST449 Artificial Intelligence (0.5)
- ST451 Bayesian Machine Learning (0.5) #
- ST455 Reinforcement Learning (0.5) #
- ST456 Deep Learning (0.5) #
- ST457 Graph Data Analytics and Representation Learning (0.5) #

# means there may be prerequisites for this course. Please view the course guide for more information.

The Bologna Process [lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm](http://lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm) facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.



**Note for prospective students:**

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm](https://www.lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm). Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm](https://www.lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm).

**MSc in Real Estate Economics and Finance****Programme Code:** TMREEF**Department:** Geography & Environment

For students starting this programme of study in 2022/23 Full-year programme. Students must take three compulsory courses, in addition to either FM429 or FM473L / FM473M, one optional half-unit course and a dissertation as shown.

**Please note that places are limited on some optional courses.****Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.****Paper Course number, title (unit value)**

<b>Year 1</b>	<b>Paper</b>	<b>Course number, title (unit value)</b>
Paper 1	GY458	Real Property Market Practice (0.5)
Paper 2	GY457	Applied Urban and Real Estate Economics (1.0) #
Paper 3	GY462	Real Estate Finance (0.5)
Papers 4 & 5		Courses to the value of 1.0 unit(s) from the following: <b>Either</b> one of the following half-unit courses: FM429 Asset Markets A (0.5) # FM473L Financial Markets (0.5) # FM473M Financial Markets (0.5) # GY472 Real Estate Investment (0.5) # And a relevant half-unit course where offered, subject to the approval of the Programme Director via LSEforYou. <b>Or</b> FM430 Corporate Finance and Asset Markets (1.0) # (not available 2022/23)
Paper 6	GY485	Dissertation - MSc Geographic Data Science and MSc Real Estate Economics and Finance (1.0) # means there may be prerequisites for this course. Please view the course guide for more information. This programme is externally accredited by the IPF and RICS. Further information is available on the Geography and Environment Department <a href="https://www.lse.ac.uk/Geography-and-Environment">https://www.lse.ac.uk/Geography-and-Environment</a> website. <b>Note for prospective students:</b> For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students <a href="https://www.lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm">lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm</a> . Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students <a href="https://www.lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm">lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm</a> .

**MSc in Regional And Urban Planning Studies****Programme Code:** TMRUP**Department:** Geography & Environment

For students starting this programme of study in 2022/23 Full-year programme. Students must take courses to the value of three full units and a dissertation. Additionally all students are required to take the non-assessed compulsory course GY450 Planning Practice and Research.

**Please note that places are limited on some optional courses.****Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

<b>Paper</b>	<b>Course number, title (unit value)</b>
Paper 1	GY447 The Economics of Regional and Urban Planning (0.5) #
Paper 2	GY448 Social and Political Aspects of Planning (0.5)
Paper 3	GY454 Urban Policy and Planning (0.5) #
Paper 4	Courses to the value of 1.5 unit(s) from the following: GI409 Gender, Globalisation and Development: An Introduction (0.5) GI420 Global Development and Its Discontents: Feminist Perspectives (0.5) GY400 The Economics of Urbanisation (0.5) # GY403 Contemporary Debates in Human Geography (0.5) GY410 Economics of Local and Regional Development (0.5) GY413 Regional Development and Policy (0.5) # GY415 Local Capacity and Economic Development Policy (0.5) (not available 2022/23) GY431 Cities, People and Poverty in the South (0.5) # GY432 Urban Ethnography (0.5) (not available 2022/23) GY438 Urban Asia: Cities and Social Change (0.5) GY439 Cities, Politics and Citizenship (0.5) GY441 The Politics of Housing (0.5) (not available 2022/23) GY446 Planning for Sustainable Cities (0.5) GY449 Urban Futures (0.5) # GY455 Economic Appraisal and Valuation (0.5) GY460 Techniques of Spatial Economic Analysis (0.5) # GY465 Concepts in Environmental Regulation (0.5) GY470 Urban Africa (0.5) GY476 Applied Geographical Information Systems (0.5) GY477 Race and Capitalism in North America (0.5) GY479 Urban Transformations (0.5) (not available 2022/23) GY480 Remaking China: Geographical aspects of Development and Disparity (0.5) (not available 2022/23) PP465 City-Making: the Politics of Urban Form (0.5) SO473 Crime, Control and the City (0.5) SO480 Urban Inequalities (0.5) SP437 International Housing and Human Settlements; Conflicts and Communities (0.5) (not available 2022/23) A half-unit course from another programme at the discretion of the Programme Director by special permission only.
Paper 5	GY450 Planning Practice and Research (0.0)

Paper 6	GY484	Dissertation - MSc Regional and Urban Planning Studies (1.0)
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# means there may be prerequisites for this course. Please view the course guide for more information.

This programme is externally accredited by the RICS. Further information is available on the Geography and Environment Department [lse.ac.uk/collections/geographyAndEnvironment/](http://lse.ac.uk/collections/geographyAndEnvironment/) website (see Quick Links to Regional and Urban Planning Studies).

**Note for prospective students:**  
For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm](http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm). Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm](http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm).

## MSc in Regulation

**Programme Code:** TMREG

**Department:** Government

For students starting this programme of study in 2022/23 Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	GV488 Law and Politics of Regulation (1.0)
Papers 2 & 3	Courses to the value of two full units from the following: A
	<b>Environmental Regulation</b>
	DV413 Environmental Problems and Development Interventions (0.5) #
	DV415 Global Environmental Governance (0.5)
	GV4L2 The Politics and Policy of Climate Change and Sustainability (0.5) #
	GY420 Environmental Regulation: Implementing Policy (1.0)
	GY465 Concepts in Environmental Regulation (0.5)
	GY475 Issues in Environmental Governance (0.5)
	IR467 Global Environmental Politics (0.5) *
	LL4BV Transnational Environmental Law (0.5)
	<b>Financial and Commercial Regulation</b>
	AC470 Accounting in the Global Economy (0.5) #
	AC490 Management Accounting, Decisions and Control (0.5)
	FM473L Financial Markets (0.5) #
	FM473M Financial Markets (0.5) #
	FM474L Managerial Finance (0.5)
	FM474M Managerial Finance (0.5)
	LL4AH Corporate Governance (0.5) #
	LL4BF International Financial Regulation (0.5)
	LL4BK Corporate Crime (0.5)
	LL4BL Financial Crime (0.5)
	LL4CP Tax Avoidance (0.5)
	LL4K9 European Capital Markets Law (0.5)
	SO425 Economy, Risk and Society (1.0)
	<b>Social Regulation</b>
	AN451 Anthropology of Politics (0.5)

AN456	Anthropology of Economy (1): Production and Exchange (0.5)
AN457	Anthropology of Economy (2): Transformation and Globalisation (0.5)

### Utilities Regulation

LL4AF	Principles of Global Competition Law (0.5)
LL4AG	Competition Law, Technology and Intellectual Property (0.5) #
LL4CS	Law and Economics of Network Industries (0.5)
LL4S1	Cyberlaw (0.5) #
LL4S4	Digital Rights, Privacy and Security (0.5) #
LL4Z5	EU State Aid Law (0.5) (not available 2022/23)

### Government and Law

GV477	Comparative Public Policy Change (0.5) #
GV483	Public Management Theory and Doctrine (0.5)
GV4G1	Applied Quantitative Methods for Public Policy and Political Science (0.5) #
GV4L5	Politics, Gender, and Development (0.5) #
GV4L6	Political Economy of Inequality (0.5)
LL4BK	Corporate Crime (0.5)
LL4BL	Financial Crime (0.5)
LL4CB	Modern Legal History: Private Law and the Economy 1750-1950 (0.5) (not available 2022/23)
LL4CS	Law and Economics of Network Industries (0.5)
SP434	Behavioural Public Policy (0.5)

A course from another programme by special permission only.

Paper 4

GV499 Dissertation (1.0)

### Prerequisite Requirements and Mutually Exclusive Options

\* means available with permission

A: Students who take courses to the value of two full units from one of the categories shown in **bold** above, or courses to the value of one full unit and a dissertation which in the opinion of the School falls within the same category, may choose to have the title of their subject category included on the degree certificate. No more than one category may appear on the degree certificate.

# means there may be prerequisites for this course. Please view the course guide for more information.

### Footnotes

## MSc in Risk and Finance

**Programme Code:** TMRIFI

**Department:** Finance

For students starting this programme of study in 2022/23 Full-year programme. Student must take courses to the value of four full units (of which one paper includes a dissertation) as shown below.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	FM403 Management and Regulation of Risk (1.0) A
Paper 2	Courses to the value of 0.5 unit(s) from the following:
	FM429 Asset Markets A (0.5) #

Papers 3 & 4	FM431L Corporate Finance A (0.5) #
	FM431M Corporate Finance A (0.5) #
	Or any other half-unit quantitative Finance course with the permission of the programme director.
	Courses to the value of 2.5 unit(s) from the following:
	AC412 Accountability, Organisations and Risk Management (0.5)
	AC444 Valuation and Security Analysis (0.5) #
	AC470 Accounting in the Global Economy (0.5) #
	FM402 Financial Risk Analysis (0.5) #
	FM412 Quantitative Security Analysis (0.5) #
	FM413 Fixed Income Markets (0.5) #
	FM421 Applied Corporate Finance (0.5) #
	FM429 Asset Markets A (0.5) #
	FM431L Corporate Finance A (0.5) # 1
	FM431M Corporate Finance A (0.5) # 2
	FM441 Derivatives (0.5) #
	FM445 Portfolio Management (0.5)
	FM471 Sustainable Finance and Impact Investing (0.5) #
	FM476 Entrepreneurial Finance (0.5) #
	FM477 International Finance A (0.5) #
	GY420 Environmental Regulation: Implementing Policy (1.0)
	GY455 Economic Appraisal and Valuation (0.5)
	GY462 Real Estate Finance (0.5)
	GY465 Concepts in Environmental Regulation (0.5)
	GY475 Issues in Environmental Governance (0.5)
	LL4BF International Financial Regulation (0.5)
	LL4BK Corporate Crime (0.5)
	LL4BL Financial Crime (0.5)
	MG455 Decisions, Biases and Nudges (0.5) #
	MG4A8 Strategy for the Information Economy (0.5) #
	MG4B9 The World Trading System (0.5) # (not available 2022/23)
	PH425 Business and Organisational Ethics (0.5)
	SO425 Economy, Risk and Society (1.0)
	ST409 Stochastic Processes (0.5) #
	Any other paper with the approval of the Programme Director.

**Prerequisite Requirements and Mutually Exclusive Options**

1: FM431L can not be taken with FM431M

2: FM431M can not be taken with FM431L

A: Includes dissertation.

# means there may be prerequisites for this course. Please view the course guide for more information.

**Footnotes**

## MSc in Social and Cultural Psychology

**Programme Code:** TMSCPS

**Department:** Psychological and Behavioural Science

For students starting this programme of study in 2022/23

Full-year programme. Students are required to take two compulsory courses, optional courses to the value of one unit and a dissertation as shown.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

**Paper Course number, title (unit value)**

Paper 1 PB401 Contemporary Social and Cultural Psychology (1.0)

Paper 2 Students may opt to take PB414 instead of PB411

where they can demonstrate prior experience on quantitative techniques up to and including the topics covered in MY465

PB411 Methods for Social Psychology Research: Qualitative and Quantitative Methods (1.0) **or**

PB414 Advanced Methods for Social Psychology Research: Qualitative and Quantitative Methods (1.0)

Paper 3 Courses to the value of 1.0 unit(s) from the following:

PB415 Behavioural Science (0.5) (not available 2022/23)

PB416 Cognition and Culture (0.5) (not available 2022/23)

PB417 Consumer Psychology for Sustainability (0.5)

PB418 Corporate Communications (0.5)

PB419 Creativity and Innovation (0.5) # (not available 2022/23)

PB420 Current Communication Research (0.5) # (not available 2022/23)

PB421 Happiness (0.5)

PB422 Health Communication (0.5)

PB424 Organisational Life (0.5)

PB425 Organisations, Groups and Identity (0.5) #

PB426 Knowledge Processes in Organisations (0.5) (not available 2022/23)

PB427 Organisational and Social Decision Making (0.5) (not available 2022/23)

PB428 Political Psychology: Inequality & Intergroup Relations (0.5)

PB429 Science Communication and Controversies (0.5) (not available 2022/23)

PB430 Social Influence Modes and Modalities (0.5) # (not available 2022/23)

PB431 Social Psychology of Economic Life: Advanced Topics (0.5)

PB432 Social Representations: Social Knowledge and Contemporary Issues (0.5)

PB433 Theory and Practice of Organisational Development (0.5)

PB434 Behavioural Science in an Age of New Technology (0.5)

PB435 Behavioural Science for Planetary Wellbeing (0.5)

PB436 Behavioural Science for Managing Work, People, and Time (0.5)

PB452 Behavioural Science for Health and Pandemic Responses (0.5) #

PB457 Organisational Culture (0.5)

PB458 Dialogue: Conflict & Negotiation (0.5)

A course from another programme (subject to the approval of the Candidate's Programme Director).

Paper 4  
**Footnotes**

PB410 Dissertation (1.0) A

A: Failures in this course cannot be condoned.

A bad fail is defined as a mark less than 29%.

# means there may be prerequisites for this course. Please view the course guide for more information.

## MSc in Social and Public Communication

**Programme Code:** TMSOPUCO

**Department:** Psychological and Behavioural Science

For students starting this programme of study in 2022/23

Full year programme. Students are required to take two

compulsory courses, optional courses to the value of one unit and a dissertation as shown.

**Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	PB404 The Social Psychology of Communication (1.0)
Paper 2	Students may opt to take PB414 instead of PB411 where they can demonstrate prior experience on quantitative techniques up to and including the topics covered in MY465
	PB411 Methods for Social Psychology Research: Qualitative and Quantitative Methods (1.0) <b>or</b>
	PB414 Advanced Methods for Social Psychology Research: Qualitative and Quantitative Methods (1.0)
Paper 3	Courses to the value of 1.0 unit(s) from the following:
	PB415 Behavioural Science (0.5) (not available 2022/23)
	PB416 Cognition and Culture (0.5) (not available 2022/23)
	PB417 Consumer Psychology for Sustainability (0.5)
	PB418 Corporate Communications (0.5)
	PB419 Creativity and Innovation (0.5) # (not available 2022/23)
	PB420 Current Communication Research (0.5) # (not available 2022/23)
	PB421 Happiness (0.5)
	PB422 Health Communication (0.5)
	PB424 Organisational Life (0.5)
	PB425 Organisations, Groups and Identity (0.5) #
	PB426 Knowledge Processes in Organisations (0.5) (not available 2022/23)
	PB427 Organisational and Social Decision Making (0.5) (not available 2022/23)
	PB428 Political Psychology: Inequality & Intergroup Relations (0.5)
	PB429 Science Communication and Controversies (0.5) (not available 2022/23)
	PB430 Social Influence Modes and Modalities (0.5) # (not available 2022/23)
	PB431 Social Psychology of Economic Life: Advanced Topics (0.5)
	PB432 Social Representations: Social Knowledge and Contemporary Issues (0.5)
	PB433 Theory and Practice of Organisational Development (0.5)
	PB434 Behavioural Science in an Age of New Technology (0.5)
	PB435 Behavioural Science for Planetary Wellbeing (0.5)
	PB436 Behavioural Science for Managing Work, People, and Time (0.5)
	PB452 Behavioural Science for Health and Pandemic Responses (0.5) #
	PB457 Organisational Culture (0.5)
	PB458 Dialogue: Conflict & Negotiation (0.5)
	Courses to the value of 0.5 unit(s) from another programme (subject to the approval of the candidate's Programme Director).
Paper 4	PB410 Dissertation (1.0) A
<b>Footnotes</b>	A: Failures in this course cannot be condoned. A bad fail is defined as a mark less than 29%. # means there may be prerequisites for this

course. Please view the course guide for more information.

Students who complete PB404 and PB418 can be granted exemption from up to two CIPR Diploma units. Further information is available from the Department of Psychological and Behavioural Science website <https://www.lse.ac.uk/PBS>.

**Note for prospective students:**

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm](https://www.lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm). Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm](https://www.lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm).

## MSc in Social Anthropology

**Programme Code:** TMAN

**Department:** Anthropology

For students starting this programme of study in 2022/23 Full-year programme. Students must take courses to the value of three full units and a dissertation as shown. Attendance at seminars and at non-assessed tutorials is compulsory.

**Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	AN404 Anthropology: Theory and Ethnography (1.0)
Paper 2	Courses to the value of 1.0 unit(s) from the following:
	AN402 The Anthropology of Religion (1.0)
	AN405 The Anthropology of Kinship, Sex and Gender (1.0)
	AN451 Anthropology of Politics (0.5)
	AN456 Anthropology of Economy (1): Production and Exchange (0.5)
	AN457 Anthropology of Economy (2): Transformation and Globalisation (0.5)
	AN479 Anthropology of Law (0.5)
Paper 3	Courses to the value of 1.0 unit(s) from a paper under paper 2 above not already taken or from the following:
	AN419 The Anthropology of Christianity (0.5) (not available 2022/23)
	AN420 The Anthropology of Southeast Asia (0.5) (not available 2022/23)
	AN424 The Anthropology of Melanesia (0.5)
	AN436 The Anthropology of Development (0.5)
	AN444 Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) # (not available 2022/23)
	AN447 China in Comparative Perspective (1.0)
	AN458 Children and Youth in Contemporary Ethnography (0.5)
	AN461 Anthropological Approaches to Questions of Being (0.5) (not available 2022/23)
	AN463 Borders and Boundaries: Ethnographic Approaches (0.5) (not available 2022/23)
	AN467 The Anthropology of South Asia (0.5) # (not available 2022/23)
	AN469 The Anthropology of Amazonia (0.5) (not available 2022/23)
	AN475 The Anthropology of Revolution (0.5)



	(not available 2022/23)
AN476	Anthropology and the Anthropocene (0.5)
AN477	Topics in the Anthropology of sub-Saharan Africa (0.5) # (not available 2022/23)
AN480	Public Anthropology (0.5) (not available 2022/23)
AN481	Health and Welfare: Anthropological Perspectives (0.5) (not available 2022/23)
AN482	Bangladesh and Beyond: Anthropological Perspectives (0.5) (not available 2022/23)
AN483	Anthropology, Art, and Poetics (0.5) (not available 2022/23)
AN484	Anthropological Approaches to Race, Racism, and Decolonisation (0.5)

**Paper 2 options list**

Paper 4	AN499	Dissertation (1.0)
		<b>Paper 2 options list</b>
	AN402	The Anthropology of Religion (1.0)
	AN405	The Anthropology of Kinship, Sex and Gender (1.0)
	AN451	Anthropology of Politics (0.5)
	AN456	Anthropology of Economy (1): Production and Exchange (0.5)
	AN457	Anthropology of Economy (2): Transformation and Globalisation (0.5)
	AN479	Anthropology of Law (0.5)
		# means there may be prerequisites for this course. Please view the course guide for more information.

## MSc in Social Anthropology (Religion in the Contemporary World)

**Programme Code:** TMSARCW

**Department:** Anthropology

For students starting this programme of study in 2022/23 Full-year programme. Students must take courses to the value of four full units. Attendance at seminars and at non-assessed tutorials is compulsory.

**Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	AN402 The Anthropology of Religion (1.0)
Paper 2	Courses to the value of 1.0 unit(s) from the following:
	AN419 The Anthropology of Christianity (0.5) (not available 2022/23)
	AN420 The Anthropology of Southeast Asia (0.5) (not available 2022/23)
	AN424 The Anthropology of Melanesia (0.5)
	AN444 Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) # (not available 2022/23)
	AN461 Anthropological Approaches to Questions of Being (0.5) (not available 2022/23)
	AN467 The Anthropology of South Asia (0.5) # (not available 2022/23)
	AN482 Bangladesh and Beyond: Anthropological Perspectives (0.5) (not available 2022/23)
	EU437 Europe Beyond Modernity (0.5)
	EU475 Racial Diversity and Conflict in Europe: Identities, Religion, and Culture (0.5)

	GV4C9	Globalization and Democratization in Southeast Asia (0.5)
	IR461	Islam in World Politics (1.0)
	IR465	The International Politics of Culture and Religion (1.0) # (not available 2022/23)
Paper 3		Courses to the value of 1.0 unit(s) from the following:
	AN404	Anthropology: Theory and Ethnography (1.0)
	AN405	The Anthropology of Kinship, Sex and Gender (1.0)
	AN451	Anthropology of Politics (0.5)
	AN456	Anthropology of Economy (1): Production and Exchange (0.5)
	AN457	Anthropology of Economy (2): Transformation and Globalisation (0.5)
	AN479	Anthropology of Law (0.5)
	AN480	Public Anthropology (0.5) (not available 2022/23)
	AN481	Health and Welfare: Anthropological Perspectives (0.5) (not available 2022/23)
	AN483	Anthropology, Art, and Poetics (0.5) (not available 2022/23)
	AN484	Anthropological Approaches to Race, Racism, and Decolonisation (0.5)
	EU478	The Culture of European Politics (0.5)
	HY435	Political Islam: From Ibn Taymiyya to ISIS (1.0)
	PB416	Cognition and Culture (0.5) (not available 2022/23)

An additional unit from Paper 2 not previously taken or a course from another MSc subject to the approval of programme director.

**Paper 2 options list**

Paper 4	AN497	Dissertation: Religion in the Contemporary World (1.0) #
		<b>Paper 2 options list</b>
	AN419	The Anthropology of Christianity (0.5) (not available 2022/23)
	AN420	The Anthropology of Southeast Asia (0.5) (not available 2022/23)
	AN424	The Anthropology of Melanesia (0.5)
	AN444	Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) # (not available 2022/23)
	AN461	Anthropological Approaches to Questions of Being (0.5) (not available 2022/23)
	AN467	The Anthropology of South Asia (0.5) # (not available 2022/23)
	EU437	Europe Beyond Modernity (0.5)
	EU475	Racial Diversity and Conflict in Europe: Identities, Religion, and Culture (0.5)
	GV4C9	Globalization and Democratization in Southeast Asia (0.5)
	IR461	Islam in World Politics (1.0)
	IR465	The International Politics of Culture and Religion (1.0) # (not available 2022/23)
		# means there may be prerequisites for this course. Please view the course guide for more information.

## MSc in Social Innovation and Entrepreneurship

**Programme Code:** TMMGSIE

**Department:** Management

For students starting this programme of study in 2022/23 Full-year programme. Students must take four compulsory courses, options to the value of 1.0 unit and a dissertation as

shown below.

**Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	MG4F8 Managerial Economics and Quantitative Measurement for Social Entrepreneurs (0.5) <b>and</b> MG4F9 Organisational Behaviour and Marketing for Social Entrepreneurs (0.5)
Paper 2	MG4G1 Understanding Social Problems for Innovation and Entrepreneurship (0.5) <b>and</b> MG4G2 Social Innovation Design (0.5)
Paper 3	Courses to the value of 1.0 unit(s) from the following: DV413 Environmental Problems and Development Interventions (0.5) # FM471 Sustainable Finance and Impact Investing (0.5) # FM476 Entrepreneurial Finance (0.5) # MG404 Consumer Insights: Behavioural Fundamentals (0.5) MG418 Open Innovation (0.5) MG421 International Business Strategy and Emerging Markets (0.5) # MG460 Emergencies Management: Humanitarian Intervention and Digital Innovation (0.5) MG473 Negotiation Analysis (0.5) MG476 Corporate Social Responsibility and International Labour Standards (0.5) # MG482 Innovation and Technology Management (0.5) MG4B3 International Marketing: A Strategic Approach (0.5) MG4C3 Information Technology and Service Innovation (0.5) MG4D4 Cross Cultural Management (0.5) # MG4D5 Leadership in Organisations: Theory and Practice (0.5) MG4J9 Responsible Digital Innovation: Ethics at Work (0.5) PP4E5 Innovations in the governance of public services delivery (0.5) PP4G3 Designing and Managing Change in the Public Sector (0.5) Or any graduate course not listed above, subject to permission from the Programme Director and the relevant Course Leader.
Paper 4	MG4J5 Dissertation: Social Innovation and Entrepreneurship (1.0) # means there may be prerequisites for this course. Please view the course guide for more information.

## MSc in Social Research Methods

**Programme Code:** TMSORM

**Department:** Methodology

For students starting this programme of study in 2022/23 Full-year programme.

Part 1: Social Research Methods. Students must take courses to the value of two full units and a dissertation as shown.

Part 2: Optional courses. For all students other than those on the 'Gender' or 'Population' streams of the MSc Social Research Methods, courses to the value of one full unit can be taken from the courses listed under the heading 'Part 2 - Optional Courses' below. Please click the 'Optional courses' link to expand the list.

Students on the 'Gender' or 'Population' streams of the MSc must select courses from the options listed under their respective headings at the foot of the 'Part 2 - Optional Courses' section below. Please click the 'Optional courses' link to expand the list.

**Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	Part 1 - Social Research Methods Research design MY400 Fundamentals of Social Science Research Design (0.5)
Paper 2	Quantitative research methods MY452L Applied Regression Analysis (0.5) # 1 <b>or</b> MY452M Applied Regression Analysis (0.5) # 2 <b>or</b> Exceptionally, students who can demonstrate sufficient prior training in quantitative research methods commensurate with those covered in MY452 can substitute a more advanced MY45* course from the following list for MY452. This would be subject to the approval of the MSc Programme Director. Please note that in such cases, the substitute course will be treated as a 'course critical to assessment' in place of MY452 (see Exam Sub-Board local rules <a href="https://www.lse.ac.uk/resources/calendar/LocalRules/MY/MY-MScSocialResearchMethods.htm">https://www.lse.ac.uk/resources/calendar/LocalRules/MY/MY-MScSocialResearchMethods.htm</a> for more information): MY455 Multivariate Analysis and Measurement (0.5) #* MY457 Causal Inference for Observational and Experimental Studies (0.5) #* MY459 Quantitative Text Analysis (0.5) #*
Paper 3	Qualitative research methods MY421L Qualitative Research Methods (0.5) 3 <b>or</b> MY421M Qualitative Research Methods (0.5) 4 <b>or</b> Exceptionally students who can demonstrate sufficient prior training in qualitative research methods commensurate with those covered in MY421 can substitute a more advanced MY42* course from the following list for MY421. This would be subject to the approval of the MSc Programme Director. Please note that in cases where a student substitutes a course in for MY421, the substitute course will be treated as a 'course critical to assessment' in place of MY421 (see Exam Sub-Board local rules <a href="https://www.lse.ac.uk/resources/calendar/LocalRules/MY/MY-MScSocialResearchMethods.htm">https://www.lse.ac.uk/resources/calendar/LocalRules/MY/MY-MScSocialResearchMethods.htm</a> for more information): MY425 Case Studies and Comparative Methods for Qualitative Research (0.5) * MY426 Doing Ethnography (0.5) #* MY428 Qualitative Text and Discourse Analysis (0.5) #*
Paper 4	Optional social research methods course For this paper students can choose any one of the MY4** courses which are listed under the Optional courses list below, or a half-unit course in statistics (ST4**, subject to the approval of the student's Academic Mentor). In addition, students can choose MY451 under Paper 4; if they do that, they must register for MY451M which is taught in Michaelmas Term, and must register under Paper 2 for MY452L which is taught in Lent Term. <b>Optional courses (click here to expand)</b>
Paper 5	MY499 Dissertation (1.0) A Part 2 - Optional Courses
Paper 6	Optional courses B For all students other than those on the 'Gender' or 'Population' streams of the MSc in Social Research

Methods, courses to the value of one full unit can be taken from the courses listed in the 'Optional Courses' section below. Please click the 'Optional courses' link to expand the list. Students on the 'Gender' or 'Population' streams of the MSc must select courses from the options listed under their respective headings at the foot of the 'Optional Courses' section below. Please click the 'Optional courses' link to expand the list.

**Optional courses (click here to expand)**

**Optional courses (click here to expand)**

**Non-stream**

DV434	Human Security (0.5)
MY405	Research Design for Policy and Programme Evaluation (0.5)
MY423	Interview Methods for Social Science Research (0.5) #
MY424	Advanced qualitative field methods for researching space and place (0.5) # (not available 2022/23)
MY425	Case Studies and Comparative Methods for Qualitative Research (0.5)
MY426	Doing Ethnography (0.5) #
MY428	Qualitative Text and Discourse Analysis (0.5) #
MY455	Multivariate Analysis and Measurement (0.5) #
MY456	Survey Methodology (0.5) #
MY457	Causal Inference for Observational and Experimental Studies (0.5) #
MY459	Quantitative Text Analysis (0.5) #
MY461	Social Network Analysis (0.5)
MY470	Computer Programming (0.5)
MY472	Data for Data Scientists (0.5)
MY474	Applied Machine Learning for Social Science (0.5) #
SO407	Politics and Society (1.0)
ST416	Multilevel Modelling (0.5) #
ST425	Statistical Inference: Principles, Methods and Computation (1.0) #
ST442	Longitudinal Data Analysis (0.5) # (not available 2022/23)

Or any other Graduate level courses from across the LSE (subject the approval of your Academic Mentor and the MSc Social Research Methods Programme Director).

**Or**

**Gender stream**

This stream applies only to students who are taking MSc Social Research Methods as part of a 1+3 PhD programme, in conjunction with the MPhil/PhD Gender. Other students can select these courses as standard unlisted optional courses under Paper 6 (where this is allowed by the Department of Gender Studies, and subject the approval of your Academic Mentor and the MSc Social Research Methods Programme Director). One half-unit from the following:

GI402	Gender, Knowledge and Research Practice (0.5)
GI424	Gender Theories: An Interdisciplinary Approach (0.5)
GI429	Archival Interventions: Feminist, Queer and Decolonial Approaches (0.5) #

And one optional half unit graduate level course (typically from the Department of Gender Studies) as agreed with your Academic Mentor.

**Or**

**Population stream**

This stream applies only to students who are taking MSc Social Research Methods as part of a 1+3 PhD programme, in conjunction with the

MPhil/PhD Demography (Social/Formal). Other students can select these courses as standard unlisted optional courses under Paper 6 (where this is allowed by the host department of the course, and subject the approval of your Academic Mentor and the MSc Social Research Methods Programme Director).

One compulsory half-unit:

DV456 Population, Health and Development: Evidence and Projections (0.5) #

And courses to the value of 0.5 units from the following:

DV411	Population and Development: an Analytical Approach (0.5) (not available 2022/23)
DV444	Global Health Challenges: Epidemics, Disease, and Public Health Response (0.5) # (not available 2022/23)
DV457	Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (0.5)
DV461	Critical Population Health Issues in High and Middle-Income Countries (0.5) # (not available 2022/23)
DV476	Population Analysis: Methods and Models (0.5) #
GI415	Gender and European Welfare States (0.5)
GI417	Feminist Population Politics (0.5)

**Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

1: MY452L can not be taken with MY452M

2: MY452M can not be taken with MY452L

3: MY421L can not be taken with MY421M

4: MY421M can not be taken with MY421L

A: The Dissertation is due in August.

B: Students may only register for one MY47\* course as part of the MSc Social Research Methods degree.

# means there may be prerequisites for this course. Please view the course guide for more information.

**Footnotes**

**MSc in Sociology**

**Programme Code:** TMSO

**Department:** Sociology

For students starting this programme of study in 2022/23 Full-year programme. Students must take courses to the value of three units and write a dissertation as shown.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	SO491 Quantitative Social Research Methods (0.5) <b>or</b>
	SO492 Qualitative Social Research Methods (0.5)
Papers 2 & 3	Courses to the value of 2.5 unit(s) from the following:
	SO407 Politics and Society (1.0)
	SO426 Classical Social Thought (0.5) (not available 2022/23)
	SO427 Modern Social Thought (0.5)
	SO430 Economic Sociology (0.5)
	SO451 Cities by Design (0.5)
	SO454 Families and Inequalities (0.5)
	SO457 Political Reconciliation (0.5)

	SO458	Gender and Societies (0.5)
	SO468	International Migration and Migrant Integration (0.5)
	SO470	The Sociology of Markets (0.5)
	SO471	Technology, Power and Culture (0.5)
	SO473	Crime, Control and the City (0.5)
	SO475	Material Culture and Design (0.5) (not available 2022/23)
	SO477	Urban Social Theory (0.5) (not available 2022/23)
	SO481	Class, Politics and Culture (0.5)
	SO489	Family and International Migration (0.5)
	SO490	Contemporary Social Thought (0.5) (not available 2022/23)
	SO491	Quantitative Social Research Methods (0.5)
	SO492	Qualitative Social Research Methods (0.5)
	SO4B6	Nature and Technology: More than Human Sociology (0.5) (not available 2022/23)
	SO4B9	The Sociology of Consumption (0.5)
	SO4C1	Fascism, Authoritarianism, Populism (0.5)
	SO4C4	Global Mobilities: International Migration (0.5)
	SO4C5	The Social Life of Infrastructure (0.5)
Paper 4	SO499	MSc in Sociology Dissertation (1.0)

## MSc in Statistics

**Programme Code:** TMST

**Department:** Statistics

For students starting this programme of study in 2022/23 Academic-year programme. Students must take courses to the value of four full units.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	ST425 Statistical Inference: Principles, Methods and Computation (1.0) #
Papers 2 & 3	Courses to the value of 2.0 unit(s) from the following:
	ST405 Multivariate Methods (0.5) #
	ST409 Stochastic Processes (0.5) #
	ST411 Generalised Linear Modelling and Survival Analysis (0.5) #
	ST416 Multilevel Modelling (0.5) #
	ST418 Non-Linear Dynamics and the Analysis of Real Time Series (0.5) # (not available 2022/23)
	ST422 Time Series (0.5) #
	ST433 Computational Methods in Finance and Insurance (0.5) #
	ST442 Longitudinal Data Analysis (0.5) # (not available 2022/23)
	ST443 Machine Learning and Data Mining (0.5) #*
	ST444 Computational Data Science (0.5) #*
	ST445 Managing and Visualising Data (0.5) #*
	ST446 Distributed Computing for Big Data (0.5) #*
	ST449 Artificial Intelligence (0.5) *
	ST451 Bayesian Machine Learning (0.5) #*
	ST454 Applied spatio-temporal analysis (0.5) #
	ST455 Reinforcement Learning (0.5) #*
	ST456 Deep Learning (0.5) #*
	ST457 Graph Data Analytics and Representation Learning (0.5) #

	MY459	Quantitative Text Analysis (0.5) #
	MY461	Social Network Analysis (0.5)
Paper 4		Courses to the value of 1.0 unit from the following:
	ST405	Multivariate Methods (0.5) #
	ST409	Stochastic Processes (0.5) #
	ST411	Generalised Linear Modelling and Survival Analysis (0.5) #
	ST416	Multilevel Modelling (0.5) #
	ST418	Non-Linear Dynamics and the Analysis of Real Time Series (0.5) # (not available 2022/23)
	ST422	Time Series (0.5) #
	ST426	Applied Stochastic Processes (0.5)
	ST433	Computational Methods in Finance and Insurance (0.5) #
	ST442	Longitudinal Data Analysis (0.5) # (not available 2022/23)
	ST443	Machine Learning and Data Mining (0.5) #*
	ST444	Computational Data Science (0.5) #*
	ST445	Managing and Visualising Data (0.5) #*
	ST446	Distributed Computing for Big Data (0.5) #*
	ST449	Artificial Intelligence (0.5) *
	ST451	Bayesian Machine Learning (0.5) #*
	ST454	Applied spatio-temporal analysis (0.5) #
	ST455	Reinforcement Learning (0.5) #*
	ST456	Deep Learning (0.5) #*
	ST457	Graph Data Analytics and Representation Learning (0.5) #
	DV476	Population Analysis: Methods and Models (0.5) #
	MA407	Algorithms and Computation (0.5) #
	MA427	Mathematical Optimisation (0.5) #
	MY456	Survey Methodology (0.5) #
	MY457	Causal Inference for Observational and Experimental Studies (0.5) #
	MY459	Quantitative Text Analysis (0.5) #
	MY461	Social Network Analysis (0.5)
		Other courses may be taken with permission, except for: ST429, ST436, ST440, MA415, MA416, MA420 and any courses indexed FM.
		Students can take up to a maximum of 1.0 unit from the following courses: ST443, ST444, ST445, ST446, ST449, ST455, ST456.

### Prerequisite Requirements and Mutually Exclusive Options

\* means available with permission

# means there may be prerequisites for this course. Please view the course guide for more information.

The total value of all non-ST courses should not exceed one unit.

This programme is externally accredited by the RSS. Further information is available on the Department of Statistics website. [lse.ac.uk/collections/statistics](http://lse.ac.uk/collections/statistics)

The Bologna Process [lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm](http://lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm) facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.



## MSc in Statistics (Financial Statistics)

**Programme Code:** TMSTFS

**Department:** Statistics

For students starting this programme of study in 2022/23 Academic-year programme. Students take three compulsory courses (two units) and options to the value of two units.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	ST425 Statistical Inference: Principles, Methods and Computation (1.0) #
Paper 2	ST422 Time Series (0.5) # <b>and</b> ST436 Financial Statistics (0.5) #
Paper 3	Courses to the value of 1.0 unit(s) from the following: ST405 Multivariate Methods (0.5) # ST411 Generalised Linear Modelling and Survival Analysis (0.5) # ST416 Multilevel Modelling (0.5) # ST418 Non-Linear Dynamics and the Analysis of Real Time Series (0.5) # (not available 2022/23) ST429 Statistical Methods for Risk Management (0.5) # ST433 Computational Methods in Finance and Insurance (0.5) # ST439 Stochastics for Derivatives Modelling (0.5) # ST440 Recent Developments in Finance and Insurance (0.5) # ST442 Longitudinal Data Analysis (0.5) # (not available 2022/23) ST443 Machine Learning and Data Mining (0.5) # ST444 Computational Data Science (0.5) # ST445 Managing and Visualising Data (0.5) # ST446 Distributed Computing for Big Data (0.5) # ST448 Insurance Risk (0.5) # ST449 Artificial Intelligence (0.5) ST451 Bayesian Machine Learning (0.5) # ST454 Applied spatio-temporal analysis (0.5) # ST455 Reinforcement Learning (0.5) # ST456 Deep Learning (0.5) # ST457 Graph Data Analytics and Representation Learning (0.5) # MY459 Quantitative Text Analysis (0.5) # MY461 Social Network Analysis (0.5)
Paper 4	Courses to the value of 1.0 unit from the following: ST405 Multivariate Methods (0.5) # ST409 Stochastic Processes (0.5) # ST411 Generalised Linear Modelling and Survival Analysis (0.5) # ST416 Multilevel Modelling (0.5) # ST418 Non-Linear Dynamics and the Analysis of Real Time Series (0.5) # (not available 2022/23) ST426 Applied Stochastic Processes (0.5) ST429 Statistical Methods for Risk Management (0.5) # ST433 Computational Methods in Finance and Insurance (0.5) # ST439 Stochastics for Derivatives Modelling (0.5) # ST440 Recent Developments in Finance and Insurance (0.5) # ST442 Longitudinal Data Analysis (0.5) # (not available 2022/23) ST443 Machine Learning and Data Mining (0.5)

#	ST444 Computational Data Science (0.5) #
	ST445 Managing and Visualising Data (0.5) #
	ST446 Distributed Computing for Big Data (0.5) #
	ST448 Insurance Risk (0.5) #
	ST449 Artificial Intelligence (0.5)
	ST451 Bayesian Machine Learning (0.5) #
	ST454 Applied spatio-temporal analysis (0.5) #
	ST455 Reinforcement Learning (0.5) #
	ST456 Deep Learning (0.5) #
	ST457 Graph Data Analytics and Representation Learning (0.5) #
	FM402 Financial Risk Analysis (0.5) #
	FM413 Fixed Income Markets (0.5) #
	FM429 Asset Markets A (0.5) #
	FM441 Derivatives (0.5) #
	FM442 Quantitative Methods for Finance and Risk Analysis (0.5) #
	MA407 Algorithms and Computation (0.5) #
	MA415 The Mathematics of the Black and Scholes Theory (0.5) #
	MA416 The Foundations of Interest Rate and Credit Risk Theory (0.5) #
	MA420 Quantifying Risk and Modelling Alternative Markets (0.5) # (not available 2022/23)
	MA427 Mathematical Optimisation (0.5) #
	MA435 Machine Learning in Financial Mathematics (0.5) #
	MY456 Survey Methodology (0.5) #
	MY457 Causal Inference for Observational and Experimental Studies (0.5) #
	MY459 Quantitative Text Analysis (0.5) #
	MY461 Social Network Analysis (0.5)
	Or other non-ST course(s), with permission.
	# means there may be prerequisites for this course. Please view the course guide for more information.
	The total value of all non-ST courses should not exceed one unit.
	The Bologna Process <a href="https://www.lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm">lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm</a> facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

## MSc in Statistics (Financial Statistics) (Research)

**Programme Code:** TMSTFSRE

**Department:** Statistics

For students starting this programme of study in 2022/23 Academic-year programme. Students take three compulsory courses (two units), a dissertation, and optional courses to the value of one unit.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	ST425 Statistical Inference: Principles, Methods and Computation (1.0) #

Paper 2	ST436	Financial Statistics (0.5) #
Paper 3	ST422	Time Series (0.5) #
Paper 4	ST499	Dissertation (1.0)
Paper 5	Courses to the value of 1.0 unit(s) from the following:	
	ST405	Multivariate Methods (0.5) #
	ST409	Stochastic Processes (0.5) #
	ST411	Generalised Linear Modelling and Survival Analysis (0.5) #
	ST416	Multilevel Modelling (0.5) #
	ST418	Non-Linear Dynamics and the Analysis of Real Time Series (0.5) # (not available 2022/23)
	ST426	Applied Stochastic Processes (0.5)
	ST429	Statistical Methods for Risk Management (0.5) #
	ST433	Computational Methods in Finance and Insurance (0.5) #
	ST439	Stochastics for Derivatives Modelling (0.5) #
	ST440	Recent Developments in Finance and Insurance (0.5) #
	ST442	Longitudinal Data Analysis (0.5) # (not available 2022/23)
	ST443	Machine Learning and Data Mining (0.5) #
	ST444	Computational Data Science (0.5) #
	ST445	Managing and Visualising Data (0.5) #
	ST446	Distributed Computing for Big Data (0.5) #
	ST448	Insurance Risk (0.5) #
	ST449	Artificial Intelligence (0.5)
	ST451	Bayesian Machine Learning (0.5) #
	ST454	Applied spatio-temporal analysis (0.5) #
	ST455	Reinforcement Learning (0.5) #
	ST456	Deep Learning (0.5) #
	ST457	Graph Data Analytics and Representation Learning (0.5) #
	FM402	Financial Risk Analysis (0.5) #
	FM413	Fixed Income Markets (0.5) #
	FM429	Asset Markets A (0.5) #
	FM441	Derivatives (0.5) #
	FM442	Quantitative Methods for Finance and Risk Analysis (0.5) #
	MA407	Algorithms and Computation (0.5) #
	MA415	The Mathematics of the Black and Scholes Theory (0.5) #
	MA416	The Foundations of Interest Rate and Credit Risk Theory (0.5) #
	MA420	Quantifying Risk and Modelling Alternative Markets (0.5) # (not available 2022/23)
	MA427	Mathematical Optimisation (0.5) #
	MA435	Machine Learning in Financial Mathematics (0.5) #
	MY456	Survey Methodology (0.5) #
	MY457	Causal Inference for Observational and Experimental Studies (0.5) #
	MY459	Quantitative Text Analysis (0.5) #
	MY461	Social Network Analysis (0.5)

Or other non-ST course(s), with permission  
# means there may be prerequisites for this course. Please view the course guide for more information.  
The total value of all non-ST courses should not exceed one unit.

**Note for prospective students:**  
For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective](https://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective).

htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm](https://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm).

## MSc in Statistics (Research)

**Programme Code:** TMSTRE

**Department:** Statistics

For students starting this programme of study in 2022/23 Full-year programme. Students must take courses to the value of three full units and a dissertation.

**Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	ST425 Statistical Inference: Principles, Methods and Computation (1.0) #
Paper 2	ST499 Dissertation (1.0)
Papers 3 & 4	Courses to the value of 2.0 unit(s) from the following:
	ST405 Multivariate Methods (0.5) #
	ST409 Stochastic Processes (0.5) #
	ST411 Generalised Linear Modelling and Survival Analysis (0.5) #
	ST416 Multilevel Modelling (0.5) #
	ST418 Non-Linear Dynamics and the Analysis of Real Time Series (0.5) # (not available 2022/23)
	ST422 Time Series (0.5) #
	ST426 Applied Stochastic Processes (0.5)
	ST433 Computational Methods in Finance and Insurance (0.5) #
	ST442 Longitudinal Data Analysis (0.5) # (not available 2022/23)
	ST443 Machine Learning and Data Mining (0.5) #*
	ST444 Computational Data Science (0.5) #*
	ST445 Managing and Visualising Data (0.5) #*
	ST446 Distributed Computing for Big Data (0.5) #*
	ST449 Artificial Intelligence (0.5) *
	ST451 Bayesian Machine Learning (0.5) #*
	ST454 Applied spatio-temporal analysis (0.5) #
	ST455 Reinforcement Learning (0.5) #*
	ST456 Deep Learning (0.5) #*
	ST457 Graph Data Analytics and Representation Learning (0.5) #
	DV476 Population Analysis: Methods and Models (0.5) #
	MA407 Algorithms and Computation (0.5) #
	MA427 Mathematical Optimisation (0.5) #
	MY400 Fundamentals of Social Science Research Design (0.5)
	MY456 Survey Methodology (0.5) #
	MY457 Causal Inference for Observational and Experimental Studies (0.5) #
	MY459 Quantitative Text Analysis (0.5) #
	MY461 Social Network Analysis (0.5)

Other courses may be taken with permission, except for: ST429, ST436, ST440, MA415, MA416, MA420 and any courses indexed FM.  
Students can take up to a maximum of 1.0 unit from the following courses: ST443, ST444, ST445, ST446, ST449, ST455, ST456.

**Prerequisite Requirements and Mutually Exclusive Options**  
\* means available with permission

# means there may be prerequisites for this course. Please view the course guide for more information.

The total value of all non-ST courses should not exceed one unit.

This programme is externally accredited by the RSS. Further information is available on the Department of Statistics website. [lse.ac.uk/collections/statistics](http://lse.ac.uk/collections/statistics)

## MSc in Statistics (Social Statistics)

**Programme Code:** TMSTSS

**Department:** Statistics

For students starting this programme of study in 2022/23 Academic-year programme. Students must take two compulsory courses and options to the value of 2.5 units as shown below.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	ST425 Statistical Inference: Principles, Methods and Computation (1.0) #
Paper 2	ST411 Generalised Linear Modelling and Survival Analysis (0.5) #

### And

Courses to the value of 0.5 unit(s) from the following:

ST405	Multivariate Methods (0.5) #
ST416	Multilevel Modelling (0.5) #
ST442	Longitudinal Data Analysis (0.5) # (not available 2022/23)

Paper 3	Courses to the value of 1.0 unit(s) from the following:
	ST405 Multivariate Methods (0.5) #
	ST416 Multilevel Modelling (0.5) #
	ST442 Longitudinal Data Analysis (0.5) # (not available 2022/23)
	ST443 Machine Learning and Data Mining (0.5) #
	ST444 Computational Data Science (0.5) #
	ST445 Managing and Visualising Data (0.5) #
	ST446 Distributed Computing for Big Data (0.5) #
	ST449 Artificial Intelligence (0.5)
	ST451 Bayesian Machine Learning (0.5) #
	ST454 Applied spatio-temporal analysis (0.5) #
	ST455 Reinforcement Learning (0.5) #
	ST456 Deep Learning (0.5) #
	ST457 Graph Data Analytics and Representation Learning (0.5) #

	MY459 Quantitative Text Analysis (0.5) #
	MY461 Social Network Analysis (0.5)
Paper 4	Courses to the value of 1.0 unit(s) from the following:
	ST405 Multivariate Methods (0.5) #
	ST416 Multilevel Modelling (0.5) #
	ST442 Longitudinal Data Analysis (0.5) # (not available 2022/23)
	ST454 Applied spatio-temporal analysis (0.5) #
	DV476 Population Analysis: Methods and Models (0.5) #
	GY460 Techniques of Spatial Economic Analysis (0.5) #
	MA427 Mathematical Optimisation (0.5) #
	MY456 Survey Methodology (0.5) #
	MY457 Causal Inference for Observational and Experimental Studies (0.5) #
	MY459 Quantitative Text Analysis (0.5) #

MY461 Social Network Analysis (0.5)  
Other courses may be taken with permission, except for: ST429, ST433, ST436, ST439, ST440, MA415, MA416, MA420 and any courses indexed FM.

# means there may be prerequisites for this course. Please view the course guide for more information.

The total value of all non-ST courses should not exceed one unit.

The Bologna Process [lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm](http://lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm) facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

## MSc in Statistics (Social Statistics) (Research)

**Programme Code:** TMSTSSRE

**Department:** Statistics

For students starting this programme of study in 2022/23 Full-year programme. Students must take two compulsory courses, options to the value of 1.5 units and a dissertation as shown below.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	ST425 Statistical Inference: Principles, Methods and Computation (1.0) #
Paper 2	ST411 Generalised Linear Modelling and Survival Analysis (0.5) #
Paper 3	Courses to the value of 0.5 unit(s) from the following:
	ST405 Multivariate Methods (0.5) #
	ST416 Multilevel Modelling (0.5) #
	ST442 Longitudinal Data Analysis (0.5) # (not available 2022/23)
Paper 4	Courses to the value of 1.0 unit(s) from the following:
	ST405 Multivariate Methods (0.5) #
	ST416 Multilevel Modelling (0.5) #
	ST442 Longitudinal Data Analysis (0.5) # (not available 2022/23)
	ST443 Machine Learning and Data Mining (0.5) #
	ST444 Computational Data Science (0.5) #
	ST445 Managing and Visualising Data (0.5) #
	ST446 Distributed Computing for Big Data (0.5) #
	ST449 Artificial Intelligence (0.5)
	ST451 Bayesian Machine Learning (0.5) #
	ST454 Applied spatio-temporal analysis (0.5) #
	ST455 Reinforcement Learning (0.5) #
	ST456 Deep Learning (0.5) #
	ST457 Graph Data Analytics and Representation Learning (0.5) #
	DV476 Population Analysis: Methods and Models (0.5) #
	GY460 Techniques of Spatial Economic Analysis (0.5) #
	MA427 Mathematical Optimisation (0.5) #

- MY456 Survey Methodology (0.5) #
- MY457 Causal Inference for Observational and Experimental Studies (0.5) #
- MY459 Quantitative Text Analysis (0.5) #
- MY461 Social Network Analysis (0.5)

Other courses may be taken with permission, except for: ST429, ST433, ST436, ST439, ST440, MA415, MA416, MA420 and any courses indexed FM.

Paper 5

ST499 Dissertation (1.0)

# means there may be prerequisites for this course. Please view the course guide for more information.

The total value of all non-ST courses should not exceed one unit.

## MSc in Strategic Communications

**Programme Code:** TMSTRCOM

**Department:** Media and Communications

For students starting this programme of study in 2022/23

Full-year programme. Students must take three compulsory courses, courses to the value of 1.5 units and a dissertation as shown below.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	MC408 Theories and Concepts in Media and Communications (0.5)
	<b>And</b> one of the following 0.5 unit courses:
	MC4M1 Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (0.5) <b>or</b>
	MC4M7 Methods of Research in Media & Communications (including Qualitative Analysis & Applied Regression Analysis) (0.5) A
Paper 2	MC431 Critical Approaches to Strategic Communications (0.5)
Paper 3	Courses to the value of 1.5 unit(s) from the following:
	MC402 The Audience in Media and Communications (0.5)
	MC425 Interpersonal Mediated Communication (0.5)
	MC429 Humanitarian Communication: Vulnerability, Discourse and Power (0.5)
	MC432 Strategic Communication in Practice: Professional Perspectives (0.5)
	MC434 Digital Platforms and Media Infrastructures (0.5) #
	MC436 Mediating the Past (0.5)
	MC437 Media, Data and Social Order (0.5) #
	MG479 Information Systems for the Public Sector: Digital Government and Service Innovation (0.5)
	MG4B3 International Marketing: A Strategic Approach (0.5)
	MG4F2 Marketing Analytics II: Analytics for Managing Innovations, Products and Brands (0.5)
	MG4F3 Digital Marketing (0.5) #
	PB418 Corporate Communications (0.5)
	PB427 Organisational and Social Decision Making (0.5) (not available 2022/23)
	Any other course which is offered in the School at master's level, subject to the consent of the candidate's programme director.

Paper 4

MC499 Dissertation: Media and Communications (1.0)

### Footnotes

A: MY452 is an advanced Applied Regression Analysis course offered by the Department of Methodology and must be taken by students who select MC4M7. Students wishing to select this option need to already have a grounding in quantitative methods and must seek approval from the Programme Director. Approval is also subject to timetabling constraints.

# means there may be prerequisites for this course. Please view the course guide for more information.

**Note:** Students can take no more than one full unit of courses from outside the Department of Media and Communications (non MC-prefixed courses).

### Note for prospective students:

or changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm](http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm). Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm](http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm).

## MSc in Theory and History of International Relations

**Programme Code:** TMTHHYIR2

**Department:** International History

For students starting this programme of study in 2022/23

Full-year programme. Students must take courses to the value of four units, including a dissertation as shown.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)
Paper 1	Courses to the value of 1.0 unit(s) from the following:
	HY400 Crisis Decision-Making in War and Peace 1914-2003 (1.0) #
	HY422 Presidents, Public Opinion, and Foreign Policy, from Roosevelt to Reagan, 1933-89 (1.0)
	HY429 Anglo-American Relations from World War to Cold War, 1939-91 (1.0)
	HY435 Political Islam: From Ibn Taymiyya to ISIS (1.0)
	HY436 Race, Violence and Colonial Rule in Africa (1.0) (not available 2022/23)
Paper 2	Courses to the value of 1.0 unit(s) from the following:
	IR411 Foreign Policy Analysis III (1.0) #
	IR412 International Institutions (1.0)
	IR416 The EU in the World (1.0) # (not available 2022/23)
	IR418 International Politics: Asia & the Pacific (1.0) (not available 2022/23)
	IR419 International Relations of the Middle East (1.0) #
	IR422 Conflict and Peacebuilding (1.0) #
	IR462 International Political Theory (0.5) (not available 2022/23)
	IR464 The Politics of International Law (0.5) (not available 2022/23)
	IR466 Genocide (0.5)



	IR471	Critical International Law (0.5)
	IR479	Russia in World Politics (0.5) #
	IR480	The Politics of Inequality and Development (0.5)
	IR481	Europe, the US and Arab-Israeli Relations (0.5) # (not available 2022/23)
	IR488	International Politics of Southeast Asia (0.5)
	IR490	The Strategy of Conflict in International Relations (0.5)
Paper 3		Courses to the value of 1.0 unit(s) from the following:
	EH452	Latin American Development and Economic History (0.5) (not available 2022/23)
	EU475	Racial Diversity and Conflict in Europe: Identities, Religion, and Culture (0.5)
	EU476	Emotions and Memory in European Politics (0.5)
	HY411	European Integration in the Twentieth Century (1.0) #
	HY432	From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1999 (1.0)
	HY434	The Rise and Fall of Communism in Europe 1917-1990 (1.0)
	HY440	The Iranian Revolution (1.0) (not available 2022/23)
	HY444	The Cold War in Latin America (1.0) (not available 2022/23)
	HY459	The Ottoman Empire and its Legacy, 1299-1950 (1.0) (not available 2022/23)
	HY461	East Asia in the Age of Imperialism, 1839-1945 (1.0) #
	HY463	The Origins of the Cold War, 1917-1962 (1.0)
	HY465	The International History of the Balkans since 1939: State Projects, Wars, and Social Conflict (1.0)
	HY469	Maps, History and Power: The Spaces and Cultures of the Past (1.0)
	HY478	Genesis of the Modern World: Europe, China & India, 1550-1840 (1.0)
	HY483	Land and Conflict in Latin America since 1750 (1.0)
	HY486	The Anti-Slave-Trade Atlantic World, c. 1807-1870 (1.0)
	HY487	Islam, State and Conflict in Southeast Asia (0.5)
	HY488	European Empires and Global Conflict, 1935-1948 (0.5)
	HY489	China and the External World, 1644-1839 (0.5)
	HY491	Race, Gender and Reproduction in the Caribbean, 1860s-1930s (0.5)
	HY4A5	Women as Weapons: The Conservative Political Tradition in the Cold War (0.5) (not available 2022/23)
	HY4A7	Islam, Power and Culture in Mughal India (0.5)
	HY4A8	Asian Borderlands (0.5)
	HY4A9L	China and the United States Since 1949 (0.5) 1
	HY4A9M	China and the United States Since 1949 (0.5) 2
	HY4B1	The Vietnam Wars, 1930-75: Regional and International Perspectives (1.0)
	HY4B2	The Afterlives of Empires in the Neo-Colonial Caribbean (0.5) (not available 2022/23)
	HY4B3	Citizenship in 20th century political thought: intellectual history in case studies (0.5)

	HY4B4	Maritime Asia in Transition, 1405-1839 (0.5)
	HY4B5	Queer Early Modernities (0.5)
	HY4B6	German Transformations since 1990 (0.5)
		<b>Paper 2 options list</b>
		<b>Paper 1 options list</b>
Paper 4	HY498	Dissertation: LSE-PKU Double Degree MSc in International Affairs; MSc Theory and History of International Relations (1.0)
		<b>Paper 2 options list</b>
	IR411	Foreign Policy Analysis III (1.0) #
	IR412	International Institutions (1.0)
	IR415	The Strategy of Conflict in International Relations (1.0) # (not available 2022/23)
	IR416	The EU in the World (1.0) # (not available 2022/23)
	IR418	International Politics: Asia & the Pacific (1.0) (not available 2022/23)
	IR419	International Relations of the Middle East (1.0) #
	IR422	Conflict and Peacebuilding (1.0) #
	IR462	International Political Theory (0.5) (not available 2022/23)
	IR464	The Politics of International Law (0.5) (not available 2022/23)
	IR466	Genocide (0.5)
	IR471	Critical International Law (0.5)
	IR479	Russia in World Politics (0.5) #
	IR480	The Politics of Inequality and Development (0.5)
	IR481	Europe, the US and Arab-Israeli Relations (0.5) # (not available 2022/23)
	IR488	International Politics of Southeast Asia (0.5)
	IR490	The Strategy of Conflict in International Relations (0.5)
		<b>Paper 1 options list</b>
	HY400	Crisis Decision-Making in War and Peace 1914-2003 (1.0) #*
	HY422	Presidents, Public Opinion, and Foreign Policy, from Roosevelt to Reagan, 1933-89 (1.0) *
	HY429	Anglo-American Relations from World War to Cold War, 1939-91 (1.0) *
	HY435	Political Islam: From Ibn Taymiyya to ISIS (1.0) *
	HY436	Race, Violence and Colonial Rule in Africa (1.0) * (not available 2022/23)
		<b>Prerequisite Requirements and Mutually Exclusive Options</b>
		* means available with permission
		1: HY4A9L can not be taken with HY4A9M
		2: HY4A9M can not be taken with HY4A9L
		# means there may be prerequisites for this course. Please view the course guide for more information.

## MSc in Urbanisation and Development

**Programme Code:** TMURDV

**Department:** Geography & Environment

For students starting this programme of study in 2022/23

Full-year programme. Students must take courses to the value of four full units.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper	Course number, title (unit value)	course. Please view the course guide for more information.
Paper 1	GY452 Urban Research Methods (0.5) <b>and</b> GY459 Urban Theory and Policy in the Global South (0.5)	
Paper 2	<p>Courses to the value of between 0.5 unit(s) (minimum) and 1.0 unit(s) (maximum) from the following:</p> <p>DV400 Development: History, Theory and Policy (1.0) #</p> <p>DV407 Poverty (0.5) A</p> <p>DV411 Population and Development: an Analytical Approach (0.5) (not available 2022/23)</p> <p>DV418 African Development (0.5)</p> <p>DV420 Complex Emergencies (0.5)</p> <p>DV421 Critical Perspectives on Global Health and Development (0.5) B</p> <p>DV433 The Informal Economy and Development (0.5) (not available 2022/23)</p> <p>DV442 Key Issues in Development Studies (0.5)</p> <p>DV456 Population, Health and Development: Evidence and Projections (0.5) #</p> <p>DV458 Key issues in Global Health and Development (0.5)</p> <p>DV464 Democracy and Development (0.5)</p> <p>DV465 Global Health Work: Expertise and Labour (0.5)</p> <p>In exceptional cases it may be possible to make alternative choices for Paper 2 with the approval of the Programme Director.</p>	
Paper 3	<p>Courses up to the value of 1.0 unit (or 1.5 units if only choosing a half unit from Paper 2) from the following:</p> <p>GY400 The Economics of Urbanisation (0.5) #</p> <p>GY431 Cities, People and Poverty in the South (0.5) #</p> <p>GY432 Urban Ethnography (0.5) (not available 2022/23)</p> <p>GY438 Urban Asia: Cities and Social Change (0.5)</p> <p>GY439 Cities, Politics and Citizenship (0.5)</p> <p>GY441 The Politics of Housing (0.5) (not available 2022/23)</p> <p>GY446 Planning for Sustainable Cities (0.5)</p> <p>GY449 Urban Futures (0.5) #</p> <p>GY455 Economic Appraisal and Valuation (0.5)</p> <p>GY470 Urban Africa (0.5)</p> <p>GY474 Politics of Environment and Development (0.5)</p> <p>GY476 Applied Geographical Information Systems (0.5)</p> <p>GY477 Race and Capitalism in North America (0.5)</p> <p>GY479 Urban Transformations (0.5) (not available 2022/23)</p> <p>GY480 Remaking China: Geographical aspects of Development and Disparity (0.5) (not available 2022/23)</p> <p>SO480 Urban Inequalities (0.5)</p> <p>Other urban and/or development courses available in the School as approved by the programme director.</p>	
Paper 4	GY488 Dissertation - MSc Urbanisation and Development (1.0) C	
<b>Footnotes</b>	<p>A: Capped course with priority for International Development students so admission not guaranteed.</p> <p>B: Capped course with priority for International Development students so admission not guaranteed.</p> <p>C: On an approved topic.</p> <p># means there may be prerequisites for this</p>	



# **Executive Taught Master's Programme Regulations**





**Key to Taught Master's Regulations**  
**(H) means a half-unit course**  
**(C) means this course is capped**  
**(n/a 22/23) means not available in the 2022/23 academic year**  
**(MT) means Michaelmas Term**  
**(LT) means Lent Term**  
**(ST) means Summer Term**

## Executive MSc in Behavioural Science

**Programme Code:** TMBSEX

**Department:** Psychological and Behavioural Science

For students starting this programme of study in 2022/23

16 month, part-time modular programme consisting of three full units of taught courses and one full unit dissertation. Students take four compulsory half unit courses to the value of two units, and two optional half unit courses to the value of one unit. Alternative exit points are available to students who are not able to complete the degree. An LSE Diploma is available on the completion of six taught courses and an LSE Certificate on the completion of four taught courses - please see the footnote at the bottom of this regulation for more information.

**Paper**      **Course number, title (unit value)**

### Year 1

#### September 2021

Paper 1      PB450E      Behavioural Science and Policy (0.5)  
 Paper 2      MG406E      Behavioural Decision Science (0.5)

#### January 2022

Paper 3      PB471E      Research Methods for Behavioural Science (0.5)  
 Paper 4      One of the following courses:  
                  PB453E      Corporate Behaviour and Decision Making (0.5) **or**  
                  PB454E      Policy Appraisal and Ethics (0.5)

#### April 2022

Paper 5      PB413E      Frontiers in Behavioural Science Methods (0.5)  
 Paper 6      One of the following courses:  
                  PB434E      Behavioural Science in an Age of New Technology (0.5) **or**  
                  PB457E      Organisational Culture (0.5) #

### Year 2

Paper 7      PB451E      Dissertation in Behavioural Science (1.0)  
 # means there may be prerequisites for this course. Please view the course guide for more information.

#### Exit options

The following alternative exit points are available to students who are not eligible for the award of a Degree as outlined below:

A) As a result of academic failure after fully completing the programme as set out in the programme regulations above; or  
 B) As a result of being unable to complete the programme as a result of unforeseen circumstances. Students must notify the Department that they are unable to continue as Absent marks could result in the student being ineligible for an exit award. In either case, students will be eligible for one of the exit awards listed below provided they meet the designated criteria as follows:

#### Diploma:

This Diploma is classified according to the Scheme for the Award of a Diploma <https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeDiploma.pdf>, as a 3 unit programme subject to the following provisions. Students eligible for the award of a Diploma will have

registered on the Executive MSc Behavioural Science programme and have successfully completed courses to the value of 3.0 full units (three teaching sessions). Results from each of the three units (or equivalent where half unit courses have been taken) count towards the Diploma classification. Students must achieve a mark of 50 or higher in each of the three courses (or equivalent where half unit courses have been taken) to achieve an overall Pass in the Diploma.

#### Certificate:

Students wishing to earn a Certificate will have registered on the Executive MSc Behavioural Science programme and have successfully completed courses to the value of 2.0 full units (two teaching sessions). The certificate is classified on a Pass/Fail basis only. A Pass mark of 50 needs to be achieved in each of the two units (or equivalent where half unit courses have been taken) for students to be eligible for the award of the Certificate. Higher marks in one course cannot compensate a Fail mark in another course.

#### Resits for the award of the degree

A student shall normally be entitled to re-sit any failed courses on one occasion only.

The results for the taught courses and dissertation will be ratified by the Sub-Board of Examiners and Graduate School Board of Examiners in February/March the year following dissertation submission. Once grades have been ratified by the Sub-Board of Examiners and it is determined that an award cannot be made due to a fail in a taught course, the faculty member responsible for the failed course will set the new assessment and deadline for re-submission to take place as soon as possible. Results for resits and subsequent classification will be agreed by the Chair of the Sub-Board of Examiners and will be subject to ratification by the Graduate School Board of Examiners. If a student does not re-submit an assignment/exam by the deadline set and does not have permission to defer <https://info.lse.ac.uk/current-students/services/assessment-and-results/exceptional-circumstances/deferral> the attempt, they will be deemed to have failed the course. Provided that students submit by the deadline and pass, they will graduate with their cohort subject to the normal classification rules.

#### Note for prospective students:

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm](https://info.lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm). Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm](https://info.lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm).

## Executive MSc in Behavioural Science

**Programme Code:** TMBSEX

**Department:** Psychological and Behavioural Science

For students starting this programme of study in 2021/22

16 month, part-time modular programme consisting of three full units of taught courses and one full unit dissertation. Students take four compulsory half unit courses to the value of two units, and two optional half unit courses to the value of one unit. Alternative exit points are available to students who are not able to complete the degree. An LSE Diploma is available on the completion of six taught courses and an LSE Certificate on the completion of four taught courses - please see the footnote at the bottom of this regulation for more information.

Paper	Course number, title (unit value)
<b>Year 1</b>	
<b>September 2021</b>	
Paper 1	PB450E Behavioural Science and Policy (0.5)
Paper 2	MG406E Behavioural Decision Science (0.5)
<b>January 2022</b>	
Paper 3	PB471E Research Methods for Behavioural Science (0.5)
Paper 4	One of the following courses: PB453E Corporate Behaviour and Decision Making (0.5) <b>or</b> PB454E Policy Appraisal and Ethics (0.5)
<b>April 2022</b>	
Paper 5	PB413E Frontiers in Behavioural Science Methods (0.5)
Paper 6	One of the following courses: PB434E Behavioural Science in an Age of New Technology (0.5) <b>or</b> PB457E Organisational Culture (0.5) #
<b>Year 2</b>	
Paper 7	PB451E Dissertation in Behavioural Science (1.0) # means there may be prerequisites for this course. Please view the course guide for more information.
<b>Exit options</b>	
<b>Diploma:</b> Students who cannot complete the Executive MSc Behavioural Science due to unforeseen circumstances may be eligible for a Diploma. This Diploma is classified according to the Scheme for the Award of a Diploma <a href="https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeDiploma.pdf">https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeDiploma.pdf</a> , as a 3 unit programme subject to the following provisions. Students eligible for the award of a Diploma will have registered on the Executive MSc Behavioural Science programme and then cease their studies after completing courses to the value of 3.0 full units (three teaching sessions). Results from each of the three units (or equivalent where half unit courses have been taken) count towards the Diploma classification. Students must achieve a mark of 50 or higher in each of the three courses (or equivalent where half unit courses have been taken) to achieve an overall Pass in the Diploma.	
<b>Certificate:</b> Students who cannot complete the Executive MSc Behavioural Science due to unforeseen circumstances, and who are not eligible for a Diploma, may be eligible for a Certificate. Students wishing to earn a Certificate will have registered on the Executive MSc Behavioural Science programme and then cease their studies after completing courses to the value of 2.0 full units (two teaching sessions). The certificate is classified on a Pass/Fail basis only. A Pass mark of 50 needs to be achieved in each of the two units (or equivalent where half unit courses have been taken) for students to be eligible for the award of the Certificate. Higher marks in one course cannot compensate a Fail mark in another course.	
<b>Resits for the award of the degree</b> A student shall normally be entitled to re-sit any failed courses on one occasion only. The results for the taught courses and dissertation will be ratified by the Sub-Board of Examiners and Graduate School Board of Examiners in February/March the year following dissertation submission. Once grades have been ratified by the Sub-Board of Examiners and it is determined that an award cannot be made due to a fail in a taught course, the faculty member responsible for the failed course will set	

the new assessment and deadline for re-submission to take place as soon as possible. Results for resits and subsequent classification will be agreed by the Chair of the Sub-Board of Examiners and will be subject to ratification by the Graduate School Board of Examiners. If a student does not re-submit an assignment/exam by the deadline set and does not have permission to defer <https://info.lse.ac.uk/current-students/services/assessment-and-results/exceptional-circumstances/deferral> the attempt, they will be deemed to have failed the course. Provided that students submit by the deadline and pass, they will graduate with their cohort subject to the normal classification rules.

**Note for prospective students:**

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm](https://info.lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm). Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm](https://info.lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm).

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## Executive MSc in Cities

**Programme Code:** TMCIEX

**Department:** School of Public Policy

For students starting this programme of study in 2022/23 18 month programme. Students must take four compulsory half-unit courses, one optional full-unit course and an Urban Consultancy Project.

Paper	Course number, title (unit value)
<b>Year 1</b>	
Paper 1	PP4A1E Cities in an Urban Age: Challenges and Opportunities (0.5) <b>and</b> PP4A2E Cities and Society: Design and Social Cohesion (0.5)
Paper 2	PP4A3E Cities and the Environment: Urban Environmental Transitions (0.5)
<b>and</b>	
Paper 3	PP4A4E Cities and the Economy: Urban Economic Development and Finance (0.5)
<b>Either</b>	
Paper 3	PP4A5E Urban Infrastructure and Strategic Planning (1.0) <b>or</b>
Paper 3	PP4A6E Urban Development and Master Planning (1.0)
<b>Year 2</b>	
Paper 4	PP4A7E Urban Consultancy Project (1.0) A
<b>Footnotes</b> A: To progress to the Urban Consultancy Project, students will need to have passed any two of the four half unit compulsory courses.	

**Exit options****Diploma:**

Students may be eligible for the award of a Diploma if, as a result of exceptional and unforeseen circumstances, they must leave the programme early or once they have completed the programme if they are not eligible for the award of the degree after either completing all their first attempts or all second attempts at all courses.

Students in this position must achieve passing grades (50 and above) in courses to the value of at least 3.0 units to be eligible for the award of Diploma. The Diploma is classified according to the Scheme for the Award of a Diploma. The Diploma is a final exit award with no option to be subsequently awarded the degree of Executive MSc in Cities.

**Certificate:**

Students may be eligible for the award of a Certificate if, as a result of exceptional and unforeseen circumstances, they must leave the programme early or once they have completed the programme if they are not eligible for the award of the degree after either completing all their first attempts or all second attempts at all courses.

Students in this position must have achieved passing grades (50 and above) in courses to the value of at least 2.0 units to be eligible for the award of Certificate. The Certificate is classified on a Pass/Fail basis only. Higher marks in one course cannot compensate a Fail mark in another course. The award of a Certificate or Diploma is subject to the application of the General Academic Regulations and the Certificate/Diploma regulations and classification schemes. The Certificate is a final exit award with no option to be subsequently awarded the degree of Executive MSc in Cities.

**Note for prospective students:**

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm](https://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm). Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm](https://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm).

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## Executive MSc in Cities

**Programme Code:** TMCIEX

**Department:** School of Public Policy

For students starting this programme of study in 2021/22 18 month programme. Students must take four compulsory half-unit courses, one optional full-unit course and an Urban Consultancy Project.

**Paper Course number, title (unit value)**

**Year 1**

Paper 1 PP4A1E Cities in an Urban Age: Challenges and Opportunities (0.5) **and** PP4A2E Cities and Society: Design and Social Cohesion (0.5)

Paper 2 PP4A3E Cities and the Environment: Urban Environmental Transitions (0.5)

**and**

PP4A4E Cities and the Economy: Urban Economic Development and Finance (0.5)

**Paper 3**

**Either**

PP4A5E Urban Infrastructure and Strategic Planning (1.0) **or**

PP4A6E Urban Development and Master Planning (1.0)

**Year 2**

Paper 4 PP4A7E Urban Consultancy Project (1.0) A

**Footnotes**

A: To progress to the Urban Consultancy Project, students will need to have passed any two of the four half unit compulsory courses.

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## Executive MSc in Evaluation of Health Care Interventions and Outcomes, in collaboration with NICE

**Programme Code:** TMHECPNEX

**Department:** Health Policy

For students starting this programme of study in 2022/23

**(This programme is not available in 2022/23)**

This is a two-year part-time modular programme in collaboration

with the National Institute for Health and Care Excellence (NICE).

**Students must take all eight half unit courses from the following:**

Modules are staged in a progressive manner, that is, from introductory courses to general and then more specific and technical modules.

**Paper Course number, title (unit value)**

Paper 1 HP4F1E Impact Evaluation in Healthcare (0.5)

Paper 2 HP4G4E Systematic Review and Meta-analysis (0.5)

Paper 3 HP4G3E Economic Modelling for Health Care Decision Making (0.5)

Paper 4 HP4F2E Quasi-Experimental Evaluation of Healthcare Programs and Policies (0.5)

Paper 5 HP4F4E Dissertation in Evaluation of Healthcare Interventions and Outcomes (0.5)

Paper 6 HP4F3E Randomised Evaluation of Health Programmes and Policies (0.5)

Paper 7 HP4G1E Statistical Methods in Health Care Economic Evaluation (0.5)

Paper 8 HP4G2E Principles of Health Technology Assessment (0.5)

**Notes:**

In order to progress to year two of the programme students must pass at least one of the half units HP4F1E and HP4G4E. Where a student fails both of these courses they cannot progress until they have resubmitted and passed the work. Students are permitted one attempt to resubmit any failed work at the next appropriate opportunity which is normally during the equivalent assessment period during the next academic year. Where a student is required to resubmit any assessment, their overall LSE degree will be capped at a Pass.

The MSc is a 24-month executive modular part-time degree programme. It features four intensive two-week on-campus teaching sessions, delivering eight 0.5 unit compulsory core courses. Assessment for each taught course will take place after the relevant teaching session, and consist of a combination of essays, take-home assessments, research projects and protocols.

All marks count towards degree classification. It may be a requirement to achieve Pass marks in some courses in order to be eligible for the award of the degree. Please consult with the Department until further details have been published.

Alternative exit options will be provided for students who cannot complete the MSc due to unforeseen circumstances.

An LSE Diploma is available following successful completion of 3.0 full units across six taught courses. Results from each 0.5 unit modules count toward the Diploma classification. Students must satisfy the conditions set out in the Scheme for the Award of a Diploma <https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeDiploma.pdf> in order to be eligible for the award of a Diploma.

Students eligible for an LSE Certificate will have been registered on the programme and then cease studies following the completion of 2.0 full units across four taught courses over three teaching sessions. Students must achieve a mark of 50 or higher in each of these four courses in order to be eligible for the award of an LSE Certificate. LSE Certificate is classified on a Pass / Fail basis only.

**This programme has been retitled to Executive MSc in Healthcare Decision-Making, in collaboration with NICE for 2023/24. Last year of entry 2022/23.**

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## Executive MSc in Evaluation of Health Care Interventions and Outcomes, in collaboration with NICE

**Programme Code:** TMHECPNEX

**Department:** Health Policy

For students starting this programme of study in 2021/22

This is a two-year part-time modular programme in collaboration with the National Institute for Health and Care Excellence (NICE).

**Students must take all eight half unit courses from the following:**

Modules are staged in a progressive manner, that is, from introductory courses to general and then more specific and technical modules, while ongoing support will be provided throughout the development of the dissertation.

Paper	Course number	title (unit value)
Paper 1	HP4F1E	Impact Evaluation in Healthcare (0.5)
Paper 2	HP4G4E	Systematic Review and Meta-analysis (0.5)
Paper 3	HP4G3E	Economic Modelling for Health Care Decision Making (0.5)
Paper 4	HP4F2E	Quasi-Experimental Evaluation of Healthcare Programs and Policies (0.5)
Paper 5	HP4F4E	Dissertation in Evaluation of Healthcare Interventions and Outcomes (0.5)
Paper 6	HP4F3E	Randomised Evaluation of Health Programmes and Policies (0.5)
Paper 7	HP4G1E	Statistical Methods in Health Care Economic Evaluation (0.5)
Paper 8	HP4G2E	Principles of Health Technology Assessment (0.5)

**Notes:** In order to progress to year two of the programme students must pass at least one of the half units HP4F1E and HP4G4E. Where a student fails both of these courses they cannot progress until they have resubmitted and passed the work. Students are permitted one attempt to resubmit any failed work at the next appropriate opportunity which is normally during the equivalent assessment period during the next academic year. Where a student is required to resubmit any assessment, their overall LSE degree will be capped at a Pass.

The MSc is a 24-month executive modular part-time degree programme. It features four intensive two-week on-campus teaching sessions, delivering eight 0.5 unit compulsory core courses. Assessment for each taught course will take place after the relevant teaching session, and consist of a combination of essays, take-home assessments, research projects and protocols.

All marks count towards degree classification. It may be a requirement to achieve Pass marks in some courses in order to be eligible for the award of the degree. Please consult with the Department until further details have been published.

Alternative exit options will be provided for students who cannot complete the Executive MSc in Evaluation of Health Care Interventions and Outcomes due to unforeseen circumstances.

An LSE Diploma is available following successful completion of 3.0 full units across six taught courses. Results from each 0.5 unit modules count toward the Diploma classification. Students must satisfy the conditions set out in the Scheme for the Award of a Diploma <https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeDiploma.pdf> in order to be eligible for the award of a Diploma.

Students eligible for an LSE Certificate will have been registered on the programme and then cease studies following the completion of 2.0 full units across four taught courses over three teaching sessions. Students must achieve a mark of 50 or higher in each of these

four courses in order to be eligible for the award of an LSE Certificate. LSE Certificate is classified on a Pass / Fail basis only.

## MSc in Finance (part-time)

**Programme Code:** TMFI

**Department:** Finance

For students starting this programme of study in 2022/23

Academic year programme lasting 21 months part-time

(evenings). Students must take two full unit compulsory courses in the first year and four of the half-unit options available in the second year. They must submit a dissertation in one of the optional half-unit courses and take an examination in the other three half-unit courses.

**Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

**Paper Course number, title (unit value)**

**Year 1**

Paper 1 FM422E Corporate Finance (1.0) #

Paper 2 FM423E Asset Markets (1.0) #

**Year 2**

Papers 3 & 4 Courses to the value of 2.0 units from List 1 below:

**List 1 - Courses assessed by Exam or Coursework**

Dedicated list of options:

FM405E Fixed Income Securities and Credit Markets (0.5) #

FM406E Topics in Portfolio Management (0.5) #

FM407E Mergers, Buyouts and Corporate Restructurings (0.5) #

FM408E Financial Engineering (0.5) #

FM409E Risk Management in Financial Markets (0.5) #

FM414E Private Equity, Venture Capital and Entrepreneurial Finance (0.5) #

Other option:

FM412 Quantitative Security Analysis (0.5) #

FM471 Sustainable Finance and Impact Investing (0.5) #A

FM476 Entrepreneurial Finance (0.5) #B

FM477 International Finance A (0.5) #

**Footnotes**

A: Dissertations cannot be written on FM471.

B: Dissertations cannot be written on FM476.

# means there may be prerequisites for this course.

Please view the course guide for more information.

FM412, FM471, FM476, and FM477 are taught during the daytime only. To take this course, students must be able to attend teaching during the day.

**Supplementary criteria for progression from the first to the second year of the MSc Finance (part-time)**

To be eligible to proceed into the second year, candidates must attain at least a Pass grade in the two compulsory courses: FM422E and FM423E.

If a candidate fails (but does not 'Bad Fail') one compulsory course, the Board may exceptionally allow progression to the second year. Exceptional progression will be at the sole discretion of the Board. If a candidate fails both of these compulsory courses they will not be allowed to progress to year two. If a candidate has a 'Bad Fail' in one or both courses they will not be allowed to progress to year two.

A student shall normally be entitled to re-sit any failed courses only (on one occasion) and at the next normal opportunity according to the General Academic Regulations for Postgraduate Students <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/GeneralAcademicRegulations-all-PG-students.pdf>.

The School may consider an application for repeat tuition in any failed courses from a student. Results obtained at re-sit shall bear their normal value.

## MSc in Finance (part-time)

**Programme Code:** TMFI

**Department:** Finance

For students starting this programme of study in 2021/22 Academic year programme lasting 21 months part-time (evenings). Students must take two full unit compulsory courses in the first year and four of the half-unit options available in the second year. They must submit a dissertation in one of the optional half-unit courses and take an examination in the other three half-unit courses.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

**Paper Course number, title (unit value)**

### Year 1

Paper 1 FM422E Corporate Finance (1.0) #

Paper 2 FM423E Asset Markets (1.0) #

### Year 2

Papers 3 & 4 Courses to the value of 2.0 units from List 1 below:

#### List 1 - Courses assessed by Exam or Coursework

Dedicated list of options:

FM405E Fixed Income Securities and Credit Markets (0.5) #

FM406E Topics in Portfolio Management (0.5) #

FM407E Mergers, Buyouts and Corporate Restructurings (0.5) #

FM408E Financial Engineering (0.5) #

FM409E Risk Management in Financial Markets (0.5) #

FM414E Private Equity, Venture Capital and Entrepreneurial Finance (0.5) #

Other option:

FM412 Quantitative Security Analysis (0.5) #

FM471 Sustainable Finance and Impact Investing (0.5) #A

FM476 Entrepreneurial Finance (0.5) #B

FM477 International Finance A (0.5) #

### Footnotes

A: Dissertations cannot be written on FM471.

B: Dissertations cannot be written on FM476.

# means there may be prerequisites for this course.

Please view the course guide for more information.

FM412, FM471, FM476, and FM477 are taught during the daytime only. To take this course, students must be able to attend teaching during the day.

#### Supplementary criteria for progression from the first to the second year of the MSc Finance (part-time)

To be eligible to proceed into the second year, candidates must attain at least a Pass grade in the two compulsory courses: FM422E and FM423E.

If a candidate fails (but does not 'Bad Fail') one compulsory course, the Board may exceptionally allow progression to the second year. Exceptional progression will be at the sole discretion of the Board. If a candidate fails both of these compulsory courses they will not be allowed to progress to year two. If a candidate has a 'Bad Fail' in one or both courses they will not be allowed to progress to year two.

A student shall normally be entitled to re-sit any failed courses only (on one occasion) and at the next normal opportunity according to the General Academic Regulations for Postgraduate Students <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/GeneralAcademicRegulations-all-PG-students.pdf>.

The School may consider an application for repeat tuition in any failed courses from a student. Results obtained at re-sit shall bear their normal value.

## Executive MSc in Health Economics, Outcomes and Management in Cardiovascular Sciences

**Programme Code:** TMHECSEX2

**Department:** Health Policy

For students starting this programme of study in 2022/23

**(This programme is not available in 2022/23)**

24 month modular programme. Students take five compulsory half unit courses and options to the value of 1.5 units.

**Paper Course number, title (unit value)**

### Year 1

Paper 1 HP4C1E Economic Analysis for Health Policy (0.5)

Paper 2 HP4C2E Quality and Outcomes in Cardiovascular Sciences (0.5)

Paper 3 HP4C3E Economic Evaluation in Health Care (0.5)

Paper 4 HP4D7E Fundamentals of Management and Leadership in Health Care (0.5)

### Year 2

Paper 5 HP4C5E Using Health Economics to Analyse and Inform Policy and Practice (0.5)

Paper 6 Courses to the value of 1.5 unit(s) from the following:

HP4A1E Financing Health Care (0.5)

HP4A2E Health Administration and Management (0.5)

HP4B3E Measuring Health System Performance (0.5)

HP4B5E Statistical Methods in Health Care Economic Evaluation (0.5)

HP4B7E Advanced Health Economics (0.5)

HP4C4E Systematic Review and Meta-analysis (0.5)

HP4D2E Principles of Health Technology Assessment (0.5)

HP4D5E Research Design for Evaluating Health Programs and Policies (0.5)

HP4D6E Behavioural Insights for Health Incentive Design (0.5)

#### Classification:

For students starting *in or after* the 2018/19 academic year:

Students will take a total of four units of courses. All four units will count towards the calculation of the overall award according to the conditions set out in the Classification Scheme listed above.

#### Progression:

Students wishing to defer sitting one or more examinations must seek permission according to the General Academic Regulations for Postgraduate Students <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/GeneralAcademicRegulations-all-PG-students.pdf>. Students must normally pass a minimum of three out of the four compulsory half units in Year One to be able to proceed to Year Two. The Sub-Board Chair/Programme Director has the discretion to consider progression where a student only passes two out of the four compulsory half unit courses. Students are permitted to re-sit failed exams in line with the School's General Academic Regulations for Postgraduate Students <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/GeneralAcademicRegulations-all-PG-students.pdf>.

#### Diploma:

This Diploma is classified according to the Scheme

for the Award of a Diploma <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeDiploma.pdf>. Students may be eligible for the award of a Diploma if, as a result of exceptional and unforeseen circumstances, they must leave the MSc programme after completing the four compulsory half units in Year One and two half units in Year Two. All courses count towards the degree classification. A Pass mark of 50 must be achieved in all courses for students to achieve an overall Pass in the Diploma. Students wishing to defer sitting one or more examinations must seek permission according to the Regulations for Diplomas <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForDiplomas.pdf>. Students are permitted to re-sit failed exams in line with the School's Regulations for Diplomas <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForDiplomas.pdf>.

#### Certificate:

Students may be eligible for the award of a Certificate if, as a result of exceptional and unforeseen circumstances, they must leave the MSc programme after completing the four compulsory half units in Year One. The Certificate is classified on a Pass/Fail basis only. A Pass mark of 50 needs to be achieved in all courses for students to be eligible for the award of the Certificate. Higher marks in one course cannot compensate a Fail mark in another course. Students wishing to defer sitting one or more examinations must seek permission according to the Regulations for Certificates <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForCertificates.pdf>. Students are permitted to re-sit failed exams in line with the School's Regulations for Certificates <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForCertificates.pdf>.

**This programme has been retitled to Executive MSc in Health Economics, Outcomes and Management in Clinical Sciences for 2023/24. Last year of entry 2022/23.**

## Executive MSc in Health Economics, Outcomes and Management in Cardiovascular Sciences

**Programme Code:** TMHECSEX2

**Department:** Health Policy

For students starting this programme of study in 2021/22 24 month modular programme. Students take five compulsory half unit courses and options to the value of 1.5 units.

**Paper Course number, title (unit value)**

#### Year 1

Paper 1	HP4C1E	Economic Analysis for Health Policy (0.5)
Paper 2	HP4C2E	Quality and Outcomes in Cardiovascular Sciences (0.5)
Paper 3	HP4C3E	Economic Evaluation in Health Care (0.5)
Paper 4	HP4C4E	Systematic Review and Meta-analysis (0.5)

#### Year 2

Paper 5	HP4C5E	Using Health Economics to Analyse and Inform Policy and Practice (0.5)
Paper 6		Courses to the value of 1.5 unit(s) from the following:

HP4A1E	Financing Health Care (0.5)
HP4A2E	Health Administration and Management (0.5)
HP4B3E	Measuring Health System Performance (0.5)
HP4B4E	Principles of Evidence-Based Medicine and Clinical Trials (0.5)
HP4B5E	Statistical Methods in Health Care Economic Evaluation (0.5)
HP4B7E	Advanced Health Economics (0.5)
HP4C4E	Systematic Review and Meta-analysis (0.5)
HP4D1E	Introduction to Management in Health Care (0.5)
HP4D2E	Principles of Health Technology Assessment (0.5)
HP4D5E	Research Design for Evaluating Health Programs and Policies (0.5)
HP4D6E	Behavioural Insights for Health Incentive Design (0.5)

#### Classification:

For students starting *in or after* the 2018/19 academic year:

Students will take a total of four units of courses. All four units will count towards the calculation of the overall award according to the conditions set out in the Classification Scheme listed above.

Eight marks count towards classification. The lowest mark of the optional courses will automatically be excluded from the degree classification, unless it is a Bad Fail mark at the point of classification in which case Paragraph 3.1.1 of the Classification Scheme shall be applied. The mark excluded from the classification can be a fail (but not a Bad Fail. Any Bad Fail mark will need to be retaken before an award can be made).

#### Progression:

Students wishing to defer sitting one or more examinations must seek permission according to the General Academic Regulations for Postgraduate Students <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/GeneralAcademicRegulations-all-PG-students.pdf>. Students must normally pass a minimum of three out of the four compulsory half units in Year One to be able to proceed to Year Two. The Sub-Board Chair/Programme Director has the discretion to consider progression where a student only passes two out of the four compulsory half unit courses. Students are permitted to re-sit failed exams in line with the School's General Academic Regulations for Postgraduate Students <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/GeneralAcademicRegulations-all-PG-students.pdf>.

#### Diploma:

This Diploma is classified according to the Scheme for the Award of a Diploma <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeDiploma.pdf>. Students may be eligible for the award of a Diploma if, as a result of exceptional and unforeseen circumstances, they must leave the MSc programme after completing the four compulsory half units in Year One and two half units in Year Two. All courses count towards the degree classification. A Pass mark of 50 must be achieved in all courses for students to achieve an overall Pass in the Diploma. Students wishing to defer sitting one or more examinations must seek permission according to the

Regulations for Diplomas <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForDiplomas.pdf>. Students are permitted to re-sit failed exams in line with the School's Regulations for Diplomas <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForDiplomas.pdf>.

**Certificate:**

Students may be eligible for the award of a Certificate if, as a result of exceptional and unforeseen circumstances, they must leave the MSc programme after completing the four compulsory half units in Year One. The Certificate is classified on a Pass/Fail basis only. A Pass mark of 50 needs to be achieved in all courses for students to be eligible for the award of the Certificate. Higher marks in one course cannot compensate a Fail mark in another course. Students wishing to defer sitting one or more examinations must seek permission according to the Regulations for Certificates <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForCertificates.pdf>. Students are permitted to re-sit failed exams in line with the School's Regulations for Certificates <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForCertificates.pdf>.

Design (0.5)

**Classification**

Eight marks count towards classification: the four compulsory courses in Year One, the dissertation, and the best three marks from the optional courses in Year Two. The lowest mark of the optional courses (listed at Paper 6 in the programme Regulations) will automatically be excluded from the marks that will count towards the degree classification. Any failed or Bad Failed courses that count towards classification will be treated in accordance with paragraph 3.1 of the Classification Scheme above. A degree cannot be awarded where a candidate receives a Bad Fail mark in any course.

**Progression:**

Students wishing to defer sitting one or more examinations must seek permission according to the General Academic Regulations for Postgraduate Students <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/GeneralAcademicRegulations-all-PG-students.pdf>. Students must normally pass a minimum of three out of the four compulsory half units in Year One to be able to proceed to Year Two. The Sub-Board Chair/Programme Director has the discretion to consider progression where a student only passes two out of the four compulsory half unit courses. Students are permitted to re-sit failed exams in line with the School's General Academic Regulations for Postgraduate Students <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/GeneralAcademicRegulations-all-PG-students.pdf>.

**Diploma:**

Students who cannot complete the MSc in Health Economics, Policy and Management due to unforeseen circumstances may be eligible for a Diploma. This Diploma is classified according to the Scheme for the Award of a Diploma <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeDiploma.pdf>. Students may be eligible for the award of a Diploma if they leave the programme after completing the four compulsory half units in Year One and two half units in Year Two. All courses count towards the Diploma classification. A Pass mark of 50 must be achieved in all courses for students to achieve an overall Pass in the Diploma. Students wishing to defer attempting one or more assessments must seek permission according to the General Academic Regulations. Students are permitted to repeat failed assessments in line with the School's General Academic Regulations and Regulations for Diplomas <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForDiplomas.pdf>.

**Certificate:**

Students who cannot complete the MSc in Health Economics, Policy and Management due to unforeseen circumstances, and who are not eligible for a Diploma, may be eligible for a Certificate. Students may be eligible for the award of a Diploma if they leave the programme after completing the four compulsory half units in Year One. The certificate is classified on a Pass/Fail basis only. A Pass mark of 50 needs to be achieved in all courses for students to be eligible for the award of the certificate. Higher marks in one course cannot compensate a Fail mark in

## Executive MSc in Health Economics, Policy and Management

**Programme Code:** TMHEPMEX

**Department:** Health Policy

For students starting this programme of study in 2022/23

Students take four compulsory half unit courses, options to the value of two units, and a dissertation.

**Paper Course number, title (unit value)**

**Year 1**

Paper 1	HP4A1E	Financing Health Care (0.5)
Paper 2	HP4A4E	Health Economics (0.5)
Paper 3	HP4D1E	Introduction to Management in Health Care (0.5)
Paper 4	HP4A3E	Resource Allocation and Cost-effectiveness Analysis (0.5)

**Year 2**

Paper 5	HP4B9E	Dissertation in Health Economics, Policy and Management (0.5)
Paper 6	Courses to the value of 2.0 unit(s) from the following:	
	HP4A2E	Health Administration and Management (0.5)
	HP4B1E	Pharmaceutical Economics and Policy (0.5)
	HP4B2E	Health Care Quality Management (0.5)
	HP4B3E	Measuring Health System Performance (0.5)
	HP4B4E	Principles of Evidence-Based Medicine and Clinical Trials (0.5)
	HP4B5E	Statistical Methods in Health Care Economic Evaluation (0.5)
	HP4B7E	Advanced Health Economics (0.5)
	HP4C4E	Systematic Review and Meta-analysis (0.5)
	HP4D2E	Principles of Health Technology Assessment (0.5)
	HP4D5E	Research Design for Evaluating Health Programs and Policies (0.5)
	HP4D6E	Behavioural Insights for Health Incentive



another course. Students wishing to defer attempting one or more assessments must seek permission according to the General Academic Regulations. Students are permitted to repeat failed exams in line with the School's General Academic Regulations and Regulations for Certificates <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForCertificates.pdf>.

**Note for prospective students:**

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm](https://info.lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm). Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm](https://info.lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm).

## Executive MSc in Health Economics, Policy and Management

**Programme Code:** TMHEPMEX

**Department:** Health Policy

For students starting this programme of study in 2021/22 Students take four compulsory half unit courses, options to the value of two units, and a dissertation.

**Paper Course number, title (unit value)**

**Year 1**

Paper 1	HP4A1E	Financing Health Care (0.5)
Paper 2	HP4A4E	Health Economics (0.5)
Paper 3	HP4D1E	Introduction to Management in Health Care (0.5) (withdrawn 2022/23)
Paper 4	HP4A3E	Resource Allocation and Cost-effectiveness Analysis (0.5)

**Year 2**

Paper 5	HP4B9E	Dissertation in Health Economics, Policy and Management (0.5)
Paper 6	Courses to the value of 2.0 unit(s) from the following:	
	HP4A2E	Health Administration and Management (0.5)
	HP4B1E	Pharmaceutical Economics and Policy (0.5)
	HP4B2E	Health Care Quality Management (0.5)
	HP4B3E	Measuring Health System Performance (0.5)
	HP4B4E	Principles of Evidence-Based Medicine and Clinical Trials (0.5)
	HP4B5E	Statistical Methods in Health Care Economic Evaluation (0.5)
	HP4B7E	Advanced Health Economics (0.5)
	HP4C4E	Systematic Review and Meta-analysis (0.5)
	HP4D2E	Principles of Health Technology Assessment (0.5)
	HP4D6E	Behavioural Insights for Health Incentive Design (0.5)

**Classification**

Eight marks count towards classification: the four compulsory courses in Year One, the dissertation, and the best three marks from the optional courses in Year Two. The lowest mark of the optional courses (listed at Paper 6 in the programme Regulations) will automatically be excluded from the marks that will count towards the degree classification. Any failed or Bad Failed courses that count towards classification will be treated in accordance with paragraph 3.1 of the Classification Scheme above. A degree cannot be awarded where a candidate receives a Bad Fail mark in any course.

**Progression:**

Students wishing to defer sitting one or more examinations must seek permission according to the General Academic Regulations for Postgraduate Students <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/GeneralAcademicRegulations-all-PG-students.pdf>. Students must normally pass a minimum of three out of the four compulsory half units in Year One to be able to proceed to Year Two. The Sub-Board Chair/Programme Director has the discretion to consider progression where a student only passes two out of the four compulsory half unit courses. Students are permitted to re-sit failed exams in line with the School's General Academic Regulations for Postgraduate Students <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/GeneralAcademicRegulations-all-PG-students.pdf>.

**Diploma:**

Students who cannot complete the MSc in Health Economics, Policy and Management due to unforeseen circumstances may be eligible for a Diploma. This Diploma is classified according to the Scheme for the Award of a Diploma <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeDiploma.pdf>. Students may be eligible for the award of a Diploma if they leave the programme after completing the four compulsory half units in Year One and two half units in Year Two. All courses count towards the Diploma classification. A Pass mark of 50 must be achieved in all courses for students to achieve an overall Pass in the Diploma. Students wishing to defer attempting one or more assessments must seek permission according to the General Academic Regulations. Students are permitted to repeat failed assessments in line with the School's General Academic Regulations and Regulations for Diplomas <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForDiplomas.pdf>.

**Certificate:**

Students who cannot complete the MSc in Health Economics, Policy and Management due to unforeseen circumstances, and who are not eligible for a Diploma, may be eligible for a Certificate. Students may be eligible for the award of a Diploma if they leave the programme after completing the four compulsory half units in Year One. The certificate is classified on a Pass/Fail basis only. A Pass mark of 50 needs to be achieved in all courses for students to be eligible for the award of the certificate. Higher marks in one course cannot compensate a Fail mark in another course. Students wishing to defer attempting one or more assessments must seek permission according to the General Academic Regulations. Students are permitted to repeat failed exams in line with the School's General Academic Regulations and Regulations for Certificates <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForCertificates.pdf>.

**Note for prospective students:**

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students [lse.ac.uk/resources/calendar/](https://info.lse.ac.uk/resources/calendar/)

CourseAndProgrammeInfo/updatedPGProspective.htm. Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm](https://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm).

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## MSc in International Strategy and Diplomacy

**Programme Code:** TMISDIP

**Department:** International Relations

For students starting this programme of study in 2022/23 Full-year programme. Students take 2.5 units of compulsory courses and a 1.5 unit dissertation.

Paper	Course number, title (unit value)
Paper 1	IR442E Diplomacy and Challenges (1.0)
Paper 2	IR443E Strategy in a Changing World (1.0)
Paper 3	IR444E Strategy in Action (0.5)
Paper 4	IR496E Dissertation: MSc International Strategy and Diplomacy (1.5 units) (1.5)

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## Executive LLM

**Programme Code:** TMLL2EX

**Department:** Law School

For students starting this programme of study in 2022/23

1. The general regulations for MA and MSc Degrees and the Code of Practice for Taught Masters Programmes in the online Calendar apply to the Executive LLM programme except in the event of inconsistency when these regulations for the Executive LLM take priority.

2. In order to obtain the Degree, students must complete eight Executive LLM courses (see list below). Students must complete the requirements as a part-time student over a period of four years, or with the approval of the Programme Director within a period of six years. The minimum period within which the Degree can be completed is three years.

3. Alternative exit points are available to students who are not able to complete the Degree. An LSE Diploma in Legal Studies is available on completion of six courses and a Certificate of Legal Studies on the completion of four courses. There is no minimum period for completion of the alternative exit points of Certificate of Legal Studies or Diploma in Legal Studies. Please see the footnote at the bottom of this regulation for more information.

4. Courses should be chosen from the list below and are subject to availability as not every course will be offered each year. Subject to the availability of teaching staff, it is intended that every course be offered at least once within the four year degree period. No other courses at LSE or elsewhere may be taken as part of the Executive LLM programme.

### Intensive Teaching

5. The Executive LLM courses will be taught in short intensive week-long sessions, which will typically be taught in the first half of April, September and December. Each course will provide between 24 and 26 hours of contact teaching time. Teaching will normally run from Monday to Friday. However, in the exceptional event where a course cannot be taught on the set weekday/s (e.g. due to last minute teacher illness), teaching may be extended to the Saturday and Sunday morning of that week. Accordingly, students are expected to book trains or flights for the day before teaching commences and should, where possible, book return trains or flights on the Sunday afternoon or evening following the completion of the course.

6. Where there is student demand we may elect also to offer some courses in two intensive weekends. The two weekends will not be more than four weekends apart. Where courses are offered in the intensive weekend format the same course will also be offered in week-long intensive format at least once every four years.

### Payment of Fees

7. All Executive LLM offer holders will be required to pay a Registration Fee within 14 days of receiving their offer of admission. The registration fee is non-refundable. Only on receipt of the registration fee, may students register onto the programme. Registered students are then required to pay a per course tuition fee in advance of their chosen course date, to secure their place. Students will only be permitted to attend a module if payment is received in time. Fee payment deadlines can be found here. <https://info.lse.ac.uk/staff/divisions/Finance-Division/Fees-Income-and-Credit-Control/Instalment-options-Executive-Programmes>

8. The registration fee is non-refundable. If you withdraw from the course before starting a session or are unable to attend a session for which you have registered, all module fees will be credited to a module in a later session. You must inform the Programme Manager if you are unable to attend a module you are registered for. In exceptional circumstances, at the Director's discretion, the funds paid for that session will be refunded. Changes in fee levels may occur over the course of the programme. The student will remain liable for any difference between the fees chargeable at the later session and the fee credit from the module which the student withdrew from. Module fees are non-refundable, and will not be credited to another session, if you have attended classes but withdraw before the assessment.

9. It is our intent to offer each advertised module at least once during the four year degree period. This may not always be possible due, for example, to teacher illness or resignation. It is possible that a module may need to be cancelled at short notice, such as where the teacher is unavailable or participant numbers are very low. If this happens, students will be given the option of taking another module during the same session or, alternatively, the fees paid towards that module will be held in credit for your next chosen module/session or refunded if preferred. Students will be informed of the withdrawal of a module no later than two weeks prior to the commencement of the module.

### Assessment

10. All Executive LLM courses are assessed by either take-home examination or 8,000 word extended essay.

11. To comply with the Department's writing requirement at master's level, all students are required to write one extended essay of 8,000 words as the assessment for one of their courses to obtain the Degree, the Diploma or the Certificate. Students are not permitted to take more than three courses assessed by extended essay to obtain the Degree or the Diploma or more than one course assessed by extended essay to obtain a Certificate.

12. Extended essays must not exceed the set word limit and must be submitted by a set deadline. Students must provide evidence of original work or a capacity for critical analysis. Students will be required, at the time of submission of their work, to sign a statement on plagiarism. An oral examination may be held if the examiners so determine.

13. The take-home examinations will be set two months after the completion of the intensive teaching. The date of the examination will be provided at the date courses are available for selection. They will be uploaded and submitted electronically.

14. All students are required to write an extended essay of 8,000 words as the assessment for one of their courses to obtain the Degree, the Diploma or the Certificate. Students are not permitted to take more than three courses assessed by extended essay to obtain the Degree or the Diploma or more than one course assessed by extended essay to obtain a Certificate. The extended essay topic will be set by the course teacher. The student may propose essay topics and ideas to the teacher.

15. All students will be required to be online during the examination period in case there is any need to contact them.

16. Students will be able to re-sit a course examination once. A re-sit examination will be set as soon as possible after the student is notified of the failure. At the Programme Director's sole discretion in lieu of a re-sit or deferred examination the student may be required to submit an 8,000 word essay. This can only occur when the student has not already completed the maximum of three 8,000 word essays.

17. Any student who fails an exam twice in the same course will

not be able to proceed to complete the Executive LLM programme. Students will not be able to proceed to take further courses if at the first sit and the re-sit examination are both bad fails or if the failure is not a bad fail but the student has failed another course following the re-sit. If such a student has already successfully completed 4 courses or 6 courses prior to such a failure, the student will be awarded a Certificate of Legal Studies or Diploma of Legal Studies.

#### Registration

18. The maximum period of registration on the programme is six years. Therefore completion of all the degree requirements (or Diploma, Certificate) must be within a six year period.

#### Course Completion Rate

19. Students will be expected to take one to two courses per year. Any student who fails to take a course for a two year period will be asked to provide reasons for the failure to complete courses. Any student who following such a request either fails to provide a response to the Programme Director or fails to complete a course in the year following the giving of these reasons, may be deregistered from the programme.

Degree Certificate

20. Students who successfully complete the Executive LLM examination requirements may elect to have one of the following titles attached to their degree certificate if, in the opinion of the Programme Director of the LLM, the title reflects the course of study followed by the student. This would mean taking a minimum of 4 courses within a specialist area. The possible titles are listed below with the courses attached to those areas listed with them. If no such election is made, the LLM degree certificate will state 'LLM' without further specification.

#### Paper Course number, title (unit value)

Papers 1, 2,  
3 & 4

#### Corporate and Commercial Law

LL400E	European Capital Markets Law (0.5)
LL410E	International Financial Law and Practice I (0.5)
LL411E	International Financial Law and Practice II (0.5) #
LL415E	Fundamentals of International Commercial Arbitration (0.5)
LL416E	Advanced Issues of International Commercial Arbitration (0.5) #
LL417E	International Commercial Contracts: General Principles (0.5) #
LL418E	Comparative Corporate Governance (0.5)
LL419E	Law of Corporate Finance (0.5)
LL431E	Takeover regulation in the UK and US (0.5)
LL432E	Mergers, Acquisitions and Restructurings in Europe (0.5) #
LL433E	State and Market in the EU (0.5)
LL438E	Commercial Remedies (0.5) #
LL439E	UK Corporate Law (0.5)
LL441E	Employment Law (0.5)
LL442E	Corporate Restructuring (0.5)
LL443E	Corporate Bankruptcy (0.5)
LL450E	Banking and Finance Law: Regulating Retail, Consumer, and SME Markets (0.5)
LL451E	Anglo-American Contract Law (0.5)
LL452E	Tort Law: Foundations and Contemporary Issues (0.5)
LL4COE	Taxation of Wealth (0.5) #
LL4CPE	Tax Avoidance (0.5)
LL4CQE	Legal Aspects of Private Equity and Venture Capital (0.5)

#### Financial Law and Regulation

LL400E	European Capital Markets Law (0.5)
LL406E	Regulation of Financial Markets I (0.5)
LL407E	Regulation of Financial Markets II (0.5)
LL410E	International Financial Law and Practice I (0.5)
LL411E	International Financial Law and Practice II (0.5) #

LL419E	Law of Corporate Finance (0.5)
LL431E	Takeover regulation in the UK and US (0.5)
LL432E	Mergers, Acquisitions and Restructurings in Europe (0.5) #
LL434E	Regulation: Strategies, Theories and Implementation (0.5)
LL443E	Corporate Bankruptcy (0.5)
LL450E	Banking and Finance Law: Regulating Retail, Consumer, and SME Markets (0.5)
LL4COE	Taxation of Wealth (0.5) #
LL4CPE	Tax Avoidance (0.5)
LL4CQE	Legal Aspects of Private Equity and Venture Capital (0.5)

#### Regulating Innovation, Communication and Technology

LL423E	Media Law: Regulating Publication (0.5)
LL424E	Media Law: Regulating Newsgathering (0.5)
LL425E	Competition Law (0.5)
LL433E	State and Market in the EU (0.5)
LL435E	Innovation, Technology and Patent Law (0.5)
LL440E	Digital Rights, Privacy and Security (0.5) #
LL449E	Cyberlaw (0.5)

#### Human Rights and Constitutional Law

LL403E	International Human Rights: Concepts, Law and Practice (0.5)
LL404E	European and UK Human Rights Law (0.5)
LL408E	Comparative Constitutional Law (0.5)
LL409E	Comparative Human and Constitutional Rights (0.5)
LL426E	Rights Adjudication and Global Constitutionalism (0.5) #
LL427E	Constitutional Law and Theory (0.5)
LL436E	Rethinking EU Law (0.5)
LL448E	Terrorism and the Rule of Law (0.5)

#### International Law

LL401E	The Law of Armed Conflict (0.5)
LL402E	Key Issues in Transnational Environmental Law (0.5)
LL403E	International Human Rights: Concepts, Law and Practice (0.5)
LL412E	International Economic Law I (0.5)
LL413E	International Economic Law II (0.5)
LL420E	International Law and Climate Change (0.5)
LL430E	Investment Treaty Law (0.5)
LL437E	International Criminal Law (0.5) #
LL444E	International Law and the Use of Force (0.5) #
LL447E	International Law: Courts and Tribunals (0.5)
LL448E	Terrorism and the Rule of Law (0.5)

#### EU Law

LL400E	European Capital Markets Law (0.5)
LL402E	Key Issues in Transnational Environmental Law (0.5)
LL404E	European and UK Human Rights Law (0.5)
LL425E	Competition Law (0.5)
LL432E	Mergers, Acquisitions and Restructurings in Europe (0.5) #
LL433E	State and Market in the EU (0.5)
LL436E	Rethinking EU Law (0.5)
LL441E	Employment Law (0.5)

#### Courses with no Specialism Area

LL405E	Dispute Resolution and Advanced Mediation (0.5)
LL445E	Cultural Property and Heritage Law (0.5)
LL446E	Art Law (0.5)

# means there may be prerequisites for this course. Please view the course guide for more information.

#### Exit Options

#### Diploma:

This diploma is classified according to the Scheme for the Award of a Diploma, as a 3 unit programme subject to the following provisions.

Students wishing to earn a diploma will have registered as Executive LLM students and then cease their studies after completing six courses (3 full units). All courses count towards the diploma classification. A Pass mark of 50 must be achieved in all courses for students to achieve an overall Pass in the diploma. Assessments for each of the courses will take place at the beginning of the next teaching session. Students wishing to defer attempting one or more assessments must seek permission according to the General Academic Regulations no later than eight weeks prior to the assessment date except in the case of exceptional circumstances, as set out in the General Academic Regulations. Students are permitted to repeat failed assessments in line with the School's General Academic Regulations and Regulations for Diplomas.

**Certificate:**

Students wishing to earn a certificate will have registered as Executive LLM students and then cease their studies after completing four courses (2 full units). The certificate is classified on a Pass/Fail basis only. A Pass mark of 50 needs to be achieved in all courses for students to be eligible for the award of the certificate. Higher marks in one course cannot compensate a Fail mark in another course. Students wishing to defer attempting one or more assessments must seek permission according to the General Academic Regulations no later than eight weeks prior to the assessment date except in the case of exceptional circumstances, as set out in the General Academic Regulations. Students are permitted to repeat failed assessments in line with the School's General Academic Regulations and Regulations for Certificates.

proceed into the second year. FM475E and MG445E are not required for progression.

A student who does not meet this criterion must resit all failed/deferred papers in accordance with the resit process detailed below. If, following the resit attempt, a student:

- has attained at least a Pass grade in each of the first year papers, he/she will be eligible to proceed into the second year.
- has attained at least a Pass grade in at least one of the first year papers, he/she will be eligible to proceed into the second year:
  - at the discretion of the Chair of the Sub-Board of Examiners; and
  - subject to ratification by the Graduate School Board of Examiners (GSBE).
- Has failed all of the first year papers, he/she will not be eligible to proceed into the second year, as he/she will no longer be able to successfully complete the programme according to the School's Scheme for the Award of a Taught Master's Degree (four units). The marks of any student who fails up to two papers over the course of the programme will be subject to the penalty rules stipulated at paragraph 3.2 of the School's Scheme for the Award of a Taught Master's Degree (four units).

**Executive Global Masters in Management - Resit Process**

A student shall normally be entitled to re-sit any failed courses only (on one occasion).

For first year courses required for progression, where the individual assessment takes the form of an assignment or take home exam, once grades have been ratified, the faculty member responsible for the failed first year course will set the new paper and deadline for re-submission to take place as soon as possible and before the beginning of the second year. Results for resits and any subsequent progression will be agreed by the Chair of the Sub-Board of Examiners and will be subject to ratification by the Graduate School Board of Examiners. If a student does not re-submit an assignment/exam by the deadline set, they will be deemed to have failed the course.

The results of first year courses FM475E and MG445E will be formally ratified by the Sub-Board of Examiners and Graduate School Board of Examiners in November. If it is determined that as a result of a fail in one or both of these courses an award cannot be made the faculty member responsible for the failed course will set the new paper and deadline for re-submission to take place as soon as possible. A candidate resitting these courses cannot graduate until the July Sub-Board and Graduate School Board of Examiners has met to ratify their results.

For second year courses, once grades have been ratified by the Sub-Board of Examiners and it is determined that an award cannot be made, the faculty member responsible for the failed second year course will set the new paper and deadline for re-submission to take place as soon as possible. Results for resits and subsequent classification will be agreed by the Chair of the Sub-Board of Examiners and will be subject to ratification by the Graduate School Board of Examiners. If a student does not re-submit an assignment/exam by the deadline set, they will be deemed to have failed the course. Resits for second year courses will result in delayed Graduation.

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## Executive Global MSc in Management

**Programme Code:** TMGLMG

**Department:** Management

For students starting this programme of study in 2022/23

A 17 month programme. Students take eight compulsory half unit courses (four units in total) and one non-assessed courses in Foundations of Management 2: Financial Control and Governance (modular) (MG457E).

**Paper Course number, title (unit value)**

**Year 1**

Paper 1	MG440E	Managerial Economics (modular) (0.5)
Paper 2	MG441E	Foundations of Management (modular) (0.5)
Paper 3	MG443E	Organisational Behaviour and Leadership (modular) (0.5)
Paper 4	FM475E	Financial Management (modular) (0.5)
Paper 5	MG445E	Marketing Strategy (modular) (0.5)
		Additional course
	MG457E	Foundations of Management 2: Financial Control and Governance (modular) (0.0)

**Year 2**

Paper 6	MG446E	Strategy, Organisation and Innovation (modular) (0.5)
Paper 7	MG447E	Foreign Direct Investment and Emerging Markets (modular) (0.5)
Paper 8	MG498E	Dissertation/Capstone Project (modular) (0.5)

**Executive Global Masters in Management - Progression Rules**

Candidates who attain at least a Pass grade in MG440E, MG441E and MG443E will be eligible to



## Executive Global MSc in Management

**Programme Code:** TMGLMG

**Department:** Management

For students starting this programme of study in 2021/22

A 17 month programme. Students take eight compulsory half unit courses (four units in total) and one non-assessed courses in Foundations of Management 2: Financial Control and Governance (modular) (MG457E).

**Paper Course number, title (unit value)**

### Year 1

Paper 1	MG440E	Managerial Economics (modular) (0.5)
Paper 2	MG441E	Foundations of Management (modular) (0.5)
Paper 3	MG443E	Organisational Behaviour and Leadership (modular) (0.5)
Paper 4	FM475E	Financial Management (modular) (0.5)
Paper 5	MG445E	Marketing Strategy (modular) (0.5)
	Additional course	
	MG457E	Foundations of Management 2: Financial Control and Governance (modular) (0.0)

### Year 2

Paper 6	MG446E	Strategy, Organisation and Innovation (modular) (0.5)
Paper 7	MG447E	Foreign Direct Investment and Emerging Markets (modular) (0.5)
Paper 8	MG498E	Dissertation/Capstone Project (modular) (0.5)

### Executive Global Masters in Management - Progression Rules

Candidates who attain at least a Pass grade in MG440E, MG441E and MG443E will be eligible to proceed into the second year. FM475E and MG445E are not required for progression.

A student who does not meet this criterion must resit all failed/deferred papers in accordance with the resit process detailed below. If, following the resit attempt, a student:

- has attained at least a Pass grade in each of the first year papers, he/she will be eligible to proceed into the second year.
- has attained at least a Pass grade in at least one of the first year papers, he/she will be eligible to proceed into the second year:
  - at the discretion of the Chair of the Sub-Board of Examiners; and
  - subject to ratification by the Graduate School Board of Examiners (GSBE).
- Has failed all of the first year papers, he/she will not be eligible to proceed into the second year, as he/she will no longer be able to successfully complete the programme according to the School's Scheme for the Award of a Taught Master's Degree (four units). The marks of any student who fails up to two papers over the course of the programme will be subject to the penalty rules stipulated at paragraph 3.2 of the School's Scheme for the Award of a Taught Master's Degree (four units).

### Executive Global Masters in Management - Resit Process

A student shall normally be entitled to re-sit any failed courses only (on one occasion).

For first year courses required for progression, where the individual assessment takes the form of an assignment or take home exam, once grades have been ratified, the faculty member responsible for the failed first year course will set the new paper and deadline for re-submission to take place as soon as possible and before the beginning of the second year. Results for resits and any subsequent progression will be agreed by the Chair of the Sub-Board of Examiners and will be subject to ratification by the Graduate

School Board of Examiners. If a student does not re-submit an assignment/exam by the deadline set, they will be deemed to have failed the course.

The results of first year courses FM475E and MG445E will be formally ratified by the Sub-Board of Examiners and Graduate School Board of Examiners in November. If it is determined that as a result of a fail in one or both of these courses an award cannot be made the faculty member responsible for the failed course will set the new paper and deadline for re-submission to take place as soon as possible. A candidate resitting these courses cannot graduate until the July Sub-Board and Graduate School Board of Examiners has met to ratify their results.

For second year courses, once grades have been ratified by the Sub-Board of Examiners and it is determined that an award cannot be made, the faculty member responsible for the failed second year course will set the new paper and deadline for re-submission to take place as soon as possible. Results for resits and subsequent classification will be agreed by the Chair of the Sub-Board of Examiners and will be subject to ratification by the Graduate School Board of Examiners. If a student does not re-submit an assignment/exam by the deadline set, they will be deemed to have failed the course. Resits for second year courses will result in delayed Graduation.

## Executive Master of Public Administration

**Programme Code:** TMMPAEX

**Department:** School of Public Policy

For students starting this programme of study in 2022/23

The EMPA is a 21 month programme. Students must take courses to the value of eight half units as set out below.

**Paper Course number, title (unit value)**

### Year 1

Pre-sessional course	PP430E	Introduction to Statistics for Public Policy (0.0)
Paper 1	PP4G8E	Public Policy in Practice Workshop I (EMPA) (0.5) #
Paper 2	PP478E	Political Science and Public Policy (0.5) #
Paper 3	PP455E	Empirical Methods for Public Policy (0.5) #
Paper 4	PP440E	Economic Policy Analysis (0.5)
Paper 5	PP4G9E	Public Policy in Practice Workshop II (EMPA) (0.5) #

### Year 2

Papers 6 & 7	Courses to the value of 1.0 unit(s) from the following:	
	PP410E	Public Economics for Public Policy (0.5) #
	PP421E	Global Market Economics (0.5) #
	PP454E	Development Economics (0.5) #
	PP488E	Regulatory Analysis (0.5) #
	PP4J5E	Fiscal Governance and Budgeting (0.5) #
	PP4V8E	Policy Paper (0.5) #
Paper 8	PP409E	Public Policy in Practice Workshop III (EMPA) (0.5) #

# means there may be prerequisites for this course. Please view the course guide for more information. Students who achieve passing grades (50 and above) in at least 6 half units are eligible for the award of Diploma. Students can opt for this award either once they have completed six courses (i.e. all courses in Year One plus two further half units) or once they have completed the programme if they are not eligible for the award of the degree. The Diploma is classified according to the Scheme for the Award of a Diploma. Students who have achieved passing grades (50 and above) in at least 4 half units are eligible for the award of Certificate. The student is classified on a Pass/Fail basis only. Higher marks in one course

cannot compensate a Fail mark in another course. The award of a Certificate or Diploma is subject to the application of the General Academic Regulations and the Certificate/Diploma regulations and classification schemes. The Certificate and Diploma are final exit awards with no option to subsequently be awarded the degree of Executive Master of Public Administration or Executive Master of Public Policy. Candidates who attain at least a Pass grade in each of the Year 1 courses PP478E, PP455E and PP440E will be eligible to progress to Year 2. The Year 1 courses PP4G8E and PP4G9E will not count towards progression but the grade will count towards the final degree classification.

Students wishing to defer the submission of one or more assessment components must seek permission according to the School's General Academic Regulations for Postgraduate Students <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/GeneralAcademicRegulations-all-PG-students.pdf> prior to the assessment due date, except in the case of unforeseen and exceptional circumstances. Students deferring one or more assessment components in Year 1 may exceptionally progress to Year 2 and submit any deferred assessment at the next normal opportunity, if they complete and pass two of the three half units PP478E, PP455E and PP440E in Year 1.

Students failing one but not more than one of PP478E, PP455E and PP440E in Year 1 will normally be able to progress to Year 2, although this fail will count toward their degree classification according to the Scheme for the Award of a Taught Master's Degree. Students failing more than one of PP478E, PP455E and PP440E in Year 1 have to re-sit relevant assessment components and pass the required number of half units before they can progress to Year 2. Students failing up to one unit of courses but that still satisfy the progression rules may not need to resit those failed courses if they satisfy the compensation rules according to the Scheme for the Award of a Taught Master's Degree <https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeTaughtMasters-FourUnits.pdf> at the end of the second year. Students that have more than one unit of fail at the end of the programme or those with one unit of fail that do not meet the progression rules must resit in order to be eligible for the award of the degree.

Students that fail courses and as a result fail to meet the progression rules must resit and satisfy the progression rules before they can proceed to Year 2. Students that receive a Bad Fail in any course will not be permitted to progress and must satisfy the progression rules after achieving a resit mark to proceed to Year 2.

Students are permitted to re-sit failed assessments in failed courses on one occasion only and in line with the School's General Academic Regulations for Postgraduate Students <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/GeneralAcademicRegulations-all-PG-students.pdf>.

The Sub-Board may recommend to the Graduate School Board of Examiners (GSBE) that a student can progress to year two of the programme even if they have not met the normal application of the progression rules. This can only be done on an

exceptional basis where:

- (a) the Sub-Board has determined that a student has demonstrated that their progression has been affected by circumstances beyond their control through the exceptional circumstances procedure and;
- (b) the GSBE approves the Sub-Board's recommendation.

## Executive Master of Public Administration

**Programme Code:** TMMPAEX

**Department:** School of Public Policy

For students starting this programme of study in 2021/22

The EMPA is a 21 month programme. Students must take courses to the value of eight half units as set out below.

Paper	Course number, title (unit value)
<b>Year 1</b>	
Pre-sessional course	PP430E Introduction to Statistics for Public Policy (0.0)
Paper 1	PP4G8E Public Policy in Practice Workshop I (EMPA) (0.5) #
Paper 2	PP478E Political Science and Public Policy (0.5) #
Paper 3	PP455E Empirical Methods for Public Policy (0.5) #
Paper 4	PP440E Economic Policy Analysis (0.5)
Paper 5	PP4G9E Public Policy in Practice Workshop II (EMPA) (0.5) #
<b>Year 2</b>	
Papers 6 & 7	Courses to the value of 1.0 unit(s) from the following: PP410E Public Economics for Public Policy (0.5) # PP421E Global Market Economics (0.5) # PP454E Development Economics (0.5) # PP488E Regulatory Analysis (0.5) # PP4J5E Fiscal Governance and Budgeting (0.5) # PP4V8E Policy Paper (0.5) #
Paper 8	PP409E Public Policy in Practice Workshop III (EMPA) (0.5) #

# means there may be prerequisites for this course. Please view the course guide for more information. Students who achieve passing grades (50 and above) in at least 6 half units are eligible for the award of Diploma. Students can opt for this award either once they have completed six courses (i.e. all courses in Year One plus two further half units) or once they have completed the programme if they are not eligible for the award of the degree. The Diploma is classified according to the Scheme for the Award of a Diploma. Students who have achieved passing grades (50 and above) in at least 4 half units are eligible for the award of Certificate. The student is classified on a Pass/Fail basis only. Higher marks in one course cannot compensate a Fail mark in another course. The award of a Certificate or Diploma is subject to the application of the General Academic Regulations and the Certificate/Diploma regulations and classification schemes. The Certificate and Diploma are final exit awards with no option to subsequently be awarded the degree of Executive Master of Public Administration or Executive Master of Public Policy. Candidates who attain at least a Pass grade in each of the Year 1 courses PP478E, PP455E and PP440E will be eligible to progress to Year 2. The Year 1 courses PP4G8E and PP4G9E will not count towards progression but the grade will count towards the final degree classification.

Students wishing to defer the submission of one or more assessment components must seek permission according to the School's General Academic Regulations for Postgraduate Students <https://info.lse.ac.uk/staff/divisions/academic->

registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/GeneralAcademicRegulations-all-PG-students.pdf prior to the assessment due date, except in the case of unforeseen and exceptional circumstances.

Students deferring one or more assessment components in Year 1 may exceptionally progress to Year 2 and submit any deferred assessment at the next normal opportunity, if they complete and pass two of the three half units PP478E, PP455E and PP440E in Year 1.

Students failing one but not more than one of PP478E, PP455E and PP440E in Year 1 will normally be able to progress to Year 2, although this fail will count toward their degree classification according to the Scheme for the Award of a Taught Master's Degree. Students failing more than one of PP478E, PP455E and PP440E in Year 1 have to re-sit relevant assessment components and pass the required number of half units before they can progress to Year 2. Students failing up to one unit of courses but that still satisfy the progression rules may not need to resit those failed courses if they satisfy the compensation rules according to the Scheme for the Award of a Taught Master's Degree <https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeTaughtMasters-FourUnits.pdf> at the end of the second year. Students that have more than one unit of fail at the end of the programme or those with one unit of fail that do not meet the progression rules must resit in order to be eligible for the award of the degree.

Students that fail courses and as a result fail to meet the progression rules must resit and satisfy the progression rules before they can proceed to Year 2. Students that receive a Bad Fail in any course will not be permitted to progress and must satisfy the progression rules after achieving a resit mark to proceed to Year 2.

Students are permitted to re-sit failed assessments in failed courses on one occasion only and in line with the School's General Academic Regulations for Postgraduate Students <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/GeneralAcademicRegulations-all-PG-students.pdf>.

The Sub-Board may recommend to the Graduate School Board of Examiners (GSBE) that a student can progress to year two of the programme even if they have not met the normal application of the progression rules. This can only be done on an exceptional basis where:

- (a) the Sub-Board has determined that a student has demonstrated that their progression has been affected by circumstances beyond their control through the exceptional circumstances procedure and;
- (b) the GSBE approves the Sub-Board's recommendation.

#### Pre-sessional

course	PP430E	Introduction to Statistics for Public Policy (0.0)
Paper 1	PP4J1E	Public Policy in Practice Workshop I (EMPP) (0.5) #
Paper 2	PP478E	Political Science and Public Policy (0.5) #
Paper 3	PP455E	Empirical Methods for Public Policy (0.5) #
Paper 4	PP440E	Economic Policy Analysis (0.5)
Paper 5	PP4J2E	Public Policy in Practice Workshop II (EMPP) (0.5) #

#### Year 2

Papers 6 & 7 Courses to the value of 1.0 unit(s) from the following:

	PP410E	Public Economics for Public Policy (0.5) #
	PP421E	Global Market Economics (0.5) #
	PP454E	Development Economics (0.5) #
	PP488E	Regulatory Analysis (0.5) #
	PP4B3E	Executive MPP Capstone Project (0.5) #
	PP4J5E	Fiscal Governance and Budgeting (0.5) #
	PP4V8E	Policy Paper (0.5) #
Paper 8	PP4J3E	Public Policy in Practice Workshop III (EMPP) (0.5) #

# means there may be prerequisites for this course. Please view the course guide for more information. Students who achieve passing grades (50 and above) in at least 6 half units are eligible for the award of Diploma. Students can opt for this award either once they have completed six courses (i.e. all courses in Year One plus two further half units) or once they have completed the programme if they are not eligible for the award of the degree. The Diploma is classified according to the Scheme for the Award of a Diploma. Students who have achieved passing grades (50 and above) in at least 4 half units are eligible for the award of Certificate. The student is classified on a Pass/Fail basis only. Higher marks in one course cannot compensate a Fail mark in another course. The award of a Certificate or Diploma is subject to the application of the General Academic Regulations and the Certificate/Diploma regulations and classification schemes. The Certificate and Diploma are final exit awards with no option to subsequently be awarded the degree of Executive Master of Public Administration or Executive Master of Public Policy. Candidates who attain at least a Pass grade in each of the Year 1 courses PP478E, PP455E and PP440E will be eligible to progress to Year 2. The Year 1 courses PP4J1E and PP4J2E will not count towards progression but the grade will count towards the final degree classification.

Students wishing to defer the submission of one or more assessment components must seek permission according to the School's General Academic Regulations for Postgraduate Students <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/GeneralAcademicRegulations-all-PG-students.pdf> prior to the assessment due date, except in the case of unforeseen and exceptional circumstances. Students deferring one or more assessment components in Year 1 may exceptionally progress to Year 2 and submit any deferred assessment at the next normal opportunity, if they complete and pass two of the three half units PP478E, PP455E and PP440E in Year 1.

Students failing one but not more than one of PP478E, PP455E and PP440E in Year 1 will normally be able to progress to Year 2, although this fail will count toward their degree classification according to the Scheme for the Award of a Taught Master's Degree. Students failing more than one of PP478E, PP455E and PP440E in Year 1 have to re-sit relevant assessment

## Executive Master of Public Policy

**Programme Code:** TMMPPEX

**Department:** School of Public Policy

For students starting this programme of study in 2022/23

The EMPP is a 21 month programme. Students must take courses to the value of eight half units as set out below.

**Paper**            **Course number, title (unit value)**  
**Year 1**

components and pass the required number of half units before they can progress to Year 2. Students failing up to one unit of courses but that still satisfy the progression rules may not need to resit those failed courses if they satisfy the compensation rules according to the Scheme for the Award of a Taught Master's Degree <https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeTaughtMasters-FourUnits.pdf> at the end of the second year. Students that have more than one unit of fail at the end of the programme or those with one unit of fail that do not meet the progression rules must resit in order to be eligible for the award of the degree.

Students that fail courses and as a result fail to meet the progression rules must resit and satisfy the progression rules before they can proceed to Year 2. Students that receive a Bad Fail in any course will not be permitted to progress and must satisfy the progression rules after achieving a resit mark to proceed to Year 2.

Students are permitted to re-sit failed assessments in failed courses on one occasion only and in line with the General Academic Regulations for Postgraduate Students <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/GeneralAcademicRegulations-all-PG-students.pdf>.

The Sub-Board may recommend to the Graduate School Board of Examiners (GSBE) that a student can progress to year two of the programme even if they have not met the normal application of the progression rules. This can only be done on an exceptional basis where:

- (a) the Sub-Board has determined that a student has demonstrated that their progression has been affected by circumstances beyond their control through the exceptional circumstances procedure and;
- (b) the GSBE approves the Sub-Board's recommendation.

Paper 8

PP4V8E Policy Paper (0.5) #  
PP4J3E Public Policy in Practice Workshop III (EMPP) (0.5) #

# means there may be prerequisites for this course. Please view the course guide for more information. Students who achieve passing grades (50 and above) in at least 6 half units are eligible for the award of Diploma. Students can opt for this award either once they have completed six courses (i.e. all courses in Year One plus two further half units) or once they have completed the programme if they are not eligible for the award of the degree. The Diploma is classified according to the Scheme for the Award of a Diploma. Students who have achieved passing grades (50 and above) in at least 4 half units are eligible for the award of Certificate. The student is classified on a Pass/Fail basis only. Higher marks in one course cannot compensate a Fail mark in another course. The award of a Certificate or Diploma is subject to the application of the General Academic Regulations and the Certificate/Diploma regulations and classification schemes. The Certificate and Diploma are final exit awards with no option to subsequently be awarded the degree of Executive Master of Public Administration or Executive Master of Public Policy. Candidates who attain at least a Pass grade in each of the Year 1 courses PP478E, PP455E and PP440E will be eligible to progress to Year 2. The Year 1 courses PP4J1E and PP4J2E will not count towards progression but the grade will count towards the final degree classification.

Students wishing to defer the submission of one or more assessment components must seek permission according to the School's General Academic Regulations for Postgraduate Students <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/GeneralAcademicRegulations-all-PG-students.pdf> prior to the assessment due date, except in the case of unforeseen and exceptional circumstances. Students deferring one or more assessment components in Year 1 may exceptionally progress to Year 2 and submit any deferred assessment at the next normal opportunity, if they complete and pass two of the three half units PP478E, PP455E and PP440E in Year 1.

Students failing one but not more than one of PP478E, PP455E and PP440E in Year 1 will normally be able to progress to Year 2, although this fail will count toward their degree classification according to the Scheme for the Award of a Taught Master's Degree. Students failing more than one of PP478E, PP455E and PP440E in Year 1 have to re-sit relevant assessment components and pass the required number of half units before they can progress to Year 2. Students failing up to one unit of courses but that still satisfy the progression rules may not need to resit those failed courses if they satisfy the compensation rules according to the Scheme for the Award of a Taught Master's Degree <https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeTaughtMasters-FourUnits.pdf> at the end of the second year. Students that have more than one unit of fail at the end of the programme or those with one unit of fail that do not meet the progression rules must resit in order to be eligible for the award of the degree.

Students that fail courses and as a result fail to meet the progression rules must resit and satisfy the progression rules before they can proceed to Year 2.

## Executive Master of Public Policy

**Programme Code:** TMMPPPEX

**Department:** School of Public Policy

For students starting this programme of study in 2021/22

The EMPP is a 21 month programme. Students must take courses to the value of eight half units as set out below.

**Paper Course number, title (unit value)**

### Year 1

Pre-sessional course	PP430E	Introduction to Statistics for Public Policy (0.0)
Paper 1	PP4J1E	Public Policy in Practice Workshop I (EMPP) (0.5) #
Paper 2	PP478E	Political Science and Public Policy (0.5) #
Paper 3	PP455E	Empirical Methods for Public Policy (0.5) #
Paper 4	PP440E	Economic Policy Analysis (0.5)
Paper 5	PP4J2E	Public Policy in Practice Workshop II (EMPP) (0.5) #

### Year 2

Papers 6 & 7 Courses to the value of 1.0 unit(s) from the following:

PP410E	Public Economics for Public Policy (0.5) #
PP421E	Global Market Economics (0.5) #
PP454E	Development Economics (0.5) #
PP488E	Regulatory Analysis (0.5) #
PP4B3E	Executive MPP Capstone Project (0.5) #
PP4J5E	Fiscal Governance and Budgeting (0.5) #



Students that receive a Bad Fail in any course will not be permitted to progress and must satisfy the progression rules after achieving a resit mark to proceed to Year 2.

Students are permitted to re-sit failed assessments in failed courses on one occasion only and in line with the General Academic Regulations for Postgraduate Students <https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/GeneralAcademicRegulations-all-PG-students.pdf>.

The Sub-Board may recommend to the Graduate School Board of Examiners (GSBE) that a student can progress to year two of the programme even if they have not met the normal application of the progression rules. This can only be done on an exceptional basis where:

- (a) the Sub-Board has determined that a student has demonstrated that their progression has been affected by circumstances beyond their control through the exceptional circumstances procedure and;
- (b) the GSBE approves the Sub-Board's recommendation.

## Executive MSc in Social Business and Entrepreneurship

**Programme Code:** TMMGSBEEEX

**Department:** Management

For students starting this programme of study in 2022/23 12 month programme. Students must take six compulsory half-unit courses and a full unit Altruistic Entrepreneur Project.

Paper	Course number, title (unit value)
Paper 1	MG4H3E Social Impact and Its Evaluation (0.5) <b>and</b> MG4H6E The Hybrid Economy (0.5)
Paper 2	MG4H1E Foundations of Social Business I (0.5) <b>and</b> MG4H2E Foundations of Social Business II (0.5)
Paper 3	EC452E Applying Behavioural Economics for Social Impact: Design, Delivery and Policy (0.5) <b>and</b> MG4H5E The Altruistic Leader (0.5)
Paper 4	MG4H4E The Altruistic Entrepreneur Project (1.0)

### Resit process:

Once all grades have been ratified by the Sub-Board of Examiners and it is determined that an award cannot be made, the faculty member responsible for the failed course will set the new paper and deadline for re-submission to take place as soon as possible. Results for resits and subsequent classification will be agreed by the Chair of the Sub-Board of Examiners and will be subject to ratification by the Graduate School Board of Examiners. If a student does not re-submit an assignment/exam by the deadline set, they will be deemed to have failed the course. Resits will result in delayed Graduation from December to July.

### Note for prospective students:

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm](https://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm). Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm](https://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm).

# **Collaborative Programmes**



## CEMS Exchange

**Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

**Programme Code:** TOMNCEMS2

**Department:** Management

For students starting this programme of study in 2022/23 CEMS Exchange (Michaelmas Term)

A one term (Michaelmas Term only) exchange programme for visiting CEMS MIM students. The CEMS MIM exchange programme is attached to the Global MSc in Management programme. Students from 33 partner exchange schools160 [www.cems.org/academic-members/our-members/list/spend](http://www.cems.org/academic-members/our-members/list/spend) one term at LSE. Students should choose 4 half-unit courses from the list below to the total value of 2.0 units. One half unit must be the compulsory MG464 CEMS Global Business Strategy course (0.5 units). Michaelmas Term students are in addition required to attend the compulsory Block Seminar, as per the CEMS MIM curriculum requirements. Student will not be required to complete summative assessments or examinations outside of their term of study. Students will be assessed during their term of study at the LSE. Students are not permitted to take one (1.0) unit elective courses.

Paper 1 MG464 CEMS Global Business Strategy (0.5)

Papers 2, 3

& 4

### Optional Courses

Courses to the value of 1.5 units selected from the option list below:

AC411	Accounting, Strategy and Control (0.5)
AC491	Financial Accounting, Reporting and Disclosure (0.5)
DV432	China in Developmental Perspective (0.5) # (not available 2022/23)
DV435	African Political Economy (0.5)
EU432	The Philosophy of Europe (0.5)
FM473M	Financial Markets (0.5) #
FM474M	Managerial Finance (0.5)
GI403	Gender and Media Representation (0.5)
GI409	Gender, Globalisation and Development: An Introduction (0.5)
GY447	The Economics of Regional and Urban Planning (0.5) #
MA402	Mathematical Game Theory (0.5) #
MA423	Fundamentals of Operations Research (0.5) #
MG404	Consumer Insights: Behavioural Fundamentals (0.5)
MG481	Innovating Organisational Information Technology (0.5) #
MG482	Innovation and Technology Management (0.5)
MG487	Innovation and Information Systems: Concepts and Perspectives (0.5)
MG4A3	Incentives and Governance in Organisations (0.5) #
MG4A8	Strategy for the Information Economy (0.5) #
MG4B3	International Marketing: A Strategic Approach (0.5)
MG4B9	The World Trading System (0.5) # (not available 2022/23)
MG4C2	Organisational Behaviour (0.5)
MG4D2	International Employment Relations (0.5) #
MG4G4	Topics in Management Research (0.5)
PP4E4	Analytic frameworks for policy evaluation (0.5) # (not available 2022/23)
PP4G3	Designing and Managing Change in the Public Sector (0.5)

### CEMS Exchange (Lent Term)

A one term (Lent Term only) exchange programme for visiting CEMS MIM students. The CEMS MIM

exchange programme is attached to the Global MSc Management programme. Students from 33 partner exchange schools160 [www.cems.org/academic-members/our-members/list/spend](http://www.cems.org/academic-members/our-members/list/spend) one term at LSE. One half unit must be the compulsory MG463 CEMS Global Leadership (0.5 units) and one unit must be the compulsory CEMS Business Project (1.0 unit). Lent Term students are in addition required to attend the compulsory Global Citizenship Seminar, as per the CEMS MIM curriculum requirements. Student will not be required to complete summative assessments or examinations outside of their term of study. Students will be assessed during their term of study at the LSE. Students are not permitted to take one (1.0) unit elective courses.

Paper 1

Paper 2

MG463	CEMS Global Leadership (0.5) #
Courses to the value of 0.5 unit(s) from the following:	
AC412	Accountability, Organisations and Risk Management (0.5)
AC444	Valuation and Security Analysis (0.5) #
AC470	Accounting in the Global Economy (0.5) #
AC490	Management Accounting, Decisions and Control (0.5)
DV424	International Institutions and Late Development (0.5)
EH404	India and the World Economy (0.5)
EH413	African Economic Development in Historical Perspective (0.5)
EU437	Europe Beyond Modernity (0.5)
FM471	Sustainable Finance and Impact Investing (0.5) #
FM472	International Finance (0.5) #
FM473L	Financial Markets (0.5) #
FM474L	Managerial Finance (0.5)
FM476	Entrepreneurial Finance (0.5) #
GY438	Urban Asia: Cities and Social Change (0.5)
IR452	Empire and Conflict in World Politics (0.5) (not available 2022/23)
MA431	Advanced Topics in Operations Research and Applicable Mathematics (0.5) # (not available 2022/23)
MG401	Operations Management for Management Consultancy (0.5) #
MG409	Auctions and Game Theory (0.5) #
MG421	International Business Strategy and Emerging Markets (0.5) #
MG422	Thinking Strategically (0.5) #
MG452	Behavioural Economics for Management (0.5) # (not available 2022/23)
MG455	Decisions, Biases and Nudges (0.5) #
MG456	Strategic Decision Making (0.5) # (not available 2022/23)
MG460	Emergencies Management: Humanitarian Intervention and Digital Innovation (0.5)
MG466	Supply Chain Management (0.5) # (not available 2022/23)
MG467	Strategy and Change in Public Sector Management (0.5) (not available 2022/23)
MG471	Chinese Economy: Entrepreneurship, Innovation and Growth (0.5) (not available 2022/23)
MG473	Negotiation Analysis (0.5)
MG477	Strategic Reward: Key Models and Practices (0.5)
MG479	Information Systems for the Public Sector: Digital Government and Service Innovation (0.5)
MG483	eHealth: Policy, Strategy and Systems (0.5) #
MG486	Social Computing, Data Analytics, and Information Services (0.5) (not available 2022/23)



	MG492	Data Governance: Privacy, Openness and Transparency (0.5)
	MG4B1	Corporate Strategy (0.5) #
	MG4B6	Design and Management of Organisations (0.5)
	MG4B7	Leading Organisational Change (0.5)
	MG4D3	The Dark Side of the Organisation (0.5) # (not available 2022/23)
	MG4F2	Marketing Analytics II: Analytics for Managing Innovations, Products and Brands (0.5)
	MG4F3	Digital Marketing (0.5) #
	MG4G7	Contemporary Topics in Advanced Technology Management (0.5) # (not available 2022/23)
	MG4J3	Principles of Pricing (0.5)
	MG4J6	Brand Strategy (0.5)
	MG4J8	Managing Artificial Intelligence (0.5)
	MG4J9	Responsible Digital Innovation: Ethics at Work (0.5)
	PB418	Corporate Communications (0.5)
	PB419	Creativity and Innovation (0.5) # (not available 2022/23)
	PB427	Organisational and Social Decision Making (0.5) (not available 2022/23)
	PH425	Business and Organisational Ethics (0.5)
	PP4E5	Innovations in the governance of public services delivery (0.5)
Paper 3		CEMS Business Project (1.0)
		More information about the CEMS Business Project can be found here: <a href="https://www.cems.org/mim/curriculum/business-projects">https://www.cems.org/mim/curriculum/business-projects</a>
		<b>Prerequisite Requirements and Mutually Exclusive Options</b>
		# means there may be prerequisites for this course. Please view the course guide for more information.

## Global MSc in Management (CEMS MiM)

**Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

**Programme Code:** TMGLMGCEMS

**Department:** Management

For students starting this programme of study in 2022/23 A two-year programme. Students are also awarded the CEMS Master's in International Management (MIM) degree, subject to successful completion of the CEMS MIM requirements. Students take courses to the value of eight units which are spread over the two years. The programme includes: two units at a partner CEMS Institution (MG410 Term Abroad); CEMS compulsory MG463 CEMS Global Leadership (H); a dissertation; and the course MG488 GMiM Capstone Course - Management in Action (H) taught over both years, Part A (unassessed) in Year 1 and Part B (assessed) in Year 2.

All students are required to attend MG4A1 Introduction to Studying for GMiM.

Students may apply for an exemption from the following core courses taking place in Year 1: MG431 Managerial Economics, MG4E2 Marketing Management and MG434 Organisational Behaviour. A maximum of two course exemptions may be permitted for each student.

**Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

### Year 1

Introductory course	MG4A1	Introduction to Studying for GMiM (0.0)
Paper 1	MG458	Foundations of Management I:

		Organisations and Management Theory (0.5) <b>and</b> MG459 Foundations of Management 2 (0.5)
Paper 2	MG431	Managerial Economics (0.5)
		<b>And either one from:</b>
	MY451L	Introduction to Quantitative Analysis (0.5)
	MY451M	Introduction to Quantitative Analysis (0.5)
		<b>or upon satisfactorily demonstrating that they have sufficient statistical knowledge they may take one from the list below or any other suitable quantitative methods course subject to the approval of the programme director:</b>
	MY452L	Applied Regression Analysis (0.5) #
	MY452M	Applied Regression Analysis (0.5) #
		<b>Or</b>
		Upon satisfactorily demonstrating that they have a degree in economics and have passed, as part of that degree, a course in managerial economics, microeconomics or industrial organisation, students may be exempted from MG431 and will be free to take an elective course, subject to the approval of the Programme Director. Students must select one from:
		<b>and either one from:</b>
	MY451L	Introduction to Quantitative Analysis (0.5)
	MY451M	Introduction to Quantitative Analysis (0.5)
		<b>or upon satisfactorily demonstrating that they have sufficient statistical knowledge they may take one from the list below or any other suitable quantitative methods course subject to the approval of the programme director:</b>
	MY452L	Applied Regression Analysis (0.5) # <b>or</b>
	MY452M	Applied Regression Analysis (0.5) #
		and 0.5 units from the Elective Courses listed below:
		<b>Elective Courses</b>
Paper 3	MG434	Organisational Behaviour (0.5) <b>and</b> MG4E2 Marketing Management (0.5)
		<b>Or</b>
		Upon satisfactorily demonstrating that they have a degree in marketing, or in management or business administration with a significant concentration in marketing, may be exempted from MG4E2 and will be free to take an elective course, subject to the approval of the Programme Director.
		Students must select courses to the value of 1.0 unit(s), which may include MG434 Organisational Behaviour (0.5), and a further 0.5 units from the Elective Courses listed below:
		MG434 Organisational Behaviour (0.5)
		and 0.5 units from the Elective Courses listed below:
		<b>Elective Courses</b>
		<b>Or</b>
		Upon satisfactorily demonstrating that they have a degree in management of business administration with significant knowledge of organisational behaviour, students may be exempted from MG434 and will be free to take an elective course, subject to the approval of the Programme Director.
		Students must select courses to the value of 1.0 unit(s), which may include MG4E2 Marketing Management (0.5), and a further 0.5 units from the Elective Courses listed below:
		MG4E2 Marketing Management (0.5)
		<b>Elective Courses</b>
Paper 4		Electives to the value of 0.5 full units
		<b>Elective Courses</b>
Compulsory course		As part of Paper 4, students also take the compulsory unassessed part of MG488:
	MG488A	GMiM Capstone Course - Management in Action (0.0)
<b>Year 2</b>		
Paper 5	MG468	Foundations of Management III: Business

	Ethics, Corporate Governance and Ethical Leadership (0.5) # <b>and</b> MG488B GMiM Capstone Course - Management in Action (0.5) #		
Paper 6	Courses to the value of two units to be taken at one of the partner CEMS Institutions ( <a href="https://www.cems.org/academic-members/our-members/list/">https://www.cems.org/academic-members/our-members/list/</a> ):	MG466	Intervention and Digital Innovation (0.5) Supply Chain Management (0.5) # (not available 2022/23)
	MG410 Term Abroad (2.0)	MG467	Strategy and Change in Public Sector Management (0.5) (not available 2022/23)
Paper 7	MG463 CEMS Global Leadership (0.5) # and 0.5 units from the Elective Courses listed below:	MG471	Chinese Economy: Entrepreneurship, Innovation and Growth (0.5) (not available 2022/23)
	<b>Elective Courses</b>	MG472	Management and Socioeconomics of Digital Innovation (0.5) #
Paper 8	MG469 Extended Essay for Management (0.5) #	MG473	Negotiation Analysis (0.5)
	<b>Elective Courses</b>	MG477	Strategic Reward: Key Models and Practices (0.5)
	The following elective courses are available to all GMiM students regardless of whether a specialism is taken or not, subject to pre-requisites and course availability:	MG479	Information Systems for the Public Sector: Digital Government and Service Innovation (0.5)
	AC411 Accounting, Strategy and Control (0.5)	MG481	Innovating Organisational Information Technology (0.5) #
	AC412 Accountability, Organisations and Risk Management (0.5)	MG482	Innovation and Technology Management (0.5)
	AC415 Management Accounting for Decision Making (0.5)	MG483	eHealth: Policy, Strategy and Systems (0.5) #
	AC416 Topics in Financial Reporting (0.5) # 1	MG486	Social Computing, Data Analytics, and Information Services (0.5) (not available 2022/23)
	AC417 Corporate Financial Disclosure and Investor Relations (0.5)	MG487	Innovation and Information Systems: Concepts and Perspectives (0.5)
	AC444 Valuation and Security Analysis (0.5) #	MG492	Data Governance: Privacy, Openness and Transparency (0.5)
	AC470 Accounting in the Global Economy (0.5) #	MG4A3	Incentives and Governance in Organisations (0.5) #
	AC490 Management Accounting, Decisions and Control (0.5)	MG4A8	Strategy for the Information Economy (0.5) #
	AC491 Financial Accounting, Reporting and Disclosure (0.5)	MG4B1	Corporate Strategy (0.5) #
	DV424 International Institutions and Late Development (0.5)	MG4B6	Design and Management of Organisations (0.5)
	FM471 Sustainable Finance and Impact Investing (0.5) #	MG4B7	Leading Organisational Change (0.5)
	FM472 International Finance (0.5) #	MG4B9	The World Trading System (0.5) # (not available 2022/23)
	FM473L Financial Markets (0.5) #	MG4C3	Information Technology and Service Innovation (0.5)
	FM473M Financial Markets (0.5) #	MG4D2	International Employment Relations (0.5) #
	FM474L Managerial Finance (0.5)	MG4D3	The Dark Side of the Organisation (0.5) # (not available 2022/23)
	FM474M Managerial Finance (0.5)	MG4F2	Marketing Analytics II: Analytics for Managing Innovations, Products and Brands (0.5)
	FM476 Entrepreneurial Finance (0.5) #	MG4F3	Digital Marketing (0.5) #
	GI407 Globalisation, Gender and Development (1.0) 2 (not available 2022/23)	MG4G4	Topics in Management Research (0.5)
	GI409 Gender, Globalisation and Development: An Introduction (0.5)	MG4J3	Principles of Pricing (0.5)
	GI420 Global Development and Its Discontents: Feminist Perspectives (0.5)	MG4J6	Brand Strategy (0.5)
	MA423 Fundamentals of Operations Research (0.5) #	MG4J7	Advanced Consumer Behaviour (0.5)
	MA424 Modelling in Operations Research (0.5) #	MG4J8	Managing Artificial Intelligence (0.5)
	MA427 Mathematical Optimisation (0.5) #	MG4J9	Responsible Digital Innovation: Ethics at Work (0.5)
	MC408 Theories and Concepts in Media and Communications (0.5)	MY451L	Introduction to Quantitative Analysis (0.5)
	MG401 Operations Management for Management Consultancy (0.5) #	MY451M	Introduction to Quantitative Analysis (0.5)
	MG402 Public Management: A Design-Oriented Approach (0.5)	MY452L	Applied Regression Analysis (0.5) #
	MG404 Consumer Insights: Behavioural Fundamentals (0.5)	MY452M	Applied Regression Analysis (0.5) #
	MG409 Auctions and Game Theory (0.5) #	MY455	Multivariate Analysis and Measurement (0.5) #
	MG418 Open Innovation (0.5)	PB418	Corporate Communications (0.5)
	MG421 International Business Strategy and Emerging Markets (0.5) #	PB419	Creativity and Innovation (0.5) # (not available 2022/23)
	MG422 Thinking Strategically (0.5) #	PB426	Knowledge Processes in Organisations (0.5) (not available 2022/23)
	MG430 Firms & Markets in Emerging Economies (0.5)	PP4E4	Analytic frameworks for policy evaluation (0.5) # (not available 2022/23)
	MG452 Behavioural Economics for Management (0.5) # (not available 2022/23)	PP4E5	Innovations in the governance of public services delivery (0.5)
	MG455 Decisions, Biases and Nudges (0.5) #	PP4G3	Designing and Managing Change in the Public Sector (0.5)
	MG456 Strategic Decision Making (0.5) # (not available 2022/23)		
	MG460 Emergencies Management: Humanitarian		

ST429 Statistical Methods for Risk Management (0.5) #

Or another MSc-level elective course which is offered in the School, subject to approval of the course leader and the Programme Director.

**Prerequisite Requirements and Mutually Exclusive Options**

# means there may be prerequisites for this course. Please view the course guide for more information.

1: Before taking AC416 you must take AC480

2: GI407 can not be taken with GI409, GI420

# means there may be prerequisites for this course. Please view the course guide for more information.

**SUPPLEMENTARY CRITERIA FOR PROGRESSION FROM THE FIRST TO THE SECOND YEAR OF MSc MANAGEMENT**

The following rules set out what marks are required in order to be eligible to proceed into the second year. Students with the following mark profiles progress as follows:

Pass marks in all first year courses allows progression to year two.

A half unit Fail mark or a half unit Bad Fail mark, or a half unit deferral, with at least Pass marks in all other courses will allow progression to year two.

One full unit (or two half units) of Fail marks (which could include no more than one half unit Bad Fail mark), or a full unit of deferral, with at least Pass marks in all other courses, including one half unit of Merit marks will allow progression to year two.

Two Bad Fail marks (full or half units) will not allow progression to year two.

Three or more (full or half units) Fails, Bad Fail marks or deferrals will not allow progression to year two.

Students must resubmit all failed components of assessments in courses in which they receive a Bad Fail mark in order to be eligible for the award of a degree. The Repeat Teaching Panel may consider an application for repeat tuition in any failed courses from a student. Results obtained following a repeated attempt at assessment shall bear their normal value. Exchange Term Abroad

Students successful in securing a place on the CEMS exchange will spend Michaelmas Term in Year 2 abroad at one of our CEMS partner schools. Students must meet all progression requirements for year 1 Global Master's in Management. The Department of Management reserves the right to withdraw an exchange offer in the event of academic misconduct or non-compliance with School guidelines.

**Note for prospective students:**

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm](http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm). Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm](http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm).

## Global MSc in Management (CEMS MiM)

**Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

**Programme Code:** TMGLMGCEMS

**Department:** Management

For students starting this programme of study in 2021/22

A two-year programme. Students are also awarded the CEMS Master's in International Management (MiM) degree, subject to successful completion of the CEMS MiM requirements.

Students take courses to the value of eight units which are spread unevenly over the two years. The programme includes: two units at a partner CEMS Institution (MG410 Term Abroad); CEMS compulsory MG463 CEMS Global Leadership (H); a dissertation; and the course MG488 GMiM Capstone Course - Management in Action (H) taught over both years, Part A (unassessed) in Year 1 and Part B (assessed) in Year 2.

All students are required to attend MG4A1 Introduction to Studying for GMiM.

Students may apply for an exemption from the following core courses taking place in Year 1: MG431 Managerial Economics, MG4E2 Marketing Management and MG434 Organisational Behaviour. A maximum of two course exemptions may be permitted for each student.

**Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

**Year 1**

Introductory

course MG4A1 Introduction to Studying for GMiM (0.0)

Paper 1 MG458 Foundations of Management I: Organisations and Management Theory (0.5) **and** MG459 Foundations of Management 2 (0.5)

Paper 2 MG431 Managerial Economics (0.5)

**And one from:**

MY451L Introduction to Quantitative Analysis (0.5)

MY451M Introduction to Quantitative Analysis (0.5)

MY452L Applied Regression Analysis (0.5) #

MY452M Applied Regression Analysis (0.5) #

**Or**

Upon satisfactorily demonstrating that they have a degree in economics and have passed, as part of that degree, a course in managerial economics, microeconomics or industrial organisation, students may be exempted from MG431 and will be free to take an elective course, subject to the approval of the Programme Director. Students must select one from: MY451L Introduction to Quantitative Analysis (0.5) MY451M Introduction to Quantitative Analysis (0.5) MY452L Applied Regression Analysis (0.5) # MY452M Applied Regression Analysis (0.5) # and 0.5 units from the Elective Courses listed below:

**Elective Courses**

Paper 3 MG434 Organisational Behaviour (0.5) **and** MG4E2 Marketing Management (0.5)

**Or**

Upon satisfactorily demonstrating that they have a degree in marketing, or in management or business administration with a significant concentration in marketing, may be exempted from MG4E2 and will be free to take an elective course, subject to the approval of the Programme Director.

Students must select courses to the value of 1.0 unit(s), which may include MG434 Organisational Behaviour (0.5), and a further 0.5 units from the Elective Courses listed below:

MG434 Organisational Behaviour (0.5)

and 0.5 units from the Elective Courses listed below:

**Elective Courses**

**Or**

Upon satisfactorily demonstrating that they have a degree in management of business administration with significant knowledge of organisational behaviour, students may be exempted from MG434 and will be free to take an elective course, subject to the approval of the Programme Director.

Students must select courses to the value of 1.0

	unit(s), which may include MG4E2 Marketing Management (0.5), and a further 0.5 units from the Elective Courses listed below: MG4E2 Marketing Management (0.5)		
Paper 4	<b>Elective Courses</b> Electives to the value of 0.5 full units		
Compulsory course	<b>Elective Courses</b> As part of Paper 4, students also take the compulsory unassessed part of MG488: MG488A GMiM Capstone Course - Management in Action (0.0)		
<b>Year 2</b>			
Paper 5	MG468 Foundations of Management III: Business Ethics, Corporate Governance and Ethical Leadership (0.5) # <b>and</b> MG488B GMiM Capstone Course - Management in Action (0.5) #		
Paper 6	Courses to the value of two units to be taken at one of the partner CEMS Institutions ( <a href="https://www.cems.org/academic-members/our-members/list/">https://www.cems.org/academic-members/our-members/list/</a> ): MG410 Term Abroad (2.0)		
Paper 7	MG463 CEMS Global Leadership (0.5) # and 0.5 units from the Elective Courses listed below:		
Paper 8	<b>Elective Courses</b> MG469 Extended Essay for Management (0.5) # <b>Elective Courses</b> The following elective courses are available to all GMiM students regardless of whether a specialism is taken or not, subject to pre-requisites and course availability: AC411 Accounting, Strategy and Control (0.5) AC412 Accountability, Organisations and Risk Management (0.5) AC415 Management Accounting for Decision Making (0.5) AC416 Topics in Financial Reporting (0.5) # 1 AC417 Corporate Financial Disclosure and Investor Relations (0.5) AC444 Valuation and Security Analysis (0.5) # AC470 Accounting in the Global Economy (0.5) # AC490 Management Accounting, Decisions and Control (0.5) AC491 Financial Accounting, Reporting and Disclosure (0.5) DV424 International Institutions and Late Development (0.5) FM471 Sustainable Finance and Impact Investing (0.5) # FM472 International Finance (0.5) # FM473L Financial Markets (0.5) # FM473M Financial Markets (0.5) # FM474L Managerial Finance (0.5) FM474M Managerial Finance (0.5) FM476 Entrepreneurial Finance (0.5) # GI407 Globalisation, Gender and Development (1.0) 2 (not available 2022/23) GI409 Gender, Globalisation and Development: An Introduction (0.5) GI420 Global Development and Its Discontents: Feminist Perspectives (0.5) MA423 Fundamentals of Operations Research (0.5) # MA424 Modelling in Operations Research (0.5) # MA427 Mathematical Optimisation (0.5) # MC408 Theories and Concepts in Media and Communications (0.5) MG401 Operations Management for Management Consultancy (0.5) # MG402 Public Management: A Design-Oriented Approach (0.5) MG404 Consumer Insights: Behavioural		
			Fundamentals (0.5) MG409 Auctions and Game Theory (0.5) # MG418 Open Innovation (0.5) MG421 International Business Strategy and Emerging Markets (0.5) # MG422 Thinking Strategically (0.5) # MG430 Firms & Markets in Emerging Economies (0.5) MG452 Behavioural Economics for Management (0.5) # (not available 2022/23) MG455 Decisions, Biases and Nudges (0.5) # MG456 Strategic Decision Making (0.5) # (not available 2022/23) MG460 Emergencies Management: Humanitarian Intervention and Digital Innovation (0.5) MG466 Supply Chain Management (0.5) # (not available 2022/23) MG467 Strategy and Change in Public Sector Management (0.5) (not available 2022/23) MG471 Chinese Economy: Entrepreneurship, Innovation and Growth (0.5) (not available 2022/23) MG472 Management and Socioeconomics of Digital Innovation (0.5) # MG473 Negotiation Analysis (0.5) MG477 Strategic Reward: Key Models and Practices (0.5) MG479 Information Systems for the Public Sector: Digital Government and Service Innovation (0.5) MG481 Innovating Organisational Information Technology (0.5) # MG482 Innovation and Technology Management (0.5) MG483 eHealth: Policy, Strategy and Systems (0.5) # MG485 Management and Economics of E-Business (0.5) # (withdrawn 2022/23) MG486 Social Computing, Data Analytics, and Information Services (0.5) (not available 2022/23) MG487 Innovation and Information Systems: Concepts and Perspectives (0.5) MG492 Data Governance: Privacy, Openness and Transparency (0.5) MG4A3 Incentives and Governance in Organisations (0.5) # MG4A8 Strategy for the Information Economy (0.5) # MG4B1 Corporate Strategy (0.5) # MG4B6 Design and Management of Organisations (0.5) MG4B7 Leading Organisational Change (0.5) MG4B9 The World Trading System (0.5) # (not available 2022/23) MG4C3 Information Technology and Service Innovation (0.5) MG4D2 International Employment Relations (0.5) # MG4D3 The Dark Side of the Organisation (0.5) # (not available 2022/23) MG4F2 Marketing Analytics II: Analytics for Managing Innovations, Products and Brands (0.5) MG4F3 Digital Marketing (0.5) # MG4G4 Topics in Management Research (0.5) MG4J3 Principles of Pricing (0.5) MG4J6 Brand Strategy (0.5) MG4J7 Advanced Consumer Behaviour (0.5) MG4J8 Managing Artificial Intelligence (0.5) MG4J9 Responsible Digital Innovation: Ethics at Work (0.5) MY451L Introduction to Quantitative Analysis (0.5)



MY451M	Introduction to Quantitative Analysis (0.5)
MY452L	Applied Regression Analysis (0.5) #
MY452M	Applied Regression Analysis (0.5) #
MY455	Multivariate Analysis and Measurement (0.5) #
PB418	Corporate Communications (0.5)
PB419	Creativity and Innovation (0.5) # (not available 2022/23)
PB426	Knowledge Processes in Organisations (0.5) (not available 2022/23)
PP4E4	Analytic frameworks for policy evaluation (0.5) # (not available 2022/23)
PP4E5	Innovations in the governance of public services delivery (0.5)
PP4G3	Designing and Managing Change in the Public Sector (0.5)
ST429	Statistical Methods for Risk Management (0.5) #

Or another MSc-level elective course which is offered in the School, subject to approval of the course leader and the Programme Director.

#### Prerequisite Requirements and Mutually Exclusive Options

# means there may be prerequisites for this course. Please view the course guide for more information.

1: Before taking AC416 you must take AC480

2: GI407 can not be taken with GI409, GI420

# means there may be prerequisites for this course.

Please view the course guide for more information.

#### SUPPLEMENTARY CRITERIA FOR PROGRESSION FROM THE FIRST TO THE SECOND YEAR OF MSC MANAGEMENT

The following rules set out what marks are required in order to be eligible to proceed into the second year. Students with the following mark profiles progress as follows:

Pass marks in all first year courses allows progression to year two.

A half unit Fail mark or a half unit Bad Fail mark with at least Pass marks in all other courses will allow progression to year two.

One full unit (or two half units) of Fail marks (which could include no more than one half unit Bad Fail mark) with at least Pass marks in all other courses, including one half unit of Merit marks will allow progression to year two.

Two Bad Fail marks (full or half units) will not allow progression to year two.

Three or more (full or half units) Fails or Bad Fail marks will not allow progression to year two.

Students must resubmit all failed components of assessments in courses in which they receive a Bad Fail mark in order to be eligible for the award of a degree. The Repeat Teaching Panel may consider an application for repeat tuition in any failed courses from a student. Results obtained following a repeated attempt at assessment shall bear their normal value.

#### Note for prospective students:

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm](http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm). Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm](http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm).

## Global MSc in Management (MBA Exchange)

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

**Programme Code:** TMGLMG MBA

**Department:** Management

For students starting this programme of study in 2022/23

A two-year programme. Students take courses to the value of eight units but those units are not necessarily spread evenly over the two years.

The second year includes an extended essay. Students complete the course MG488 GMiM Capstone Course - Management in Action (H) over both years, Part A (unassessed) in Year 1 and Part B (assessed) in Year 2. Students also complete two units at a partner institution (MG410 Term Abroad).

All students are required to attend MG4A1 Introduction to Studying for GMiM.

Students may apply for an exemption from the following core courses taking place in Year 1: MG431 Managerial Economics, MG4E2 Marketing Management and MG434 Organisational Behaviour. A maximum of two course exemptions may be permitted for each student.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

#### Year 1

Introductory

course MG4A1 Introduction to Studying for GMiM (0.0)

Paper 1 MG458 Foundations of Management I: Organisations and Management Theory (0.5) **and** MG459 Foundations of Management 2 (0.5)

Paper 2 MG431 Managerial Economics (0.5)

#### And one from:

MY451L Introduction to Quantitative Analysis (0.5)

MY451M Introduction to Quantitative Analysis (0.5)

MY452L Applied Regression Analysis (0.5) #

MY452M Applied Regression Analysis (0.5) #

#### Or

Upon satisfactorily demonstrating that they have a degree in economics and have passed, as part of that degree, a course in managerial economics, microeconomics or industrial organisation, students may be exempted from MG431 and will be free to take an elective course, subject to the approval of the Programme Director. Students must select one from: MY451L Introduction to Quantitative Analysis (0.5) MY451M Introduction to Quantitative Analysis (0.5) MY452L Applied Regression Analysis (0.5) # MY452M Applied Regression Analysis (0.5) # and 0.5 units from the Elective Courses listed below:

#### Elective Courses

Paper 3 MG434 Organisational Behaviour (0.5) **and** MG4E2 Marketing Management (0.5)

#### Or

Upon satisfactorily demonstrating that they have a degree in marketing, or in management or business administration with a significant concentration in marketing, may be exempted from MG4E2 and will be free to take an elective course, subject to the approval of the Programme Director.

Students must select courses to the value of 1.0 unit(s), which may include MG434 Organisational Behaviour (0.5), and a further 0.5 units from the Elective Courses listed below:

MG434 Organisational Behaviour (0.5)

and 0.5 units from the Elective Courses listed below:

#### Elective Courses

#### Or

	Upon satisfactorily demonstrating that they have a degree in management of business administration with significant knowledge of organisational behaviour, students may be exempted from MG434 and will be free to take an elective course, subject to the approval of the Programme Director. Students must select courses to the value of 1.0 unit(s), which may include MG4E2 Marketing Management (0.5), and a further 0.5 units from the Elective Courses listed below: MG4E2 Marketing Management (0.5)	MA427 Mathematical Optimisation (0.5) # MC408 Theories and Concepts in Media and Communications (0.5) MG401 Operations Management for Management Consultancy (0.5) # MG402 Public Management: A Design-Oriented Approach (0.5) MG404 Consumer Insights: Behavioural Fundamentals (0.5) MG418 Open Innovation (0.5) MG421 International Business Strategy and Emerging Markets (0.5) # MG422 Thinking Strategically (0.5) # MG452 Behavioural Economics for Management (0.5) # (not available 2022/23) MG455 Decisions, Biases and Nudges (0.5) # MG456 Strategic Decision Making (0.5) # (not available 2022/23) MG460 Emergencies Management: Humanitarian Intervention and Digital Innovation (0.5) MG466 Supply Chain Management (0.5) # (not available 2022/23) MG467 Strategy and Change in Public Sector Management (0.5) (not available 2022/23) MG471 Chinese Economy: Entrepreneurship, Innovation and Growth (0.5) (not available 2022/23) MG472 Management and Socioeconomics of Digital Innovation (0.5) # MG473 Negotiation Analysis (0.5) MG477 Strategic Reward: Key Models and Practices (0.5) MG478 The Management of People in Global Companies (0.5) MG479 Information Systems for the Public Sector: Digital Government and Service Innovation (0.5) MG481 Innovating Organisational Information Technology (0.5) # MG482 Innovation and Technology Management (0.5) MG483 eHealth: Policy, Strategy and Systems (0.5) # MG486 Social Computing, Data Analytics, and Information Services (0.5) (not available 2022/23) MG487 Innovation and Information Systems: Concepts and Perspectives (0.5) MG492 Data Governance: Privacy, Openness and Transparency (0.5) MG4A3 Incentives and Governance in Organisations (0.5) # MG4A8 Strategy for the Information Economy (0.5) # MG4B1 Corporate Strategy (0.5) # MG4B6 Design and Management of Organisations (0.5) MG4B7 Leading Organisational Change (0.5) MG4B9 The World Trading System (0.5) # (not available 2022/23) MG4C3 Information Technology and Service Innovation (0.5) MG4D2 International Employment Relations (0.5) # MG4D3 The Dark Side of the Organisation (0.5) # (not available 2022/23) MG4D5 Leadership in Organisations: Theory and Practice (0.5) MG4F2 Marketing Analytics II: Analytics for Managing Innovations, Products and Brands (0.5) MG4F3 Digital Marketing (0.5) # MG4G4 Topics in Management Research (0.5)
Paper 4	Electives to the value of 0.5 or 1.0 units	
Compulsory course	As part of Paper 4, students also take the compulsory unassessed part of MG488: MG488A GMiM Capstone Course - Management in Action (0.0)	
<b>Year 2</b>		
Paper 5	MG468 Foundations of Management III: Business Ethics, Corporate Governance and Ethical Leadership (0.5) # <b>and</b> MG488B GMiM Capstone Course - Management in Action (0.5) #	
Paper 6	Courses to the value of two units to be taken at one of the partner institutions. MG410 Term Abroad (2.0)	
Paper 7	Elective Courses to the value of 0.5 or 1.0 units depending on the courses taken under Paper 4.	
Paper 8	MG469 Extended Essay for Management (0.5) # <b>Elective Courses</b> The following elective courses are available to all GMiM students regardless of whether a specialism is taken or not, subject to pre-requisites and course availability: AC411 Accounting, Strategy and Control (0.5) AC412 Accountability, Organisations and Risk Management (0.5) AC415 Management Accounting for Decision Making (0.5) AC416 Topics in Financial Reporting (0.5) # 1 AC417 Corporate Financial Disclosure and Investor Relations (0.5) AC444 Valuation and Security Analysis (0.5) # AC470 Accounting in the Global Economy (0.5) # AC490 Management Accounting, Decisions and Control (0.5) AC491 Financial Accounting, Reporting and Disclosure (0.5) DV423 Global Political Economy of Development (0.5) # DV424 International Institutions and Late Development (0.5) FM471 Sustainable Finance and Impact Investing (0.5) # FM472 International Finance (0.5) # FM473L Financial Markets (0.5) # FM473M Financial Markets (0.5) # FM474L Managerial Finance (0.5) FM474M Managerial Finance (0.5) FM476 Entrepreneurial Finance (0.5) # GI407 Globalisation, Gender and Development (1.0) 2 (not available 2022/23) GI409 Gender, Globalisation and Development: An Introduction (0.5) GI420 Global Development and Its Discontents: Feminist Perspectives (0.5) MA423 Fundamentals of Operations Research (0.5) # MA424 Modelling in Operations Research (0.5) #	

MG4J3	Principles of Pricing (0.5)
MG4J6	Brand Strategy (0.5)
MG4J7	Advanced Consumer Behaviour (0.5)
MG4J8	Managing Artificial Intelligence (0.5)
MG4J9	Responsible Digital Innovation: Ethics at Work (0.5)
MY451L	Introduction to Quantitative Analysis (0.5)
MY451M	Introduction to Quantitative Analysis (0.5)
MY452L	Applied Regression Analysis (0.5) #
MY452M	Applied Regression Analysis (0.5) #
MY455	Multivariate Analysis and Measurement (0.5) #
PB418	Corporate Communications (0.5)
PB419	Creativity and Innovation (0.5) # (not available 2022/23)
PB426	Knowledge Processes in Organisations (0.5) (not available 2022/23)
PP4E4	Analytic frameworks for policy evaluation (0.5) # (not available 2022/23)
PP4E5	Innovations in the governance of public services delivery (0.5)
PP4G3	Designing and Managing Change in the Public Sector (0.5)
ST429	Statistical Methods for Risk Management (0.5) #

Or another MSc-level elective course which is offered in the School, subject to approval of the course leader and the Programme Director.

#### Prerequisite Requirements and Mutually Exclusive Options

# means there may be prerequisites for this course. Please view the course guide for more information.

1: Before taking AC416 you must take AC480

2: GI407 can not be taken with GI409, GI420

# means there may be prerequisites for this course. Please view the course guide for more information.

#### SUPPLEMENTARY CRITERIA FOR PROGRESSION FROM THE FIRST TO THE SECOND YEAR OF MSC MANAGEMENT

The following rules set out what marks are required in order to be eligible to proceed into the second year. Students with the following mark profiles progress as follows:

Pass marks in all first year courses allows progression to year two.

A half unit Fail mark or a half unit Bad Fail mark, or a half unit deferral, with at least Pass marks in all other courses will allow progression to year two.

One full unit (or two half units) of Fail marks (which could include no more than one half unit Bad Fail mark), or a full unit of deferral, with at least Pass marks in all other courses, including one half unit of Merit marks will allow progression to year two.

Two Bad Fail marks (full or half units) will not allow progression to year two.

Three or more (full or half units) Fails, Bad Fail marks or deferrals will not allow progression to year two.

Students must resubmit all failed components of assessments in courses in which they receive a Bad Fail mark in order to be eligible for the award of a degree. The Repeat Teaching Panel may consider an application for repeat tuition in any failed courses from a student. Results obtained following a repeated attempt at assessment shall bear their normal value. Exchange Term Abroad

Students successful in securing a place on the MBA exchange will spend Michaelmas Term in Year 2 abroad at one of our MBA exchange partner schools. Students must meet all progression requirements for year 1 Global Master's in Management. The Department of Management reserves the right to withdraw an offer in the event of academic

misconduct or non-compliance with School guidelines.

## Global MSc in Management (MBA Exchange)

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

**Programme Code:** TMGLMG MBA

**Department:** Management

For students starting this programme of study in 2021/22

A two-year programme. Students take courses to the value of eight units but those units are not necessarily spread evenly over the two years.

The second year includes an extended essay. Students complete the course MG488 GMiM Capstone Course - Management in Action (H) over both years, Part A (unassessed) in Year 1 and Part B (assessed) in Year 2. Students also complete two units at a partner institution (MG410 Term Abroad).

All students are required to attend MG4A1 Introduction to Studying for GMiM.

Students may apply for an exemption from the following core courses taking place in Year 1: MG431 Managerial Economics, MG4E2 Marketing Management and MG434 Organisational Behaviour. A maximum of two course exemptions may be permitted for each student.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

#### Year 1

Introductory

course	MG4A1	Introduction to Studying for GMiM (0.0)
Paper 1	MG458	Foundations of Management I: Organisations and Management Theory (0.5) <b>and</b> MG459 Foundations of Management 2 (0.5)

Paper 2	MG431	Managerial Economics (0.5)
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#### And one from:

MY451L	Introduction to Quantitative Analysis (0.5)
MY451M	Introduction to Quantitative Analysis (0.5)
MY452L	Applied Regression Analysis (0.5) #
MY452M	Applied Regression Analysis (0.5) #

#### Or

Upon satisfactorily demonstrating that they have a degree in economics and have passed, as part of that degree, a course in managerial economics, microeconomics or industrial organisation, students may be exempted from MG431 and will be free to take an elective course, subject to the approval of the Programme Director. Students must select one from: MY451L Introduction to Quantitative Analysis (0.5) MY451M Introduction to Quantitative Analysis (0.5) MY452L Applied Regression Analysis (0.5) # MY452M Applied Regression Analysis (0.5) # and 0.5 units from the Elective Courses listed below:

#### Elective Courses

Paper 3	MG434	Organisational Behaviour (0.5) <b>and</b> MG4E2 Marketing Management (0.5)
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#### Or

Upon satisfactorily demonstrating that they have a degree in marketing, or in management or business administration with a significant concentration in marketing, may be exempted from MG4E2 and will be free to take an elective course, subject to the approval of the Programme Director.

Students must select courses to the value of 1.0 unit(s), which may include MG434 Organisational Behaviour (0.5), and a further 0.5 units from the Elective Courses listed below:

	MG434 Organisational Behaviour (0.5) and 0.5 units from the Elective Courses listed below: <b>Elective Courses</b> <b>Or</b> Upon satisfactorily demonstrating that they have a degree in management of business administration with significant knowledge of organisational behaviour, students may be exempted from MG434 and will be free to take an elective course, subject to the approval of the Programme Director. Students must select courses to the value of 1.0 unit(s), which may include MG4E2 Marketing Management (0.5), and a further 0.5 units from the Elective Courses listed below: MG4E2 Marketing Management (0.5) <b>Elective Courses</b>				
Paper 4	Electives to the value of 0.5 or 1.0 units <b>Elective Courses</b>				
Compulsory course	As part of Paper 4, students also take the compulsory unassessed part of MG488: MG488A GMiM Capstone Course - Management in Action (0.0)				
<b>Year 2</b>					
Paper 5	MG468 Foundations of Management III: Business Ethics, Corporate Governance and Ethical Leadership (0.5) # <b>and</b> MG488B GMiM Capstone Course - Management in Action (0.5) #				
Paper 6	Courses to the value of two units to be taken at one of the partner institutions. MG410 Term Abroad (2.0)				
Paper 7	Elective Courses to the value of 0.5 or 1.0 units depending on the courses taken under Paper 4. <b>Elective Courses</b>				
Paper 8	MG469 Extended Essay for Management (0.5) # <b>Elective Courses</b> The following elective courses are available to all GMiM students regardless of whether a specialism is taken or not, subject to pre-requisites and course availability: AC411 Accounting, Strategy and Control (0.5) AC412 Accountability, Organisations and Risk Management (0.5) AC415 Management Accounting for Decision Making (0.5) AC416 Topics in Financial Reporting (0.5) # 1 AC417 Corporate Financial Disclosure and Investor Relations (0.5) AC444 Valuation and Security Analysis (0.5) # AC470 Accounting in the Global Economy (0.5) # AC490 Management Accounting, Decisions and Control (0.5) AC491 Financial Accounting, Reporting and Disclosure (0.5) DV423 Global Political Economy of Development (0.5) # DV424 International Institutions and Late Development (0.5) FM471 Sustainable Finance and Impact Investing (0.5) # FM472 International Finance (0.5) # FM473L Financial Markets (0.5) # FM473M Financial Markets (0.5) # FM474L Managerial Finance (0.5) FM474M Managerial Finance (0.5) FM476 Entrepreneurial Finance (0.5) # GI407 Globalisation, Gender and Development (1.0) 2 (not available 2022/23) GI409 Gender, Globalisation and Development: An Introduction (0.5) GI420 Global Development and Its Discontents:				
					Feminist Perspectives (0.5) MA423 Fundamentals of Operations Research (0.5) # MA424 Modelling in Operations Research (0.5) # MA427 Mathematical Optimisation (0.5) # MC408 Theories and Concepts in Media and Communications (0.5) MG401 Operations Management for Management Consultancy (0.5) # MG402 Public Management: A Design-Oriented Approach (0.5) MG404 Consumer Insights: Behavioural Fundamentals (0.5) MG418 Open Innovation (0.5) MG421 International Business Strategy and Emerging Markets (0.5) # MG422 Thinking Strategically (0.5) # MG452 Behavioural Economics for Management (0.5) # (not available 2022/23) MG455 Decisions, Biases and Nudges (0.5) # MG456 Strategic Decision Making (0.5) # (not available 2022/23) MG460 Emergencies Management: Humanitarian Intervention and Digital Innovation (0.5) MG466 Supply Chain Management (0.5) # (not available 2022/23) MG467 Strategy and Change in Public Sector Management (0.5) (not available 2022/23) MG471 Chinese Economy: Entrepreneurship, Innovation and Growth (0.5) (not available 2022/23) MG472 Management and Socioeconomics of Digital Innovation (0.5) # MG473 Negotiation Analysis (0.5) MG477 Strategic Reward: Key Models and Practices (0.5) MG478 The Management of People in Global Companies (0.5) MG479 Information Systems for the Public Sector: Digital Government and Service Innovation (0.5) MG481 Innovating Organisational Information Technology (0.5) # MG482 Innovation and Technology Management (0.5) MG483 eHealth: Policy, Strategy and Systems (0.5) # MG485 Management and Economics of E-Business (0.5) # (withdrawn 2022/23) MG486 Social Computing, Data Analytics, and Information Services (0.5) (not available 2022/23) MG487 Innovation and Information Systems: Concepts and Perspectives (0.5) MG492 Data Governance: Privacy, Openness and Transparency (0.5) MG4A3 Incentives and Governance in Organisations (0.5) # MG4A8 Strategy for the Information Economy (0.5) # MG4B1 Corporate Strategy (0.5) # MG4B6 Design and Management of Organisations (0.5) MG4B7 Leading Organisational Change (0.5) MG4B9 The World Trading System (0.5) # (not available 2022/23) MG4C3 Information Technology and Service Innovation (0.5) MG4D2 International Employment Relations (0.5) # MG4D3 The Dark Side of the Organisation (0.5) # (not available 2022/23) MG4D5 Leadership in Organisations: Theory and



	Practice (0.5)
MG4F2	Marketing Analytics II: Analytics for Managing Innovations, Products and Brands (0.5)
MG4F3	Digital Marketing (0.5) #
MG4G4	Topics in Management Research (0.5)
MG4J3	Principles of Pricing (0.5)
MG4J6	Brand Strategy (0.5)
MG4J7	Advanced Consumer Behaviour (0.5)
MG4J8	Managing Artificial Intelligence (0.5)
MG4J9	Responsible Digital Innovation: Ethics at Work (0.5)
MY451L	Introduction to Quantitative Analysis (0.5)
MY451M	Introduction to Quantitative Analysis (0.5)
MY452L	Applied Regression Analysis (0.5) #
MY452M	Applied Regression Analysis (0.5) #
MY455	Multivariate Analysis and Measurement (0.5) #
PB418	Corporate Communications (0.5)
PB419	Creativity and Innovation (0.5) # (not available 2022/23)
PB426	Knowledge Processes in Organisations (0.5) (not available 2022/23)
PP4E4	Analytic frameworks for policy evaluation (0.5) # (not available 2022/23)
PP4E5	Innovations in the governance of public services delivery (0.5)
PP4G3	Designing and Managing Change in the Public Sector (0.5)
ST429	Statistical Methods for Risk Management (0.5) #

Or another MSc-level elective course which is offered in the School, subject to approval of the course leader and the Programme Director.

#### Prerequisite Requirements and Mutually Exclusive Options

# means there may be prerequisites for this course. Please view the course guide for more information.

1: Before taking AC416 you must take AC480

2: GI407 can not be taken with GI409, GI420

# means there may be prerequisites for this course.

Please view the course guide for more information.

#### SUPPLEMENTARY CRITERIA FOR PROGRESSION FROM THE FIRST TO THE SECOND YEAR OF MSC MANAGEMENT

The following rules set out what marks are required in order to be eligible to proceed into the second year. Students with the following mark profiles progress as follows:

Pass marks in all first year courses allows progression to year two.

A half unit Fail mark or a half unit Bad Fail mark with at least Pass marks in all other courses will allow progression to year two.

One full unit (or two half units) of Fail marks (which could include no more than one half unit Bad Fail mark) with at least Pass marks in all other courses, including one half unit of Merit marks will allow progression to year two.

Two Bad Fail marks (full or half units) will not allow progression to year two.

Three or more (full or half units) Fails or Bad Fail marks will not allow progression to year two.

Students must resubmit all failed components of assessments in courses in which they receive a Bad Fail mark in order to be eligible for the award of a degree. The Repeat Teaching Panel may consider an application for repeat tuition in any failed courses from a student. Results obtained following a repeated attempt at assessment shall bear their normal value.

#### Note for prospective students:

For changes to graduate course and programme

information for the next academic session, please see the graduate summary page for prospective students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm](http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm). Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm](http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm).

## LSE-Bocconi Double Degree in European and International Public Policy & Politics

### Year 1 at Bocconi University

The first year is spent at Bocconi University. Students will join the MSc in Politics and Policy Analysis, on their own track. Students are also required to study languages and undertake an internship.

### Year 2 at LSE

Students will enrol on the MSc in European and International Public Policy.

## MSc in European and International Public Policy (LSE and Bocconi)

**Programme Code:** TMEIPP2

**Department:** European Institute

For students starting this programme of study in 2022/23

Students must take one half unit compulsory course; choose 1 unit of semi-compulsory courses; optional courses to the value of 1.5 units; and a dissertation or applied policy project as shown below. Additionally, all students must select EU450 Engaging with Europe: Professional Skills during course choice. Places on EU450 workshops are on a first come first served basis.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

#### Professional development course

EU450 Engaging with Europe: Professional Skills (0.0)

Paper 1

#### Foundation

EU490 Evidence and Analysis in Policy-Making (0.5)

#### Or

Students who can demonstrate equivalent prior knowledge of EU490 Evidence and Analysis in Policy-Making may instead take the below course, subject to Programme Director approval:

MY452L Applied Regression Analysis (0.5) # 1\* **or**

MY452M Applied Regression Analysis (0.5) # 2\*

Paper 2

**Students with a limited background in European politics and policy-making or economics are strongly encouraged to take one or both of the following to support their studies:**

EU409 Basic Economic Concepts for European Political Economy (0.0)

EU4V9 Concepts in Political Science and Public Policy (0.0)

#### Courses to the value of 1.0 unit(s) from the following:

EU487 European Integration from a Global Governance Perspective (0.5) #

EU488 European Policy-Making and International Cooperation (0.5) #

EU489 Analytical Politics and Policymaking in Europe (0.5)

Paper 3

#### Optional courses

**Courses to the value of 1.5 units from the following:**

**If students wish their optional courses to result in a degree specialism, their chosen optional courses must come to a total value of at least one full**

**unit from that specialism. Students may select a maximum of 0.5 units from the section 'Methods', courses from this section cannot result in a specialism.**

#### Public Policy & Policy-Making in Europe

EU421	Policy-Making in the European Union (0.5) #
EU464	International Migration: EU Policies and Politics (0.5) #
EU468	The Political Economy of Migration in Europe (0.5) #
EU489	Analytical Politics and Policymaking in Europe (0.5)
EU494	International Migration and Immigration Management (0.5) (not available 2022/23)
EU4A1	The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union (0.5) (not available 2022/23)
GV477	Comparative Public Policy Change (0.5) #
GV4A5	International Migration and Immigration Management (0.5)
LL4CS	Law and Economics of Network Industries (0.5)
MG402	Public Management: A Design-Oriented Approach (0.5)

#### Democracy and Governance in Europe

EU421	Policy-Making in the European Union (0.5) #
EU430	Europeanization: The Comparative Politics of Domestic Change (0.5)
EU475	Racial Diversity and Conflict in Europe: Identities, Religion, and Culture (0.5)
EU488	European Policy-Making and International Cooperation (0.5) #
EU4A5	People and Politics in Europe (0.5)
GV450	European Politics: Comparative Analysis (0.5) (not available 2022/23)
GV454	Parties, Elections and Governments (0.5)
GV4A2	Citizens' Political Behaviour in Europe: Elections Public Opinion and Identities (0.5) # (not available 2022/23)
GV4E8	Power Sharing and Institutional Design in Divided Societies (0.5)
GV4J4	Citizen Representation and Democracy in the European Union (0.5) (not available 2022/23)
GV4K1	Opening Government: Transparency, Accountability, and Participation (0.5)
HY411	European Integration in the Twentieth Century (1.0) #
LL4BG	Rethinking EU Law (0.5)
LL4BH	Law and Government of the European Union (0.5) #

#### European and International Political Economy

EU446	The Political Economy of European Monetary Integration (0.5) #
EU453	The Political Economy of European Welfare States (0.5)
EU468	The Political Economy of Migration in Europe (0.5) #
EU477	Labour Markets and the Political Economy of Employment in Europe (0.5) #
EU482	Europe in World Trade (0.5)
EU4A4	The Politics of Inequality and Redistribution (0.5)
GI415	Gender and European Welfare States (0.5)
LL4CS	Law and Economics of Network Industries (0.5)

#### Europe in the International System

EU449	Emerging Markets, Political Transition and Economic Development in Central
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	and Eastern Europe (0.5) # (not available 2022/23)
EU457	Culture and Security in Global Politics (0.5)
EU478	The Culture of European Politics (0.5)
EU484	Europe's Role in Global Migration Governance (0.5)
EU485	Post-Conflict Justice and Reconciliation in Europe and Beyond (0.5)
EU487	European Integration from a Global Governance Perspective (0.5) #
EU4A8	Migration From Below: Theories and Lived Experiences of Borders (0.5)
IR416	The EU in the World (1.0) # (not available 2022/23)
IR434	European Defence and Security (0.5)
LL468	European Human Rights Law (0.5)

#### Regional and Domestic Politics

EU440	The Balkans in Europe: Transition, Democratisation, Integration (0.5)
EU449	Emerging Markets, Political Transition and Economic Development in Central and Eastern Europe (0.5) # (not available 2022/23)
EU476	Emotions and Memory in European Politics (0.5)
EU4A2	Globalisation, Conflict and Post-Conflict Reconstruction (0.5)
EU4A3	The Americas and Europe (0.5)
EU4A6	Reconciliation and Crisis: Politics in Southern Europe (0.5)
GV439	Government and Politics in Central and Eastern Europe (0.5)
GV4B9	The Second Europe (0.5)
LL4Z5	EU State Aid Law (0.5) (not available 2022/23)

#### Methods (maximum of 0.5 units)

MY425	Case Studies and Comparative Methods for Qualitative Research (0.5)
MY428	Qualitative Text and Discourse Analysis (0.5) #
MY452L	Applied Regression Analysis (0.5) # 3
MY452M	Applied Regression Analysis (0.5) # 4
MY457	Causal Inference for Observational and Experimental Studies (0.5) #

Paper 4

Choose from one of the following:

EU495	Applied Policy Project (1.0) # <b>or</b>
EU499	Dissertation (1.0)

Optional

EU410	Interdisciplinary Research Methods and Design (0.0) <b>or</b>
EU470	How do we know? An introduction to research design and methods in political economy (0.0)

#### Prerequisite Requirements and Mutually Exclusive Options

\* means available with permission

# means there may be prerequisites for this course. Please view the course guide for more information.

- 1: MY452L can not be taken with MY452M
- 2: MY452M can not be taken with MY452L
- 3: MY452L can not be taken with MY452M
- 4: MY452M can not be taken with MY452L

## LSE-Bocconi Double Degree in European and International Public Policy & Politics

### Year 1 at Bocconi University

The first year is spent at Bocconi University. Students will join the MSc in Politics and Policy Analysis, on their own track. Students are also required to study languages and undertake an internship.

### Year 2 at LSE

Students will enrol on the MSc in European and International Public Policy.

## MSc in European and International Public Policy (LSE and Bocconi)

**Programme Code:** TMEIPP2

**Department:** European Institute

For students starting this programme of study in 2021/22

Students must take one half unit compulsory course; choose 1 unit of semi-compulsory courses; optional courses to the value of 1.5 units; and a dissertation or applied policy project as shown below. Additionally, all students must select EU450 Engaging with Europe: Professional Skills during course choice. Places on EU450 workshops are on a first come first served basis.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

### Professional development course

EU450 Engaging with Europe: Professional Skills (0.0)

Paper 1

### Foundation

EU490 Evidence and Analysis in Policy-Making (0.5)

### Or

Students who can demonstrate equivalent prior knowledge of EU490 Evidence and Analysis in Policy-Making may instead take the below course, subject to Programme Director approval:

MY452L Applied Regression Analysis (0.5) # 1\* **or**

MY452M Applied Regression Analysis (0.5) # 2\*

Paper 2

**Students with a limited background in European politics and policy-making or economics are strongly encouraged to take one or both of the following to support their studies:**

EU409 Basic Economic Concepts for European Political Economy (0.0)

EU4V9 Concepts in Political Science and Public Policy (0.0)

**Courses to the value of 1.0 unit(s) from the following:**

EU487 European Integration from a Global Governance Perspective (0.5) #

EU488 European Policy-Making and International Cooperation (0.5) #

EU489 Analytical Politics and Policymaking in Europe (0.5)

Paper 3

### Optional courses

**Courses to the value of 1.5 units from the following:**

**If students wish their optional courses to result in a degree specialism, their chosen optional courses must come to a total value of at least one full unit from that specialism. Students may select a maximum of 0.5 units from the section 'Methods', courses from this section cannot result in a specialism.**

### Public Policy & Policy-Making in Europe

EU421 Policy-Making in the European Union (0.5) #

EU425 Interest Representation and Economic Policy-Making in Europe (0.5) (withdrawn 2022/23)

EU464 International Migration: EU Policies and Politics (0.5) #

EU468 The Political Economy of Migration in Europe (0.5) #

EU489 Analytical Politics and Policymaking in Europe (0.5)

EU4A1 The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union (0.5) (not available

2022/23)

GV477 Comparative Public Policy Change (0.5) #  
GV4A5 International Migration and Immigration Management (0.5)

LL4CS Law and Economics of Network Industries (0.5)

MG402 Public Management: A Design-Oriented Approach (0.5)

### Democracy and Governance in Europe

EU421 Policy-Making in the European Union (0.5) #

EU430 Europeanization: The Comparative Politics of Domestic Change (0.5)

EU475 Racial Diversity and Conflict in Europe: Identities, Religion, and Culture (0.5)

EU488 European Policy-Making and International Cooperation (0.5) #

EU4A5 People and Politics in Europe (0.5)

GV450 European Politics: Comparative Analysis (0.5) (not available 2022/23)

GV454 Parties, Elections and Governments (0.5)

GV4A2 Citizens' Political Behaviour in Europe: Elections Public Opinion and Identities (0.5) # (not available 2022/23)

GV4E8 Power Sharing and Institutional Design in Divided Societies (0.5)

GV4J4 Citizen Representation and Democracy in the European Union (0.5) (not available 2022/23)

GV4K1 Opening Government: Transparency, Accountability, and Participation (0.5)

HY411 European Integration in the Twentieth Century (1.0) #

LL4BG Rethinking EU Law (0.5)

LL4BH Law and Government of the European Union (0.5) #

### European and International Political Economy

EU439 Political and Fiscal Integration and Disintegration in EU Member States (0.5) (withdrawn 2022/23)

EU446 The Political Economy of European Monetary Integration (0.5) #

EU453 The Political Economy of European Welfare States (0.5)

EU468 The Political Economy of Migration in Europe (0.5) #

EU477 Labour Markets and the Political Economy of Employment in Europe (0.5) #

EU482 Europe in World Trade (0.5)

EU4A4 The Politics of Inequality and Redistribution (0.5)

GI415 Gender and European Welfare States (0.5)

LL4CS Law and Economics of Network Industries (0.5)

### Europe in the International System

EU449 Emerging Markets, Political Transition and Economic Development in Central and Eastern Europe (0.5) # (not available 2022/23)

EU457 Culture and Security in Global Politics (0.5)

EU478 The Culture of European Politics (0.5)

EU484 Europe's Role in Global Migration Governance (0.5)

EU485 Post-Conflict Justice and Reconciliation in Europe and Beyond (0.5)

EU487 European Integration from a Global Governance Perspective (0.5) #

EU4A8 Migration From Below: Theories and Lived Experiences of Borders (0.5)

IR416 The EU in the World (1.0) # (not available 2022/23)

IR434 European Defence and Security (0.5)

LL468	European Human Rights Law (0.5)
<b>Regional and Domestic Politics</b>	
EU440	The Balkans in Europe: Transition, Democratisation, Integration (0.5)
EU449	Emerging Markets, Political Transition and Economic Development in Central and Eastern Europe (0.5) # (not available 2022/23)
EU476	Emotions and Memory in European Politics (0.5)
EU4A2	Globalisation, Conflict and Post-Conflict Reconstruction (0.5)
EU4A3	The Americas and Europe (0.5)
EU4A6	Reconciliation and Crisis: Politics in Southern Europe (0.5)
GV439	Government and Politics in Central and Eastern Europe (0.5)
GV4B9	The Second Europe (0.5)
LL4Z5	EU State Aid Law (0.5) (not available 2022/23)

**Methods** (maximum 0.5 units)

MY425	Case Studies and Comparative Methods for Qualitative Research (0.5)
MY428	Qualitative Text and Discourse Analysis (0.5) #
MY452L	Applied Regression Analysis (0.5) # 3
MY452M	Applied Regression Analysis (0.5) # 4
MY457	Causal Inference for Observational and Experimental Studies (0.5) #

Paper 4

Choose from one of the following:

EU495	Applied Policy Project (1.0) # <b>or</b>
EU499	Dissertation (1.0)

Optional

EU410	Interdisciplinary Research Methods and Design (0.0)
EU470	How do we know? An introduction to research design and methods in political economy (0.0)

**Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

# means there may be prerequisites for this course.

Please view the course guide for more information.

1: MY452L can not be taken with MY452M

2: MY452M can not be taken with MY452L

3: MY452L can not be taken with MY452M

4: MY452M can not be taken with MY452L

**LSE-Columbia University Double MA Degree in International and World History**

Twenty-two month programme. Students take the first year at Columbia University, and the second year at the LSE as follows: Optional courses to the value of three full units, a dissertation and a language course as shown below.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

**Programme Code:** TMINWOHY**Department:** International History

For students starting this programme of study in 2022/23

Paper 1	HY458	LSE-Columbia University Double Degree Dissertation (1.0) #
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Papers 2, 3

&amp; 4 Courses to the value of 3.0 unit(s) from the following:

**International History:**

HY400	Crisis Decision-Making in War and Peace 1914-2003 (1.0) #
HY411	European Integration in the Twentieth Century (1.0) #

HY422	Presidents, Public Opinion, and Foreign Policy, from Roosevelt to Reagan, 1933-89 (1.0)
HY424	The Napoleonic Empire: The Making of Modern Europe (1.0) (not available 2022/23)
HY429	Anglo-American Relations from World War to Cold War, 1939-91 (1.0)
HY432	From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1999 (1.0)
HY434	The Rise and Fall of Communism in Europe 1917-1990 (1.0)
HY435	Political Islam: From Ibn Taymiyya to ISIS (1.0)
HY436	Race, Violence and Colonial Rule in Africa (1.0) (not available 2022/23)
HY440	The Iranian Revolution (1.0) (not available 2022/23)
HY444	The Cold War in Latin America (1.0) (not available 2022/23)
HY459	The Ottoman Empire and its Legacy, 1299-1950 (1.0) (not available 2022/23)
HY461	East Asia in the Age of Imperialism, 1839-1945 (1.0) #
HY463	The Origins of the Cold War, 1917-1962 (1.0)
HY465	The International History of the Balkans since 1939: State Projects, Wars, and Social Conflict (1.0)
HY469	Maps, History and Power: The Spaces and Cultures of the Past (1.0)
HY478	Genesis of the Modern World: Europe, China & India, 1550-1840 (1.0)
HY483	Land and Conflict in Latin America since 1750 (1.0)
HY484L	Empire, Colonialism and Globalisation (0.5) 1
HY484M	Empire, Colonialism and Globalisation (0.5) 2
HY486	The Anti-Slave-Trade Atlantic World, c. 1807-1870 (1.0)
HY487	Islam, State and Conflict in Southeast Asia (0.5)
HY488	European Empires and Global Conflict, 1935-1948 (0.5)
HY489	China and the External World, 1644-1839 (0.5)
HY491	Race, Gender and Reproduction in the Caribbean, 1860s-1930s (0.5)
HY4A5	Women as Weapons: The Conservative Political Tradition in the Cold War (0.5) (not available 2022/23)
HY4A7	Islam, Power and Culture in Mughal India (0.5)
HY4A8	Asian Borderlands (0.5)
HY4A9L	China and the United States Since 1949 (0.5) 3
HY4A9M	China and the United States Since 1949 (0.5) 4
HY4B1	The Vietnam Wars, 1930-75: Regional and International Perspectives (1.0)
HY4B2	The Afterlives of Empires in the Neo-Colonial Caribbean (0.5) (not available 2022/23)
HY4B3	Citizenship in 20th century political thought: intellectual history in case studies (0.5)
HY4B4	Maritime Asia in Transition, 1405-1839 (0.5)
HY4B5	Queer Early Modernities (0.5)
HY4B6	German Transformations since 1990 (0.5)

**Economic History:**



EH404	India and the World Economy (0.5)
EH413	African Economic Development in Historical Perspective (0.5)
EH428	History of Economics: Making Political Economy into a Social Science (0.5) (not available 2022/23)
EH429	History of Economics: Ideas, Policy and Performativity (0.5)
EH452	Latin American Development and Economic History (0.5) (not available 2022/23)
EH486	Shipping and Sea Power in Asian Waters, c. 1600-1860 (0.5) (not available 2022/23)

Regarding Economic History (EH) courses only: it may be possible to take further options among EH courses with the agreement of the course teacher responsible and the Academic Coordinator of the Double Degree. One of the above may be replaced by a further course from other LSE departments (subject to agreement with tutor and teacher responsible for the course).

Paper 5

**Compulsory Language Requirement**

Students can fulfil the language requirement of the dual Master's degree in three different ways:

- 1) By taking two years of language training while at Columbia and the London School of Economics.
- 2) By taking, and passing, two translation exams. (Both translation exams must be taken at Columbia. See sample translation exams on the CU History Department website).
- 3) By taking, and passing, one translation exam and studying a language for one year, either at Columbia or at the LSE Language Centre.

**Prerequisite Requirements and Mutually Exclusive Options**

# means there may be prerequisites for this course. Please view the course guide for more information.

- 1: HY484L can not be taken with HY484M
- 2: HY484M can not be taken with HY484L
- 3: HY4A9L can not be taken with HY4A9M
- 4: HY4A9M can not be taken with HY4A9L

**LSE-Columbia University Double MA Degree in International and World History**

Twenty-two month programme. Students take the first year at Columbia University, and the second year at the LSE as follows: Optional courses to the value of three full units, a dissertation and a language course as shown below.

**Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

**Programme Code:** TMINWOHY

**Department:** International History

For students starting this programme of study in 2021/22

Paper 1 HY458 LSE-Columbia University Double Degree Dissertation (1.0) #

Papers 2, 3

& 4 Courses to the value of 3.0 unit(s) from the following:

**International History:**

HY400	Crisis Decision-Making in War and Peace 1914-2003 (1.0) #
HY411	European Integration in the Twentieth Century (1.0) #
HY422	Presidents, Public Opinion, and Foreign Policy, from Roosevelt to Reagan, 1933-89 (1.0)
HY424	The Napoleonic Empire: The Making of Modern Europe (1.0) (not available 2022/23)

HY429	Anglo-American Relations from World War to Cold War, 1939-91 (1.0)
HY432	From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1999 (1.0)
HY434	The Rise and Fall of Communism in Europe 1917-1990 (1.0)
HY435	Political Islam: From Ibn Taymiyya to ISIS (1.0)
HY436	Race, Violence and Colonial Rule in Africa (1.0) (not available 2022/23)
HY440	The Iranian Revolution (1.0) (not available 2022/23)
HY444	The Cold War in Latin America (1.0) (not available 2022/23)
HY448	Living with the Bomb: An International History of Nuclear Weapons and the Arms Race from the Second World War to the end of the Cold War (1.0) (withdrawn 2022/23)
HY459	The Ottoman Empire and its Legacy, 1299-1950 (1.0) (not available 2022/23)
HY461	East Asia in the Age of Imperialism, 1839-1945 (1.0) #
HY463	The Origins of the Cold War, 1917-1962 (1.0)
HY465	The International History of the Balkans since 1939: State Projects, Wars, and Social Conflict (1.0)
HY469	Maps, History and Power: The Spaces and Cultures of the Past (1.0)
HY478	Genesis of the Modern World: Europe, China & India, 1550-1840 (1.0)
HY483	Land and Conflict in Latin America since 1750 (1.0)
HY484L	Empire, Colonialism and Globalisation (0.5) 1
HY484M	Empire, Colonialism and Globalisation (0.5) 2
HY486	The Anti-Slave-Trade Atlantic World, c. 1807-1870 (1.0)
HY487	Islam, State and Conflict in Southeast Asia (0.5)
HY488	European Empires and Global Conflict, 1935-1948 (0.5)
HY489	China and the External World, 1644-1839 (0.5)
HY491	Race, Gender and Reproduction in the Caribbean, 1860s-1930s (0.5)
HY4A5	Women as Weapons: The Conservative Political Tradition in the Cold War (0.5) (not available 2022/23)
HY4A6	Technocracy, Social Engineering and Politics in the Era of the World Wars, 1914-1945 (0.5) (withdrawn 2022/23)
HY4A7	Islam, Power and Culture in Mughal India (0.5)
HY4A8	Asian Borderlands (0.5)
HY4A9L	China and the United States Since 1949 (0.5) 3
HY4A9M	China and the United States Since 1949 (0.5) 4
HY4B1	The Vietnam Wars, 1930-75: Regional and International Perspectives (1.0)
HY4B2	The Afterlives of Empires in the Neo-Colonial Caribbean (0.5) (not available 2022/23)
HY4B3	Citizenship in 20th century political thought: intellectual history in case studies (0.5)
HY4B4	Maritime Asia in Transition, 1405-1839 (0.5)
HY4B5	Queer Early Modernities (0.5)

HY4B6 German Transformations since 1990 (0.5)

**Economic History:**

EH404 India and the World Economy (0.5)

EH413 African Economic Development in Historical Perspective (0.5)

EH428 History of Economics: Making Political Economy into a Social Science (0.5) (not available 2022/23)

EH429 History of Economics: Ideas, Policy and Performativity (0.5)

EH452 Latin American Development and Economic History (0.5) (not available 2022/23)

EH486 Shipping and Sea Power in Asian Waters, c 1600-1860 (0.5) (not available 2022/23)

Regarding Economic History (EH) courses only: it may be possible to take further options among EH courses with the agreement of the course teacher responsible and the Academic Coordinator of the Double Degree. One of the above may be replaced by a further course from other LSE departments (subject to agreement with tutor and teacher responsible for the course).

Paper 5

**Compulsory Language Requirement**

Students can fulfil the language requirement of the dual Master's degree in three different ways:

- 1) By taking two years of language training while at Columbia and the London School of Economics.
- 2) By taking, and passing, two translation exams. (Both translation exams must be taken at Columbia. See sample translation exams on the CU History Department website).
- 3) By taking, and passing, one translation exam and studying a language for one year, either at Columbia or at the LSE Language Centre.

**Prerequisite Requirements and Mutually Exclusive Options**

# means there may be prerequisites for this course.

Please view the course guide for more information.

1: HY484L can not be taken with HY484M

2: HY484M can not be taken with HY484L

3: HY4A9L can not be taken with HY4A9M

4: HY4A9M can not be taken with HY4A9L

## LSE-Fudan Double Degree in the Global Political Economy of China and Europe

### Year 1 at LSE

The first year is spent at LSE, studying the MSc in Political Economy of Europe.

### Year 2 at Fudan

Students will join the Master of Management Science in Public Policy at Fudan University.

## MSc in Political Economy of Europe (LSE and Fudan)

**Programme Code:** TMEUPE

**Department:** European Institute

For students starting this programme of study in 2022/23

Full-year programme. Students must take one unit of semi-compulsory courses, optional courses to the value of two units and a policy incubator project as shown. Additionally, all students must take EU470 '**How do we know? An introduction to research design and methods in political economy**' in preparation for the policy incubator. Students must also select EU450 Engaging with Europe: Professional Skills during course choice. Places on EU450 workshops are on a first come first served basis.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

### Professional development course

EU450 Engaging with Europe: Professional Skills (0.0)

Paper 1

Courses to the value of 1.0 unit(s) from the following:

EU455 Concepts in Political Economy (0.5)

EU491 Political Economy in Theory and History (0.5)

EU492 Political Economy of Integration and Fragmentation in Europe (0.5)

Students without some background in European politics and policy-making or economics are strongly encouraged to take one or both of the following to support their studies:

EU409 Basic Economic Concepts for European Political Economy (0.0)

EU4V9 Concepts in Political Science and Public Policy (0.0)

Paper 2

Courses to the value of 1.0 unit(s) from the following:

**Political Economy in Action:**

EU421 Policy-Making in the European Union (0.5) #

EU443 European Models of Capitalism (0.5)

EU446 The Political Economy of European Monetary Integration (0.5) #

EU449 Emerging Markets, Political Transition and Economic Development in Central and Eastern Europe (0.5) # (not available 2022/23)

EU453 The Political Economy of European Welfare States (0.5)

EU455 Concepts in Political Economy (0.5)

EU467 The Political Economy of the Neoliberal State (0.5) (not available 2022/23)

EU468 The Political Economy of Migration in Europe (0.5) #

EU469 The Political Economy of Finance in Europe (0.5) #

EU477 Labour Markets and the Political Economy of Employment in Europe (0.5) #

EU482 Europe in World Trade (0.5)

EU491 Political Economy in Theory and History (0.5)

EU492 Political Economy of Integration and Fragmentation in Europe (0.5)

EU4A4 The Politics of Inequality and Redistribution (0.5)

Paper 3

Courses to the value of 1.0 unit(s) from the following:

**Politics and Policy:**

EU430 Europeanization: The Comparative Politics of Domestic Change (0.5)

EU440 The Balkans in Europe: Transition, Democratisation, Integration (0.5)

EU487 European Integration from a Global Governance Perspective (0.5) #

EU488 European Policy-Making and International Cooperation (0.5) #

EU489 Analytical Politics and Policymaking in Europe (0.5)

EU490 Evidence and Analysis in Policy-Making (0.5)

EU4A1 The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union (0.5) (not available 2022/23)

EU4A5 People and Politics in Europe (0.5)

EU4A6 Reconciliation and Crisis: Politics in Southern Europe (0.5)

GV4J4 Citizen Representation and Democracy in the European Union (0.5) (not available 2022/23)

SP441 Politics of Social Policy: Welfare and Work in Comparative Perspective (0.5)

**China in Perspective:**

- AN447 China in Comparative Perspective (1.0)  
 DV432 China in Developmental Perspective (0.5) #  
 (not available 2022/23)  
 GV432 Government and Politics in China (0.5)  
 GY480 Remaking China: Geographical aspects  
 of Development and Disparity (0.5) (not  
 available 2022/23)

**Culture and Society:**

- EU432 The Philosophy of Europe (0.5)  
 EU437 Europe Beyond Modernity (0.5)  
 EU447 Democracy, Ideology and the European  
 State (0.5)  
 EU476 Emotions and Memory in European Politics  
 (0.5)  
 EU478 The Culture of European Politics (0.5)  
 EU481 The Future: Political Responses to a  
 Challenge (0.5)  
 EU4A3 The Americas and Europe (0.5)

**International Migration:**

- EU464 International Migration: EU Policies and  
 Politics (0.5) #  
 EU484 Europe's Role in Global Migration  
 Governance (0.5)  
 EU4A8 Migration From Below: Theories and Lived  
 Experiences of Borders (0.5)  
 GV4A5 International Migration and Immigration  
 Management (0.5)

Or any course(s) not taken previously from the Paper  
 2 options list below:

**Paper 2 options list**

- EU4C9 Policy Incubator (1.0)  
**and**  
 EU470 How do we know? An introduction to  
 research design and methods in political  
 economy (0.0)

**Optional course**

- EU410 Interdisciplinary Research Methods and  
 Design (0.0)

**Paper 2 options list**

- EU421 Policy-Making in the European Union (0.5)  
 #  
 EU443 European Models of Capitalism (0.5)  
 EU446 The Political Economy of European  
 Monetary Integration (0.5) #  
 EU449 Emerging Markets, Political Transition  
 and Economic Development in Central  
 and Eastern Europe (0.5) # (not available  
 2022/23)  
 EU453 The Political Economy of European Welfare  
 States (0.5)  
 EU455 Concepts in Political Economy (0.5)  
 EU467 The Political Economy of the Neoliberal  
 State (0.5) (not available 2022/23)  
 EU468 The Political Economy of Migration in  
 Europe (0.5) #  
 EU469 The Political Economy of Finance in Europe  
 (0.5) #  
 EU477 Labour Markets and the Political Economy  
 of Employment in Europe (0.5) #  
 EU482 Europe in World Trade (0.5)  
 EU491 Political Economy in Theory and History  
 (0.5)  
 EU492 Political Economy of Integration and  
 Fragmentation in Europe (0.5)  
 EU4A4 The Politics of Inequality and Redistribution  
 (0.5)

**Prerequisite Requirements and Mutually Exclusive Options**

# means there may be prerequisites for this course.  
 Please view the course guide for more information.

**Progression:**

1 Students who attain at least a Pass grade in each of  
 their four LSE units will be eligible to proceed into the  
 second year of the programme.

1.2 A student who has attained a (good) Fail grade in  
 courses to the value of 0.5 units and at least a Pass  
 grade in the remaining courses will be eligible to  
 proceed into the second year.

1.3 A student who has attained a (good) Fail grade  
 in courses to the value of 1.0 unit and at least a Pass  
 grade in the remaining courses may only progress if a  
 mark of at least 60% has been achieved in courses of  
 an equivalent value or an aggregate mark of at least  
 330 has been achieved in the non-failed courses.

1.4 A student who receives a Bad Fail in any course  
 or who otherwise fails to meet the above criteria for  
 progression will not be able to progress to the second  
 year of the programme and will be entitled to repeat  
 the failed courses at LSE as follows: A student shall  
 normally be entitled to repeat any failed courses  
 only (on one occasion) and at the next normal  
 opportunity, in accordance with the General Academic  
 Regulations. Results obtained following a repeated  
 attempt at an LSE assessment shall bear their normal  
 value but the resit attempt will be capped at the grade  
 of Pass.

1.5 A student who has completed year one and is  
 unable to complete year two of the programme in  
 Fudan will not receive an interim award. A student  
 who has successfully completed year one, but  
 who can produce evidence of very exceptional  
 circumstances requiring that they withdraw from year  
 2 of the degree may seek permission from both LSE  
 and Fudan University to transfer onto the MSc Political  
 Economy of Europe degree at LSE.

**LSE-Fudan Double Degree in the Global Political Economy of China and Europe****Year 1 at LSE**

The first year is spent at LSE, studying the MSc in the Global  
 Political Economy of China and Europe.

**Year 2 at Fudan**

Students will join the Master of Management Science in Public  
 Policy at Fudan University.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may  
 be subject to timetabling constraints and/or students meeting  
 specific prerequisite requirements.**

**MSc in The Global Political Economy of China and Europe (LSE and Fudan)**

**Programme Code:** TMEUCHGPE

**Department:** European Institute

For students starting this programme of study in 2021/22

Full-year programme. Students must take one unit of semi-  
 compulsory courses, optional courses to the value of two units  
 and a policy incubator project. Students must also select EU450  
 Engaging with Europe: Professional Skills during course choice.  
 Places on EU450 workshops are on a first come first served basis.

**Professional development course**

- EU450 Engaging with Europe: Professional Skills  
 (0.0)

- Paper 1 Courses to the value of 1.0 unit(s) from the following:  
 EU421 Policy-Making in the European Union (0.5)  
 #  
 EU455 Concepts in Political Economy (0.5)  
 EU491 Political Economy in Theory and History  
 (0.5)  
 EU492 Political Economy of Integration and  
 Fragmentation in Europe (0.5)

Students without some background in European politics and policy-making or economics are strongly encouraged to take one or both of the following to support their studies:

- EU409 Basic Economic Concepts for European Political Economy (0.0)  
 EU4V9 Concepts in Political Science and Public Policy (0.0)

Paper 2 Courses to the value of 1.0 unit(s) from the following:

**Political Economy in Action:**

- EU421 Policy-Making in the European Union (0.5) #  
 EU425 Interest Representation and Economic Policy- Making in Europe (0.5) (withdrawn 2022/23)  
 EU443 European Models of Capitalism (0.5)  
 EU446 The Political Economy of European Monetary Integration (0.5) #  
 EU449 Emerging Markets, Political Transition and Economic Development in Central and Eastern Europe (0.5) # (not available 2022/23)  
 EU453 The Political Economy of European Welfare States (0.5)  
 EU455 Concepts in Political Economy (0.5)  
 EU467 The Political Economy of the Neoliberal State (0.5) (not available 2022/23)  
 EU468 The Political Economy of Migration in Europe (0.5) #  
 EU469 The Political Economy of Finance in Europe (0.5) #  
 EU477 Labour Markets and the Political Economy of Employment in Europe (0.5) #  
 EU482 Europe in World Trade (0.5)  
 EU491 Political Economy in Theory and History (0.5)  
 EU492 Political Economy of Integration and Fragmentation in Europe (0.5)  
 EU4A4 The Politics of Inequality and Redistribution (0.5)

Paper 3 Courses to the value of 1.0 unit(s) from the following:

**Politics and Policy:**

- EU430 Europeanization: The Comparative Politics of Domestic Change (0.5)  
 EU439 Political and Fiscal Integration and Disintegration in EU Member States (0.5) (withdrawn 2022/23)  
 EU440 The Balkans in Europe: Transition, Democratisation, Integration (0.5)  
 EU487 European Integration from a Global Governance Perspective (0.5) #  
 EU488 European Policy-Making and International Cooperation (0.5) #  
 EU489 Analytical Politics and Policymaking in Europe (0.5)  
 EU490 Evidence and Analysis in Policy-Making (0.5)  
 EU4A1 The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union (0.5) (not available 2022/23)  
 EU4A5 People and Politics in Europe (0.5)  
 GV4J4 Citizen Representation and Democracy in the European Union (0.5) (not available 2022/23)  
 SP441 Politics of Social Policy: Welfare and Work in Comparative Perspective (0.5)

**China in Perspective:**

- AN447 China in Comparative Perspective (1.0)  
 DV432 China in Developmental Perspective (0.5) # (not available 2022/23)  
 GV432 Government and Politics in China (0.5)

- GY480 Remaking China: Geographical aspects of Development and Disparity (0.5) (not available 2022/23)

**Culture and Society:**

- EU432 The Philosophy of Europe (0.5)  
 EU437 Europe Beyond Modernity (0.5)  
 EU447 Democracy, Ideology and the European State (0.5)  
 EU476 Emotions and Memory in European Politics (0.5)  
 EU478 The Culture of European Politics (0.5)  
 EU481 The Future: Political Responses to a Challenge (0.5)  
 EU4A3 The Americas and Europe (0.5)

**International Migration:**

- EU464 International Migration: EU Policies and Politics (0.5) #  
 EU484 Europe's Role in Global Migration Governance (0.5)  
 GV4A5 International Migration and Immigration Management (0.5)

Or any course(s) not taken previously from the Paper 2 options list below:

**Paper 2 options list**

- Paper 4 EU410 Interdisciplinary Research Methods and Design (0.0)  
 EU4C9 Policy Incubator (1.0)

**Paper 2 options list**

- EU421 Policy-Making in the European Union (0.5) #  
 EU425 Interest Representation and Economic Policy- Making in Europe (0.5) (withdrawn 2022/23)  
 EU443 European Models of Capitalism (0.5)  
 EU446 The Political Economy of European Monetary Integration (0.5) #  
 EU449 Emerging Markets, Political Transition and Economic Development in Central and Eastern Europe (0.5) # (not available 2022/23)  
 EU453 The Political Economy of European Welfare States (0.5)  
 EU455 Concepts in Political Economy (0.5)  
 EU467 The Political Economy of the Neoliberal State (0.5) (not available 2022/23)  
 EU468 The Political Economy of Migration in Europe (0.5) #  
 EU469 The Political Economy of Finance in Europe (0.5) #  
 EU477 Labour Markets and the Political Economy of Employment in Europe (0.5) #  
 EU482 Europe in World Trade (0.5)  
 EU491 Political Economy in Theory and History (0.5)  
 EU492 Political Economy of Integration and Fragmentation in Europe (0.5)  
 EU4A4 The Politics of Inequality and Redistribution (0.5)

**Prerequisite Requirements and Mutually Exclusive Options**

# means there may be prerequisites for this course. Please view the course guide for more information.

**Progression:**

1 Students who attain at least a Pass grade in each of their four LSE units will be eligible to proceed into the second year of the programme.

1.2 A student who has attained a (good) Fail grade in courses to the value of 0.5 units and at least a Pass grade in the remaining courses will be eligible to proceed into the second year.

1.3 A student who has attained a (good) Fail grade in courses to the value of 1.0 unit and at least a Pass



grade in the remaining courses may only progress if a mark of at least 60% has been achieved in courses of an equivalent value or an aggregate mark of at least 330 has been achieved in the non-failed courses.

1.4 A student who receives a Bad Fail in any course or who otherwise fails to meet the above criteria for progression will not be able to progress to the second year of the programme and will be entitled to repeat the failed courses at LSE as follows: A student shall normally be entitled to repeat any failed courses only (on one occasion) and at the next normal opportunity, in accordance with the General Academic Regulations. Results obtained following a repeated attempt at an LSE assessment shall bear their normal value but the resit attempt will be capped at the grade of Pass.

1.5 A student who has completed year one and is unable to complete year two of the programme in Fudan will not receive an interim award. A student who has successfully completed year one, but who can produce evidence of very exceptional circumstances requiring that they withdraw from year 2 of the degree may seek permission from both LSE and Fudan University to transfer onto the MSc Political Economy of Europe degree at LSE.

## LSE-Fudan Double Master's in Financial Statistics and Chinese Economy

### Year 1 at LSE

The first year is spent at LSE. Students will take three compulsory statistics courses, and will also choose courses to the value of two units, from a range of options both within statistics and related areas, with a maximum of one unit's worth of options from outside the Statistics department.

### Year 2 at Fudan

Upon successful completion of the first year, students will move to study the second year at the School of Economics at Fudan University. If students don't have an economics background, they will take additional economics courses.

**Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.** Please refer to the progression rules below

## MSc in Statistics (Financial Statistics) (LSE and Fudan)

**Programme Code:** TMFSEC

**Department:** Statistics

For students starting this programme of study in 2021/22

### Year 1

Paper 1	ST425	Statistical Inference: Principles, Methods and Computation (1.0) #
Paper 2	ST422	Time Series (0.5) # <b>and</b> ST436 Financial Statistics (0.5) #
Paper 3	Courses to the value of 1.0 unit(s) from the following:	
	ST405	Multivariate Methods (0.5) #
	ST411	Generalised Linear Modelling and Survival Analysis (0.5) #
	ST416	Multilevel Modelling (0.5) #
	ST418	Non-Linear Dynamics and the Analysis of Real Time Series (0.5) # (not available 2022/23)
	ST429	Statistical Methods for Risk Management (0.5) #
	ST433	Computational Methods in Finance and Insurance (0.5) #
	ST439	Stochastics for Derivatives Modelling (0.5) #

ST440	Recent Developments in Finance and Insurance (0.5) #
ST442	Longitudinal Data Analysis (0.5) # (not available 2022/23)
ST443	Machine Learning and Data Mining (0.5) #
ST444	Computational Data Science (0.5) #
ST445	Managing and Visualising Data (0.5) #
ST446	Distributed Computing for Big Data (0.5) #
ST448	Insurance Risk (0.5) #
ST449	Artificial Intelligence (0.5)
ST451	Bayesian Machine Learning (0.5) #
ST454	Applied spatio-temporal analysis (0.5) #
ST455	Reinforcement Learning (0.5) #
ST456	Deep Learning (0.5) #
MY459	Quantitative Text Analysis (0.5) #
MY461	Social Network Analysis (0.5)

Paper 4

Courses to the value of 1.0 unit(s) from the following:

ST405	Multivariate Methods (0.5) #
ST409	Stochastic Processes (0.5) #
ST411	Generalised Linear Modelling and Survival Analysis (0.5) #
ST416	Multilevel Modelling (0.5) #
ST418	Non-Linear Dynamics and the Analysis of Real Time Series (0.5) # (not available 2022/23)
ST426	Applied Stochastic Processes (0.5)
ST429	Statistical Methods for Risk Management (0.5) #
ST433	Computational Methods in Finance and Insurance (0.5) #
ST439	Stochastics for Derivatives Modelling (0.5) #
ST440	Recent Developments in Finance and Insurance (0.5) #
ST442	Longitudinal Data Analysis (0.5) # (not available 2022/23)
ST443	Machine Learning and Data Mining (0.5) #
ST444	Computational Data Science (0.5) #
ST445	Managing and Visualising Data (0.5) #
ST446	Distributed Computing for Big Data (0.5) #
ST448	Insurance Risk (0.5) #
ST449	Artificial Intelligence (0.5)
ST451	Bayesian Machine Learning (0.5) #
ST454	Applied spatio-temporal analysis (0.5) #
ST455	Reinforcement Learning (0.5) #
ST456	Deep Learning (0.5) #
FM402	Financial Risk Analysis (0.5) #
FM404	Advanced Financial Economics (0.5) #
FM413	Fixed Income Markets (0.5) #
FM429	Asset Markets A (0.5) #
FM441	Derivatives (0.5) #
FM442	Quantitative Methods for Finance and Risk Analysis (0.5) #
MA407	Algorithms and Computation (0.5) #
MA415	The Mathematics of the Black and Scholes Theory (0.5) #
MA416	The Foundations of Interest Rate and Credit Risk Theory (0.5) #
MA420	Quantifying Risk and Modelling Alternative Markets (0.5) # (not available 2022/23)
MA427	Mathematical Optimisation (0.5) #
MY456	Survey Methodology (0.5) #
MY457	Causal Inference for Observational and Experimental Studies (0.5) #
MY459	Quantitative Text Analysis (0.5) #
MY461	Social Network Analysis (0.5)

Or other non-ST course(s), with permission.

### Prerequisite Requirements and Mutually Exclusive Options

# means there may be prerequisites for this course. Please view the course guide for more information. The total value of all non-ST courses should not

exceed one unit.

The Bologna Process [lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm](http://lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/Bologna%20Process.htm) facilitates comparability and compatibility between higher education systems across the European Higher Education Area. Some of the School's taught master's programmes are nine or ten months in duration. If you wish to proceed from these programmes to higher study in EHEA countries other than the UK, you should be aware that their recognition for such purposes is not guaranteed, due to the way in which ECTS credits are calculated.

#### Progress rules to proceed to year in Fudan:

Students must pass at least three out of four units including the core courses ST425 (at paper 1) and ST422 and ST436 (at paper 2).

Students that have a one unit fail (but not a Bad Fail) including in any course taken as paper 1 or 2 will need to achieve compensation marks in their other courses in order to progress to Fudan as follows: a mark of 60 in at least one of the three passed units or an aggregate of 330 in those three passed units. A student that has failed any of the core courses ST425, ST422 and ST436 and can progress is still required to pass that failed course in order to be eligible for the award of the degree.

Any student with a fail that is unable to achieve the compensation rules as above must resit the failed course and pass in order to progress.

Any student who receives a Bad Fail mark cannot progress until that Bad Fail has been successfully resat and they then meet the progression rules outlined above. A Bad Fail mark cannot be compensated by other marks.

Students have one opportunity only to resit a failed LSE course.

The full programme must be successfully completed in order to be awarded the double degree. This means students who complete the year at LSE but go on to fail to progress after exhausting all of their attempts or are unable to complete the year at Fudan cannot be awarded an interim degree. I.e. they must successfully complete both LSE and Fudan programmes to achieve an overall award.

## LSE-Fudan Double Master's in International Social and Public Policy

### Year 1 at LSE

The first year is spent at LSE. Students must take two compulsory courses, options to the value of 2.0 units and a dissertation as shown.

### Year 2 at Fudan

Upon successful completion of the first year, students will move to study the second year at Fudan University, Shanghai, China.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.** Please refer to the progression rules below

## MSc in International Social and Public Policy (LSE and Fudan)

**Programme Code:** TMISPPWF

**Department:** Social Policy

For students starting this programme of study in 2022/23

Paper 1 SP400 International Social and Public Policy (0.5)  
and SP401 Understanding Policy Research (0.5) #

Papers 2

& 3

Courses to the value of 2.0 unit(s) from the following:

PP4X6	Welfare Analysis and Measurement (1.0)
SP403	Academic & Professional Skills Development (0.0) #
SP410	Migration: Current Research, Critical Approaches (0.5)
SP411	Social Policy and Development (0.5)
SP412	Non-Governmental Organisations, Social Policy and Development (0.5) #
SP413	Understanding Social (Dis)advantage (0.5)
SP414	Ethnicity, Race and Social Policy (0.5)
SP415	Urbanisation and Social Policy in the Global South (0.5) #
SP417	Sexuality, Everyday Lives and Social Policy in Developing Countries (0.5) #
SP418	Global Social Policy and International Organizations (0.5)
SP419	Social Movements, Activism, and Social Policy (0.5)
SP420	Understanding Policy Research (Advanced) (0.5) #
SP430	Social Security Policies (0.5)
SP432	Education Policy, Reform and Financing (0.5)
SP434	Behavioural Public Policy (0.5)
SP435	Housing, Neighbourhoods and Communities (0.5) # (not available 2022/23)
SP441	Politics of Social Policy: Welfare and Work in Comparative Perspective (0.5)
SP471	Issues in Contemporary Policing (0.5) # (not available 2022/23)
SP473	Policing, Security and Globalisation (0.5) #
SP475	Riots, Disorder and Urban Violence (0.5) #
SP476	Punishment and Penal Policy (0.5) #
	Relevant outside options subject to agreement by the Programme Director.
Paper 4	SP499 Dissertation - International Social & Public Policy (1.0)

### Prerequisite Requirements and Mutually Exclusive Options

# means there may be prerequisites for this course.

Please view the course guide for more information.

#### Progression:

Candidates will be awarded the "MSc in International Social and Public Policy" at the end of Year 1 (subject to the relevant classification scheme <https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeTaughtMasters-FourUnits.pdf>). Candidates must pass Year 2 at Fudan—in accordance with the rules of that university for fail/pass and retaking where appropriate—in order to be awarded the Fudan degree. Once awarded both of these individual degrees, candidates will be considered as having been awarded the Double Degree.

Students on the Double Degree progress to Year 2 at Fudan unless any of the exceptional circumstances below occur:

- (i.) A student has either deferred or not made a serious attempt in assessment for any course.
  - (ii.) A student has failed courses to the value of more than one unit.
  - (iii.) A student has indicated that they do not intend to make a serious attempt to submit a dissertation at the end of the first year at LSE and/or has not submitted formative work to their dissertation Supervisor.
- The Department will hold an assessment ratification meeting to consider the facts in relation to any of the above circumstances. The meeting will consider any medical and/ or exceptional circumstances presented

by a student, before deciding whether to recommend that they should progress to the second year or not. Any recommendation to progress in any of the above circumstances will require approval by the GSBE. The Programme Director will inform the student as soon as possible if they are allowed to progress to the second year.

## LSE-LSHTM MSc in Health Policy, Planning and Financing

**Programme Code:** TIHPPF

**Department:** Health Policy

For students starting this programme of study in 2022/23 Full-year programme taught jointly with the London School of Hygiene and Tropical Medicine (LSHTM). Students must take courses to the value of five units as shown below, and undertake a 10,000 word dissertation (value of one unit). It is mandatory that students take equal number of half-unit value courses (4:4 split) between the two institutions. It is required that exactly two first-term courses are taken at the London School of Hygiene and Tropical Medicine. The dissertation will be completed during the summer.

Course guides for all LSE courses can be accessed via the hyperlinks below. For information about LSHTM courses, the LSHTM module specifications can be viewed here <https://www.lshtm.ac.uk/study/courses/short-courses/modules-london#modules>.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper 1	HP400	Financing Health Care (0.5)
Paper 2	(LSHTM) 1107 Health Services (0.5) <b>or</b> (LSHTM) 1117 Health Policy Process and Power (0.5) A	
Paper 3	Obligation for all students to take <b>one</b> additional course to the value of 0.5 units at LSE from the following:	
	HP401	Introduction to Health Policy and Politics (0.5) A
	HP403	Health Systems and Policies in Developing Countries (0.5) (not available 2022/23)
	HP420	Health Economics (0.5) B
	HP424	Pharmaceutical Economics and Policy (0.5)
Paper 4	Obligation for all students to take <b>one</b> additional course to the value of 0.5 units at LSHTM from the following:	
	(LSHTM) 1107 Health Services (0.5)	
	(LSHTM) 1117 Health Policy, Process and Power (0.5) A	
	(LSHTM) 1123 Issues in Public Health (0.5)	
	(LSHTM) 2001 Basic Epidemiology (0.5) #	
	(LSHTM) 1103 Introduction to Health Economics (0.5) B	
Papers 5 & 6	Two LSE courses from the following:	
	HP402	Measuring Health System Performance (0.5)
	HP404	Global Health Policy: Institutions, Actors and Politics (0.5)
	HP405	Social Determinants of Health (0.5)
	HP407	Evidence Review and Synthesis for Decision Making (0.5)
	HP412	Global Health Security (0.5)
	HP421	Economic Analysis for Health Policy in Low- and Middle-Income Countries (0.5)
	HP422	Health Care Economic Evaluation (0.5) C
	HP423	Advanced Health Economics (0.5) #
	HP425	Statistical Methods in Health Care Economic Evaluation (0.5) #
	HP428	Randomised evaluations of health

	programmes: from design to implementation (0.5)
HP429	Behavioural Incentive Design in Health and Health Care (0.5)
HP432	Mental health policy (0.5) #
HP433	Health care regulation (0.5)
HP435	Global Access to Medicines (0.5)
HP436	Evidence Appraisal for Health Policy Analysis (0.5)

Another LSE course (not listed above) with permission.

Or any additional LSE course listed under Paper 3:

### Paper 3 options list

Papers 7 & 8 D

Two LSHTM courses from the following:  
 (LSHTM) 1127 Evaluation of Public Health Interventions (0.5)  
 (LSHTM) 1400 Health Care Evaluation (0.5)  
 (LSHTM) 1402 Conflict and Health (0.5)  
 (LSHTM) 1403 Organisational Management (0.5)  
 (LSHTM) 1501 Economic Evaluation (0.5) C  
 (LSHTM) 1503 Globalisation and Health (0.5)  
 (LSHTM) 1504 Economic Analysis for Health Policy (0.5)  
 (LSHTM) 1606 Health Decision Science (0.5)  
 (LSHTM) 1701 Reviewing the Literature (0.5)  
 (LSHTM) 1803 Sociological Approaches to Health (0.5)  
 (LSHTM) 1807 Health Promotion Approaches and Methods (0.5)  
 (LSHTM) 1808 Health Systems (0.5)  
 (LSHTM) 2342 Design and Evaluation of Mental Health Programmes (0.5)  
 (LSHTM) 2401 Family Planning Programmes (0.5)  
 (LSHTM) 2402 Statistical Methods in Epidemiology (0.5)  
 (LSHTM) 2407 Epidemiology of Non-Communicable Diseases (0.5)  
 (LSHTM) 2417 Design & Analysis of Epidemiological Studies (0.5)  
 (LSHTM) 2437 Epidemiology and Control of Communicable Diseases (0.5)  
 (LSHTM) 2459 Current Issues in Safe Motherhood and Perinatal Health (0.5)  
 (LSHTM) 2472 Social Epidemiology (0.5)  
 (LSHTM) 3135 Spatial Epidemiology in Public Health (0.5)  
 (LSHTM) 3189 Ethics, Public Health and Human Rights (0.5)  
 (LSHTM) 3195 Epidemiology and Control of Malaria (0.5)  
 (LSHTM) 3198 Applying Public Health Principles in Developing Countries (0.5)  
 Another LSHTM course (not listed above) with permission.

Paper 9

HP409 Dissertation for MSc Health Policy, Planning and Financing (1.0)

### Paper 3 options list

HP401	Introduction to Health Policy and Politics (0.5)
HP403	Health Systems and Policies in Developing Countries (0.5) (not available 2022/23)
HP420	Health Economics (0.5)
HP424	Pharmaceutical Economics and Policy (0.5)

### Prerequisite Requirements and Mutually Exclusive Options

# means there may be prerequisites for this course. Please view the course guide for more information.

### Footnotes

A: HP401 Introduction to Health Policy and Politics may not be combined with LSHTM 1117 Health Policy, Process and Power.

B: HP420 Health Economics may not be combined with LSHTM 1103 Introduction to Health Economics.  
 C: HP422 Health Care Economic Evaluation may not be combined with LSHTM 1501 Economic Evaluation.  
 D: Up to 1 unit of LSHTM option courses may be taken as the distance learning version of the course.  
 # means there may be prerequisites for this course. Please view the course guide for more information.  
 For any pre-requisites on LSHTM courses, check LSHTM course specifications.

**Note for prospective students:**

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm](http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm). Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm](http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm).

## LSE-NUS Double Degree MA in Asian and International History

Two-year programme. Students take the first year at National University of Singapore, and the second year at LSE as follows.

**Programme Code:** TMHYNUS

**Department:** International History

For students starting this programme of study in 2022/23

Full-year programme. Students take courses to the value of three full units and a dissertation.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper 1 HY4A4 Dissertation with an Asian focus (1.0)

Paper 2 **International History**

Courses to the value of 1.0 unit(s) from the following:

- HY400 Crisis Decision-Making in War and Peace 1914-2003 (1.0) #
- HY411 European Integration in the Twentieth Century (1.0) #
- HY422 Presidents, Public Opinion, and Foreign Policy, from Roosevelt to Reagan, 1933-89 (1.0)
- HY424 The Napoleonic Empire: The Making of Modern Europe (1.0) (not available 2022/23)
- HY429 Anglo-American Relations from World War to Cold War, 1939-91 (1.0)
- HY432 From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1999 (1.0)
- HY434 The Rise and Fall of Communism in Europe 1917-1990 (1.0)
- HY436 Race, Violence and Colonial Rule in Africa (1.0) (not available 2022/23)
- HY444 The Cold War in Latin America (1.0) (not available 2022/23)
- HY459 The Ottoman Empire and its Legacy, 1299-1950 (1.0) (not available 2022/23)
- HY463 The Origins of the Cold War, 1917-1962 (1.0)
- HY465 The International History of the Balkans since 1939: State Projects, Wars, and Social Conflict (1.0)
- HY469 Maps, History and Power: The Spaces and Cultures of the Past (1.0)
- HY480 Cold War Public Diplomacy: United States Cultural Battles Abroad (1.0) # (not

available 2022/23)

- HY483 Land and Conflict in Latin America since 1750 (1.0)
- HY484L Empire, Colonialism and Globalisation (0.5) 1
- HY484M Empire, Colonialism and Globalisation (0.5) 2
- HY486 The Anti-Slave-Trade Atlantic World, c. 1807-1870 (1.0)
- HY488 European Empires and Global Conflict, 1935-1948 (0.5)
- HY491 Race, Gender and Reproduction in the Caribbean, 1860s-1930s (0.5)
- HY4A5 Women as Weapons: The Conservative Political Tradition in the Cold War (0.5) (not available 2022/23)
- HY4B1 The Vietnam Wars, 1930-75: Regional and International Perspectives (1.0)
- HY4B2 The Afterlives of Empires in the Neo-Colonial Caribbean (0.5) (not available 2022/23)
- HY4B6 German Transformations since 1990 (0.5)

Paper 3

### Asian History, Politics and Society

Courses to the value of 1.0 unit(s) from the following:

- HY461 East Asia in the Age of Imperialism, 1839-1945 (1.0) #
- HY478 Genesis of the Modern World: Europe, China & India, 1550-1840 (1.0)
- HY487 Islam, State and Conflict in Southeast Asia (0.5)
- HY489 China and the External World, 1644-1839 (0.5)
- HY4A7 Islam, Power and Culture in Mughal India (0.5)
- HY4A8 Asian Borderlands (0.5)
- HY4A9L China and the United States Since 1949 (0.5) 3
- HY4A9M China and the United States Since 1949 (0.5) 4
- HY4B1 The Vietnam Wars, 1930-75: Regional and International Perspectives (1.0)
- HY4B4 Maritime Asia in Transition, 1405-1839 (0.5)
- AN420 The Anthropology of Southeast Asia (0.5) (not available 2022/23)
- AN444 Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) # (not available 2022/23)
- AN447 China in Comparative Perspective (1.0)
- DV432 China in Developmental Perspective (0.5) # (not available 2022/23)
- EH404 India and the World Economy (0.5)
- EH409 Chinese Economic History: Culture, Institutions and Economic Growth (0.5)
- EH446 Economic Development of East and Southeast Asia (1.0) #
- EH482 The Origins of the World Economy: Europe and Asia, 1000-1800 (1.0)
- EH486 Shipping and Sea Power in Asian Waters, c 1600-1860 (0.5) (not available 2022/23)
- GV432 Government and Politics in China (0.5)
- GY438 Urban Asia: Cities and Social Change (0.5)
- GY480 Remaking China: Geographical aspects of Development and Disparity (0.5) (not available 2022/23)

Paper 4

Courses to the value of 1.0 unit(s) from the following:  
 A course from another LSE department (subject to approval by the Masters Programmes Tutor and the Teacher Responsible for the Course)  
 Or another course from papers 2 or 3:

**Paper 2 options list**

**Paper 3 options list**



**Paper 2 options list**

- HY400 Crisis Decision-Making in War and Peace 1914-2003 (1.0) #
- HY411 European Integration in the Twentieth Century (1.0) #
- HY422 Presidents, Public Opinion, and Foreign Policy, from Roosevelt to Reagan, 1933-89 (1.0)
- HY424 The Napoleonic Empire: The Making of Modern Europe (1.0) (not available 2022/23)
- HY429 Anglo-American Relations from World War to Cold War, 1939-91 (1.0)
- HY432 From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1999 (1.0)
- HY434 The Rise and Fall of Communism in Europe 1917-1990 (1.0)
- HY436 Race, Violence and Colonial Rule in Africa (1.0) (not available 2022/23)
- HY444 The Cold War in Latin America (1.0) (not available 2022/23)
- HY459 The Ottoman Empire and its Legacy, 1299-1950 (1.0) (not available 2022/23)
- HY463 The Origins of the Cold War, 1917-1962 (1.0)
- HY465 The International History of the Balkans since 1939: State Projects, Wars, and Social Conflict (1.0)
- HY469 Maps, History and Power: The Spaces and Cultures of the Past (1.0)
- HY480 Cold War Public Diplomacy: United States Cultural Battles Abroad (1.0) # (not available 2022/23)
- HY483 Land and Conflict in Latin America since 1750 (1.0)
- HY484L Empire, Colonialism and Globalisation (0.5) 5
- HY484M Empire, Colonialism and Globalisation (0.5) 6
- HY486 The Anti-Slave-Trade Atlantic World, c. 1807-1870 (1.0)
- HY488 European Empires and Global Conflict, 1935-1948 (0.5)
- HY491 Race, Gender and Reproduction in the Caribbean, 1860s-1930s (0.5)
- HY4A5 Women as Weapons: The Conservative Political Tradition in the Cold War (0.5) (not available 2022/23)
- HY4A8 Asian Borderlands (0.5)
- HY4B1 The Vietnam Wars, 1930-75: Regional and International Perspectives (1.0)
- HY4B2 The Afterlives of Empires in the Neo-Colonial Caribbean (0.5) (not available 2022/23)
- HY4B6 German Transformations since 1990 (0.5)

**Paper 3 options list**

- AN420 The Anthropology of Southeast Asia (0.5) (not available 2022/23)
- AN444 Investigating the Philippines - New Approaches and Ethnographic Contexts (0.5) # (not available 2022/23)
- AN447 China in Comparative Perspective (1.0)
- DV432 China in Developmental Perspective (0.5) # (not available 2022/23)
- EH404 India and the World Economy (0.5)
- EH409 Chinese Economic History: Culture, Institutions and Economic Growth (0.5)
- EH446 Economic Development of East and Southeast Asia (1.0) #
- EH482 The Origins of the World Economy: Europe and Asia, 1000-1800 (1.0)
- EH486 Shipping and Sea Power in Asian Waters, c

- 1600-1860 (0.5) (not available 2022/23)
- GV432 Government and Politics in China (0.5)
- GY438 Urban Asia: Cities and Social Change (0.5)
- GY480 Remaking China: Geographical aspects of Development and Disparity (0.5) (not available 2022/23)
- HY461 East Asia in the Age of Imperialism, 1839-1945 (1.0) #
- HY478 Genesis of the Modern World: Europe, China & India, 1550-1840 (1.0)
- HY487 Islam, State and Conflict in Southeast Asia (0.5)
- HY489 China and the External World, 1644-1839 (0.5)
- HY4A7 Islam, Power and Culture in Mughal India (0.5)
- HY4A8 Asian Borderlands (0.5)
- HY4A9L China and the United States Since 1949 (0.5)
- HY4A9M China and the United States Since 1949 (0.5)
- HY4B1 The Vietnam Wars, 1930-75: Regional and International Perspectives (1.0)
- HY4B4 Maritime Asia in Transition, 1405-1839 (0.5)

**Prerequisite Requirements and Mutually Exclusive Options**

# means there may be prerequisites for this course. Please view the course guide for more information.

1: HY484L can not be taken with HY484M

2: HY484M can not be taken with HY484L

3: HY4A9L can not be taken with HY4A9M

4: HY4A9M can not be taken with HY4A9L

5: HY484L can not be taken with HY484M

6: HY484M can not be taken with HY484L

**LSE-PKU Double Degree in Environmental Policy, Technology and Health****Year 1 at Peking University**

Some of the options available include:

Environmental Pollution: air, soil and water pollution

Global Environmental Health: Principles and case studies

Environmental Health Research

Energy and Society: driving forces, problem and solutions of environmental issues at various dimension

Seminars on China's Environment and Development

Climate Change Mitigation and Adaptation: engineering solutions

Environmental Policy and Management

Integrated Assessment of Climate Change Mitigation for

Sustainable Development

Please note that courses are subject to change.

**Year 2 at LSE**

Students will enrol on **either**:

MSc in Environmental Policy, Technology and Health (Environment and Development);

MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) **or** MSc in Environmental Policy, Technology and Health (Environmental Policy and Regulation) as follows:

**MSc in Environmental Policy, Technology and Health (Environment and Development) (LSE and Peking University)**

**Programme Code:** TMEPTHEd

**Department:** Geography & Environment

For students starting this programme of study in 2022/23

Full-year programme. Students must take courses to the value of four full units.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper 1	GY473	Economic Development and the Environment (0.5) # <b>and</b> GY474 Politics of Environment and Development (0.5)
Paper 2		One full unit or two half units offered by the Department for International Development (Not DV431).
Paper 3		Courses to the value of 1.0 unit(s) from the following:
	GY400	The Economics of Urbanisation (0.5) #
	GY403	Contemporary Debates in Human Geography (0.5)
	GY409	Globalisation and territorial development: Theory, Evidence and Policy (0.5)
	GY413	Regional Development and Policy (0.5) #
	GY420	Environmental Regulation: Implementing Policy (1.0)
	GY427	Climate Change: Science, Economics and Policy (0.5)
	GY431	Cities, People and Poverty in the South (0.5) #
	GY432	Urban Ethnography (0.5) (not available 2022/23)
	GY438	Urban Asia: Cities and Social Change (0.5)
	GY439	Cities, Politics and Citizenship (0.5)
	GY455	Economic Appraisal and Valuation (0.5)
	GY459	Urban Theory and Policy in the Global South (0.5)
	GY465	Concepts in Environmental Regulation (0.5)
	GY470	Urban Africa (0.5)
	GY475	Issues in Environmental Governance (0.5)
	GY479	Urban Transformations (0.5) (not available 2022/23)
	GY480	Remaking China: Geographical aspects of Development and Disparity (0.5) (not available 2022/23)
Paper 4	GY489	Dissertation - Environment Programme - MSc Environmental Economics and Climate Change, MSc Environmental Policy and Regulation and MSc Environment and Development (1.0)
	<b>Or</b>	
		Courses to the value of 1.0 unit(s) from the following:
		<b>Paper 3 options list</b>
		<b>Paper 3 options list</b>
	GY400	The Economics of Urbanisation (0.5) #
	GY403	Contemporary Debates in Human Geography (0.5)
	GY409	Globalisation and territorial development: Theory, Evidence and Policy (0.5)
	GY413	Regional Development and Policy (0.5) #
	GY420	Environmental Regulation: Implementing Policy (1.0)
	GY427	Climate Change: Science, Economics and Policy (0.5)
	GY431	Cities, People and Poverty in the South (0.5) #
	GY432	Urban Ethnography (0.5) (not available 2022/23)
	GY438	Urban Asia: Cities and Social Change (0.5)
	GY439	Cities, Politics and Citizenship (0.5)
	GY455	Economic Appraisal and Valuation (0.5)
	GY459	Urban Theory and Policy in the Global South (0.5)
	GY465	Concepts in Environmental Regulation (0.5)
	GY470	Urban Africa (0.5)
	GY475	Issues in Environmental Governance (0.5)
	GY479	Urban Transformations (0.5) (not available 2022/23)
	GY480	Remaking China: Geographical aspects of Development and Disparity (0.5) (not

available 2022/23)

### Prerequisite Requirements and Mutually Exclusive Options

# means there may be prerequisites for this course. Please view the course guide for more information.

## MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University)

**Programme Code:** TMEPTHEECC

**Department:** Geography & Environment

For students starting this programme of study in 2022/23 Full-year programme. Students must take three compulsory courses, one full unit of options, and a dissertation as shown.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper 1	GY426	Environmental and Resource Economics (1.0) #
Paper 2	GY427	Climate Change: Science, Economics and Policy (0.5)
Paper 3	GY428	Applied Quantitative Methods (0.5) # <b>or</b>
	PB421	Happiness (0.5)
Paper 4		Courses to the value of 1.0 unit(s) from the following:
	DV477	Rural Livelihoods, Development and Agrarian Transformation (0.5) # (not available 2022/23)
	DV490	Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development (0.5)
	DV491	Economic Development Policy II: Microeconomic Analysis (0.5) #
	DV492	Economic Development Policy III: Government Policy Analysis (0.5) #
	EC411	Microeconomics (1.0) # 1
	EC426	Public Economics (1.0) # 2
	EC428	Development and Growth (1.0) # 3
	EC453	Political Economy (1.0) # 4
	EC476	Contracts and Organisations (1.0) # 5
	GY400	The Economics of Urbanisation (0.5) #
	GY409	Globalisation and territorial development: Theory, Evidence and Policy (0.5)
	GY410	Economics of Local and Regional Development (0.5)
	GY420	Environmental Regulation: Implementing Policy (1.0)
	GY446	Planning for Sustainable Cities (0.5)
	GY455	Economic Appraisal and Valuation (0.5)
	GY460	Techniques of Spatial Economic Analysis (0.5) #
	GY465	Concepts in Environmental Regulation (0.5)
	GY473	Economic Development and the Environment (0.5) #
	GY474	Politics of Environment and Development (0.5)
	GY475	Issues in Environmental Governance (0.5)
	IR467	Global Environmental Politics (0.5)
	PB415	Behavioural Science (0.5) (not available 2022/23)
	PB421	Happiness (0.5)
	SP434	Behavioural Public Policy (0.5)
		Or other relevant courses to the value of one full unit, subject to approval of the programme director and the relevant course proprietor.
Paper 5	GY489	Dissertation - Environment Programme - MSc Environmental Economics and Climate Change, MSc Environmental Policy and Regulation and MSc Environment and Development (1.0)

### Prerequisite Requirements and Mutually Exclusive

**Options**

# means there may be prerequisites for this course. Please view the course guide for more information.

- 1: Before taking EC411 you must take EC400
- 2: Before taking EC426 you must take EC400
- 3: Before taking EC428 you must take EC400
- 4: Before taking EC453 you must take EC400
- 5: Before taking EC476 you must take EC400

## MSc in Environmental Policy, Technology and Health (Environmental Policy and Regulation) (LSE and Peking University)

**Programme Code:** TMEPTHEPR

**Department:** Geography & Environment

For students starting this programme of study in 2022/23 Full-year programme. Students must take two compulsory courses, a dissertation, and either 1.0 or 1.5 units of optional courses.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper 1	GY420	Environmental Regulation: Implementing Policy (1.0)
Paper 2	One or both courses from:	
	GY473	Economic Development and the Environment (0.5) #
	GY474	Politics of Environment and Development (0.5)
Paper 3	Courses to the value of 1.5 units if taking only GY473 or GY474 or 1.0 unit if taking both lse.ac.uk/resources/calendar/courseGuides/GY/2017_GY423.htm (under Paper 2 above):	
	DV415	Global Environmental Governance (0.5)
	EU421	Policy-Making in the European Union (0.5) #
	GY427	Climate Change: Science, Economics and Policy (0.5)
	GY446	Planning for Sustainable Cities (0.5)
	GY455	Economic Appraisal and Valuation (0.5)
	IR467	Global Environmental Politics (0.5)
	LL4A6	Climate Change and International Law (0.5)
	LL4BV	Transnational Environmental Law (0.5)
	SO425	Economy, Risk and Society (1.0)
Paper 4	GY489	Dissertation - Environment Programme - MSc Environmental Economics and Climate Change, MSc Environmental Policy and Regulation and MSc Environment and Development (1.0)

### Prerequisite Requirements and Mutually Exclusive Options

# means there may be prerequisites for this course. Please view the course guide for more information.

## LSE-PKU Double Degree in MSc International Affairs

Two-year programme. Students take the first year at Peking University, and the second year at LSE as follows.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

**Programme Code:** TMINAF

**Department:** International History

For students starting this programme of study in 2022/23

Paper 1	The following compulsory course:
	HY400 Crisis Decision-Making in War and Peace 1914-2003 (1.0) #
Paper 2	Courses to the value of 1.0 unit(s) from the following:

IR411	Foreign Policy Analysis III (1.0) #
IR412	International Institutions (1.0)
IR416	The EU in the World (1.0) # (not available 2022/23)
IR418	International Politics: Asia & the Pacific (1.0) (not available 2022/23)
IR419	International Relations of the Middle East (1.0) #
IR422	Conflict and Peacebuilding (1.0) #
IR433	The International Politics of EU Enlargement (0.5) (not available 2022/23)
IR434	European Defence and Security (0.5)
IR466	Genocide (0.5)
IR467	Global Environmental Politics (0.5)
IR468	The Political Economy of Trade (0.5)
IR469	Politics of Money in the World Economy (0.5) #*A
IR471	Critical International Law (0.5)
IR479	Russia in World Politics (0.5) #
IR480	The Politics of Inequality and Development (0.5)
IR488	International Politics of Southeast Asia (0.5)
IR489	Economic Diplomacy (0.5)
IR490	The Strategy of Conflict in International Relations (0.5)
Paper 3	Courses to the value of 1.0 unit from the list below, not already taken under Paper 2:
HY411	European Integration in the Twentieth Century (1.0) #
HY422	Presidents, Public Opinion, and Foreign Policy, from Roosevelt to Reagan, 1933-89 (1.0)
HY429	Anglo-American Relations from World War to Cold War, 1939-91 (1.0)
HY432	From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1999 (1.0)
HY434	The Rise and Fall of Communism in Europe 1917-1990 (1.0)
HY435	Political Islam: From Ibn Taymiyya to ISIS (1.0)
HY436	Race, Violence and Colonial Rule in Africa (1.0) (not available 2022/23)
HY440	The Iranian Revolution (1.0) (not available 2022/23)
HY444	The Cold War in Latin America (1.0) (not available 2022/23)
HY459	The Ottoman Empire and its Legacy, 1299-1950 (1.0) (not available 2022/23)
HY461	East Asia in the Age of Imperialism, 1839-1945 (1.0) #
HY463	The Origins of the Cold War, 1917-1962 (1.0)
HY465	The International History of the Balkans since 1939: State Projects, Wars, and Social Conflict (1.0)
HY469	Maps, History and Power: The Spaces and Cultures of the Past (1.0)
HY478	Genesis of the Modern World: Europe, China & India, 1550-1840 (1.0)
HY483	Land and Conflict in Latin America since 1750 (1.0)
HY484L	Empire, Colonialism and Globalisation (0.5) 1
HY484M	Empire, Colonialism and Globalisation (0.5) 2
HY486	The Anti-Slave-Trade Atlantic World, c. 1807-1870 (1.0)
HY487	Islam, State and Conflict in Southeast Asia (0.5)
HY488	European Empires and Global Conflict, 1935-1948 (0.5)

HY489	China and the External World, 1644-1839 (0.5)	
HY491	Race, Gender and Reproduction in the Caribbean, 1860s-1930s (0.5)	
HY4A5	Women as Weapons: The Conservative Political Tradition in the Cold War (0.5) (not available 2022/23)	
HY4A7	Islam, Power and Culture in Mughal India (0.5)	
HY4A8	Asian Borderlands (0.5)	
HY4A9L	China and the United States Since 1949 (0.5) 3	
HY4A9M	China and the United States Since 1949 (0.5) 4	
HY4B1	The Vietnam Wars, 1930-75: Regional and International Perspectives (1.0)	
HY4B2	The Afterlives of Empires in the Neo-Colonial Caribbean (0.5) (not available 2022/23)	
HY4B3	Citizenship in 20th century political thought: intellectual history in case studies (0.5)	
HY4B4	Maritime Asia in Transition, 1405-1839 (0.5)	
HY4B5	Queer Early Modernities (0.5)	
HY4B6	German Transformations since 1990 (0.5)	
IR411	Foreign Policy Analysis III (1.0) #	
IR412	International Institutions (1.0)	
IR416	The EU in the World (1.0) # (not available 2022/23)	
IR418	International Politics: Asia & the Pacific (1.0) (not available 2022/23)	
IR419	International Relations of the Middle East (1.0) #	
IR422	Conflict and Peacebuilding (1.0) #	
IR433	The International Politics of EU Enlargement (0.5) (not available 2022/23)	
IR434	European Defence and Security (0.5)	
IR466	Genocide (0.5)	
IR467	Global Environmental Politics (0.5)	
IR468	The Political Economy of Trade (0.5)	
IR469	Politics of Money in the World Economy (0.5) #*B	
IR471	Critical International Law (0.5)	
IR479	Russia in World Politics (0.5) #	
IR480	The Politics of Inequality and Development (0.5)	
IR488	International Politics of Southeast Asia (0.5)	
IR489	Economic Diplomacy (0.5)	
IR490	The Strategy of Conflict in International Relations (0.5)	
Paper 4	HY498	Dissertation: LSE-PKU Double Degree MSc in International Affairs; MSc Theory and History of International Relations (1.0)

#### Prerequisite Requirements and Mutually Exclusive Options

\* means available with permission

# means there may be prerequisites for this course.

Please view the course guide for more information.

1: HY484L can not be taken with HY484M

2: HY484M can not be taken with HY484L

3: HY4A9L can not be taken with HY4A9M

4: HY4A9M can not be taken with HY4A9L

#### Footnotes

A: With permission of the course teacher.

B: With permission of the course teacher.

## LSE-PKU Double Degree in MSc International Affairs

Two-year programme. Students take the first year at Peking University, and the second year at LSE as follows.

**Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

**Programme Code:** TMINAF

**Department:** International History

For students starting this programme of study in 2021/22

Paper 1	The following compulsory course:
HY400	Crisis Decision-Making in War and Peace 1914-2003 (1.0) #
Paper 2	Courses to the value of 1.0 unit(s) from the following:
IR411	Foreign Policy Analysis III (1.0) #
IR412	International Institutions (1.0)
IR415	The Strategy of Conflict in International Relations (1.0) # (not available 2022/23)
IR416	The EU in the World (1.0) # (not available 2022/23)
IR418	International Politics: Asia & the Pacific (1.0) (not available 2022/23)
IR419	International Relations of the Middle East (1.0) #
IR422	Conflict and Peacebuilding (1.0) #
IR429	Economic Diplomacy (1.0) (not available 2022/23)
IR433	The International Politics of EU Enlargement (0.5) (not available 2022/23)
IR434	European Defence and Security (0.5)
IR466	Genocide (0.5)
IR467	Global Environmental Politics (0.5)
IR468	The Political Economy of Trade (0.5)
IR469	Politics of Money in the World Economy (0.5) #*A
IR471	Critical International Law (0.5)
IR479	Russia in World Politics (0.5) #
IR480	The Politics of Inequality and Development (0.5)
IR488	International Politics of Southeast Asia (0.5)
Paper 3	Courses to the value of 1.0 unit from the list below, not already taken under Paper 2:
HY411	European Integration in the Twentieth Century (1.0) #
HY422	Presidents, Public Opinion, and Foreign Policy, from Roosevelt to Reagan, 1933-89 (1.0)
HY429	Anglo-American Relations from World War to Cold War, 1939-91 (1.0)
HY432	From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1999 (1.0)
HY434	The Rise and Fall of Communism in Europe 1917-1990 (1.0)
HY435	Political Islam: From Ibn Taymiyya to ISIS (1.0)
HY436	Race, Violence and Colonial Rule in Africa (1.0) (not available 2022/23)
HY440	The Iranian Revolution (1.0) (not available 2022/23)
HY444	The Cold War in Latin America (1.0) (not available 2022/23)
HY448	Living with the Bomb: An International History of Nuclear Weapons and the Arms Race from the Second World War to the end of the Cold War (1.0) (withdrawn 2022/23)
HY459	The Ottoman Empire and its Legacy, 1299-1950 (1.0) (not available 2022/23)
HY461	East Asia in the Age of Imperialism, 1839-



	1945 (1.0) #
HY463	The Origins of the Cold War, 1917-1962 (1.0)
HY465	The International History of the Balkans since 1939: State Projects, Wars, and Social Conflict (1.0)
HY469	Maps, History and Power: The Spaces and Cultures of the Past (1.0)
HY478	Genesis of the Modern World: Europe, China & India, 1550-1840 (1.0)
HY483	Land and Conflict in Latin America since 1750 (1.0)
HY484L	Empire, Colonialism and Globalisation (0.5) 1
HY484M	Empire, Colonialism and Globalisation (0.5) 2
HY486	The Anti-Slave-Trade Atlantic World, c. 1807-1870 (1.0)
HY487	Islam, State and Conflict in Southeast Asia (0.5)
HY488	European Empires and Global Conflict, 1935-1948 (0.5)
HY489	China and the External World, 1644-1839 (0.5)
HY491	Race, Gender and Reproduction in the Caribbean, 1860s-1930s (0.5)
HY4A5	Women as Weapons: The Conservative Political Tradition in the Cold War (0.5) (not available 2022/23)
HY4A6	Technocracy, Social Engineering and Politics in the Era of the World Wars, 1914-1945 (0.5) (withdrawn 2022/23)
HY4A7	Islam, Power and Culture in Mughal India (0.5)
HY4A8	Asian Borderlands (0.5)
HY4A9L	China and the United States Since 1949 (0.5) 3
HY4A9M	China and the United States Since 1949 (0.5) 4
HY4B1	The Vietnam Wars, 1930-75: Regional and International Perspectives (1.0)
HY4B2	The Afterlives of Empires in the Neo-Colonial Caribbean (0.5) (not available 2022/23)
HY4B3	Citizenship in 20th century political thought: intellectual history in case studies (0.5)
HY4B4	Maritime Asia in Transition, 1405-1839 (0.5)
HY4B5	Queer Early Modernities (0.5)
HY4B6	German Transformations since 1990 (0.5)
IR411	Foreign Policy Analysis III (1.0) #
IR412	International Institutions (1.0)
IR415	The Strategy of Conflict in International Relations (1.0) # (not available 2022/23)
IR416	The EU in the World (1.0) # (not available 2022/23)
IR418	International Politics: Asia & the Pacific (1.0) (not available 2022/23)
IR419	International Relations of the Middle East (1.0) #
IR422	Conflict and Peacebuilding (1.0) #
IR429	Economic Diplomacy (1.0) (not available 2022/23)
IR433	The International Politics of EU Enlargement (0.5) (not available 2022/23)
IR434	European Defence and Security (0.5)
IR466	Genocide (0.5)
IR467	Global Environmental Politics (0.5)
IR468	The Political Economy of Trade (0.5)
IR469	Politics of Money in the World Economy (0.5) #*B

	IR471	Critical International Law (0.5)
	IR479	Russia in World Politics (0.5) #
	IR480	The Politics of Inequality and Development (0.5)
	IR488	International Politics of Southeast Asia (0.5)
Paper 4	HY498	Dissertation: LSE-PKU Double Degree MSc in International Affairs; MSc Theory and History of International Relations (1.0)

#### Prerequisite Requirements and Mutually Exclusive Options

\* means available with permission

# means there may be prerequisites for this course.

Please view the course guide for more information.

1: HY484L can not be taken with HY484M

2: HY484M can not be taken with HY484L

3: HY4A9L can not be taken with HY4A9M

4: HY4A9M can not be taken with HY4A9L

#### Footnotes

A: With permission of the course teacher.

B: With permission of the course teacher.

## LSE-PKU Double Degree in Public Administration and Government

Two-year programme. Students take the first year at Peking University, and the second year at LSE as follows:

Students must take courses to the value of 2.5 units and a skills course and dissertation as shown. Candidates may, subject to the approval of their supervisor, substitute for up to two of the written papers listed under 3 below, any paper which is offered in the MSc, LLM or MA which involves at least 20 weeks of an integrated teaching programme and which counts as one quarter (or one full unit) of the complete MSc programme in which it is offered.

**Programme Code:** TMPAGV

**Department:** Government

For students starting this programme of study in 2021/22

Paper 1	GV4E9	Approaches and Issues in Public Policy and Administration (1.0)
Paper 2		One of the following 0.5 unit courses: GV477 Comparative Public Policy Change (0.5) # GV483 Public Management Theory and Doctrine (0.5) GV4F4 Policy Advice in Theory and Practice (0.5)
Paper 3		Courses to the value of 1.0 unit(s) from the following: <b>Public Management:</b> AC412 Accountability, Organisations and Risk Management (0.5) DV413 Environmental Problems and Development Interventions (0.5) # DV415 Global Environmental Governance (0.5) GV483 Public Management Theory and Doctrine (0.5) GV4A2 Citizens' Political Behaviour in Europe: Elections Public Opinion and Identities (0.5) # (not available 2022/23) GV4C8 Game Theory for Political Science (0.5) GV4K1 Opening Government: Transparency, Accountability, and Participation (0.5) GV4L2 The Politics and Policy of Climate Change and Sustainability (0.5) # LL4AT Regulation: Strategies and Enforcement (0.5) (not available 2022/23) LL4AU Regulation: Legal and Political Aspects (0.5) # (not available 2022/23) MG402 Public Management: A Design-Oriented Approach (0.5) PH415 Philosophy and Public Policy (1.0) <b>Comparative Public Policy and Administration:</b> EU421 Policy-Making in the European Union (0.5)

	#
	EU443 European Models of Capitalism (0.5)
	EU4A4 The Politics of Inequality and Redistribution (0.5)
	GV441 States and Markets (0.5)
	GV477 Comparative Public Policy Change (0.5) #
	GV4A5 International Migration and Immigration Management (0.5)
	GV4C8 Game Theory for Political Science (0.5)
	GV4K1 Opening Government: Transparency, Accountability, and Participation (0.5)
	GV4L2 The Politics and Policy of Climate Change and Sustainability (0.5) #
	GV4L3 Data Science Applications in Politics Research (0.5) #
	GV4L5 Politics, Gender, and Development (0.5) #
	GV4L6 Political Economy of Inequality (0.5)
	GV4L7 Political Participation and Representation in Latin America (0.5)
	SP434 Behavioural Public Policy (0.5)
	SP441 Politics of Social Policy: Welfare and Work in Comparative Perspective (0.5)
	Another course with the permission of the programme convenor.
Paper 4	<b>One from:</b>
	GV4G1 Applied Quantitative Methods for Public Policy and Political Science (0.5) #
	MY451L Introduction to Quantitative Analysis (0.5)
	MY451M Introduction to Quantitative Analysis (0.5)
	MY452L Applied Regression Analysis (0.5) #
	MY452M Applied Regression Analysis (0.5) #
Paper 5	GV499 Dissertation (1.0)
	<b>Prerequisite Requirements and Mutually Exclusive Options</b>
	# means there may be prerequisites for this course. Please view the course guide for more information.
	<b>This programme has been discontinued. Last year of entry 2021/22.</b>
	<b>Note for prospective students:</b>
	For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students <a href="https://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm">lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm</a> . Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students <a href="https://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm">lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm</a> .

## LSE-Sciences Po Double Degree in Affaires Internationales

### Year 1 at Sciences Po

Joint IR seminar with the whole group (28 hours)  
 Political Issues or World Politics (56 hours)  
 Social Science (including Economics) (56 hours)  
 Specialisation (140 hours)  
 Compulsory French/English language class (28 hours)  
 Second foreign language for all students (28 hours)

### Year 2 at LSE

Students will enrol in **either** the MSc in International Relations **or** the MSc in International Political Economy as follows:

## MSc in International Relations (LSE and Sciences Po)

**Programme Code:** TMIR2

**Department:** International Relations

For students starting this programme of study in 2022/23

Full-year programme. Students must take optional courses to the

value of three full units and a dissertation.

**Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper 1	IR487	International Relations: Critical Perspectives (0.5)
	IR4A1	International Relations: Core Theories and Debates (0.5)
	IR4A2	International Relations: Global Applications (0.5)
	MY4IR	Research Design for International Relations (0.5)
Paper 2		Courses to the value of 1.0 unit(s) from the following:
	IR411	Foreign Policy Analysis III (1.0) #
	IR412	International Institutions (1.0)
	IR416	The EU in the World (1.0) # (not available 2022/23)
	IR418	International Politics: Asia & the Pacific (1.0) (not available 2022/23)
	IR419	International Relations of the Middle East (1.0) #
	IR422	Conflict and Peacebuilding (1.0) #
	IR433	The International Politics of EU Enlargement (0.5) (not available 2022/23)
	IR434	European Defence and Security (0.5)
	IR445	Global Politics of China (1.0)
	IR448	American Grand Strategy (0.5)
	IR452	Empire and Conflict in World Politics (0.5) (not available 2022/23)
	IR461	Islam in World Politics (1.0)
	IR462	International Political Theory (0.5) (not available 2022/23)
	IR464	The Politics of International Law (0.5) (not available 2022/23)
	IR465	The International Politics of Culture and Religion (1.0) # (not available 2022/23)
	IR466	Genocide (0.5)
	IR467	Global Environmental Politics (0.5)
	IR471	Critical International Law (0.5)
	IR472	Diplomacy in the 21st Century (0.5)
	IR473	China and the Global South (0.5)
	IR475	Gender/ed/ing International Politics (0.5)
	IR476	Gender and Political Violence (0.5) (not available 2022/23)
	IR477	The Politics of Peace & Security in Sub-Saharan Africa (0.5)
	IR478	Critical War Studies (0.5) (not available 2022/23)
	IR479	Russia in World Politics (0.5) #
	IR481	Europe, the US and Arab-Israeli Relations (0.5) # (not available 2022/23)
	IR488	International Politics of Southeast Asia (0.5)
	IR490	The Strategy of Conflict in International Relations (0.5)
	IR495	The Politics of Displacement and Refuge (0.5)
Paper 3		Courses to the value of 1.0 unit(s) from Paper 1, Paper 2 or a course from another programme approved by the Programme Director
		<b>Paper 1 options list</b>
		<b>Paper 2 options list</b>
Paper 4	IR499	Dissertation in International Relations (1.0)
	IR487	International Relations: Critical Perspectives (0.5)
	IR4A1	International Relations: Core Theories and Debates (0.5)
	IR4A2	International Relations: Global Applications (0.5)
	MY4IR	Research Design for International Relations

(0.5)

**Paper 2 options list**

IR411	Foreign Policy Analysis III (1.0) #
IR412	International Institutions (1.0)
IR416	The EU in the World (1.0) # (not available 2022/23)
IR418	International Politics: Asia & the Pacific (1.0) (not available 2022/23)
IR419	International Relations of the Middle East (1.0) #
IR422	Conflict and Peacebuilding (1.0) #
IR433	The International Politics of EU Enlargement (0.5) (not available 2022/23)
IR434	European Defence and Security (0.5)
IR445	Global Politics of China (1.0)
IR448	American Grand Strategy (0.5)
IR452	Empire and Conflict in World Politics (0.5) (not available 2022/23)
IR461	Islam in World Politics (1.0)
IR462	International Political Theory (0.5) (not available 2022/23)
IR464	The Politics of International Law (0.5) (not available 2022/23)
IR465	The International Politics of Culture and Religion (1.0) # (not available 2022/23)
IR466	Genocide (0.5)
IR467	Global Environmental Politics (0.5)
IR471	Critical International Law (0.5)
IR472	Diplomacy in the 21st Century (0.5)
IR473	China and the Global South (0.5)
IR475	Gender/ed/ing International Politics (0.5)
IR476	Gender and Political Violence (0.5) (not available 2022/23)
IR477	The Politics of Peace & Security in Sub-Saharan Africa (0.5)
IR478	Critical War Studies (0.5) (not available 2022/23)
IR479	Russia in World Politics (0.5) #
IR481	Europe, the US and Arab-Israeli Relations (0.5) # (not available 2022/23)
IR488	International Politics of Southeast Asia (0.5)
IR490	The Strategy of Conflict in International Relations (0.5)
IR495	The Politics of Displacement and Refuge (0.5)

**Prerequisite Requirements and Mutually Exclusive Options**

# means there may be prerequisites for this course. Please view the course guide for more information.

**MSc in International Political Economy (LSE and Sciences Po)****Programme Code:** TMIPE2**Department:** International Relations

For students starting this programme of study in 2022/23 Full-year programme. Students must take one compulsory course, optional courses to the value of 2.5 units and a dissertation as shown.

**Please note that places are limited on some optional courses.****Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper 1	IR470	International Political Economy (0.5)
Paper 2	Courses to the value of 1.0 unit(s) from the following:	
	DV424	International Institutions and Late Development (0.5)
	IR453	Global Business in International Relations (0.5)
	IR454	Governing International Political Economy: Lessons from the Past for the Future (0.5)

IR467	Global Environmental Politics (0.5)	
IR468	The Political Economy of Trade (0.5)	
IR469	Politics of Money in the World Economy (0.5) #	
IR480	The Politics of Inequality and Development (0.5)	
IR489	Economic Diplomacy (0.5)	
Paper 3	Courses to the value of 1.5 units either from the Paper 2 options list or from another programme approved by the Programme Director.	
	<b>Paper 2 options list</b>	
Paper 4	IR485	Dissertation in International Political Economy (1.0)
	<b>Paper 2 options list</b>	
	DV424	International Institutions and Late Development (0.5)
	IR453	Global Business in International Relations (0.5)
	IR454	Governing International Political Economy: Lessons from the Past for the Future (0.5)
	IR467	Global Environmental Politics (0.5)
	IR468	The Political Economy of Trade (0.5)
	IR469	Politics of Money in the World Economy (0.5) #
	IR480	The Politics of Inequality and Development (0.5)
	IR489	Economic Diplomacy (0.5)

**Prerequisite Requirements and Mutually Exclusive Options**

# means there may be prerequisites for this course. Please view the course guide for more information.

**LSE-Sciences Po Double Degree in Affaires Internationales****Year 1 at Sciences Po**

Joint IR seminar with the whole group (28 hours)  
Political Issues or World Politics (56 hours)  
Social Science (including Economics) (56 hours)  
Specialisation (140 hours)  
Compulsory French/English language class (28 hours)  
Second foreign language for all students (28 hours)

**Year 2 at LSE**

Students will enrol in **either** the MSc in International Relations **or** the MSc in International Political Economy as follows:

**MSc in International Relations (LSE and Sciences Po)****Programme Code:** TMIR2**Department:** International Relations

For students starting this programme of study in 2021/22

Full-year programme. Students must take one compulsory course, optional courses to the value of two full units and a dissertation.

**Please note that places are limited on some optional courses.****Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper 1	IR410	International Politics (1.0) (withdrawn 2022/23)
Paper 2	Courses to the value of 1.0 unit(s) from the following:	
	IR411	Foreign Policy Analysis III (1.0) #
	IR412	International Institutions (1.0)
	IR415	The Strategy of Conflict in International Relations (1.0) # (not available 2022/23)
	IR416	The EU in the World (1.0) # (not available 2022/23)
	IR418	International Politics: Asia & the Pacific (1.0) (not available 2022/23)
	IR419	International Relations of the Middle East (1.0) #

	IR422	Conflict and Peacebuilding (1.0) #
	IR433	The International Politics of EU Enlargement (0.5) (not available 2022/23)
	IR434	European Defence and Security (0.5)
	IR445	Global Politics of China (1.0)
	IR448	American Grand Strategy (0.5)
	IR452	Empire and Conflict in World Politics (0.5) (not available 2022/23)
	IR461	Islam in World Politics (1.0)
	IR462	International Political Theory (0.5) (not available 2022/23)
	IR464	The Politics of International Law (0.5) (not available 2022/23)
	IR465	The International Politics of Culture and Religion (1.0) # (not available 2022/23)
	IR466	Genocide (0.5)
	IR467	Global Environmental Politics (0.5)
	IR471	Critical International Law (0.5)
	IR472	Diplomacy in the 21st Century (0.5)
	IR473	China and the Global South (0.5)
	IR475	Gender/ed/ing International Politics (0.5)
	IR476	Gender and Political Violence (0.5) (not available 2022/23)
	IR477	The Politics of Peace & Security in Sub-Saharan Africa (0.5)
	IR478	Critical War Studies (0.5) (not available 2022/23)
	IR479	Russia in World Politics (0.5) #
	IR481	Europe, the US and Arab-Israeli Relations (0.5) # (not available 2022/23)
	IR488	International Politics of Southeast Asia (0.5)
Paper 3		Courses to the value of 1.0 units either from the Paper 2 options list or from another programme approved by the Department.
		<b>Paper 2 options list</b>
Paper 4	IR499	Dissertation in International Relations (1.0)
		<b>Paper 2 options list</b>
	IR411	Foreign Policy Analysis III (1.0) #
	IR412	International Institutions (1.0)
	IR415	The Strategy of Conflict in International Relations (1.0) # (not available 2022/23)
	IR416	The EU in the World (1.0) # (not available 2022/23)
	IR418	International Politics: Asia & the Pacific (1.0) (not available 2022/23)
	IR419	International Relations of the Middle East (1.0) #
	IR422	Conflict and Peacebuilding (1.0) #
	IR433	The International Politics of EU Enlargement (0.5) (not available 2022/23)
	IR434	European Defence and Security (0.5)
	IR445	Global Politics of China (1.0)
	IR448	American Grand Strategy (0.5)
	IR452	Empire and Conflict in World Politics (0.5) (not available 2022/23)
	IR461	Islam in World Politics (1.0)
	IR462	International Political Theory (0.5) (not available 2022/23)
	IR464	The Politics of International Law (0.5) (not available 2022/23)
	IR465	The International Politics of Culture and Religion (1.0) # (not available 2022/23)
	IR466	Genocide (0.5)
	IR467	Global Environmental Politics (0.5)
	IR471	Critical International Law (0.5)
	IR472	Diplomacy in the 21st Century (0.5)
	IR473	China and the Global South (0.5)
	IR475	Gender/ed/ing International Politics (0.5)
	IR476	Gender and Political Violence (0.5) (not available 2022/23)
	IR477	The Politics of Peace & Security in Sub-

		Saharan Africa (0.5)
IR478		Critical War Studies (0.5) (not available 2022/23)
IR479		Russia in World Politics (0.5) #
IR481		Europe, the US and Arab-Israeli Relations (0.5) # (not available 2022/23)
IR488		International Politics of Southeast Asia (0.5)

### Prerequisite Requirements and Mutually Exclusive Options

# means there may be prerequisites for this course. Please view the course guide for more information.

## MSc in International Political Economy (LSE and Sciences Po)

**Programme Code:** TMIPE2

**Department:** International Relations

For students starting this programme of study in 2021/22

Full-year programme. Students must take one compulsory course, optional courses to the value of 2.5 units and a dissertation as shown.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper 1	IR470	International Political Economy (0.5)
Paper 2		Courses to the value of 1.0 unit(s) from the following:
	IR429	Economic Diplomacy (1.0) (not available 2022/23)
	IR453	Global Business in International Relations (0.5)
	IR454	Governing International Political Economy: Lessons from the Past for the Future (0.5)
	IR467	Global Environmental Politics (0.5)
	IR468	The Political Economy of Trade (0.5)
	IR469	Politics of Money in the World Economy (0.5) #
	IR480	The Politics of Inequality and Development (0.5)
Paper 3		Courses to the value of 1.5 units either from the Paper 2 options list or from another programme approved by the Programme Director.
		<b>Paper 2 options list</b>
Paper 4	IR485	Dissertation in International Political Economy (1.0)
		<b>Paper 2 options list</b>
	IR429	Economic Diplomacy (1.0) (not available 2022/23)
	IR453	Global Business in International Relations (0.5)
	IR454	Governing International Political Economy: Lessons from the Past for the Future (0.5)
	IR467	Global Environmental Politics (0.5)
	IR468	The Political Economy of Trade (0.5)
	IR469	Politics of Money in the World Economy (0.5) #
	IR480	The Politics of Inequality and Development (0.5)

### Prerequisite Requirements and Mutually Exclusive Options

# means there may be prerequisites for this course. Please view the course guide for more information.

## LSE-Sciences Po Double Degree in European Studies

### Year 1 at Sciences Po

Students study for the Masters en Affaires Européennes at Sciences Po.

### Year 2 at LSE



Students will enrol on **either** the MSc in Political Economy of Europe, the MSc in Culture and Conflict in a Global Europe, the MSc in European and International Public Policy or the MSc in International Migration and Public Policy as follows.

## MSc in Political Economy of Europe (LSE and Sciences Po)

**Programme Code:** TMPOECEU2

**Department:** European Institute

For students starting this programme of study in 2022/23

Full-year programme. Students must take two out of three semi-compulsory courses, optional courses to the value of two units (at least one unit of courses listed under Paper 2) and a dissertation as shown. Additionally, all students must take EU470 **'How do we know? An introduction to research design and methods in political economy'** in preparation for the dissertation. Students must also select EU450 Engaging with Europe: Professional Skills during course choice. Places on EU450 workshops are on a first come first served basis.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

### Professional development course

EU450 Engaging with Europe: Professional Skills (0.0)

Paper 1 Courses to the value of 1.0 unit(s) from the following:

EU455 Concepts in Political Economy (0.5)

EU491 Political Economy in Theory and History (0.5)

EU492 Political Economy of Integration and Fragmentation in Europe (0.5)

Students without some background in European politics and policy-making or economics are strongly encouraged to take one or both of the following as an additional course to support their studies:

EU409 Basic Economic Concepts for European Political Economy (0.0)

EU4V9 Concepts in Political Science and Public Policy (0.0)

Paper 2 Courses to the value of 1.0 unit from the following:

### Political Economy in Action:

EU443 European Models of Capitalism (0.5)

EU446 The Political Economy of European Monetary Integration (0.5) #

EU449 Emerging Markets, Political Transition and Economic Development in Central and Eastern Europe (0.5) # (not available 2022/23)

EU453 The Political Economy of European Welfare States (0.5)

EU455 Concepts in Political Economy (0.5)

EU467 The Political Economy of the Neoliberal State (0.5) (not available 2022/23)

EU468 The Political Economy of Migration in Europe (0.5) #

EU469 The Political Economy of Finance in Europe (0.5) #

EU477 Labour Markets and the Political Economy of Employment in Europe (0.5) #

EU482 Europe in World Trade (0.5)

EU491 Political Economy in Theory and History (0.5)

EU492 Political Economy of Integration and Fragmentation in Europe (0.5)

EU4A4 The Politics of Inequality and Redistribution (0.5)

Paper 3 Courses to the value of 1.0 unit from the following:

### Politics and Policy:

EU421 Policy-Making in the European Union (0.5) #

EU430 Europeanization: The Comparative Politics of Domestic Change (0.5)

EU440 The Balkans in Europe: Transition, Democratisation, Integration (0.5)

EU487 European Integration from a Global Governance Perspective (0.5) #

EU488 European Policy-Making and International Cooperation (0.5) #

EU489 Analytical Politics and Policymaking in Europe (0.5)

EU490 Evidence and Analysis in Policy-Making (0.5)

EU4A1 The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union (0.5) (not available 2022/23)

EU4A5 People and Politics in Europe (0.5)

EU4A6 Reconciliation and Crisis: Politics in Southern Europe (0.5)

GV4J4 Citizen Representation and Democracy in the European Union (0.5) (not available 2022/23)

SP441 Politics of Social Policy: Welfare and Work in Comparative Perspective (0.5)

### Culture and Society:

EU432 The Philosophy of Europe (0.5)

EU437 Europe Beyond Modernity (0.5)

EU447 Democracy, Ideology and the European State (0.5)

EU476 Emotions and Memory in European Politics (0.5)

EU478 The Culture of European Politics (0.5)

EU481 The Future: Political Responses to a Challenge (0.5)

EU4A3 The Americas and Europe (0.5)

### International Migration:

EU464 International Migration: EU Policies and Politics (0.5) #

EU484 Europe's Role in Global Migration Governance (0.5)

EU494 International Migration and Immigration Management (0.5) (not available 2022/23)

EU4A8 Migration From Below: Theories and Lived Experiences of Borders (0.5)

Or any course(s) not taken previously from the Paper 2 options list below:

### Paper 2 options list

Paper 4

EU499 Dissertation (1.0) **and** EU470 How do we know? An introduction to research design and methods in political economy (0.0)

### Optional

EU410 Interdisciplinary Research Methods and Design (0.0)

### Paper 2 options list

EU443 European Models of Capitalism (0.5)

EU446 The Political Economy of European Monetary Integration (0.5) #

EU449 Emerging Markets, Political Transition and Economic Development in Central and Eastern Europe (0.5) # (not available 2022/23)

EU453 The Political Economy of European Welfare States (0.5)

EU455 Concepts in Political Economy (0.5)

EU467 The Political Economy of the Neoliberal State (0.5) (not available 2022/23)

EU468 The Political Economy of Migration in Europe (0.5) #

EU469 The Political Economy of Finance in Europe (0.5) #

EU477 Labour Markets and the Political Economy of Employment in Europe (0.5) #

EU482	Europe in World Trade (0.5)
EU491	Political Economy in Theory and History (0.5)
EU492	Political Economy of Integration and Fragmentation in Europe (0.5)
EU4A4	The Politics of Inequality and Redistribution (0.5)

**Prerequisite Requirements and Mutually Exclusive Options**

# means there may be prerequisites for this course. Please view the course guide for more information.

## MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po)

**Programme Code:** TMCCGLEU2

**Department:** European Institute

For students starting this programme of study in 2022/23

**(formerly MSc in Global Europe: Culture and Conflict (LSE & Sciences Po))**

Full-year programme. Students must take two semi-compulsory courses, optional courses to the value of two units and a dissertation as shown below. Additionally, all students must take EU410 Interdisciplinary Research Methods and Design in preparation for the dissertation. Students must also select EU450 Engaging with Europe: Professional Skills during course choice. Places on EU450 workshops are on a first come first served basis.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

**Professional development course**

EU450 Engaging with Europe: Professional Skills (0.0)

Paper 1	Courses to the value of 1.0 unit(s) from the following:
	EU447 Democracy, Ideology and the European State (0.5)
	EU457 Culture and Security in Global Politics (0.5)
	EU478 The Culture of European Politics (0.5)
	EU4A2 Globalisation, Conflict and Post-Conflict Reconstruction (0.5)

Students on the MSc in Culture and Conflict in a Global Europe programme are invited to participate in the LSE-Columbia double degree seminars as part of their studies:

EU4A9 European Politics, Conflict and Culture: LSE-Columbia European Seminar (0.0) (not available 2022/23)

Students without some background in European politics and policy-making or economics are strongly encouraged to take one or both of the following to support their studies:

EU409 Basic Economic Concepts for European Political Economy (0.0)

EU4V9 Concepts in Political Science and Public Policy (0.0)

Paper 2	Courses to the value of 1.0 unit(s) from the following:
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**Culture and Society**

EU432	The Philosophy of Europe (0.5)
EU437	Europe Beyond Modernity (0.5)
EU457	Culture and Security in Global Politics (0.5)
EU458	Public Policy and Cultural Narratives in a Global Europe (0.5)
EU478	The Culture of European Politics (0.5)
EU481	The Future: Political Responses to a Challenge (0.5)
EU4A3	The Americas and Europe (0.5)

**Conflict studies**

EU475	Racial Diversity and Conflict in Europe: Identities, Religion, and Culture (0.5)
EU476	Emotions and Memory in European Politics (0.5)

EU485	Post-Conflict Justice and Reconciliation in Europe and Beyond (0.5)
EU486	Imaging Violence, Imagining Europe (0.5)
EU4A2	Globalisation, Conflict and Post-Conflict Reconstruction (0.5)

**Politics and Policy**

EU430	Europeanization: The Comparative Politics of Domestic Change (0.5)
EU440	The Balkans in Europe: Transition, Democratization, Integration (0.5)
EU447	Democracy, Ideology and the European State (0.5)
EU487	European Integration from a Global Governance Perspective (0.5) #
EU488	European Policy-Making and International Cooperation (0.5) #
EU489	Analytical Politics and Policymaking in Europe (0.5)
EU4A1	The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union (0.5) (not available 2022/23)
EU4A5	People and Politics in Europe (0.5)
EU4A6	Reconciliation and Crisis: Politics in Southern Europe (0.5)

**International Migration**

EU464	International Migration: EU Policies and Politics (0.5) #
EU468	The Political Economy of Migration in Europe (0.5) #
EU484	Europe's Role in Global Migration Governance (0.5)
EU494	International Migration and Immigration Management (0.5) (not available 2022/23)
EU4A8	Migration From Below: Theories and Lived Experiences of Borders (0.5)

Paper 3	Courses to the value of 1.0 unit(s) from the following:
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**Identity and Culture**

GI421	Sexuality, Gender and Culture (0.5) # (not available 2022/23)
GI422	Transnational Sexual Politics (1.0)
GV498	Multiculturalism (0.5)
IR461	Islam in World Politics (1.0)
IR465	The International Politics of Culture and Religion (1.0) # (not available 2022/23)
SO479	Human Rights and Postcolonial Theory (0.5)

**Conflict in World Politics**

GV4B8	Civil Wars: Concepts and Cases (0.5)
GV4B9	The Second Europe (0.5)
GV4K7	Conflict and Cooperation: Key Debates (0.5)
IR452	Empire and Conflict in World Politics (0.5) (not available 2022/23)
IR481	Europe, the US and Arab-Israeli Relations (0.5) # (not available 2022/23)

**Methodology**

EU490	Evidence and Analysis in Policy-Making (0.5)
MY423	Interview Methods for Social Science Research (0.5) #
MY425	Case Studies and Comparative Methods for Qualitative Research (0.5)
MY428	Qualitative Text and Discourse Analysis (0.5) #

or any course(s) not taken previously from the Paper 2 options list below:

**Paper 2 options list**

Paper 4	EU499 Dissertation (1.0) <b>and</b> EU410 Interdisciplinary Research Methods and Design (0.0)
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**Optional**

EU470 How do we know? An introduction to research design and methods in political economy (0.0)

#### Paper 2 options list

EU430 Europeanization: The Comparative Politics of Domestic Change (0.5)  
 EU432 The Philosophy of Europe (0.5)  
 EU437 Europe Beyond Modernity (0.5)  
 EU440 The Balkans in Europe: Transition, Democratisation, Integration (0.5)  
 EU447 Democracy, Ideology and the European State (0.5)  
 EU457 Culture and Security in Global Politics (0.5)  
 EU458 Public Policy and Cultural Narratives in a Global Europe (0.5)  
 EU464 International Migration: EU Policies and Politics (0.5) #  
 EU468 The Political Economy of Migration in Europe (0.5) #  
 EU475 Racial Diversity and Conflict in Europe: Identities, Religion, and Culture (0.5)  
 EU476 Emotions and Memory in European Politics (0.5)  
 EU478 The Culture of European Politics (0.5)  
 EU481 The Future: Political Responses to a Challenge (0.5)  
 EU484 Europe's Role in Global Migration Governance (0.5)  
 EU485 Post-Conflict Justice and Reconciliation in Europe and Beyond (0.5)  
 EU486 Imaging Violence, Imagining Europe (0.5)  
 EU487 European Integration from a Global Governance Perspective (0.5) #  
 EU488 European Policy-Making and International Cooperation (0.5) #  
 EU489 Analytical Politics and Policymaking in Europe (0.5)  
 EU4A1 The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union (0.5) (not available 2022/23)  
 EU4A2 Globalisation, Conflict and Post-Conflict Reconstruction (0.5)  
 EU4A3 The Americas and Europe (0.5)  
 EU4A5 People and Politics in Europe (0.5)  
 EU4A6 Reconciliation and Crisis: Politics in Southern Europe (0.5)  
 EU4A8 Migration From Below: Theories and Lived Experiences of Borders (0.5)

#### Prerequisite Requirements and Mutually Exclusive Options

# means there may be prerequisites for this course. Please view the course guide for more information.

## MSc in European and International Public Policy (LSE and Sciences Po)

**Programme Code:** TMEIPP3

**Department:** European Institute

For students starting this programme of study in 2022/23 Students must take one half unit compulsory course; choose 1 unit of semi-compulsory courses; optional courses to the value of 1.5 units; and a dissertation or applied policy project as shown below. Additionally, all students must select EU450 Engaging with Europe: Professional Skills during course choice. Places on EU450 workshops are on a first come first served basis.

**Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

#### Professional development course

EU450 Engaging with Europe: Professional Skills

(0.0)

Paper 1

#### Foundation

EU490 Evidence and Analysis in Policy-Making (0.5)

#### Or

Students who can demonstrate equivalent prior knowledge of EU490 Evidence and Analysis in Policy-Making may instead take the below course, subject to Programme Director approval:

MY452L Applied Regression Analysis (0.5) # 1\* **or**

MY452M Applied Regression Analysis (0.5) # 2\*

Paper 2

**Students with limited background in European politics and policy-making or economics are strongly encouraged to take one or both of the following to support their studies:**

EU409 Basic Economic Concepts for European Political Economy (0.0)

EU4V9 Concepts in Political Science and Public Policy (0.0)

**Courses to the value of 1.0 unit(s) from the following:**

EU487 European Integration from a Global Governance Perspective (0.5) #

EU488 European Policy-Making and International Cooperation (0.5) #

EU489 Analytical Politics and Policymaking in Europe (0.5)

Paper 3

#### Optional courses

**Courses to the value of 1.5 units from the following:**

**If students wish their optional courses to result in a degree specialism, their chosen optional courses must come to a total value of at least one full unit from that specialism. Students may select a maximum of 0.5 units from the section 'Methods', courses from this section cannot result in a specialism.**

#### Public Policy & Policy-Making in Europe

EU421 Policy-Making in the European Union (0.5) #

EU464 International Migration: EU Policies and Politics (0.5) #

EU468 The Political Economy of Migration in Europe (0.5) #

EU489 Analytical Politics and Policymaking in Europe (0.5)

EU4A1 The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union (0.5) (not available 2022/23)

GV477 Comparative Public Policy Change (0.5) #

GV4A5 International Migration and Immigration Management (0.5)

LL4CS Law and Economics of Network Industries (0.5)

MG402 Public Management: A Design-Oriented Approach (0.5)

#### Democracy and Governance in Europe

EU421 Policy-Making in the European Union (0.5) #

EU430 Europeanization: The Comparative Politics of Domestic Change (0.5)

EU475 Racial Diversity and Conflict in Europe: Identities, Religion, and Culture (0.5)

EU488 European Policy-Making and International Cooperation (0.5) #

EU4A5 People and Politics in Europe (0.5)

GV450 European Politics: Comparative Analysis (0.5) (not available 2022/23)

GV454 Parties, Elections and Governments (0.5)

GV4A2 Citizens' Political Behaviour in Europe: Elections Public Opinion and Identities (0.5) # (not available 2022/23)

GV4E8	Power Sharing and Institutional Design in Divided Societies (0.5)
GV4J4	Citizen Representation and Democracy in the European Union (0.5) (not available 2022/23)
GV4K1	Opening Government: Transparency, Accountability, and Participation (0.5)
HY411	European Integration in the Twentieth Century (1.0) #
LL4BG	Rethinking EU Law (0.5)
LL4BH	Law and Government of the European Union (0.5) #
<b>European and International Political Economy</b>	
EU446	The Political Economy of European Monetary Integration (0.5) #
EU453	The Political Economy of European Welfare States (0.5)
EU468	The Political Economy of Migration in Europe (0.5) #
EU477	Labour Markets and the Political Economy of Employment in Europe (0.5) #
EU482	Europe in World Trade (0.5)
EU4A4	The Politics of Inequality and Redistribution (0.5)
GI415	Gender and European Welfare States (0.5)
LL4CS	Law and Economics of Network Industries (0.5)
<b>Europe in the International System</b>	
EU449	Emerging Markets, Political Transition and Economic Development in Central and Eastern Europe (0.5) # (not available 2022/23)
EU457	Culture and Security in Global Politics (0.5)
EU478	The Culture of European Politics (0.5)
EU484	Europe's Role in Global Migration Governance (0.5)
EU485	Post-Conflict Justice and Reconciliation in Europe and Beyond (0.5)
EU487	European Integration from a Global Governance Perspective (0.5) #
EU4A8	Migration From Below: Theories and Lived Experiences of Borders (0.5)
IR416	The EU in the World (1.0) # (not available 2022/23)
IR434	European Defence and Security (0.5)
LL468	European Human Rights Law (0.5)
<b>Regional and Domestic Politics</b>	
EU440	The Balkans in Europe: Transition, Democratisation, Integration (0.5)
EU449	Emerging Markets, Political Transition and Economic Development in Central and Eastern Europe (0.5) # (not available 2022/23)
EU476	Emotions and Memory in European Politics (0.5)
EU4A2	Globalisation, Conflict and Post-Conflict Reconstruction (0.5)
EU4A3	The Americas and Europe (0.5)
EU4A6	Reconciliation and Crisis: Politics in Southern Europe (0.5)
GV439	Government and Politics in Central and Eastern Europe (0.5)
GV4B9	The Second Europe (0.5)
LL4Z5	EU State Aid Law (0.5) (not available 2022/23)
<b>Methods (maximum 0.5 units)</b>	
MY425	Case Studies and Comparative Methods for Qualitative Research (0.5)
MY428	Qualitative Text and Discourse Analysis (0.5) #
MY452L	Applied Regression Analysis (0.5) # 3
MY452M	Applied Regression Analysis (0.5) # 4

MY457	Causal Inference for Observational and Experimental Studies (0.5) #
Paper 4	<b>Choose from one of the following:</b>
EU495	Applied Policy Project (1.0) # <b>or</b>
EU499	Dissertation (1.0)
<b>Optional</b>	
EU410	Interdisciplinary Research Methods and Design (0.0)
EU470	How do we know? An introduction to research design and methods in political economy (0.0)
<b>Prerequisite Requirements and Mutually Exclusive Options</b>	
* means available with permission	
# means there may be prerequisites for this course. Please view the course guide for more information.	
1: MY452L can not be taken with MY452M	
2: MY452M can not be taken with MY452L	
3: MY452L can not be taken with MY452M	
4: MY452M can not be taken with MY452L	

## MSc in International Migration and Public Policy (LSE and Sciences Po)

**Programme Code:** TMIMPP2

**Department:** European Institute

For students starting this programme of study in 2022/23 Students must take courses to the value of three units and a dissertation as shown below, plus SO476 Researching Migration: Research Questions and Research Methods. Students must also select EU450 Engaging with Europe: Professional Skills during course choice. Places on EU450 workshops are on a first come first served basis.

**Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

<b>Professional development course</b>	
EU450	Engaging with Europe: Professional Skills (0.0)
Paper 1	EU494 International Migration and Immigration Management (0.5) (not available 2022/23)
SO468	International Migration and Migrant Integration (0.5)
Students without some background in European politics and policy-making or economics are strongly encouraged to take one or both of the following to support their studies:	
EU409	Basic Economic Concepts for European Political Economy (0.0)
EU4V9	Concepts in Political Science and Public Policy (0.0)
Paper 2	Courses to the value of 1.0 unit(s) from the following:
<b>International Migration</b>	
DV462	Forced Migration and Refugees (0.5)
EU458	Public Policy and Cultural Narratives in a Global Europe (0.5)
EU464	International Migration: EU Policies and Politics (0.5) #
EU468	The Political Economy of Migration in Europe (0.5) #
EU475	Racial Diversity and Conflict in Europe: Identities, Religion, and Culture (0.5)
EU484	Europe's Role in Global Migration Governance (0.5)
EU4A8	Migration From Below: Theories and Lived Experiences of Borders (0.5)
SO489	Family and International Migration (0.5)
SP410	Migration: Current Research, Critical Approaches (0.5)
Paper 3	Courses to the value of 1.0 unit(s) from the following:
<b>Politics and Policy</b>	



DV465	Global Health Work: Expertise and Labour (0.5)
EU421	Policy-Making in the European Union (0.5) #
EU487	European Integration from a Global Governance Perspective (0.5) #
EU488	European Policy-Making and International Cooperation (0.5) #
EU4A5	People and Politics in Europe (0.5)
EU4A6	Reconciliation and Crisis: Politics in Southern Europe (0.5)
GV4F4	Policy Advice in Theory and Practice (0.5)
<b>Law and Justice</b>	
DV420	Complex Emergencies (0.5)
DV434	Human Security (0.5)
EU485	Post-Conflict Justice and Reconciliation in Europe and Beyond (0.5)
EU4A2	Globalisation, Conflict and Post-Conflict Reconstruction (0.5)
LL4BA	International Law and the Movement of Persons within States (0.5) (not available 2022/23)
LL4BB	International Law and the Movement of Persons Between States (0.5) (not available 2022/23)
SO424	Approaches to Human Rights (1.0)
SO457	Political Reconciliation (0.5)
SO479	Human Rights and Postcolonial Theory (0.5)
<b>Society</b>	
EU475	Racial Diversity and Conflict in Europe: Identities, Religion, and Culture (0.5)
EU478	The Culture of European Politics (0.5)
EU4A3	The Americas and Europe (0.5)
GI422	Transnational Sexual Politics (1.0)
GV498	Multiculturalism (0.5)
GY403	Contemporary Debates in Human Geography (0.5)
HY436	Race, Violence and Colonial Rule in Africa (1.0) (not available 2022/23)
SO454	Families and Inequalities (0.5)
SO477	Urban Social Theory (0.5) (not available 2022/23)
SP414	Ethnicity, Race and Social Policy (0.5)
<b>Political Economy</b>	
DV435	African Political Economy (0.5)
EU467	The Political Economy of the Neoliberal State (0.5) (not available 2022/23)
EU477	Labour Markets and the Political Economy of Employment in Europe (0.5) #
EU4A4	The Politics of Inequality and Redistribution (0.5)
<b>Methodology</b>	
EU490	Evidence and Analysis in Policy-Making (0.5)
MY400	Fundamentals of Social Science Research Design (0.5)
MY421L	Qualitative Research Methods (0.5) 1
MY421M	Qualitative Research Methods (0.5) 2
MY451L	Introduction to Quantitative Analysis (0.5) 3
MY451M	Introduction to Quantitative Analysis (0.5) 4
MY452L	Applied Regression Analysis (0.5) # 5
MY452M	Applied Regression Analysis (0.5) # 6
Another course with the approval of the student's Academic Mentor and Programme Director, or any course(s) not taken previously from the paper 2 options list below:	
<b>Paper 2 options list</b>	
EU499	Dissertation (1.0) <b>and</b> SO476 Researching Migration: research questions and research methods (0.0)
<b>Optional</b>	

Paper 4

EU410	Interdisciplinary Research Methods and Design (0.0)
EU470	How do we know? An introduction to research design and methods in political economy (0.0)

**Paper 2 options list**

DV462	Forced Migration and Refugees (0.5)
EU458	Public Policy and Cultural Narratives in a Global Europe (0.5)
EU464	International Migration: EU Policies and Politics (0.5) #
EU468	The Political Economy of Migration in Europe (0.5) #
EU475	Racial Diversity and Conflict in Europe: Identities, Religion, and Culture (0.5)
EU484	Europe's Role in Global Migration Governance (0.5)
EU4A8	Migration From Below: Theories and Lived Experiences of Borders (0.5)
SO489	Family and International Migration (0.5)
SP410	Migration: Current Research, Critical Approaches (0.5)

**Prerequisite Requirements and Mutually Exclusive Options**

# means there may be prerequisites for this course.

Please view the course guide for more information.

1: MY421L can not be taken with MY421M

2: MY421M can not be taken with MY421L

3: MY451L can not be taken with MY451M

4: MY451M can not be taken with MY451L

5: MY452L can not be taken with MY452M

6: MY452M can not be taken with MY452L

**LSE-Sciences Po Double Degree in European Studies****Year 1 at Sciences Po**

Students study for the Masters en Affaires Européennes at Sciences Po.

**Year 2 at LSE**Students will enrol on **either** the MSc in Political Economy of Europe, the MSc in Culture and Conflict in a Global Europe, the MSc in European and International Public Policy or the MSc in International Migration and Public Policy as follows.**MSc in Political Economy of Europe (LSE and Sciences Po)****Programme Code:** TMPOECEU2**Department:** European Institute

For students starting this programme of study in 2021/22

Full-year programme. Students must take two out of three semi-compulsory courses, optional courses to the value of two units (at least one unit of courses listed under Paper 2) and a dissertation as shown. Additionally, all students must take EU470 **'How do we know? An introduction to research design and methods in political economy'** in preparation for the dissertation. Students must also select EU450 Engaging with Europe: Professional Skills during course choice. Places on EU450 workshops are on a first come first served basis.

**Please note that places are limited on some optional courses.****Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.****Professional development course**

EU450	Engaging with Europe: Professional Skills (0.0)
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Paper 1	Courses to the value of 1.0 unit(s) from the following:
EU455	Concepts in Political Economy (0.5)
EU491	Political Economy in Theory and History (0.5)

	EU492	Political Economy of Integration and Fragmentation in Europe (0.5)		EU432	The Philosophy of Europe (0.5)
		Students without some background in European politics and policy-making or economics are strongly encouraged to take one or both of the following as an additional course to support their studies:		EU437	Europe Beyond Modernity (0.5)
	EU409	Basic Economic Concepts for European Political Economy (0.0)		EU447	Democracy, Ideology and the European State (0.5)
	EU4V9	Concepts in Political Science and Public Policy (0.0)		EU476	Emotions and Memory in European Politics (0.5)
Paper 2		Courses to the value of 1.0 unit from the following:		EU478	The Culture of European Politics (0.5)
		<b>Political Economy in Action:</b>		EU481	The Future: Political Responses to a Challenge (0.5)
	EU425	Interest Representation and Economic Policy- Making in Europe (0.5) (withdrawn 2022/23)		EU4A3	The Americas and Europe (0.5)
	EU443	European Models of Capitalism (0.5)			<b>International Migration:</b>
	EU446	The Political Economy of European Monetary Integration (0.5) #		EU464	International Migration: EU Policies and Politics (0.5) #
	EU449	Emerging Markets, Political Transition and Economic Development in Central and Eastern Europe (0.5) # (not available 2022/23)		EU484	Europe's Role in Global Migration Governance (0.5)
	EU453	The Political Economy of European Welfare States (0.5)		EU4A8	Migration From Below: Theories and Lived Experiences of Borders (0.5)
	EU455	Concepts in Political Economy (0.5)		GV4A5	International Migration and Immigration Management (0.5)
	EU467	The Political Economy of the Neoliberal State (0.5) (not available 2022/23)			Or any course(s) not taken previously from the Paper 2 options list below:
	EU468	The Political Economy of Migration in Europe (0.5) #			<b>Paper 2 options list</b>
	EU469	The Political Economy of Finance in Europe (0.5) #	Paper 4	EU499	Dissertation (1.0) <b>and</b> EU470 How do we know? An introduction to research design and methods in political economy (0.0)
	EU477	Labour Markets and the Political Economy of Employment in Europe (0.5) #			<b>Optional</b>
	EU482	Europe in World Trade (0.5)		EU410	Interdisciplinary Research Methods and Design (0.0)
	EU491	Political Economy in Theory and History (0.5)			<b>Paper 2 options list</b>
	EU492	Political Economy of Integration and Fragmentation in Europe (0.5)		EU425	Interest Representation and Economic Policy- Making in Europe (0.5) (withdrawn 2022/23)
	EU4A4	The Politics of Inequality and Redistribution (0.5)		EU443	European Models of Capitalism (0.5)
Paper 3		Courses to the value of 1.0 unit from the following:		EU446	The Political Economy of European Monetary Integration (0.5) #
		<b>Politics and Policy:</b>		EU449	Emerging Markets, Political Transition and Economic Development in Central and Eastern Europe (0.5) # (not available 2022/23)
	EU421	Policy-Making in the European Union (0.5) #		EU453	The Political Economy of European Welfare States (0.5)
	EU430	Europeanization: The Comparative Politics of Domestic Change (0.5)		EU455	Concepts in Political Economy (0.5)
	EU439	Political and Fiscal Integration and Disintegration in EU Member States (0.5) (withdrawn 2022/23)		EU467	The Political Economy of the Neoliberal State (0.5) (not available 2022/23)
	EU440	The Balkans in Europe: Transition, Democratisation, Integration (0.5)		EU468	The Political Economy of Migration in Europe (0.5) #
	EU487	European Integration from a Global Governance Perspective (0.5) #		EU469	The Political Economy of Finance in Europe (0.5) #
	EU488	European Policy-Making and International Cooperation (0.5) #		EU477	Labour Markets and the Political Economy of Employment in Europe (0.5) #
	EU489	Analytical Politics and Policymaking in Europe (0.5)		EU482	Europe in World Trade (0.5)
	EU490	Evidence and Analysis in Policy-Making (0.5)		EU491	Political Economy in Theory and History (0.5)
	EU4A1	The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union (0.5) (not available 2022/23)		EU492	Political Economy of Integration and Fragmentation in Europe (0.5)
	EU4A5	People and Politics in Europe (0.5)		EU4A4	The Politics of Inequality and Redistribution (0.5)
	EU4A6	Reconciliation and Crisis: Politics in Southern Europe (0.5)			<b>Prerequisite Requirements and Mutually Exclusive Options</b>
	GV4J4	Citizen Representation and Democracy in the European Union (0.5) (not available 2022/23)			# means there may be prerequisites for this course. Please view the course guide for more information.
	SP441	Politics of Social Policy: Welfare and Work in Comparative Perspective (0.5)			
		<b>Culture and Society:</b>			
					<b>MSc in Culture and Conflict in a Global Europe (LSE &amp; Sciences Po)</b>
					<b>Programme Code:</b> TMCCGLEU2
					<b>Department:</b> European Institute
					For students starting this programme of study in 2021/22
					<b>(formerly MSc in Global Europe: Culture and Conflict (LSE &amp; Sciences Po))</b>
					Full-year programme. Students must take two semi-compulsory courses, optional courses to the value of two units and a

dissertation as shown below. Additionally, all students must take EU410 Interdisciplinary Research Methods and Design in preparation for the dissertation. Students must also select EU450 Engaging with Europe: Professional Skills during course choice. Places on EU450 workshops are on a first come first served basis.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

#### Professional development course

EU450 Engaging with Europe: Professional Skills (0.0)

Paper 1 Courses to the value of 1.0 unit(s) from the following:

EU447 Democracy, Ideology and the European State (0.5)

EU457 Culture and Security in Global Politics (0.5)

EU478 The Culture of European Politics (0.5)

EU4A2 Globalisation, Conflict and Post-Conflict Reconstruction (0.5)

Students without some background in European politics and policy-making or economics are strongly encouraged to take one or both of the following to support their studies:

EU409 Basic Economic Concepts for European Political Economy (0.0)

EU4V9 Concepts in Political Science and Public Policy (0.0)

Paper 2 Courses to the value of 1.0 unit(s) from the following:

#### Culture and Society

EU432 The Philosophy of Europe (0.5)

EU437 Europe Beyond Modernity (0.5)

EU457 Culture and Security in Global Politics (0.5)

EU458 Public Policy and Cultural Narratives in a Global Europe (0.5)

EU478 The Culture of European Politics (0.5)

EU481 The Future: Political Responses to a Challenge (0.5)

EU4A3 The Americas and Europe (0.5)

#### Conflict studies

EU475 Racial Diversity and Conflict in Europe: Identities, Religion, and Culture (0.5)

EU476 Emotions and Memory in European Politics (0.5)

EU485 Post-Conflict Justice and Reconciliation in Europe and Beyond (0.5)

EU486 Imaging Violence, Imagining Europe (0.5)

EU4A2 Globalisation, Conflict and Post-Conflict Reconstruction (0.5)

#### Politics and Policy

EU430 Europeanization: The Comparative Politics of Domestic Change (0.5)

EU440 The Balkans in Europe: Transition, Democratisation, Integration (0.5)

EU447 Democracy, Ideology and the European State (0.5)

EU487 European Integration from a Global Governance Perspective (0.5) #

EU488 European Policy-Making and International Cooperation (0.5) #

EU489 Analytical Politics and Policymaking in Europe (0.5)

EU4A1 The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union (0.5) (not available 2022/23)

EU4A5 People and Politics in Europe (0.5)

EU4A6 Reconciliation and Crisis: Politics in Southern Europe (0.5)

#### International Migration

EU464 International Migration: EU Policies and Politics (0.5) #

EU468 The Political Economy of Migration in

Europe (0.5) #

EU484 Europe's Role in Global Migration Governance (0.5)

EU4A8 Migration From Below: Theories and Lived Experiences of Borders (0.5)

Paper 3

Courses to the value of 1.0 unit(s) from the following:

#### Identity and Culture

GI421 Sexuality, Gender and Culture (0.5) # (not available 2022/23)

GI422 Transnational Sexual Politics (1.0)

GV498 Multiculturalism (0.5)

IR461 Islam in World Politics (1.0)

IR465 The International Politics of Culture and Religion (1.0) # (not available 2022/23)

SO479 Human Rights and Postcolonial Theory (0.5)

#### Conflict in World Politics

GV4B8 Civil Wars: Concepts and Cases (0.5)

GV4B9 The Second Europe (0.5)

GV4K7 Conflict and Cooperation: Key Debates (0.5)

IR452 Empire and Conflict in World Politics (0.5) (not available 2022/23)

IR481 Europe, the US and Arab-Israeli Relations (0.5) # (not available 2022/23)

#### Methodology

EU490 Evidence and Analysis in Policy-Making (0.5)

MY423 Interview Methods for Social Science Research (0.5) #

MY425 Case Studies and Comparative Methods for Qualitative Research (0.5)

MY428 Qualitative Text and Discourse Analysis (0.5) #

or any course(s) not taken previously from the Paper 2 options list below:

#### Paper 2 options list

Paper 4

EU410 Interdisciplinary Research Methods and Design (0.0)

EU499 Dissertation (1.0)

#### Optional

EU470 How do we know? An introduction to research design and methods in political economy (0.0)

#### Paper 2 options list

EU430 Europeanization: The Comparative Politics of Domestic Change (0.5)

EU432 The Philosophy of Europe (0.5)

EU437 Europe Beyond Modernity (0.5)

EU439 Political and Fiscal Integration and Disintegration in EU Member States (0.5) (withdrawn 2022/23)

EU440 The Balkans in Europe: Transition, Democratisation, Integration (0.5)

EU447 Democracy, Ideology and the European State (0.5)

EU457 Culture and Security in Global Politics (0.5)

EU458 Public Policy and Cultural Narratives in a Global Europe (0.5)

EU464 International Migration: EU Policies and Politics (0.5) #

EU468 The Political Economy of Migration in Europe (0.5) #

EU475 Racial Diversity and Conflict in Europe: Identities, Religion, and Culture (0.5)

EU476 Emotions and Memory in European Politics (0.5)

EU478 The Culture of European Politics (0.5)

EU481 The Future: Political Responses to a Challenge (0.5)

EU484 Europe's Role in Global Migration Governance (0.5)

EU485	Post-Conflict Justice and Reconciliation in Europe and Beyond (0.5)
EU486	Imaging Violence, Imagining Europe (0.5)
EU487	European Integration from a Global Governance Perspective (0.5) #
EU488	European Policy-Making and International Cooperation (0.5) #
EU489	Analytical Politics and Policymaking in Europe (0.5)
EU4A1	The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union (0.5) (not available 2022/23)
EU4A2	Globalisation, Conflict and Post-Conflict Reconstruction (0.5)
EU4A3	The Americas and Europe (0.5)
EU4A5	People and Politics in Europe (0.5)
EU4A6	Reconciliation and Crisis: Politics in Southern Europe (0.5)
EU4A8	Migration From Below: Theories and Lived Experiences of Borders (0.5)

#### Prerequisite Requirements and Mutually Exclusive Options

# means there may be prerequisites for this course. Please view the course guide for more information.

## MSc in European and International Public Policy (LSE and Sciences Po)

**Programme Code:** TMEIPP3

**Department:** European Institute

For students starting this programme of study in 2021/22

Students must take one half unit compulsory course; choose 1 unit of semi-compulsory courses; optional courses to the value of 1.5 units; and a dissertation or applied policy project as shown below. Additionally, all students must select EU450 Engaging with Europe: Professional Skills during course choice. Places on EU450 workshops are on a first come first served basis.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

#### Professional development course

EU450 Engaging with Europe: Professional Skills (0.0)

Paper 1

#### Foundation

EU490 Evidence and Analysis in Policy-Making (0.5)

#### Or

Students who can demonstrate equivalent prior knowledge of EU490 Evidence and Analysis in Policy-Making may instead take the below course, subject to Programme Director approval:

MY452L Applied Regression Analysis (0.5) # 1\* **or**

MY452M Applied Regression Analysis (0.5) # 2\*

Paper 2

**Students with limited background in European politics and policy-making or economics are strongly encouraged to take one or both of the following to support their studies:**

EU409 Basic Economic Concepts for European Political Economy (0.0)

EU4V9 Concepts in Political Science and Public Policy (0.0)

#### Courses to the value of 1.0 unit(s) from the following:

EU487 European Integration from a Global Governance Perspective (0.5) #

EU488 European Policy-Making and International Cooperation (0.5) #

EU489 Analytical Politics and Policymaking in Europe (0.5)

Paper 3

#### Optional courses

**Courses to the value of 1.5 units from the following: If students wish their optional courses to result in a degree specialism, their chosen optional courses must come to a total value of at least one full unit from that specialism. Students may select a maximum of 0.5 units from the section 'Methods', courses from this section cannot result in a specialism.**

#### Public Policy & Policy-Making in Europe

EU421	Policy-Making in the European Union (0.5) #
EU425	Interest Representation and Economic Policy-Making in Europe (0.5) (withdrawn 2022/23)
EU464	International Migration: EU Policies and Politics (0.5) #
EU468	The Political Economy of Migration in Europe (0.5) #
EU489	Analytical Politics and Policymaking in Europe (0.5)
EU4A1	The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union (0.5) (not available 2022/23)
GV477	Comparative Public Policy Change (0.5) #
GV4A5	International Migration and Immigration Management (0.5)
LL4CS	Law and Economics of Network Industries (0.5)
MG402	Public Management: A Design-Oriented Approach (0.5)

#### Democracy and Governance in Europe

EU421	Policy-Making in the European Union (0.5) #
EU430	Europeanization: The Comparative Politics of Domestic Change (0.5)
EU475	Racial Diversity and Conflict in Europe: Identities, Religion, and Culture (0.5)
EU488	European Policy-Making and International Cooperation (0.5) #
EU4A5	People and Politics in Europe (0.5)
GV450	European Politics: Comparative Analysis (0.5) (not available 2022/23)
GV454	Parties, Elections and Governments (0.5)
GV4A2	Citizens' Political Behaviour in Europe: Elections Public Opinion and Identities (0.5) # (not available 2022/23)
GV4E8	Power Sharing and Institutional Design in Divided Societies (0.5)
GV4J4	Citizen Representation and Democracy in the European Union (0.5) (not available 2022/23)
GV4K1	Opening Government: Transparency, Accountability, and Participation (0.5)
HY411	European Integration in the Twentieth Century (1.0) #
LL4BG	Rethinking EU Law (0.5)
LL4BH	Law and Government of the European Union (0.5) #

#### European and International Political Economy

EU439	Political and Fiscal Integration and Disintegration in EU Member States (0.5) (withdrawn 2022/23)
EU446	The Political Economy of European Monetary Integration (0.5) #
EU453	The Political Economy of European Welfare States (0.5)
EU468	The Political Economy of Migration in Europe (0.5) #
EU477	Labour Markets and the Political Economy of Employment in Europe (0.5) #
EU482	Europe in World Trade (0.5)



- EU4A4 The Politics of Inequality and Redistribution (0.5)  
 GI415 Gender and European Welfare States (0.5)  
 LL4CS Law and Economics of Network Industries (0.5)

**Europe in the International System**

- EU449 Emerging Markets, Political Transition and Economic Development in Central and Eastern Europe (0.5) # (not available 2022/23)  
 EU457 Culture and Security in Global Politics (0.5)  
 EU478 The Culture of European Politics (0.5)  
 EU484 Europe's Role in Global Migration Governance (0.5)  
 EU485 Post-Conflict Justice and Reconciliation in Europe and Beyond (0.5)  
 EU487 European Integration from a Global Governance Perspective (0.5) #  
 EU4A8 Migration From Below: Theories and Lived Experiences of Borders (0.5)  
 IR416 The EU in the World (1.0) # (not available 2022/23)  
 IR434 European Defence and Security (0.5)  
 LL468 European Human Rights Law (0.5)

**Regional and Domestic Politics**

- EU440 The Balkans in Europe: Transition, Democratisation, Integration (0.5)  
 EU449 Emerging Markets, Political Transition and Economic Development in Central and Eastern Europe (0.5) # (not available 2022/23)  
 EU476 Emotions and Memory in European Politics (0.5)  
 EU4A2 Globalisation, Conflict and Post-Conflict Reconstruction (0.5)  
 EU4A3 The Americas and Europe (0.5)  
 EU4A6 Reconciliation and Crisis: Politics in Southern Europe (0.5)  
 GV439 Government and Politics in Central and Eastern Europe (0.5)  
 GV4B9 The Second Europe (0.5)  
 LL4Z5 EU State Aid Law (0.5) (not available 2022/23)

**Methods (maximum 0.5 units)**

- MY425 Case Studies and Comparative Methods for Qualitative Research (0.5)  
 MY428 Qualitative Text and Discourse Analysis (0.5) #  
 MY452L Applied Regression Analysis (0.5) # 3  
 MY452M Applied Regression Analysis (0.5) # 4  
 MY457 Causal Inference for Observational and Experimental Studies (0.5) #

**Choose from one of the following:**

- EU495 Applied Policy Project (1.0) # **or**  
 EU499 Dissertation (1.0)

**Optional**

- EU410 Interdisciplinary Research Methods and Design (0.0)  
 EU470 How do we know? An introduction to research design and methods in political economy (0.0)

**Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

# means there may be prerequisites for this course. Please view the course guide for more information.

- 1: MY452L can not be taken with MY452M  
 2: MY452M can not be taken with MY452L  
 3: MY452L can not be taken with MY452M  
 4: MY452M can not be taken with MY452L

**MSc in International Migration and Public Policy (LSE and Sciences Po)**

**Programme Code:** TMIMPP2

**Department:** European Institute

For students starting this programme of study in 2021/22 Students must take courses to the value of three units and a dissertation as shown below, plus SO476 Researching Migration: Research Questions and Research Methods. Students must also select EU450 Engaging with Europe: Professional Skills during course choice. Places on EU450 workshops are on a first come first served basis.

**Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

**Professional development course**

- EU450 Engaging with Europe: Professional Skills (0.0)

- Paper 1 Courses to the value of 1.0 unit(s) from the following:  
 GV4A5 International Migration and Immigration Management (0.5)  
 SO468 International Migration and Migrant Integration (0.5)  
 EU484 Europe's Role in Global Migration Governance (0.5)

Students without some background in European politics and policy-making or economics are strongly encouraged to take one or both of the following to support their studies:

- EU409 Basic Economic Concepts for European Political Economy (0.0)  
 EU4V9 Concepts in Political Science and Public Policy (0.0)

- Paper 2 Courses to the value of 1.0 unit(s) from the following:  
**International Migration**

- DV462 Forced Migration and Refugees (0.5)  
 EU458 Public Policy and Cultural Narratives in a Global Europe (0.5)  
 EU464 International Migration: EU Policies and Politics (0.5) #  
 EU468 The Political Economy of Migration in Europe (0.5) #  
 EU475 Racial Diversity and Conflict in Europe: Identities, Religion, and Culture (0.5)  
 EU484 Europe's Role in Global Migration Governance (0.5)  
 EU4A8 Migration From Below: Theories and Lived Experiences of Borders (0.5)  
 GV4A5 International Migration and Immigration Management (0.5)  
 SO468 International Migration and Migrant Integration (0.5)  
 SO489 Family and International Migration (0.5)  
 SP410 Migration: Current Research, Critical Approaches (0.5)

- Paper 3 Courses to the value of 1.0 unit(s) from the following:  
**Politics and Policy**

- DV465 Global Health Work: Expertise and Labour (0.5)  
 EU421 Policy-Making in the European Union (0.5) #  
 EU487 European Integration from a Global Governance Perspective (0.5) #  
 EU488 European Policy-Making and International Cooperation (0.5) #  
 EU4A5 People and Politics in Europe (0.5)  
 EU4A6 Reconciliation and Crisis: Politics in Southern Europe (0.5)  
 GV4F4 Policy Advice in Theory and Practice (0.5)

**Law and Justice**

- DV420 Complex Emergencies (0.5)

Paper 4

DV434	Human Security (0.5)
EU485	Post-Conflict Justice and Reconciliation in Europe and Beyond (0.5)
EU4A2	Globalisation, Conflict and Post-Conflict Reconstruction (0.5)
LL4BA	International Law and the Movement of Persons within States (0.5) (not available 2022/23)
LL4BB	International Law and the Movement of Persons Between States (0.5) (not available 2022/23)
SO424	Approaches to Human Rights (1.0)
SO457	Political Reconciliation (0.5)
SO479	Human Rights and Postcolonial Theory (0.5)

**Society**

EU475	Racial Diversity and Conflict in Europe: Identities, Religion, and Culture (0.5)
EU478	The Culture of European Politics (0.5)
EU4A3	The Americas and Europe (0.5)
GI422	Transnational Sexual Politics (1.0)
GV498	Multiculturalism (0.5)
GY403	Contemporary Debates in Human Geography (0.5)
HY436	Race, Violence and Colonial Rule in Africa (1.0) (not available 2022/23)
SO454	Families and Inequalities (0.5)
SO477	Urban Social Theory (0.5) (not available 2022/23)
SP414	Ethnicity, Race and Social Policy (0.5)

**Political Economy**

DV435	African Political Economy (0.5)
EU467	The Political Economy of the Neoliberal State (0.5) (not available 2022/23)
EU477	Labour Markets and the Political Economy of Employment in Europe (0.5) #
EU4A4	The Politics of Inequality and Redistribution (0.5)

**Methodology**

EU490	Evidence and Analysis in Policy-Making (0.5)
MY400	Fundamentals of Social Science Research Design (0.5)
MY421L	Qualitative Research Methods (0.5) 1
MY421M	Qualitative Research Methods (0.5) 2
MY451L	Introduction to Quantitative Analysis (0.5) 3
MY451M	Introduction to Quantitative Analysis (0.5) 4
MY452L	Applied Regression Analysis (0.5) # 5
MY452M	Applied Regression Analysis (0.5) # 6

Another course with the approval of the student's Academic Mentor and Programme Director, or any course(s) not taken previously from the paper 2 options list below:

**Paper 2 options list**

EU499	Dissertation (1.0) <b>and</b> SO476 Researching Migration: research questions and research methods (0.0)
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**Optional**

EU410	Interdisciplinary Research Methods and Design (0.0)
EU470	How do we know? An introduction to research design and methods in political economy (0.0)

**Paper 2 options list**

DV462	Forced Migration and Refugees (0.5)
EU458	Public Policy and Cultural Narratives in a Global Europe (0.5)
EU464	International Migration: EU Policies and Politics (0.5) #
EU468	The Political Economy of Migration in Europe (0.5) #
EU475	Racial Diversity and Conflict in Europe:

	Identities, Religion, and Culture (0.5)
EU484	Europe's Role in Global Migration Governance (0.5)
EU4A8	Migration From Below: Theories and Lived Experiences of Borders (0.5)
GV4A5	International Migration and Immigration Management (0.5)
SO468	International Migration and Migrant Integration (0.5)
SO489	Family and International Migration (0.5)
SP410	Migration: Current Research, Critical Approaches (0.5)

**Prerequisite Requirements and Mutually Exclusive Options**

# means there may be prerequisites for this course. Please view the course guide for more information.

- 1: MY421L can not be taken with MY421M
- 2: MY421M can not be taken with MY421L
- 3: MY451L can not be taken with MY451M
- 4: MY451M can not be taken with MY451L
- 5: MY452L can not be taken with MY452M
- 6: MY452M can not be taken with MY452L

**LSE-Sciences Po Double Degree in the Political Economy of Development**

Students take the first year at Sciences Po and the second year at LSE. At LSE students will follow the programme regulations for the MSc in Development Management.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

**MSc in Development Management (LSE and Sciences Po)**

**Programme Code:** TMDMSP

**Department:** International Development

For students starting this programme of study in 2022/23

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

Students who choose to concentrate their electives and dissertation in a certain topic area may elect to have a specialism in "African Development", "Population Studies" or "Applied Development Economics" attached to their degree certificate and transcript. To obtain the specialism indication, students must meet the criteria below.

**African Development:** students must take DV418 and DV435, and their dissertation topic must be approved as being appropriate for this specialism.

**Population Studies:** students must take DV476 and DV456, and their dissertation topic must be approved as being appropriate for this specialism.

**Applied Development Economics:** enrolment capacity is limited and may be based on performance on a pre-quiz which will enable students to take at least two of DV490, DV491, DV492, and their dissertation topic must be approved as being appropriate for this specialism.

If no such election is made, the degree certificate will state "Development Management" without further specification.

Paper 1 DV431 Development Management (1.0)

Papers 2 & 3 Courses to the value of 2.0 unit(s) from the following: It is highly recommended that students take DV443 as part of papers 2&3:

DV443	Development Management Consultancy Project (0.5)
AC470	Accounting in the Global Economy (0.5) #
DV407	Poverty (0.5)
DV411	Population and Development: an Analytical Approach (0.5) (not available 2022/23)

Paper 4

DV413	Environmental Problems and Development Interventions (0.5) #
DV415	Global Environmental Governance (0.5)
DV418	African Development (0.5)
DV420	Complex Emergencies (0.5)
DV421	Critical Perspectives on Global Health and Development (0.5)
DV423	Global Political Economy of Development (0.5) #
DV424	International Institutions and Late Development (0.5)
DV428	Managing Humanitarianism (0.5)
DV432	China in Developmental Perspective (0.5) # (not available 2022/23)
DV433	The Informal Economy and Development (0.5) (not available 2022/23)
DV434	Human Security (0.5)
DV435	African Political Economy (0.5)
DV444	Global Health Challenges: Epidemics, Disease, and Public Health Response (0.5) # (not available 2022/23)
DV454	Gender, labour markets and social change in the Global South: theory, evidence, public action (0.5)
DV455	Advocacy, Campaigning and Grassroots Activism (0.5)
DV456	Population, Health and Development: Evidence and Projections (0.5) #
DV457	Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation (0.5)
DV458	Key issues in Global Health and Development (0.5)
DV460	Bayesian Reasoning for Qualitative Social Science: A modern approach to case study inference (0.5) # (not available 2022/23)
DV462	Forced Migration and Refugees (0.5)
DV463	Civil society, security and development (0.5) (not available 2022/23)
DV464	Democracy and Development (0.5)
DV465	Global Health Work: Expertise and Labour (0.5)
DV472	Covid-19 pandemic: health, socio-economic and political implications for development (Special Topics in International Development) (0.5) (not available 2022/23)
DV476	Population Analysis: Methods and Models (0.5) #
DV480	Revolution and Development (0.5) #
DV483	Information Communication Technologies and Socio-economic Development (0.5)
DV490	Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development (0.5)
DV491	Economic Development Policy II: Microeconomic Analysis (0.5) #
DV492	Economic Development Policy III: Government Policy Analysis (0.5) #
GI407	Globalisation, Gender and Development (1.0) 1 (not available 2022/23)
GI409	Gender, Globalisation and Development: An Introduction (0.5) 2
GI411	Gender, Post/coloniality and Development: Critical Perspectives and New Directions (0.5) # (not available 2022/23)
GI418	Feminist Economics and Policy: An Introduction (0.5) #
GI420	Global Development and Its Discontents: Feminist Perspectives (0.5) 3
GV483	Public Management Theory and Doctrine (0.5)

GV4C9	Globalization and Democratization in Southeast Asia (0.5)
GY403	Contemporary Debates in Human Geography (0.5)
GY409	Globalisation and territorial development: Theory, Evidence and Policy (0.5)
GY410	Economics of Local and Regional Development (0.5)
GY431	Cities, People and Poverty in the South (0.5) #
GY432	Urban Ethnography (0.5) (not available 2022/23)
GY447	The Economics of Regional and Urban Planning (0.5) #
GY459	Urban Theory and Policy in the Global South (0.5)
GY473	Economic Development and the Environment (0.5) #
GY474	Politics of Environment and Development (0.5)
GY480	Remaking China: Geographical aspects of Development and Disparity (0.5) (not available 2022/23)
MG402	Public Management: A Design-Oriented Approach (0.5)
MG460	Emergencies Management: Humanitarian Intervention and Digital Innovation (0.5)
MG4B7	Leading Organisational Change (0.5)
SP415	Urbanisation and Social Policy in the Global South (0.5) #
SP436	Basic Education for Social Development (0.5) # (not available 2022/23)

Another course with the approval of the supervisor/course tutor.

Paper 4

DV410	Research Design and Dissertation in International Development (1.0)
MY410	Fundamentals of Research Design for International Development (0.0)
DV445	Cutting Edge Issues in Development Thinking & Practice (0.0)

#### Prerequisite Requirements and Mutually Exclusive Options

# means there may be prerequisites for this course. Please view the course guide for more information.

- 1: GI407 can not be taken with GI409, GI420
- 2: GI409 can not be taken with GI420, GI407
- 3: GI420 can not be taken with GI407, GI409

### LSE-Sciences Po Double Degree in Urban Policy

Students take the first year at Sciences Po and the second year at LSE. At LSE students will follow the programme regulations for **either** the MSc in Local Economic Development; **or** MSc in Regional and Urban Planning Studies; **or** MSc in Urbanisation and Development as follows:

**Programme Code:** TMURPO

**Department:** Geography & Environment

For students starting this programme of study in 2022/23 MSc in Local Economic Development

Full-year programme. Students must take courses to the value of three full units as shown and a dissertation (1 unit). A total of 4 units.

Papers 1 & 2 Courses to the value of 2.0 unit(s) from the following:

GY404	Inclusive Growth (0.5) #
GY409	Globalisation and territorial development: Theory, Evidence and Policy (0.5)
GY410	Economics of Local and Regional Development (0.5)
GY413	Regional Development and Policy (0.5) #
GY415	Local Capacity and Economic Development Policy (0.5) (not available 2022/23)

Paper 3	Courses to the value of 1.0 unit(s) from the following: Any course not already taken under Papers 1 & 2, from the Papers 1 & 2 options list below
EU477	Labour Markets and the Political Economy of Employment in Europe (0.5) #
GY400	The Economics of Urbanisation (0.5) #
GY420	Environmental Regulation: Implementing Policy (1.0)
GY428	Applied Quantitative Methods (0.5) #
GY431	Cities, People and Poverty in the South (0.5) #
GY438	Urban Asia: Cities and Social Change (0.5)
GY447	The Economics of Regional and Urban Planning (0.5) #
GY455	Economic Appraisal and Valuation (0.5)
GY460	Techniques of Spatial Economic Analysis (0.5) #
GY465	Concepts in Environmental Regulation (0.5)
GY470	Urban Africa (0.5)
GY475	Issues in Environmental Governance (0.5)
GY476	Applied Geographical Information Systems (0.5)
GY480	Remaking China: Geographical aspects of Development and Disparity (0.5) (not available 2022/23)
MY452L	Applied Regression Analysis (0.5) # 1
MY452M	Applied Regression Analysis (0.5) #
	A relevant course from another programme as approved by the Programme Director.
	<b>Papers 1 &amp; 2 options list</b>
Paper 4	GY486 Dissertation - MSc Local Economic Development (1.0)

### MSc in Regional and Urban Planning Studies

Full-year programme. Students must take courses to the value of three full units and a dissertation. Additionally all students are required to take GY450 Planning Practice and Research.

This programme is externally accredited by the RICS. Further information is available on the Geography and Environment Department [lse.ac.uk/collections/geographyAndEnvironment/](http://lse.ac.uk/collections/geographyAndEnvironment/) website (see Quick Links to Regional and Urban Planning Studies).

Paper 1	GY447 The Economics of Regional and Urban Planning (0.5) #
Paper 2	GY448 Social and Political Aspects of Planning (0.5)
Paper 3	GY454 Urban Policy and Planning (0.5) #
Paper 4	Courses to the value of 1.5 unit(s) from the following:
	GI409 Gender, Globalisation and Development: An Introduction (0.5)
	GI420 Global Development and Its Discontents: Feminist Perspectives (0.5)
	GY400 The Economics of Urbanisation (0.5) #
	GY403 Contemporary Debates in Human Geography (0.5)
	GY409 Globalisation and territorial development: Theory, Evidence and Policy (0.5)
	GY410 Economics of Local and Regional Development (0.5)
	GY413 Regional Development and Policy (0.5) #
	GY415 Local Capacity and Economic Development Policy (0.5) (not available 2022/23)
	GY431 Cities, People and Poverty in the South (0.5) #
	GY432 Urban Ethnography (0.5) (not available 2022/23)
	GY438 Urban Asia: Cities and Social Change (0.5)
	GY439 Cities, Politics and Citizenship (0.5)
	GY441 The Politics of Housing (0.5) (not available 2022/23)
	GY446 Planning for Sustainable Cities (0.5)
	GY449 Urban Futures (0.5) #
	GY455 Economic Appraisal and Valuation (0.5)

	GY460 Techniques of Spatial Economic Analysis (0.5) #
	GY462 Real Estate Finance (0.5)
	GY465 Concepts in Environmental Regulation (0.5)
	GY470 Urban Africa (0.5)
	GY476 Applied Geographical Information Systems (0.5)
	GY479 Urban Transformations (0.5) (not available 2022/23)
	GY480 Remaking China: Geographical aspects of Development and Disparity (0.5) (not available 2022/23)
	PP465 City-Making: the Politics of Urban Form (0.5)
	SO480 Urban Inequalities (0.5)
	A half-unit course from another programme at the discretion of the Programme Director, by special permission only.
Paper 5	GY450 Planning Practice and Research (0.0) A
Paper 6	GY484 Dissertation - MSc Regional and Urban Planning Studies (1.0)

### MSc in Urbanisation and Development

Full-year programme. Students must take courses to the value of four full units.

Paper 1	GY452 Urban Research Methods (0.5)
	GY459 Urban Theory and Policy in the Global South (0.5)
Paper 2	Courses to the value of 1.0 unit(s) from the following:
	DV400 Development: History, Theory and Policy (1.0) #
	DV407 Poverty (0.5) B
	DV411 Population and Development: an Analytical Approach (0.5) (not available 2022/23)
	DV418 African Development (0.5)
	DV420 Complex Emergencies (0.5)
	DV421 Critical Perspectives on Global Health and Development (0.5) C
	DV433 The Informal Economy and Development (0.5) (not available 2022/23)
	DV442 Key Issues in Development Studies (0.5)
	In exceptional cases it may be possible to make alternative choices for Papers 2 & 3 with the approval of the Programme Director.
Paper 3	Courses to the value of 1.0 unit(s) from the following:
	GY400 The Economics of Urbanisation (0.5) #
	GY431 Cities, People and Poverty in the South (0.5) #
	GY432 Urban Ethnography (0.5) (not available 2022/23)
	GY438 Urban Asia: Cities and Social Change (0.5)
	GY439 Cities, Politics and Citizenship (0.5)
	GY441 The Politics of Housing (0.5) (not available 2022/23)
	GY446 Planning for Sustainable Cities (0.5)
	GY449 Urban Futures (0.5) #
	GY455 Economic Appraisal and Valuation (0.5)
	GY470 Urban Africa (0.5)
	GY476 Applied Geographical Information Systems (0.5)
	GY479 Urban Transformations (0.5) (not available 2022/23)
	SO480 Urban Inequalities (0.5)
	Other urban and/or development courses available in the School as approved by the Programme Director.
Paper 4	GY488 Dissertation - MSc Urbanisation and Development (1.0)
	<b>Papers 1 &amp; 2 options list</b>
	GY404 Inclusive Growth (0.5) #
	GY409 Globalisation and territorial development: Theory, Evidence and Policy (0.5)
	GY410 Economics of Local and Regional



	Development (0.5)
GY413	Regional Development and Policy (0.5) #
GY415	Local Capacity and Economic Development Policy (0.5) (not available 2022/23)

#### Prerequisite Requirements and Mutually Exclusive Options

# means there may be prerequisites for this course. Please view the course guide for more information. 1: MY452L can not be taken with MY452M

#### Footnotes

A: GY450 is non-assessed but compulsory.  
B: DV407 is a capped course with priority for International Development students so admission is not guaranteed.  
C: DV421 is a capped course with priority for International Development students so admission is not guaranteed.

## LSE-Sciences Po Double Degree in Urban Policy

Students take the first year at Sciences Po and the second year at LSE. At LSE students will follow the programme regulations for **either** the MSc in Local Economic Development; **or** MSc in Regional and Urban Planning Studies; **or** MSc in Urbanisation and Development as follows:

**Programme Code:** TMURPO

**Department:** Geography & Environment

For students starting this programme of study in 2021/22

MSc in Local Economic Development

Full-year programme. Students must take courses to the value of three full units as shown and a dissertation (1 unit). A total of 4 units.

Papers 1 & 2 Courses to the value of 2.0 unit(s) from the following:

GY404	Inclusive Growth (0.5) #
GY409	Globalisation and territorial development: Theory, Evidence and Policy (0.5)
GY410	Economics of Local and Regional Development (0.5)
GY413	Regional Development and Policy (0.5) #
GY415	Local Capacity and Economic Development Policy (0.5) (not available 2022/23)

Paper 3 Courses to the value of 1.0 unit(s) from the following: Any course not already taken under Papers 1 & 2, from the Papers 1 & 2 options list below

EU439	Political and Fiscal Integration and Disintegration in EU Member States (0.5) (withdrawn 2022/23)
EU477	Labour Markets and the Political Economy of Employment in Europe (0.5) #
GY400	The Economics of Urbanisation (0.5) #
GY420	Environmental Regulation: Implementing Policy (1.0)
GY428	Applied Quantitative Methods (0.5) #
GY431	Cities, People and Poverty in the South (0.5) #
GY438	Urban Asia: Cities and Social Change (0.5)
GY447	The Economics of Regional and Urban Planning (0.5) #
GY455	Economic Appraisal and Valuation (0.5)
GY460	Techniques of Spatial Economic Analysis (0.5) #
GY465	Concepts in Environmental Regulation (0.5)
GY470	Urban Africa (0.5)
GY475	Issues in Environmental Governance (0.5)
GY476	Applied Geographical Information Systems (0.5)
GY480	Remaking China: Geographical aspects of Development and Disparity (0.5) (not available 2022/23)
MY452L	Applied Regression Analysis (0.5) # 1
MY452M	Applied Regression Analysis (0.5) #

A relevant course from another programme as approved by the Programme Director.

#### Papers 1 & 2 options list

Paper 4	GY486	Dissertation - MSc Local Economic Development (1.0)
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## MSc in Regional and Urban Planning Studies

Full-year programme. Students must take courses to the value of three full units and a dissertation. Additionally all students are required to take GY450 Planning Practice and Research. This programme is externally accredited by the RICS. Further information is available on the Geography and Environment Department [lse.ac.uk/collections/geographyAndEnvironment/](http://lse.ac.uk/collections/geographyAndEnvironment/) website (see Quick Links to Regional and Urban Planning Studies).

Paper 1	GY447	The Economics of Regional and Urban Planning (0.5) #
Paper 2	GY448	Social and Political Aspects of Planning (0.5)
Paper 3	GY454	Urban Policy and Planning (0.5) #
Paper 4	Courses to the value of 1.5 unit(s) from the following:	
	GI409	Globalisation and Development: An Introduction (0.5)
	GI420	Global Development and Its Discontents: Feminist Perspectives (0.5)
	GY400	The Economics of Urbanisation (0.5) #
	GY403	Contemporary Debates in Human Geography (0.5)
	GY409	Globalisation and territorial development: Theory, Evidence and Policy (0.5)
	GY410	Economics of Local and Regional Development (0.5)
	GY413	Regional Development and Policy (0.5) #
	GY415	Local Capacity and Economic Development Policy (0.5) (not available 2022/23)
	GY431	Cities, People and Poverty in the South (0.5) #
	GY432	Urban Ethnography (0.5) (not available 2022/23)
	GY438	Urban Asia: Cities and Social Change (0.5)
	GY439	Cities, Politics and Citizenship (0.5)
	GY441	The Politics of Housing (0.5) (not available 2022/23)
	GY446	Planning for Sustainable Cities (0.5)
	GY449	Urban Futures (0.5) #
	GY455	Economic Appraisal and Valuation (0.5)
	GY460	Techniques of Spatial Economic Analysis (0.5) #
	GY462	Real Estate Finance (0.5)
	GY465	Concepts in Environmental Regulation (0.5)
	GY470	Urban Africa (0.5)
	GY476	Applied Geographical Information Systems (0.5)
	GY479	Urban Transformations (0.5) (not available 2022/23)
	GY480	Remaking China: Geographical aspects of Development and Disparity (0.5) (not available 2022/23)
	PP465	City-Making: the Politics of Urban Form (0.5)
	SO480	Urban Inequalities (0.5)
	A half-unit course from another programme at the discretion of the Programme Director, by special permission only.	
Paper 5	GY450	Planning Practice and Research (0.0) A
Paper 6	GY484	Dissertation - MSc Regional and Urban Planning Studies (1.0)

## MSc in Urbanisation and Development

Full-year programme. Students must take courses to the value of four full units.

Paper 1	GY452	Urban Research Methods (0.5)
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	GY459	Urban Theory and Policy in the Global South (0.5)
Paper 2	Courses to the value of 1.0 unit(s) from the following:	
	DV400	Development: History, Theory and Policy (1.0) #
	DV407	Poverty (0.5) B
	DV411	Population and Development: an Analytical Approach (0.5) (not available 2022/23)
	DV418	African Development (0.5)
	DV420	Complex Emergencies (0.5)
	DV421	Critical Perspectives on Global Health and Development (0.5) C
	DV433	The Informal Economy and Development (0.5) (not available 2022/23)
	DV442	Key Issues in Development Studies (0.5)
	In exceptional cases it may be possible to make alternative choices for Papers 2 & 3 with the approval of the Programme Director.	
Paper 3	Courses to the value of 1.0 unit(s) from the following:	
	GY400	The Economics of Urbanisation (0.5) #
	GY431	Cities, People and Poverty in the South (0.5) #
	GY432	Urban Ethnography (0.5) (not available 2022/23)
	GY438	Urban Asia: Cities and Social Change (0.5)
	GY439	Cities, Politics and Citizenship (0.5)
	GY441	The Politics of Housing (0.5) (not available 2022/23)
	GY446	Planning for Sustainable Cities (0.5)
	GY449	Urban Futures (0.5) #
	GY455	Economic Appraisal and Valuation (0.5)
	GY470	Urban Africa (0.5)
	GY476	Applied Geographical Information Systems (0.5)
	GY479	Urban Transformations (0.5) (not available 2022/23)
	SO480	Urban Inequalities (0.5)
	Other urban and/or development courses available in the School as approved by the Programme Director.	
Paper 4	GY488	Dissertation - MSc Urbanisation and Development (1.0)
	<b>Papers 1 &amp; 2 options list</b>	
	GY404	Inclusive Growth (0.5) #
	GY409	Globalisation and territorial development: Theory, Evidence and Policy (0.5)
	GY410	Economics of Local and Regional Development (0.5)
	GY413	Regional Development and Policy (0.5) #
	GY415	Local Capacity and Economic Development Policy (0.5) (not available 2022/23)
	<b>Prerequisite Requirements and Mutually Exclusive Options</b>	
	# means there may be prerequisites for this course. Please view the course guide for more information.	
	1: MY452L can not be taken with MY452M	
	<b>Footnotes</b>	
	A: GY450 is non-assessed but compulsory.	
	B: DV407 is a capped course with priority for International Development students so admission is not guaranteed.	
	C: DV421 is a capped course with priority for International Development students so admission is not guaranteed.	

## MA in Global Studies: A European Perspective

Two-year programme. Students attend LSE for either their first or second year and also attend, for a year, one of the following participating institutions: Ghent, Leipzig, Roskilde, Vienna or Wroclaw. During their year at LSE students will be required to take the MSc in Global Economic History (Erasmus Mundus) based

in the Department of Economic History. This programme is only available to students on the MA in Global Studies: A European Perspective.

## MSc in Global Economic History (Erasmus Mundus)

**Programme Code:** TMGLHY3

**Department:** Economic History

For students starting this programme of study in 2022/23

Full-year programme. Students must take compulsory courses to the value of 2.5 units, a dissertation and optional courses.

Students at LSE for Year 1 (route 1) must take compulsory courses to the value of 2.5 units, optional courses to the value of one unit, and a half-unit dissertation (EH498). Students at LSE for Year 2 (route 2) must take compulsory courses to the value of 2 units, optional courses to the value of one unit, and a full-unit dissertation (EH499).

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

### Route 1

#### Year 1 at LSE

Paper 1	EH401	Historical Analysis of Economic Change (0.5) <b>and</b> EH402 Quantitative Analysis in Economic History I (0.5)
Paper 2	Courses to the value of 0.5 unit(s) from the following:	
	DV423	Global Political Economy of Development (0.5) #
	EU455	Concepts in Political Economy (0.5)
	GI409	Gender, Globalisation and Development: An Introduction (0.5)
	GY409	Globalisation and territorial development: Theory, Evidence and Policy (0.5)
	HY484L	Empire, Colonialism and Globalisation (0.5) 1
	HY484M	Empire, Colonialism and Globalisation (0.5) 2
Paper 3	Courses to the value of 1.0 unit(s) from the following:	
	EH482	The Origins of the World Economy: Europe and Asia, 1000-1800 (1.0) <b>or</b>
	EH483	The Development and Integration of the World Economy in the 19th and 20th Centuries (1.0)
Paper 4	Courses to the value of 1.0 unit(s) from the following:	
	<b>Options List</b>	
Paper 5	EH498	Dissertation (0.5)
	Year 2 at participating institution: Leipzig, Roskilde, Vienna, Ghent or Wroclaw.	

### Route 2

#### Year 1 at participating institution

#### Year 2 at LSE:

Paper 1	Courses to the value of 1.0 unit(s) from the following:	
	EH482	The Origins of the World Economy: Europe and Asia, 1000-1800 (1.0) <b>or</b>
	EH483	The Development and Integration of the World Economy in the 19th and 20th Centuries (1.0)
Paper 2	Courses to the value of 1.0 unit(s) from the following:	
	EH482	The Origins of the World Economy: Europe and Asia, 1000-1800 (1.0)
	EH483	The Development and Integration of the World Economy in the 19th and 20th Centuries (1.0)
	<b>Or</b> any HY400-level course(s), subject to availability, timetabling and the approval of the programme director.	
Paper 3	Courses to the value of 1.0 unit(s) from the following:	
	<b>Options List</b>	
Paper 4	EH499	Research Dissertation (1.0)
	<b>Options List</b>	

EH402	Quantitative Analysis in Economic History I (0.5)
EH404	India and the World Economy (0.5)
EH409	Chinese Economic History: Culture, Institutions and Economic Growth (0.5)
EH413	African Economic Development in Historical Perspective (0.5)
EH421	Economic History of Colonialism (0.5)
EH426L	Quantitative Analysis in Economic History II (0.5) #
EH426M	Quantitative Analysis in Economic History II (0.5) # (not available 2022/23)
EH427	Topics in Quantitative Analysis in Economic History (0.5) #
EH428	History of Economics: Making Political Economy into a Social Science (0.5) (not available 2022/23)
EH429	History of Economics: Ideas, Policy and Performativity (0.5)
EH430	Monetary and Financial History (1.0) #
EH431	Women in Economic History (0.5)
EH432	Economic History and Geography: Advanced Topics and Methods (0.5) #
EH436	Economic History of the Early Modern New World (The Americas) (0.5) (not available 2022/23)
EH446	Economic Development of East and Southeast Asia (1.0) #
EH452	Latin American Development and Economic History (0.5) (not available 2022/23)
EH454	Human Health in History (1.0) (not available 2022/23)
EH457	Living Standards since the Industrial Revolution: The British experience c.1750-2000 (0.5)
EH463	The Long-Run Analysis of Firms and Industries (0.5)
EH476	The Economic History of War (1.0) # (not available 2022/23)
EH482	The Origins of the World Economy: Europe and Asia, 1000-1800 (1.0)
EH483	The Development and Integration of the World Economy in the 19th and 20th Centuries (1.0)
EH486	Shipping and Sea Power in Asian Waters, c.1600-1860 (0.5) (not available 2022/23)

#### Prerequisite Requirements and Mutually Exclusive Options

# means there may be prerequisites for this course. Please view the course guide for more information.  
1: HY484L can not be taken with HY484M  
2: HY484M can not be taken with HY484L

### MA in Global Studies: A European Perspective

Two-year programme. Students attend LSE for either their first or second year and also attend, for a year, one of the following participating institutions: Ghent, Leipzig, Roskilde, Vienna or Wrocław. During their year at LSE students will be required to take the MSc in Global Economic History (Erasmus Mundus) based in the Department of Economic History. This programme is only available to students on the MA in Global Studies: A European Perspective.

### MSc in Global Economic History (Erasmus Mundus)

**Programme Code:** TMGLHY3

**Department:** Economic History

For students starting this programme of study in 2021/22

Full-year programme. Students must take compulsory courses to the value of 2.5 units, a dissertation and optional courses. Students at LSE for Year 1 (route 1) must take compulsory courses to the value of 2.5 units, optional courses to the value of one unit, and a half-unit dissertation (EH498). Students at LSE for Year 2 (route 2) must take compulsory courses to the value of 2 units, optional courses to the value of one unit, and a full-unit dissertation (EH499).

**Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

#### Route 1

##### Year 1 at LSE

Paper 1	EH401	Historical Analysis of Economic Change (0.5) <b>and</b> EH402 Quantitative Analysis in Economic History I (0.5)
Paper 2	Courses to the value of 0.5 unit(s) from the following:	
	DV423	Global Political Economy of Development (0.5) #
	EU455	Concepts in Political Economy (0.5)
	GI409	Gender, Globalisation and Development: An Introduction (0.5)
	GY409	Globalisation and territorial development: Theory, Evidence and Policy (0.5)
	HY484L	Empire, Colonialism and Globalisation (0.5) 1
	HY484M	Empire, Colonialism and Globalisation (0.5) 2
Paper 3	Courses to the value of 1.0 unit(s) from the following:	
	EH482	The Origins of the World Economy: Europe and Asia, 1000-1800 (1.0) <b>or</b>
	EH483	The Development and Integration of the World Economy in the 19th and 20th Centuries (1.0)
Paper 4	Courses to the value of 1.0 unit(s) from the following:	
	<b>Options List</b>	
Paper 5	EH498	Dissertation (0.5)
	Year 2 at participating institution: Leipzig, Roskilde, Vienna, Ghent or Wrocław.	

#### Route 2

##### Year 1 at participating institution

##### Year 2 at LSE:

Paper 1	Courses to the value of 1.0 unit(s) from the following:	
	EH482	The Origins of the World Economy: Europe and Asia, 1000-1800 (1.0) <b>or</b>
	EH483	The Development and Integration of the World Economy in the 19th and 20th Centuries (1.0)
Paper 2	Courses to the value of 1.0 unit(s) from the following:	
	EH482	The Origins of the World Economy: Europe and Asia, 1000-1800 (1.0)
	EH483	The Development and Integration of the World Economy in the 19th and 20th Centuries (1.0)
	<b>Or</b> any HY400-level course(s), subject to availability, timetabling and the approval of the programme director.	
Paper 3	Courses to the value of 1.0 unit(s) from the following:	
	<b>Options List</b>	
Paper 4	EH499	Research Dissertation (1.0)
	<b>Options List</b>	
	EH402	Quantitative Analysis in Economic History I (0.5)
	EH404	India and the World Economy (0.5)
	EH409	Chinese Economic History: Culture, Institutions and Economic Growth (0.5)
	EH413	African Economic Development in Historical Perspective (0.5)
	EH421	Economic History of Colonialism (0.5)
	EH423	Japan and Korea as Developing Economies (0.5) (withdrawn 2022/23)

EH426L	Quantitative Analysis in Economic History II (0.5) #		
EH426M	Quantitative Analysis in Economic History II (0.5) # (not available 2022/23)		
EH427	Topics in Quantitative Analysis in Economic History (0.5) #	Paper 2	PP402 Quantitative Methods for Public Policy (0.5)
EH428	History of Economics: Making Political Economy into a Social Science (0.5) (not available 2022/23)	Paper 3	PP478 Political Science for Public Policy (1.0)
EH429	History of Economics: Ideas, Policy and Performativity (0.5)	Paper 4	PP406 Philosophy for Public Policy (0.5)
EH430	Monetary and Financial History (1.0) #	Paper 5	Courses to the value of 1.0 unit(s) from the following:
EH436	Economic History of the Early Modern New World (The Americas) (0.5) (not available 2022/23)		FM471 Sustainable Finance and Impact Investing (0.5) #
EH446	Economic Development of East and Southeast Asia (1.0) #		PP406 Philosophy for Public Policy (0.5)
EH452	Latin American Development and Economic History (0.5) (not available 2022/23)		PP410 Public Economics for Public Policy (0.5) #A
EH454	Human Health in History (1.0) (not available 2022/23)		PP411L Political Economy Applications for Public Policy (0.5) #
EH457	Living Standards since the Industrial Revolution: The British experience c.1750-2000 (0.5)		PP411M Political Entrepreneurship (0.5)
EH463	The Long-Run Analysis of Firms and Industries (0.5)		PP412 Global Social Protection Design and Delivery (0.5) (not available 2022/23)
EH476	The Economic History of War (1.0) # (not available 2022/23)		PP413 Growth Diagnostics in Development: Theory and Practice (0.5) #
EH482	The Origins of the World Economy: Europe and Asia, 1000-1800 (1.0)		PP414 Policy-Making: Process, Challenges and Outcomes (0.5)
EH483	The Development and Integration of the World Economy in the 19th and 20th Centuries (1.0)		PP415 Technology, Data Science and Policy (0.5) #
EH486	Shipping and Sea Power in Asian Waters, c 1600-1860 (0.5) (not available 2022/23)		PP416 Beyond the policy cycle: how theory explains practice (0.5)
	<b>Prerequisite Requirements and Mutually Exclusive Options</b>		PP417L The Practice of Effective Climate Policy (0.5)
	# means there may be prerequisites for this course. Please view the course guide for more information.		PP417M The Practice of Effective Climate Policy (0.5)
	1: HY484L can not be taken with HY484M		PP418 Globalisation and Economic Policy (0.5) #B
	2: HY484M can not be taken with HY484L		PP419 Advanced Empirical Methods for Policy Analysis (0.5) #C
			PP423 Anticipatory Policymaking (0.5)
			PP424 Happiness and Public Policy (0.5)
			PP448 International Political Economy and Development (0.5)
			PP449 Comparative Political Economy and Development (0.5)
			PP450 Public Organisations: Theory and Practice (0.5) #
			PP454 Development Economics (1.0) #D
			PP4E5 Innovations in the governance of public services delivery (0.5)
			PP4G3 Designing and Managing Change in the Public Sector (0.5)
			PP4J4 Designing and Implementing Evidence-Informed Policies and Programmes (0.5) (not available 2022/23)
			PP4J5 Fiscal Governance and Budgeting (0.5)
			PP4X6 Welfare Analysis and Measurement (1.0)

In addition, students may choose courses from elsewhere in LSE with approval of the Programme Director and subject to acceptance by the course convenor. Availability of a place on a course outside the School of Public Policy is not guaranteed and is subject to space, regulations, and timetable constraints.

#### Prerequisite Requirements and Mutually Exclusive Options

# means there may be prerequisites for this course. Please view the course guide for more information.

#### Footnotes

- A: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.  
 B: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.  
 C: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.  
 D: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.  
 • A student shall normally be entitled to repeat any failed courses only (on one occasion) and at the next

## Double Master of Public Administration (LSE-Columbia)

**Programme Code:** TMPPC

**Department:** School of Public Policy

For students starting this programme of study in 2022/23

The programme is taught over two academic years (21 months).

### Year 1 at LSE

The first year is spent at the London School of Economics.

### Year 2 at the University of Columbia

Students will join the Master of Public Administration at the School of International and Public Affairs at Columbia University.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

### Before Year 1

Introductory

course All students must attend the following MPA introductory course:

PP408 Introduction to Quantitative Methods for the MPA Programme (0.0)

### Year 1

Paper 1 PP440 Micro and Macro Economics (for Public Policy) (1.0)

### Or

Upon satisfactorily demonstrating prior knowledge



normal opportunity, in accordance with paragraph 30 of the General Academic Regulations. The Repeat Teaching Panel may consider an application for repeat tuition in any failed courses from a student. Results obtained following a repeated attempt at assessment shall bear their normal value.

- A student who has completed year one at LSE and is unable to complete year two of the degree at the University of Columbia will not receive an interim award.

## Double Master of Public Administration (LSE-Sciences Po)

**Programme Code:** TMPPSP

**Department:** School of Public Policy

For students starting this programme of study in 2022/23

The programme is taught over two academic years (21 months).

### Year 1 at Sciences Po

The first year is spent at the School of Public Affairs at Sciences Po.

### Year 2 at the LSE

Students will join the London School of Economics

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper 1	PP4B3	MPA Capstone Project (1.0)
Paper 2	PP4V8	Policy Paper (0.5)
Paper 3	One course of any unit value from the following:	
	PP410	Public Economics for Public Policy (0.5) #
	PP418	Globalisation and Economic Policy (0.5) #
	PP419	Advanced Empirical Methods for Policy Analysis (0.5) #
	PP448	International Political Economy and Development (0.5)
	PP449	Comparative Political Economy and Development (0.5)
	PP452	Applying Behavioural Economics for Social Impact: Design, Delivery, Evaluation and Policy (0.5) #
	PP454	Development Economics (1.0) #
	PP4J2	New Institutions of Public Policy: Strategic Philanthropy, Impact Investment and Social Enterprise (0.5)
	PP4X6	Welfare Analysis and Measurement (1.0)
Paper 4	Courses to the value of between 1.5 unit(s) and 2.0 unit(s) from the following options list:	

#### MPA Course List

#### Prerequisite Requirements and Mutually Exclusive Options

# means there may be prerequisites for this course. Please view the course guide for more information.

1: PP4B4 can not be taken with PP4V8

2: PP4V8 can not be taken with PP4B4

#### Footnotes

A: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

B: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

C: Not available in Year 1.

D: Not available in Year 1.

E: Not available in Year 1.

F: Not available in Year 1.

G: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

H: Not available in Year 1.

I: Not available in Year 1.

## Double Master of Public Administration (LSE-University of Toronto)

**Programme Code:** TMPPUT

**Department:** School of Public Policy

For students starting this programme of study in 2022/23

The programme is taught over two academic years (21 months).

### Year 1 at LSE

The first year is spent at the London School of Economics.

### Year 2 at the University of Toronto

Students will join the Master of Global Affairs at the Munk School of Global Affairs and Public Policy, University of Toronto.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

### Before Year 1

Introductory

course All students must attend the following MPA introductory course:

PP408 Introduction to Quantitative Methods for the MPA Programme (0.0)

### Year 1

Paper 1 PP440 Micro and Macro Economics (for Public Policy) (1.0)

#### Or

Upon satisfactorily demonstrating prior knowledge of Micro and Macro Economics, students may be exempted from PP440 and will be free to take an additional unit of option course subject to the approval of the Programme Director.

Paper 2 PP402 Quantitative Methods for Public Policy (0.5)

Paper 3 PP478 Political Science for Public Policy (1.0)

Paper 4 PP406 Philosophy for Public Policy (0.5)

Paper 5 One course of any unit value from the following:

PP448 International Political Economy and Development (0.5)

PP449 Comparative Political Economy and Development (0.5)

PP450 Public Organisations: Theory and Practice (0.5) #

PP454 Development Economics (1.0) #

Paper 6 If PP454 **was not** taken under paper 5, students may choose a further 0.5 unit course from the following:

FM471 Sustainable Finance and Impact Investing (0.5) #

PP410 Public Economics for Public Policy (0.5) #\*A

PP411L Political Economy Applications for Public Policy (0.5) #

PP411M Political Entrepreneurship (0.5)

PP412 Global Social Protection Design and Delivery (0.5) (not available 2022/23)

PP415 Technology, Data Science and Policy (0.5) #

PP416 Beyond the policy cycle: how theory explains practice (0.5)

PP417L The Practice of Effective Climate Policy (0.5)

PP417M The Practice of Effective Climate Policy (0.5)

PP418 Globalisation and Economic Policy (0.5) #\*B

PP423 Anticipatory Policymaking (0.5)

PP424 Happiness and Public Policy (0.5)

PP448 International Political Economy and Development (0.5)

PP449 Comparative Political Economy and Development (0.5)

PP450 Public Organisations: Theory and Practice (0.5) #

PP4E5 Innovations in the governance of public

- services delivery (0.5)
- PP4G3 Designing and Managing Change in the Public Sector (0.5)
- PP4J4 Designing and Implementing Evidence-Informed Policies and Programmes (0.5) (not available 2022/23)
- PP4J5 Fiscal Governance and Budgeting (0.5)
- Alternatively, students may choose up to 1.0 unit(s) of courses from elsewhere in LSE with approval of the Programme Director and subject to acceptance by the course convenor. Availability of a place on a course outside the School of Public Policy is not guaranteed and is subject to space, regulations, and timetable constraints. A list of recommended "outside courses" will be provided at the start of each year.

#### Prerequisite Requirements and Mutually Exclusive Options

\* means available with permission

# means there may be prerequisites for this course.

Please view the course guide for more information.

#### Footnotes

A: Only available with permission from the Programme Director.

B: Only available with permission from the Programme Director.

- A student shall normally be entitled to repeat any failed courses only (on one occasion) and at the next normal opportunity, in accordance with paragraph 33 of the General Academic Regulations. The Repeat Teaching Panel may consider an application for repeat tuition in any failed courses from a student. Results obtained following a repeated attempt at assessment shall bear their normal value.
- A student who has completed year one at LSE and is unable to complete year two of the degree at the University of Toronto will not receive an interim award.

## MBA Exchange

**Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

**Programme Code:** TOMNMBA

**Department:** Management

For students starting this programme of study in 2022/23

A one term (Michaelmas or Lent Term only) exchange programme for visiting MBA Exchange students. The MBA exchange programme is attached to the Global MSc Management programme. Students from partner exchange schools (University of Chicago Booth School of Business, Yale School of Management, University of Michigan Ross School of Management, The Fuqua School of Business Duke University, Kellogg School of Management at Northwestern University, Guanghua School of Management Peking University, Emory University Goizueta Business School, Cornell University Johnson School of Management, University of Texas at Austin McCombs School of Business) spend one term at LSE and choose 4 half-unit courses from the list below, according to which term they attend. MBA exchange students are not here in the main examination period therefore are assessed during the term.

Students take 0.5 unit courses to the value of 2.0 units. Students are not permitted to take 1.0 unit courses.

Student will not be required to complete summative assessments or examinations outside of their term of study. Students will be assessed during their term of study at the LSE.

#### MBA Exchange (Michaelmas Term)

A one term (Michaelmas Term only) exchange programme for visiting MBA Exchange students. The MBA exchange programme is attached to the Global MSc Management programme. Students

from partner exchange schools (University of Chicago Booth School of Business, Yale School of Management, University of Michigan Ross School of Management, The Fuqua School of Business Duke University, Kellogg School of Management at Northwestern University, Guanghua School of Management Peking University, Emory University Goizueta Business School, Cornell University Johnson School of Management, University of Texas at Austin McCombs School of Business) spend one term at LSE. Students should choose 4 half-unit courses from the list below to the total value of 2.0 units. Student will not be required to complete summative assessments or examinations outside of their term of study. Students are not permitted to take one (1.0) unit elective courses.

Papers 1, 2,

3 & 4

Courses to the value of 2.0 unit(s) from the following:

- AC411 Accounting, Strategy and Control (0.5)
- AC491 Financial Accounting, Reporting and Disclosure (0.5)
- DV432 China in Developmental Perspective (0.5) # (not available 2022/23)
- DV435 African Political Economy (0.5)
- EU432 The Philosophy of Europe (0.5)
- FM473M Financial Markets (0.5) #
- FM474M Managerial Finance (0.5)
- GI403 Gender and Media Representation (0.5)
- GI409 Gender, Globalisation and Development: An Introduction (0.5)
- GY447 The Economics of Regional and Urban Planning (0.5) #
- MA402 Mathematical Game Theory (0.5) #
- MA423 Fundamentals of Operations Research (0.5) #
- MG404 Consumer Insights: Behavioural Fundamentals (0.5)
- MG481 Innovating Organisational Information Technology (0.5) #
- MG482 Innovation and Technology Management (0.5)
- MG487 Innovation and Information Systems: Concepts and Perspectives (0.5)
- MG4A3 Incentives and Governance in Organisations (0.5) #
- MG4A8 Strategy for the Information Economy (0.5) #
- MG4B3 International Marketing: A Strategic Approach (0.5)
- MG4B9 The World Trading System (0.5) # (not available 2022/23)
- MG4C2 Organisational Behaviour (0.5)
- MG4D2 International Employment Relations (0.5) #
- MG4G4 Topics in Management Research (0.5)
- PP4E4 Analytic frameworks for policy evaluation (0.5) # (not available 2022/23)
- PP4G3 Designing and Managing Change in the Public Sector (0.5)

#### MBA Exchange (Lent Term)

A one term (Lent Term only) exchange programme for visiting MBA Exchange students. The MBA exchange programme is attached to the Global MSc Management programme. Students from partner exchange schools (University of Chicago Booth School of Business, Yale School of Management, University of Michigan Ross School of Management, The Fuqua School of Business Duke University, Kellogg School of Management at Northwestern University, Guanghua School of Management Peking University, Emory University Goizueta Business School, Cornell University Johnson School of Management, University of Texas at Austin McCombs School of Business) spend one term at LSE. Students should choose 4 half-unit courses from the list below to the total value of 2.0 units. Student will not be

required to complete summative assessments or examinations outside of their term of study. Students will be assessed during their term of study at the LSE. Students are not permitted to take one (1.0) unit elective courses.

Papers 1, 2,  
3 & 4

Courses to the value of 2.0 unit(s) from the following:

AC412	Accountability, Organisations and Risk Management (0.5)
AC444	Valuation and Security Analysis (0.5) #
AC470	Accounting in the Global Economy (0.5) #
AC490	Management Accounting, Decisions and Control (0.5)
DV424	International Institutions and Late Development (0.5)
EH404	India and the World Economy (0.5)
EH413	African Economic Development in Historical Perspective (0.5)
EU437	Europe Beyond Modernity (0.5)
FM471	Sustainable Finance and Impact Investing (0.5) #
FM472	International Finance (0.5) #
FM473L	Financial Markets (0.5) #
FM474L	Managerial Finance (0.5)
FM476	Entrepreneurial Finance (0.5) #
GY438	Urban Asia: Cities and Social Change (0.5)
IR452	Empire and Conflict in World Politics (0.5) (not available 2022/23)
MA431	Advanced Topics in Operations Research and Applicable Mathematics (0.5) # (not available 2022/23)
MG401	Operations Management for Management Consultancy (0.5) #
MG409	Auctions and Game Theory (0.5) #
MG421	International Business Strategy and Emerging Markets (0.5) #
MG422	Thinking Strategically (0.5) #
MG452	Behavioural Economics for Management (0.5) # (not available 2022/23)
MG456	Strategic Decision Making (0.5) # (not available 2022/23)
MG460	Emergencies Management: Humanitarian Intervention and Digital Innovation (0.5)
MG466	Supply Chain Management (0.5) # (not available 2022/23)
MG467	Strategy and Change in Public Sector Management (0.5) (not available 2022/23)
MG473	Negotiation Analysis (0.5)
MG477	Strategic Reward: Key Models and Practices (0.5)
MG478	The Management of People in Global Companies (0.5)
MG479	Information Systems for the Public Sector: Digital Government and Service Innovation (0.5)
MG483	eHealth: Policy, Strategy and Systems (0.5) #
MG486	Social Computing, Data Analytics, and Information Services (0.5) (not available 2022/23)
MG492	Data Governance: Privacy, Openness and Transparency (0.5)
MG4B1	Corporate Strategy (0.5) #
MG4B6	Design and Management of Organisations (0.5)
MG4B7	Leading Organisational Change (0.5)
MG4D3	The Dark Side of the Organisation (0.5) # (not available 2022/23)
MG4D4	Cross Cultural Management (0.5) #
MG4D5	Leadership in Organisations: Theory and Practice (0.5)
MG4F2	Marketing Analytics II: Analytics for

Managing Innovations, Products and Brands (0.5)

MG4F3 Digital Marketing (0.5) #  
MG4G7 Contemporary Topics in Advanced Technology Management (0.5) # (not available 2022/23)

MG4J3 Principles of Pricing (0.5)

MG4J6 Brand Strategy (0.5)

MG4J8 Managing Artificial Intelligence (0.5)

MG4J9 Responsible Digital Innovation: Ethics at Work (0.5)

PB418 Corporate Communications (0.5)

PB419 Creativity and Innovation (0.5) # (not available 2022/23)

PB427 Organisational and Social Decision Making (0.5) (not available 2022/23)

PH425 Business and Organisational Ethics (0.5)

PP4E5 Innovations in the governance of public services delivery (0.5)

#### Prerequisite Requirements and Mutually Exclusive Options

# means there may be prerequisites for this course. Please view the course guide for more information.

## MPA Dual Degree (LSE and Columbia)

This programme is 21 months.

**Programme Code:** TMDMPA2

**Department:** School of Public Policy

For students starting this programme of study in 2021/22

### 1.

#### Route 1

#### Year 1 at LSE

#### Before Year 1

All students attend the following MPA introductory course:

PP408 Introduction to Quantitative Methods for the MPA Programme (0.0)

#### During Year 1

All students must complete the three Compulsory Courses in Papers 1, 2 & 3 below:

Paper 1 PP440 Micro and Macro Economics (for Public Policy) (1.0)

Paper 2 PP455 Quantitative Approaches and Policy Analysis (1.0)

Paper 3 PP478 Political Science for Public Policy (1.0)

Paper 4 Courses to the value of 1.0 unit from the MPA Course List below:

#### MPA Dual Degree Course List

The course(s) chosen by the student must have a total credit value of 1.0 unit (therefore, either one course with a credit value of 1.0, or two courses which both have a credit value of 0.5).

#### Year 2 at Columbia University

On successful completion of the first year of that programme at LSE, students who have accepted an offer of a dual degree place will transfer to the MPA Dual Degree. Students will follow the second year of the MPA programme at SIPA, Columbia University.

### 2.

#### Route 2

#### Year 1 at Columbia University

Students will follow the first year of the MPA/MIA programme at SIPA, Columbia University

#### Year 2 at LSE

Students must take courses to the value of four units as set out below:

Paper 1 PP4B3 MPA Capstone Project (1.0)

Papers 2, 3

& 4

Plus one of the following:

PP4V8 Policy Paper (0.5)

And 2.5 units of optional courses from the following:

**MPA Dual Degree Course List**

**Or**

PP4B4 Dissertation (1.0)

And 2.0 units of optional courses from the following:

**MPA Dual Degree Course List**

**Or**

Courses to the value of 3.0 unit(s) from the following:

**MPA Dual Degree Course List**

**Prerequisite Requirements and Mutually Exclusive Options**

# means there may be prerequisites for this course.

Please view the course guide for more information.

**Footnotes**

A: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

B: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

C: Not available in Year 1.

D: Not available in Year 1.

E: Not available in Year 1.

F: Not available in Year 1.

G: Not available in Year 1.

**This programme has been discontinued. Last year of entry 2021/22.**

**Note for prospective students:**

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm](http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm). Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm](http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm).

## MPA Dual Degree (LSE and Hertie)

This programme is 21 months.

**Programme Code:** TMDMPA4

**Department:** School of Public Policy

For students starting this programme of study in 2022/23

**1.**

**Route 1**

**Year 1 at LSE**

**Before Year 1**

All students attend the following MPA introductory course:

PP408 Introduction to Quantitative Methods for the MPA Programme (0.0)

**During Year 1**

All students must complete the three Compulsory Courses in Papers 1, 2 & 3 below:

Paper 1 PP440 Micro and Macro Economics (for Public Policy) (1.0)

**or**

Upon satisfactorily demonstrating prior knowledge of Micro and Macro Economics, students may be exempted from PP440 and will be free to take an additional unit of option course subject to the approval of the Programme Director.

Paper 2 PP455 Quantitative Approaches and Policy Analysis (1.0)

Paper 3 PP478 Political Science for Public Policy (1.0)

Paper 4 Courses to the value of 1.0 unit from the MPA Course List below:

**MPA Dual Degree Course List**

**Note:** The course(s) chosen by the student must have a total credit value of 1.0 unit (therefore, either one course with a credit value of 1.0, or two courses which

both have a credit value of 0.5).

Year 2 at the Hertie School of Governance

On successful completion of the first year of that programme at LSE, students who have accepted an offer of a dual degree place will transfer to the MPA Dual Degree. Students will follow the MPP programme at Hertie.

**2.**

**Route 2**

**Year 1 at the Hertie School of Governance**

Students will follow the MPP programme at Hertie.

**Year 2 at LSE**

Students must take courses to the value of four units as set out below:

Paper 1 PP4B3 MPA Capstone Project (1.0)

Paper 2 PP4B4 Dissertation (1.0)

Papers 3 & 4 Courses to the value of 2.0 unit(s) from the following:

**MPA Dual Degree Course List**

**Prerequisite Requirements and Mutually Exclusive Options**

# means there may be prerequisites for this course.

Please view the course guide for more information.

**Footnotes**

A: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

B: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

C: Not available in Year 1.

D: Not available in Year 1.

E: Not available in Year 1.

F: Not available in Year 1.

G: Not available in Year 1.

## MPA Dual Degree (LSE and Hertie)

This programme is 21 months.

**Programme Code:** TMDMPA4

**Department:** School of Public Policy

For students starting this programme of study in 2021/22

**1.**

**Route 1**

**Year 1 at LSE**

**Before Year 1**

All students attend the following MPA introductory course:

PP408 Introduction to Quantitative Methods for the MPA Programme (0.0)

**During Year 1**

All students must complete the three Compulsory Courses in Papers 1, 2 & 3 below:

Paper 1 PP440 Micro and Macro Economics (for Public Policy) (1.0)

Paper 2 PP455 Quantitative Approaches and Policy Analysis (1.0)

Paper 3 PP478 Political Science for Public Policy (1.0)

Paper 4 Courses to the value of 1.0 unit from the MPA Course List below:

**MPA Dual Degree Course List**

**Note:** The course(s) chosen by the student must have a total credit value of 1.0 unit (therefore, either one course with a credit value of 1.0, or two courses which both have a credit value of 0.5).

Year 2 at the Hertie School of Governance

On successful completion of the first year of that programme at LSE, students who have accepted an offer of a dual degree place will transfer to the MPA Dual Degree. Students will follow the MPP programme at Hertie.

**2.**

**Route 2**

**Year 1 at the Hertie School of Governance**



Students will follow the MPP programme at Hertie.

### Year 2 at LSE

Students must take courses to the value of four units as set out below:

Paper 1 PP4B3 MPA Capstone Project (1.0)

Paper 2 PP4B4 Dissertation (1.0)

Papers 3 & 4 Courses to the value of 2.0 unit(s) from the following:

#### MPA Dual Degree Course List

#### Prerequisite Requirements and Mutually Exclusive Options

# means there may be prerequisites for this course. Please view the course guide for more information.

#### Footnotes

A: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

B: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

C: Not available in Year 1.

D: Not available in Year 1.

E: Not available in Year 1.

F: Not available in Year 1.

G: Not available in Year 1.

## MPA Dual Degree (LSE and NUS)

This programme is 21 months.

**Programme Code:** TMDMPA5

**Department:** School of Public Policy

For students starting this programme of study in 2022/23

### 1.

#### Route 1

#### Year 1 at LSE

#### Before Year 1

All students attend the following MPA introductory course:

PP408 Introduction to Quantitative Methods for the MPA Programme (0.0)

#### During Year 1

All students must complete the three Compulsory Courses in Papers 1, 2 & 3 below:

Paper 1 PP440 Micro and Macro Economics (for Public Policy) (1.0)

#### or

Upon satisfactorily demonstrating prior knowledge of Micro and Macro Economics, students may be exempted from PP440 and will be free to take an additional unit of option course subject to the approval of the Programme Director.

Paper 2 PP455 Quantitative Approaches and Policy Analysis (1.0)

Paper 3 PP478 Political Science for Public Policy (1.0)

Paper 4 Courses to the value of 1.0 unit from the MPA Course List below:

#### MPA Dual Degree Course List

**Note:** The course(s) chosen by the student must have a total credit value of 1.0 unit (therefore, either one course with a credit value of 1.0, or two courses which both have a credit value of 0.5).

Year 2 at Lee Kuan Yew School of Public Policy  
On successful completion of the first year of that programme at LSE, students who have accepted an offer of a dual degree place will transfer to the MPA Dual Degree. Students will follow the MPP programme at Lee Kuan Yew.

### 2.

#### Route 2

#### Year 1 at Lee Kuan Yew School of Public Policy

Students will follow the MPP programme at Lee Kuan Yew.

#### Year 2 at LSE

Students must take courses to the value of four units

as set out below:

Paper 1 PP4B3 MPA Capstone Project (1.0)

Papers 2, 3 & 4

Plus one of the following:

PP4V8 Policy Paper (0.5)

And 2.5 units of optional courses from the following:

#### MPA Dual Degree Course List

#### Or

PP4B4 Dissertation (1.0)

And 2.0 units of optional courses from the following:

#### MPA Dual Degree Course List

#### Or

Courses to the value of 3.0 unit(s) from the following:

#### MPA Dual Degree Course List

#### Prerequisite Requirements and Mutually Exclusive Options

# means there may be prerequisites for this course. Please view the course guide for more information.

1: PP4B4 can not be taken with PP4V8

#### Footnotes

A: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

B: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

C: Not available in Year 1.

D: Not available in Year 1.

E: Not available in Year 1.

F: Not available in Year 1.

G: Not available in Year 1.

## MPA Dual Degree (LSE and NUS)

This programme is 21 months.

**Programme Code:** TMDMPA5

**Department:** School of Public Policy

For students starting this programme of study in 2021/22

### 1.

#### Route 1

#### Year 1 at LSE

#### Before Year 1

All students attend the following MPA introductory course:

PP408 Introduction to Quantitative Methods for the MPA Programme (0.0)

During

Year 1

All students must complete the three Compulsory Courses in Papers 1, 2 & 3 below:

Paper 1 PP440 Micro and Macro Economics (for Public Policy) (1.0)

Paper 2 PP455 Quantitative Approaches and Policy Analysis (1.0)

Paper 3 PP478 Political Science for Public Policy (1.0)

Paper 4 Courses to the value of 1.0 unit from the MPA Course List below:

#### MPA Dual Degree Course List

**Note:** The course(s) chosen by the student must have a total credit value of 1.0 unit (therefore, either one course with a credit value of 1.0, or two courses which both have a credit value of 0.5).

Year 2 at Lee Kuan Yew School of Public Policy  
On successful completion of the first year of that programme at LSE, students who have accepted an offer of a dual degree place will transfer to the MPA Dual Degree. Students will follow the MPP programme at Lee Kuan Yew.

### 2.

#### Route 2

#### Year 1 at Lee Kuan Yew School of Public Policy

Students will follow the MPP programme at Lee Kuan Yew.

#### Year 2 at LSE

Paper 1	Students must take courses to the value of four units as set out below:
Papers 2, 3 & 4	<p>PP4B3 MPA Capstone Project (1.0)</p> <p>Plus one of the following:</p> <p>PP4V8 Policy Paper (0.5)</p> <p>And 2.5 units of optional courses from the following:</p> <p><b>MPA Dual Degree Course List</b></p> <p><b>Or</b></p> <p>PP4B4 Dissertation (1.0)</p> <p>And 2.0 units of optional courses from the following:</p> <p><b>MPA Dual Degree Course List</b></p> <p><b>Or</b></p> <p>Courses to the value of 3.0 unit(s) from the following:</p> <p><b>MPA Dual Degree Course List</b></p> <p><b>Prerequisite Requirements and Mutually Exclusive Options</b></p> <p># means there may be prerequisites for this course. Please view the course guide for more information.</p> <p><b>Footnotes</b></p> <p>A: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.</p> <p>B: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.</p> <p>C: Not available in Year 1.</p> <p>D: Not available in Year 1.</p> <p>E: Not available in Year 1.</p> <p>F: Not available in Year 1.</p> <p>G: Not available in Year 1.</p>

## MPA Dual Degree (LSE and Sciences Po)

This programme is 21 months.

**Programme Code:** TMDMPA3

**Department:** School of Public Policy

For students starting this programme of study in 2021/22

### 1.

#### Route 1

#### Year 1 at LSE

#### Before Year 1

All students attend the following MPA introductory course:

PP408 Introduction to Quantitative Methods for the MPA Programme (0.0)

#### During Year 1

All students must complete the three Compulsory Courses in Papers 1, 2 & 3 below:

Paper 1	PP440	Micro and Macro Economics (for Public Policy) (1.0)
Paper 2	PP455	Quantitative Approaches and Policy Analysis (1.0)
Paper 3	PP478	Political Science for Public Policy (1.0)
Paper 4		Courses to the value of 1.0 unit from the MPA Course List below:

#### MPA Dual Degree Course List

Note: The course(s) chosen by the student must have a total credit value of 1.0 unit (therefore, either one course with a credit value of 1.0, or two courses which both have a credit value of 0.5).

#### Year 2 at Sciences Po

On successful completion of the first year of that programme at LSE, students who have accepted an offer of a dual degree place will transfer to the MPA Dual Degree. Students will follow the MPP programme at Sciences Po.

### 2.

#### Route 2

#### Year 1 at Sciences Po

Students will follow the MPP programme at Sciences Po.

#### Year 2 at LSE

Paper 1	Students must take courses to the value of four units as set out below:
Papers 2, 3 & 4	<p>PP4B3 MPA Capstone Project (1.0)</p> <p>Plus one of the following:</p> <p>PP4V8 Policy Paper (0.5)</p> <p>And 2.5 units of optional courses from the following:</p> <p><b>MPA Dual Degree Course List</b></p> <p><b>Or</b></p> <p>PP4B4 Dissertation (1.0)</p> <p>And 2.0 units of optional courses from the following:</p> <p><b>MPA Dual Degree Course List</b></p> <p><b>Or</b></p> <p>Courses to the value of 3.0 unit(s) from the following:</p> <p><b>MPA Dual Degree Course List</b></p> <p><b>Prerequisite Requirements and Mutually Exclusive Options</b></p> <p># means there may be prerequisites for this course. Please view the course guide for more information.</p> <p><b>Footnotes</b></p> <p>A: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.</p> <p>B: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.</p> <p>C: Not available in Year 1.</p> <p>D: Not available in Year 1.</p> <p>E: Not available in Year 1.</p> <p>F: Not available in Year 1.</p> <p>G: Not available in Year 1.</p>

**This programme has been discontinued. Last year of entry 2021/22.**

#### Note for prospective students:

For changes to graduate course and programme information for the next academic session, please see the graduate summary page for prospective students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm](http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGProspective.htm). Changes to course and programme information for future academic sessions can be found on the graduate summary page for future students [lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm](http://lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/updatedPGFuture.htm).

## MPA Dual Degree (LSE and Tokyo)

This programme is 24 months.

**Programme Code:** TMDMPA6

**Department:** School of Public Policy

For students starting this programme of study in 2022/23

### 1.

#### Route 1

#### Year 1 at LSE

#### Before Year 1

All students attend the following MPA introductory course:

PP408 Introduction to Quantitative Methods for the MPA Programme (0.0)

#### During Year 1

All students must complete the three Compulsory Courses in Papers 1, 2 & 3 below:

Paper 1	PP440	Micro and Macro Economics (for Public Policy) (1.0)
Paper 2	PP455	Quantitative Approaches and Policy Analysis (1.0)
Paper 3	PP478	Political Science for Public Policy (1.0)
Paper 4		Courses to the value of 1.0 unit from the MPA Course List below:

#### MPA Dual Degree Course List

**Note:** The course(s) chosen by the student must have a total credit value of 1.0 unit (therefore, either one course with a credit value of 1.0, or two courses which

both have a credit value of 0.5).  
Year 2 at the University of Tokyo Graduate School of Public Policy

On successful completion of the first year of that programme at LSE, students who have accepted an offer of a dual degree place will transfer to the MPA Dual Degree. Students will follow the MPP/IP at the University of Tokyo Graduate School of Public Policy.

## 2. Route 2

### Year 1 at the University of Tokyo Graduate School of Public Policy

Students will follow the MPP/IP at the University of Tokyo Graduate School of Public Policy.

### Year 2 at LSE

Students must take courses to the value of four units as set out below:

Paper 1 PP4B3 MPA Capstone Project (1.0)

Papers 2, 3 & 4

Plus one of the following:

PP4V8 Policy Paper (0.5)

And 2.5 units of optional courses from the following:

#### MPA Dual Degree Course List

Or

PP4B4 Dissertation (1.0)

And 2.0 units of optional courses from the following:

#### MPA Dual Degree Course List

Or

Courses to the value of 3.0 unit(s) from the following:

#### MPA Dual Degree Course List

#### Prerequisite Requirements and Mutually Exclusive Options

# means there may be prerequisites for this course.

Please view the course guide for more information.

#### Footnotes

A: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

B: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

C: Not available in Year 1.

D: Not available in Year 1.

E: Not available in Year 1.

F: Not available in Year 1.

G: Not available in Year 1.

## MPA Dual Degree (LSE and Tokyo)

This programme is 24 months.

**Programme Code:** TMDMPA6

**Department:** School of Public Policy

For students starting this programme of study in 2021/22

### 1.

#### Route 1

#### Year 1 at LSE

#### Before Year 1

All students attend the following MPA introductory course:

PP408 Introduction to Quantitative Methods for the MPA Programme (0.0)

#### During Year 1

All students must complete the three Compulsory Courses in Papers 1, 2 & 3 below:

Paper 1 PP440 Micro and Macro Economics (for Public Policy) (1.0)

Paper 2 PP455 Quantitative Approaches and Policy Analysis (1.0)

Paper 3 PP478 Political Science for Public Policy (1.0)

Paper 4 Courses to the value of 1.0 unit from the MPA Course List below:

#### MPA Dual Degree Course List

**Note:** The course(s) chosen by the student must have a

total credit value of 1.0 unit (therefore, either one course with a credit value of 1.0, or two courses which both have a credit value of 0.5).

Year 2 at the University of Tokyo Graduate School of Public Policy

On successful completion of the first year of that programme at LSE, students who have accepted an offer of a dual degree place will transfer to the MPA Dual Degree. Students will follow the MPP/IP at the University of Tokyo Graduate School of Public Policy.

## 2.

### Route 2

### Year 1 at the University of Tokyo Graduate School of Public Policy

Students will follow the MPP/IP at the University of Tokyo Graduate School of Public Policy.

### Year 2 at LSE

Students must take courses to the value of four units as set out below:

Paper 1 PP4B3 MPA Capstone Project (1.0)

Papers 2, 3 & 4

Plus one of the following:

PP4V8 Policy Paper (0.5)

And 2.5 units of optional courses from the following:

#### MPA Dual Degree Course List

Or

PP4B4 Dissertation (1.0)

And 2.0 units of optional courses from the following:

#### MPA Dual Degree Course List

Or

Courses to the value of 3.0 unit(s) from the following:

#### MPA Dual Degree Course List

#### Prerequisite Requirements and Mutually Exclusive Options

# means there may be prerequisites for this course.

Please view the course guide for more information.

#### Footnotes

A: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

B: Designed for Year 2 students; only available in Year 1 with permission from the Programme Director.

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D: Not available in Year 1.

E: Not available in Year 1.

F: Not available in Year 1.

G: Not available in Year 1.

## MPA Dual Degree Course List

FM471 Sustainable Finance and Impact Investing (0.5) #

PP406 Philosophy for Public Policy (0.5)

PP410 Public Economics for Public Policy (0.5) # A

PP411L Political Economy Applications for Public Policy (0.5) #

PP411M Political Entrepreneurship (0.5)

PP412 Global Social Protection Design and Delivery (0.5) (not available 2022/23)

PP413 Growth Diagnostics in Development: Theory and Practice (0.5) #

PP414 Policy-Making: Process, Challenges and Outcomes (0.5)

PP415 Technology, Data Science and Policy (0.5) #

PP416 Beyond the policy cycle: how theory explains practice (0.5)

PP417L The Practice of Effective Climate Policy (0.5)

PP417M The Practice of Effective Climate Policy (0.5)

PP418 Globalisation and Economic Policy (0.5) # B

PP419 Advanced Empirical Methods for Policy Analysis (0.5) # C

PP423 Anticipatory Policymaking (0.5)

PP424 Happiness and Public Policy (0.5)

PP448	International Political Economy and Development (0.5)
PP449	Comparative Political Economy and Development (0.5)
PP450	Public Organisations: Theory and Practice (0.5) #
PP452	Applying Behavioural Economics for Social Impact: Design, Delivery, Evaluation and Policy (0.5) # D
PP454	Development Economics (1.0) # E
PP4B4	Dissertation (1.0) 1 F
PP4E5	Innovations in the governance of public services delivery (0.5)
PP4G3	Designing and Managing Change in the Public Sector (0.5)
PP4J2	New Institutions of Public Policy: Strategic Philanthropy, Impact Investment and Social Enterprise (0.5) G
PP4J4	Designing and Implementing Evidence-Informed Policies and Programmes (0.5) (not available 2022/23)
PP4J5	Fiscal Governance and Budgeting (0.5)
PP4X6	Welfare Analysis and Measurement (1.0)

In addition, students may choose up to 1.0 unit (per year of study) of courses from elsewhere in LSE with approval of the Programme Director and subject to acceptance by the course convenor. Availability of a place on a course outside the School of Public Policy is not guaranteed and is subject to space, regulations, and timetable constraints. A list of recommended "outside courses" will be provided at the start of each year.

## MSc in Global Media and Communications (with Fudan, USC or UCT)

Full-time programme taken over two calendar years. Students must take courses at LSE as shown below and follow either the programme at Fudan or USC or UCT in Year 2.

**Progression rules:** Please note that a student who has failed more than 1 unit cannot proceed to the second year. In such instances the student must resit

and satisfy this progression rule in order to be proceed to year two.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

## MSc in Global Media and Communications (LSE and Fudan)

**Programme Code:** TMGLMEC02

**Department:** Media and Communications

For students starting this programme of study in 2022/23

### Year 1 at LSE

**Students take a total of three LSE units and a dissertation as shown.**

Paper 1	MC408	Theories and Concepts in Media and Communications (0.5)
	<b>And</b>	one of the following 0.5 unit courses:
	MC4M1	Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (0.5) <b>or</b>
	MC4M7	Methods of Research in Media & Communications (including Qualitative Analysis & Applied Regression Analysis) (0.5) A
Paper 2	MC411	Media and Globalisation (0.5)
Paper 3		Courses to the value of 1.5 unit(s) from the following:
	GI422	Transnational Sexual Politics (1.0)
	MC407	International Media and The Global South (0.5)
	MC416	Representation in the Age of Globalisation (0.5)

MC420	Identity, Transnationalism and the Media (0.5)	
MC423	Global Media Industries (0.5)	
MC426	Film Theory and World Cinema (0.5)	
MC428	Media Culture and Neoliberalism in the Global South (0.5)	
MC429	Humanitarian Communication: Vulnerability, Discourse and Power (0.5)	
MC433	Technology and Justice (0.5) #	
MC436	Mediating the Past (0.5)	
MC437	Media, Data and Social Order (0.5) #	
MC438	Mediated Feminisms (0.5)	
MC439	Media, Technology, and the Body (0.5)	
	Any other MSc-level course which is offered in the School, subject to the consent of the candidate's programme director. NOTE: Students can take no more than one full unit of courses from outside the department of Media and Communications (non MC-prefixed courses).	
Paper 4	MC499	Dissertation: Media and Communications (1.0) B

### Year 2 at Fudan

Paper 5	Core and optional courses in Chinese language, culture and media, including:
	Chinese Language and Culture
	Applied Communication Issues and Contexts
	Chinese Journalism History, Theory and Practice
	China's media and politics in the context of globalization
	Communicating in China: The Media and PR Perspectives
	Chinese Indie Films across the Century and Metamorphic Micro Cinema
	New Media and Society Theoretical Advances and Chinese Context
	Strategic Communication in China
	Applied Media Management

### Prerequisite Requirements and Mutually Exclusive Options

# means there may be prerequisites for this course. Please view the course guide for more information.

### Footnotes

A: MY452 is an advanced Applied Regression Analysis course offered by the Department of Methodology and must be taken by students who select MC4M7. Students wishing to select this option need to already have a grounding in quantitative methods and must seek approval from the Programme Director. Approval is also subject to timetabling constraints.

B: The dissertation must be between 10,000 and 12,000 words). Passing MC499 is a requirement for passing the programme.

## MSc in Global Media and Communications (LSE and USC)

**Programme Code:** TMGLMEC0

**Department:** Media and Communications

For students starting this programme of study in 2022/23

### Year 1 at LSE

**Students take a total of three LSE units and a dissertation as shown.**

Paper 1	MC408	Theories and Concepts in Media and Communications (0.5)
	<b>And</b>	one of the following 0.5 unit courses:
	MC4M1	Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (0.5) <b>or</b>
	MC4M7	Methods of Research in Media & Communications (including Qualitative Analysis & Applied Regression Analysis) (0.5) A



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Paper 2	MC411	Media and Globalisation (0.5)	531	Communication and the International Economy (4, Fa)
Paper 3		Courses to the value of 1.5 unit(s) from the following:	532	Development of American Media Industry (4, Fa)
	GI422	Transnational Sexual Politics (1.0)	533	Emerging Communication Technologies (4, Fa/Sp)
	MC407	International Media and The Global South (0.5)	534	The Culture of New Technologies (4, Fa/Sp)
	MC416	Representation in the Age of Globalisation (0.5)	535	Virtual Groups and Organizations (4, Fa/Sp)
	MC420	Identity, Transnationalism and the Media (0.5)	540	Uses of Communication Research (4, Fa/Sp)
	MC423	Global Media Industries (0.5)	541	Integrated Communication Strategies (4, Sp)
	MC426	Film Theory and World Cinema (0.5)	542	Business Strategies of Communication and Entertainment Firms (4, Sp)
	MC428	Media Culture and Neoliberalism in the Global South (0.5)	543	Managing Communication in the Entertainment Industry (4, Fa)
	MC429	Humanitarian Communication: Vulnerability, Discourse and Power (0.5)	544	The Arts and New Media (4, Fa)
	MC433	Technology and Justice (0.5) #	545	Communication and Global Competition (4, Sp)
	MC436	Mediating the Past (0.5)	546	Seminar in Diffusion Theory and Research (4, 2 years, Sp)
	MC437	Media, Data and Social Order (0.5) #	547	Distribution of Recordings: Media, Retail and Online Channels (4, Sp)
	MC438	Mediated Feminisms (0.5)	548	Issues in Children's Media (4, Sp)
	MC439	Media, Technology, and the Body (0.5)	553	Political Economy of Global Telecommunications and Information (4, Sp)
		Any other MSc-level course which is offered in the School, subject to the consent of the candidate's programme director. NOTE: Students can take no more than one full unit of courses from outside the department of Media and Communications (non MC-prefixed courses).	557	Communication Policy in the Global Marketplace (4, Fa)
Paper 4	MC499	Dissertation: Media and Communications (1.0) B	558	The International Entertainment Marketplace (4, Fa)
		<b>Year 2 at USC</b>	559	Globalization, Communication and Society (4, Fa)
		Students take a total of 24 USC units.	560	Communications Policy (4, Fa/Sm)
Paper 5	COMM 598	Global Communication Research Practicum (4 USC units)	562x	Cognitive Approaches to Communication (4, 2 years, Fa)
		20 USC units (normally total of 5 courses; all Communication courses 4 units each):	565	Communication Law and Broadcasting (4, Fa/Sp)
		500 Managing Communication (4, Sp/Sm)	566	Communication Law and New Technologies (4, Sp)
		501 Communication Management Pro-Seminar (4, Fa/Sp)	567	Internet Policy, Practice and Regulation (4, Fa/Sp)
		502 Strategic Corporate Communication (4, Sp)	570	Economics of the Communication Industries (4, Fa)
		504x Seminar in Interpersonal Communication (4, Fa, even years)	571	Communications Technologies (4, Fa/Sp)
		505 Communication in Work Settings (4, Fa)	572	Telephone, Data, and Video Telecommunication Systems (4, Sp)
		506 Images and Image Management (4, Sp)	573	Evaluating Communication Needs (4, Sp)
		507 Information Management (4, Fa)	574	Tele-Media: A Strategic and Critical Analysis (4, Fa/Sp)
		508x Power, Politics and Conflict in Communication (4, 2 years, Sp)	575	Advocacy and Social Change in Entertainment and the Media (4, Fa)
		509x Seminar in Classical Rhetorical Theory (4, Fa)	576	Communication Strategies for Conflict Management (4, Sm)
		510 Communication, Values, Attitudes, and Behavior (4, Fa/Sp)	580	Media and Politics (4, Fa/Sp)
		511x Seminar in Contemporary Rhetorical Theory (4, Sp)	581	Media in Social Services: Design and Evaluation of Campaigns (4, Fa)
		512x Seminar in Rhetorical Criticism (4, Fa)	582	International Communication: National Development (4, Sm)
		513x Seminar in Neoclassical Rhetorical Theory (4, 2 years, Sm)	583	Global Entertainment Education Programs (4, Sp)
		514x Seminar: Social Movements as Rhetorical Form (4, 2 years, Sp)	584	Seminar: Interpreting Popular Culture (4, Fa)
		515x Seminar in Postmodern Rhetorical Theory (4, 2 years, Fa)	585x	Organizational Communication (4, 2 years, Sp)
		516x Seminar: Feminist Theory and Communication (4, 2 years, Sp)	587	Audience Analysis (4, Fa)
		517x Seminar in Rhetorical Theory and Culture (4, Sp)	605	Advanced Macro Theories of Communication I (4, 2 years, Sp)
		518x American Public Address (4, Sp, odd years)	610	Studies in Rhetorical Theory (4, max 8, Fa/Sp/Sm)
		519x Seminar: Cultural Studies in Communication (4, 2 years, Fa)	618	Mass Media Effects (4, Fa)
		520 Social Roles of Communication Media (4, Fa/Sp)	620	Studies in Communication Theory (2-4, max 8, Fa/Sp)
		521x Seminar in Argumentation (4, 2 years, Sp)	625	Theory Construction in Communication (4, Sm)
		522x Seminar in Kenneth Burke's Dramatistic Theory (4)	629	Global Culture (4, Fa)
		524x Seminar in Small Group Process (4, Sp, even years)	630	Communication Technology and Social Change (4, Sp)
		528 Web Designs for Organizations (4, Fa/Sp)	631x	Minds and Media (4, Sp)
		530 Social Dynamics of Communication Technologies (4, Sp/Sm)	635	Economics of Information (4, Sp)
			636	Interpretive and Cultural Approaches in Organizational Communication (4, 2 years, Fa)
			637	Current Readings in Organizational Communication (4, 2 years, Sp)
			638	Global, International and Intercultural

Communication in Organizations (4, 2 years, Fa)  
640 Communication and Organizational Change (4, Fa)

645 Communication Networks (4, 2 years, Sp)

646 Negotiating Boundaries in Environmental Research (2)

647x Seminar on the Network Society (4, Fa)

599 Special Topics (various special one-time course offerings)

(Fa) means Fall semester

(Sp) means Spring semester

(Sm) means Summer semester

In addition to coursework offered at the Annenberg School of Communication, subject to the consent of the candidate's USC adviser and program director, students may take up to a maximum of 4 units of at the 400-level at Annenberg and graduate-level coursework from other schools or departments at the University of Southern California towards their remaining 20 unit requirement.

#### **Prerequisite Requirements and Mutually Exclusive Options**

# means there may be prerequisites for this course. Please view the course guide for more information.

#### **Footnotes**

A: MY452 is an advanced Applied Regression Analysis course offered by the Department of Methodology and must be taken by students who select MC4M7. Students wishing to select this option need to already have a grounding in quantitative methods and must seek approval from the Programme Director. Approval is also subject to timetabling constraints.

B: The dissertation must be between 10,000 and 12,000 words). Passing MC499 is a requirement for passing the programme.

## **MSc in Global Media and Communications (LSE and UCT)**

**Programme Code:** TMGLMECO3

**Department:** Media and Communications

For students starting this programme of study in 2022/23

### **Year 1 at LSE**

**Students take a total of three LSE units and a dissertation as shown.**

Paper 1 MC408 Theories and Concepts in Media and Communications (0.5)

**And** one of the following 0.5 unit courses:

MC4M1 Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (0.5) **or**

MC4M7 Methods of Research in Media & Communications (including Qualitative Analysis & Applied Regression Analysis) (0.5) A

Paper 2 MC411 Media and Globalisation (0.5)

Paper 3 Courses to the value of 1.5 unit(s) from the following:

GI422 Transnational Sexual Politics (1.0)

MC407 International Media and The Global South (0.5)

MC416 Representation in the Age of Globalisation (0.5)

MC420 Identity, Transnationalism and the Media (0.5)

MC423 Global Media Industries (0.5)

MC426 Film Theory and World Cinema (0.5)

MC428 Media Culture and Neoliberalism in the Global South (0.5)

MC429 Humanitarian Communication: Vulnerability, Discourse and Power (0.5)

MC433 Technology and Justice (0.5) #

MC436 Mediating the Past (0.5)

MC437 Media, Data and Social Order (0.5) #

MC438 Mediated Feminisms (0.5)

MC439 Media, Technology, and the Body (0.5)

Any other MSc-level course which is offered in the School, subject to the consent of the candidate's programme director. NOTE: Students can take no more than one full unit of courses from outside the department of Media and Communications (non MC-prefixed courses).

Paper 4 MC499 Dissertation: Media and Communications (1.0) B

### **Year 2 at UCT**

Paper 5 Students are required to complete a minor dissertation research project or creative production, two compulsory taught courses and two elective taught courses of which no more than one can be at HEQF Level 8 (4000 level).

#### **Compulsory courses**

FAM4011F/S Media Internship (HEQF Credits 24, HEQF Level 8)

FAM5013F Advanced Media Methodology (HEQF Credits 24, HEQF Level 9)

FAM5006W Master's Media Research Project **or** FAM5012W Master's Media Creative Production (HEQF Credits 96, HEQF Level 9)

#### **Elective courses**

Students select one F elective and one S elective course from the list below. Not all electives may be offered every year and only one elective may be on HEQF Level 8 (4000 level). One of the two elective courses may be taken in another cognate UCT department such as the Centre for African Studies, Historical Studies, Political Studies, or Anthropology:

AM4007F Narrative Literary Journalism

FAM4010F Media Markets and Media Strategy

FAM4013F Political Communication

FAM4017F Advanced Television Analysis

FAM4032F Understanding Public Argumentation

FAM4033F Screenwriting

FAM5039F Approaches to African Cinema

FAM4004S Avant-Garde Film

FAM4014S Political Journalism

FAM4015S Environmental Documentary

FAM4016S Wildlife Documentary

FAM4031S South African Public Rhetoric

FAM4034S Forms and Theories of Adaptation

FAM5011S Media and the Public Domain

FAM5016S Creative Non-Fiction

FAM5036S Rhetoric of SA Social Memory

FAM5038S Mobile Media and Communications

FAM5040S Conceptualising SA Cinema

#### **Prerequisite Requirements and Mutually Exclusive Options**

# means there may be prerequisites for this course. Please view the course guide for more information.

#### **Footnotes**

A: MY452 is an advanced Applied Regression Analysis course offered by the Department of Methodology and must be taken by students who select MC4M7. Students wishing to select this option need to already have a grounding in quantitative methods and must seek approval from the Programme Director. Approval is also subject to timetabling constraints.

B: The dissertation must be between 10,000 and 12,000 words). Passing MC499 is a requirement for passing the programme.

## MSc in Global Media and Communications (with Fudan, USC or UCT)

Full-time programme taken over two calendar years. Students must take courses at LSE as shown below and follow either the programme at Fudan or USC or UCT in Year 2.

**Progression rules:** Please note that a student who has failed more than 1 unit cannot proceed to the second year. In such instances the student must resit

and satisfy this progression rule in order to be proceed to year two.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

## MSc in Global Media and Communications (LSE and Fudan)

**Programme Code:** TMGLMECO2

**Department:** Media and Communications

For students starting this programme of study in 2021/22

### Year 1 at LSE

**Students take a total of three LSE units and a dissertation as shown.**

Paper 1	MC408	Theories and Concepts in Media and Communications (0.5)
	<b>And</b>	one of the following 0.5 unit courses:
	MC4M1	Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (0.5) <b>or</b>
	MC4M7	Methods of Research in Media & Communications (including Qualitative Analysis & Applied Regression Analysis) (0.5) A
Paper 2	MC411	Media and Globalisation (0.5)
Paper 3		Courses to the value of 1.5 unit(s) from the following:
	GI422	Transnational Sexual Politics (1.0)
	MC407	International Media and The Global South (0.5)
	MC416	Representation in the Age of Globalisation (0.5)
	MC420	Identity, Transnationalism and the Media (0.5)
	MC423	Global Media Industries (0.5)
	MC426	Film Theory and World Cinema (0.5)
	MC428	Media Culture and Neoliberalism in the Global South (0.5)
	MC429	Humanitarian Communication: Vulnerability, Discourse and Power (0.5)
	MC433	Technology and Justice (0.5) #
	MC435	Disruptive Digital Worlds: Competing Economic and Political Economy Explanations (0.5) (withdrawn 2022/23)
	MC436	Mediating the Past (0.5)
	MC437	Media, Data and Social Order (0.5) #
	MC438	Mediated Feminisms (0.5)
	MC439	Media, Technology, and the Body (0.5)
		Any other MSc-level course which is offered in the School, subject to the consent of the candidate's programme director. NOTE: Students can take no more than one full unit of courses from outside the department of Media and Communications (non MC-prefixed courses).

Paper 4 MC499 Dissertation: Media and Communications (1.0) B

### Year 2 at Fudan

Paper 5 Core and optional courses in Chinese language, culture and media, including:  
Chinese Language and Culture  
Applied Communication Issues and Contexts  
Chinese Journalism History, Theory and Practice  
China's media and politics in the context of globalization

Communicating in China: The Media and PR Perspectives

Chinese Indie Films across the Century and Metamorphic Micro Cinema

New Media and Society Theoretical Advances and Chinese Context

Strategic Communication in China

Applied Media Management

**Prerequisite Requirements and Mutually Exclusive Options**

# means there may be prerequisites for this course. Please view the course guide for more information.

### Footnotes

A: MY452 is an advanced Applied Regression Analysis course offered by the Department of Methodology and must be taken by students who select MC4M7. Students wishing to select this option need to already have a grounding in quantitative methods and must seek approval from the Programme Director. Approval is also subject to timetabling constraints.

B: The dissertation must be between 10,000 and 12,000 words). Passing MC499 is a requirement for passing the programme.

## MSc in Global Media and Communications (LSE and USC)

**Programme Code:** TMGLMECO

**Department:** Media and Communications

For students starting this programme of study in 2021/22

### Year 1 at LSE

**Students take a total of three LSE units and a dissertation as shown.**

Paper 1	MC408	Theories and Concepts in Media and Communications (0.5)
	<b>And</b>	one of the following 0.5 unit courses:
	MC4M1	Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (0.5) <b>or</b>
	MC4M7	Methods of Research in Media & Communications (including Qualitative Analysis & Applied Regression Analysis) (0.5) A
Paper 2	MC411	Media and Globalisation (0.5)
Paper 3		Courses to the value of 1.5 unit(s) from the following:
	GI422	Transnational Sexual Politics (1.0)
	MC407	International Media and The Global South (0.5)
	MC416	Representation in the Age of Globalisation (0.5)
	MC420	Identity, Transnationalism and the Media (0.5)
	MC423	Global Media Industries (0.5)
	MC426	Film Theory and World Cinema (0.5)
	MC428	Media Culture and Neoliberalism in the Global South (0.5)
	MC429	Humanitarian Communication: Vulnerability, Discourse and Power (0.5)
	MC433	Technology and Justice (0.5) #
	MC435	Disruptive Digital Worlds: Competing Economic and Political Economy Explanations (0.5) (withdrawn 2022/23)
	MC436	Mediating the Past (0.5)
	MC437	Media, Data and Social Order (0.5) #
	MC438	Mediated Feminisms (0.5)
	MC439	Media, Technology, and the Body (0.5)
		Any other MSc-level course which is offered in the School, subject to the consent of the candidate's programme director. NOTE: Students can take no more than one full unit of courses from outside the department of Media and Communications (non MC-prefixed courses).

Paper 4	MC499 Dissertation: Media and Communications (1.0) B	559 Globalization, Communication and Society (4, Fa)
	<b>Year 2 at USC</b>	560 Communications Policy (4, Fa/Sm)
	Students take a total of 24 USC units.	562x Cognitive Approaches to Communication (4, 2 years, Fa)
Paper 5	COMM 598 Global Communication Research Practicum (4 USC units)	565 Communication Law and Broadcasting (4, Fa/Sp)
	20 USC units (normally total of 5 courses; all Communication courses 4 units each):	566 Communication Law and New Technologies (4, Sp)
	500 Managing Communication (4, Sp/Sm)	567 Internet Policy, Practice and Regulation (4, Fa/Sp)
	501 Communication Management Pro-Seminar (4, Fa/Sp)	570 Economics of the Communication Industries (4, Fa)
	502 Strategic Corporate Communication (4, Sp)	571 Communications Technologies (4, Fa/Sp)
	504x Seminar in Interpersonal Communication (4, Fa, even years)	572 Telephone, Data, and Video Telecommunication Systems (4, Sp)
	505 Communication in Work Settings (4, Fa)	573 Evaluating Communication Needs (4, Sp)
	506 Images and Image Management (4, Sp)	574 Tele-Media: A Strategic and Critical Analysis (4, FaSp)
	507 Information Management (4, Fa)	575 Advocacy and Social Change in Entertainment and the Media (4, Fa)
	508x Power, Politics and Conflict in Communication (4, 2 years, Sp)	576 Communication Strategies for Conflict Management (4, Sm)
	509x Seminar in Classical Rhetorical Theory (4, Fa)	580 Media and Politics (4, Fa/Sp)
	510 Communication, Values, Attitudes, and Behavior (4, Fa/Sp)	581 Media in Social Services: Design and Evaluation of Campaigns (4, Fa)
	511x Seminar in Contemporary Rhetorical Theory (4, Sp)	582 International Communication: National Development (4, Sm)
	512x Seminar in Rhetorical Criticism (4, Fa)	583 Global Entertainment Education Programs (4, Sp)
	513x Seminar in Neoclassical Rhetorical Theory (4, 2 years, Sm)	584 Seminar: Interpreting Popular Culture (4, Fa)
	514x Seminar: Social Movements as Rhetorical Form (4, 2 years, Sp)	585x Organizational Communication (4, 2 years, Sp)
	515x Seminar in Postmodern Rhetorical Theory (4, 2 years, Fa)	587 Audience Analysis (4, Fa)
	516x Seminar: Feminist Theory and Communication (4, 2 years, Sp)	605 Advanced Macro Theories of Communication I (4, 2 years, Sp)
	517x Seminar in Rhetorical Theory and Culture (4, Sp)	610 Studies in Rhetorical Theory (4, max 8, Fa/Sp/Sm)
	518x American Public Address (4, Sp, odd years)	618 Mass Media Effects (4, Fa)
	519x Seminar: Cultural Studies in Communication (4, 2 years, Fa)	620 Studies in Communication Theory (2-4, max 8, Fa/Sp)
	520 Social Roles of Communication Media (4, Fa/Sp)	625 Theory Construction in Communication (4, Sm)
	521x Seminar in Argumentation (4, 2 years, Sp)	629 Global Culture (4, Fa)
	522x Seminar in Kenneth Burke's Dramatistic Theory (4)	630 Communication Technology and Social Change (4, Sp)
	524x Seminar in Small Group Process (4, Sp, even years)	631x Minds and Media (4, Sp)
	528 Web Designs for Organizations (4, Fa/Sp)	635 Economics of Information (4, Sp)
	530 Social Dynamics of Communication Technologies (4, Sp/Sm)	636 Interpretive and Cultural Approaches in Organizational Communication (4, 2 years, Fa)
	531 Communication and the International Economy (4, Fa)	637 Current Readings in Organizational Communication (4, 2 years, Sp)
	532 Development of American Media Industry (4, Fa)	638 Global, International and Intercultural Communication in Organizations (4, 2 years, Fa)
	533 Emerging Communication Technologies (4, Fa/Sp)	640 Communication and Organizational Change (4, Fa)
	534 The Culture of New Technologies (4, Fa/Sp)	645 Communication Networks (4, 2 years, Sp)
	535 Virtual Groups and Organizations (4, Fa/Sp)	646 Negotiating Boundaries in Environmental Research (2)
	540 Uses of Communication Research (4, Fa/Sp)	647x Seminar on the Network Society (4, Fa)
	541 Integrated Communication Strategies (4, Sp)	599 Special Topics (various special one-time course offerings)
	542 Business Strategies of Communication and Entertainment Firms (4, Sp)	(Fa) means Fall semester
	543 Managing Communication in the Entertainment Industry (4, Fa)	(Sp) means Spring semester
	544 The Arts and New Media (4, Fa)	(Sm) means Summer semester
	545 Communication and Global Competition (4, Sp)	In addition to coursework offered at the Annenberg School of Communication, subject to the consent of the candidate's USC adviser and program director, students may take up to a maximum of 4 units of at the 400-level at Annenberg and graduate-level coursework from other schools or departments at the University of Southern California towards their remaining 20 unit requirement.
	546 Seminar in Diffusion Theory and Research (4, 2 years, Sp)	<b>Prerequisite Requirements and Mutually Exclusive Options</b>
	547 Distribution of Recordings: Media, Retail and Online Channels (4, Sp)	# means there may be prerequisites for this course. Please view the course guide for more information.
	548 Issues in Children's Media (4, Sp)	<b>Footnotes</b>
	553 Political Economy of Global Telecommunications and Information (4, Sp)	A: MY452 is an advanced Applied Regression Analysis
	557 Communication Policy in the Global Marketplace (4, Fa)	
	558 The International Entertainment Marketplace (4, Fa)	



course offered by the Department of Methodology and must be taken by students who select MC4M7. Students wishing to select this option need to already have a grounding in quantitative methods and must seek approval from the Programme Director. Approval is also subject to timetabling constraints.

B: The dissertation must be between 10,000 and 12,000 words). Passing MC499 is a requirement for passing the programme.

## MSc in Global Media and Communications

**Programme Code:** TMGLMEC03

**Department:** Media and Communications

For students starting this programme of study in 2021/22

### Year 1 at LSE

**Students take a total of three LSE units and a dissertation as shown.**

Paper 1	MC408	Theories and Concepts in Media and Communications (0.5)
	<b>And</b>	one of the following 0.5 unit courses:
	MC4M1	Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (0.5) <b>or</b>
	MC4M7	Methods of Research in Media & Communications (including Qualitative Analysis & Applied Regression Analysis) (0.5) A
Paper 2	MC411	Media and Globalisation (0.5)
Paper 3		Courses to the value of 1.5 unit(s) from the following:
	GI422	Transnational Sexual Politics (1.0)
	MC407	International Media and The Global South (0.5)
	MC416	Representation in the Age of Globalisation (0.5)
	MC420	Identity, Transnationalism and the Media (0.5)
	MC423	Global Media Industries (0.5)
	MC426	Film Theory and World Cinema (0.5)
	MC428	Media Culture and Neoliberalism in the Global South (0.5)
	MC429	Humanitarian Communication: Vulnerability, Discourse and Power (0.5)
	MC433	Technology and Justice (0.5) #
	MC435	Disruptive Digital Worlds: Competing Economic and Political Economy Explanations (0.5) (withdrawn 2022/23)
	MC436	Mediating the Past (0.5)
	MC437	Media, Data and Social Order (0.5) #
	MC438	Mediated Feminisms (0.5)
	MC439	Media, Technology, and the Body (0.5)
		Any other MSc-level course which is offered in the School, subject to the consent of the candidate's programme director. NOTE: Students can take no more than one full unit of courses from outside the department of Media and Communications (non MC-prefixed courses).

Paper 4 MC499 Dissertation: Media and Communications (1.0) B

### Year 2 at UCT

Paper 5 Students are required to complete a minor dissertation research project or creative production, two compulsory taught courses and two elective taught courses of which no more than one can be at HEQF Level 8 (4000 level).

#### Compulsory courses

FAM4011F/S	Media Internship (HEQF Credits 24, HEQF Level 8)
FAM5013F	Advanced Media Methodology (HEQF Credits 24, HEQF Level 9)
FAM5006W	Master's Media Research Project
<b>Or</b>	
FAM5012W	Master's Media Creative Production

(HEQF Credits 96, HEQF Level 9)

#### Elective courses

Students select one F elective and one S elective course from the list below. Not all electives may be offered every year and only one elective may be on HEQF Level 8 (4000 level). One of the two elective courses may be taken in another cognate UCT department such as the Centre for African Studies, Historical Studies, Political Studies, or Anthropology:

AM4007F	Narrative Literary Journalism
FAM4010F	Media Markets and Media Strategy
FAM4013F	Political Communication
FAM4017F	Advanced Television Analysis
FAM4032F	Understanding Public Argumentation
FAM4033F	Screenwriting
FAM5039F	Approaches to African Cinema
FAM4004S	Avant-Garde Film
FAM4014S	Political Journalism
FAM4015S	Environmental Documentary
FAM4016S	Wildlife Documentary
FAM4031S	South African Public Rhetoric
FAM4034S	Forms and Theories of Adaptation
FAM5011S	Media and the Public Domain
FAM5016S	Creative Non-Fiction
FAM5036S	Rhetoric of SA Social Memory
FAM5038S	Mobile Media and Communications
FAM5040S	Conceptualising SA Cinema

#### Prerequisite Requirements and Mutually Exclusive Options

# means there may be prerequisites for this course. Please view the course guide for more information.

#### Footnotes

A: MY452 is an advanced Applied Regression Analysis course offered by the Department of Methodology and must be taken by students who select MC4M7. Students wishing to select this option need to already have a grounding in quantitative methods and must seek approval from the Programme Director. Approval is also subject to timetabling constraints.  
B: The dissertation must be between 10,000 and 12,000 words). Passing MC499 is a requirement for passing the programme.

## University of Pennsylvania Law School LLM Visiting Students

A one term (Michaelmas) exchange programme for visiting Penn Law students. The Penn-LSE exchange programme is attached to the LLM programme. Students from Penn Law will spend one term at LSE and choose 4 half-unit courses from the list below. There is no guarantee that students will be able to enrol on any specific course. Penn-LSE exchange students are not here in the main examination period therefore are assessed during Michaelmas term.

Students take half unit courses to the value of two units.

Student will not be required to complete summative assessments or examinations outside of their term of study. Students will be assessed during their term of study at the LSE.

Students are not permitted to take one unit courses.

**Please note that places are limited on some optional courses. Admission onto any particular course is not guaranteed and may be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

**Programme Code:** TOLL1

**Department:** Law School

For students starting this programme of study in 2022/23

Papers 1, 2,

3 & 4

#### Banking Law and Financial Regulation

LL4AT	Regulation: Strategies and Enforcement (0.5) (not available 2022/23)
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LL4AU	Regulation: Legal and Political Aspects (0.5) # (not available 2022/23)		General Principles (0.5) # (not available 2022/23)
LL4BF	International Financial Regulation (0.5)	LL4K8	Law of Corporate Finance: Securities Regulation (0.5)
LL4BK	Corporate Crime (0.5)	LL4K9	European Capital Markets Law (0.5)
LL4BL	Financial Crime (0.5)	LL4N6	Principles of Copyright Law (0.5)
LL4F2	The Law and Practice of International Finance (0.5)	LL4S2	E-Commerce Law (0.5)
LL4G8	Law of Corporate Finance (0.5)	LL4Z1	Business Taxation (0.5) #
LL4H4	International Financial Law (0.5)	LL4Z5	EU State Aid Law (0.5) (not available 2022/23)
LL4K8	Law of Corporate Finance: Securities Regulation (0.5)		<b>Corporate and Securities Law</b>
LL4K9	European Capital Markets Law (0.5)	LL4AH	Corporate Governance (0.5) #
LL4Z9	Banking Law (0.5)	LL4BF	International Financial Regulation (0.5)
	<b>Competition, Innovation &amp; Trade</b>	LL4BK	Corporate Crime (0.5)
LL4AF	Principles of Global Competition Law (0.5)	LL4BL	Financial Crime (0.5)
LL4AG	Competition Law, Technology and Intellectual Property (0.5) #	LL4CF	UK Corporate Law (0.5)
LL4AV	International Economic Law and Development (0.5) #	LL4CQ	Legal Aspects of Private Equity and Venture Capital (0.5)
LL4B1	International Trade Law (0.5) #	LL4F2	The Law and Practice of International Finance (0.5)
LL4BM	The Legal Protection of Inventions (0.5) # (not available 2022/23)	LL4F3	Mergers, Acquisitions and Restructurings in Europe (0.5)
LL4BN	Innovation, Technology and Patent Law (0.5) # (not available 2022/23)	LL4F4	Takeover Regulation in the UK and the US (0.5) (not available 2022/23)
LL4BP	Current Issues in Intellectual and Cultural Property Law (0.5)	LL4G8	Law of Corporate Finance (0.5)
LL4BQ	Trade Mark Law (0.5)	LL4H4	International Financial Law (0.5)
LL4CS	Law and Economics of Network Industries (0.5)	LL4K8	Law of Corporate Finance: Securities Regulation (0.5)
LL4N6	Principles of Copyright Law (0.5)	LL4K9	European Capital Markets Law (0.5)
LL4S1	Cyberlaw (0.5) #		<b>Criminology and Criminal Justice</b>
LL4S2	E-Commerce Law (0.5)	LL4AR	International Criminal Law: Core Crimes and Concepts (0.5)
LL4S4	Digital Rights, Privacy and Security (0.5) #	LL4AS	International Criminal Law: Prosecution and Practice (0.5)
LL4Z5	EU State Aid Law (0.5) (not available 2022/23)	LL4AT	Regulation: Strategies and Enforcement (0.5) (not available 2022/23)
	<b>Corporate and/or Commercial Law</b>	LL4AU	Regulation: Legal and Political Aspects (0.5) # (not available 2022/23)
LL4AF	Principles of Global Competition Law (0.5)	LL4BK	Corporate Crime (0.5)
LL4AG	Competition Law, Technology and Intellectual Property (0.5) #	LL4BL	Financial Crime (0.5)
LL4AH	Corporate Governance (0.5) #	LL4CE	Security and Criminal Law (0.5) #
LL4AJ	Corporate Rescue and Reorganisation (0.5)	LL4CL	Explaining Punishment: Philosophy, Political Economy, Sociology (0.5)
LL4AK	Principles of Corporate Insolvency Law (0.5) #	LL4K7	Mental Health Law: The Criminal Context (0.5) (not available 2022/23)
LL4AT	Regulation: Strategies and Enforcement (0.5) (not available 2022/23)		<b>European Law</b>
LL4AU	Regulation: Legal and Political Aspects (0.5) # (not available 2022/23)	LL4AF	Principles of Global Competition Law (0.5)
LL4BK	Corporate Crime (0.5)	LL4AG	Competition Law, Technology and Intellectual Property (0.5) #
LL4BL	Financial Crime (0.5)	LL4BG	Rethinking EU Law (0.5)
LL4BM	The Legal Protection of Inventions (0.5) # (not available 2022/23)	LL4BH	Law and Government of the European Union (0.5) #
LL4BN	Innovation, Technology and Patent Law (0.5) # (not available 2022/23)	LL4BV	Transnational Environmental Law (0.5)
LL4C5	Fundamentals of International Commercial Arbitration (0.5)	LL4CS	Law and Economics of Network Industries (0.5)
LL4C6	Advanced Issues of International Commercial Arbitration (0.5) #	LL4F3	Mergers, Acquisitions and Restructurings in Europe (0.5)
LL4CC	Commercial Remedies (0.5) #	LL4H8	Employment Law (0.5)
LL4CF	UK Corporate Law (0.5)	LL4H9	Human Rights in the Workplace (0.5)
LL4CP	Tax Avoidance (0.5)	LL4K9	European Capital Markets Law (0.5)
LL4CQ	Legal Aspects of Private Equity and Venture Capital (0.5)	LL4Y9	Comparative and Transnational Law (0.5) (not available 2022/23)
LL4E7	Investment Treaty Law (0.5) #	LL4Z5	EU State Aid Law (0.5) (not available 2022/23)
LL4F2	The Law and Practice of International Finance (0.5)		<b>Human Rights Law</b>
LL4F3	Mergers, Acquisitions and Restructurings in Europe (0.5)	LL468	European Human Rights Law (0.5)
LL4F4	Takeover Regulation in the UK and the US (0.5) (not available 2022/23)	LL469	UK Human Rights Law (0.5)
LL4G8	Law of Corporate Finance (0.5)	LL475	Terrorism and the Rule of Law (0.5)
LL4H4	International Financial Law (0.5)	LL4A6	Climate Change and International Law (0.5)
LL4K5	International Commercial Contracts -	LL4A8	International Law and the Use of Force (0.5) #
		LL4A9	Law in War (0.5) #

LL4AQ	Constitutional Theory (0.5)	LL4S1	Cyberlaw (0.5) #
LL4AR	International Criminal Law: Core Crimes and Concepts (0.5)	LL4S5	Regulation of Digital Creativity and Investment (0.5)
LL4AS	International Criminal Law: Prosecution and Practice (0.5)	<b>International Business Law</b>	
LL4AW	Foundations of International Human Rights Law (0.5) # (not available 2022/23)	LL4AF	Principles of Global Competition Law (0.5)
LL4AX	Selected Topics in International Human Rights Law (0.5)	LL4AG	Competition Law, Technology and Intellectual Property (0.5) #
LL4BA	International Law and the Movement of Persons within States (0.5) (not available 2022/23)	LL4AH	Corporate Governance (0.5) #
LL4BB	International Law and the Movement of Persons Between States (0.5) (not available 2022/23)	LL4AL	International Business Transactions: Commercial Litigation (0.5) #
LL4BG	Rethinking EU Law (0.5)	LL4AM	International Business Transactions: Advanced Procedure and Tactics (0.5) #
LL4BH	Law and Government of the European Union (0.5) #	LL4AN	International Business Transactions: Conflict of Laws, Extraterritoriality, and Global Governance (0.5) # (not available 2022/23)
LL4BW	Law and Political Thought (0.5)	LL4AP	International Business Transactions: Contracts and Property (0.5) # (not available 2022/23)
LL4C2	World Poverty and Human Rights (0.5) #	LL4AV	International Economic Law and Development (0.5) #
LL4H9	Human Rights in the Workplace (0.5)	LL4AY	International Tax Systems (0.5) #
LL4K4	The International Law of Self-Determination (0.5) #	LL4AZ	Taxation of Multinational Enterprises: Transfer Pricing (0.5) #
LL4L6	Theory of Constitutional Rights (0.5) #	LL4B1	International Trade Law (0.5) #
LL4S4	Digital Rights, Privacy and Security (0.5) #	LL4BF	International Financial Regulation (0.5)
LL4Z6	Comparative Constitutional Law (0.5)	LL4BK	Corporate Crime (0.5)
LL4Z7	Comparative Constitutional Rights (0.5)	LL4BL	Financial Crime (0.5)
<b>Information Technology, Media and Communications Law</b>		LL4BM	The Legal Protection of Inventions (0.5) # (not available 2022/23)
LL4AT	Regulation: Strategies and Enforcement (0.5) (not available 2022/23)	LL4BN	Innovation, Technology and Patent Law (0.5) # (not available 2022/23)
LL4AU	Regulation: Legal and Political Aspects (0.5) # (not available 2022/23)	LL4C5	Fundamentals of International Commercial Arbitration (0.5)
LL4BM	The Legal Protection of Inventions (0.5) # (not available 2022/23)	LL4C6	Advanced Issues of International Commercial Arbitration (0.5) #
LL4BN	Innovation, Technology and Patent Law (0.5) # (not available 2022/23)	LL4CC	Commercial Remedies (0.5) #
LL4BP	Current Issues in Intellectual and Cultural Property Law (0.5)	LL4CP	Tax Avoidance (0.5)
LL4BQ	Trade Mark Law (0.5)	LL4CS	Law and Economics of Network Industries (0.5)
LL4CS	Law and Economics of Network Industries (0.5)	LL4E7	Investment Treaty Law (0.5) #
LL4H2	Freedom of Speech, Media and the Law (0.5)	LL4F2	The Law and Practice of International Finance (0.5)
LL4H3	Media Law: Regulating Newsgathering (0.5)	LL4F3	Mergers, Acquisitions and Restructurings in Europe (0.5)
LL4N6	Principles of Copyright Law (0.5)	LL4F4	Takeover Regulation in the UK and the US (0.5) (not available 2022/23)
LL4S1	Cyberlaw (0.5) #	LL4H4	International Financial Law (0.5)
LL4S2	E-Commerce Law (0.5)	LL4K5	International Commercial Contracts - General Principles (0.5) # (not available 2022/23)
LL4S4	Digital Rights, Privacy and Security (0.5) #	LL4K9	European Capital Markets Law (0.5)
LL4S5	Regulation of Digital Creativity and Investment (0.5)	LL4S2	E-Commerce Law (0.5)
<b>Intellectual Property Law</b>		LL4Y9	Comparative and Transnational Law (0.5) (not available 2022/23)
LL4AT	Regulation: Strategies and Enforcement (0.5) (not available 2022/23)	LL4Z2	Principles of Taxation and Tax Disputes (0.5) # (not available 2022/23)
LL4AU	Regulation: Legal and Political Aspects (0.5) # (not available 2022/23)	LL4Z5	EU State Aid Law (0.5) (not available 2022/23)
LL4BM	The Legal Protection of Inventions (0.5) # (not available 2022/23)	<b>Legal Theory</b>	
LL4BN	Innovation, Technology and Patent Law (0.5) # (not available 2022/23)	LL468	European Human Rights Law (0.5)
LL4BP	Current Issues in Intellectual and Cultural Property Law (0.5)	LL475	Terrorism and the Rule of Law (0.5)
LL4BQ	Trade Mark Law (0.5)	LL4A6	Climate Change and International Law (0.5)
LL4BT	Cultural Property and Heritage Law (0.5) (not available 2022/23)	LL4AQ	Constitutional Theory (0.5)
LL4BU	Art Law (0.5)	LL4AT	Regulation: Strategies and Enforcement (0.5) (not available 2022/23)
LL4H2	Freedom of Speech, Media and the Law (0.5)	LL4AU	Regulation: Legal and Political Aspects (0.5) # (not available 2022/23)
LL4H3	Media Law: Regulating Newsgathering (0.5)	LL4BG	Rethinking EU Law (0.5)
LL4N6	Principles of Copyright Law (0.5)	LL4BP	Current Issues in Intellectual and Cultural Property Law (0.5)
		LL4BW	Law and Political Thought (0.5)

LL4CB	Modern Legal History: Private Law and the Economy 1750-1950 (0.5) (not available 2022/23)
LL4CE	Security and Criminal Law (0.5) #
LL4CO	Taxation of Wealth (0.5) #
LL4CP	Tax Avoidance (0.5)
LL4L1	The Theory and Practice of Alternative Commercial Dispute Resolution (0.5) # (not available 2022/23)
LL4L6	Theory of Constitutional Rights (0.5) #
LL4L7	Advanced Mediation and Negotiation (0.5) # (not available 2022/23)
LL4S1	Cyberlaw (0.5) #
LL4Y9	Comparative and Transnational Law (0.5) (not available 2022/23)
LL4Z6	Comparative Constitutional Law (0.5)
LL4Z7	Comparative Constitutional Rights (0.5)
<b>Public International Law</b>	
LL475	Terrorism and the Rule of Law (0.5)
LL4A6	Climate Change and International Law (0.5)
LL4A8	International Law and the Use of Force (0.5) #
LL4A9	Law in War (0.5) #
LL4AD	Rethinking International Law: International Law and Contemporary Problems (0.5) # (not available 2022/23)
LL4AE	The Politics of International Law (0.5)
LL4AR	International Criminal Law: Core Crimes and Concepts (0.5)
LL4AS	International Criminal Law: Prosecution and Practice (0.5)
LL4AV	International Economic Law and Development (0.5) #
LL4AW	Foundations of International Human Rights Law (0.5) # (not available 2022/23)
LL4AX	Selected Topics in International Human Rights Law (0.5)
LL4B1	International Trade Law (0.5) #
LL4BA	International Law and the Movement of Persons within States (0.5) (not available 2022/23)
LL4BB	International Law and the Movement of Persons Between States (0.5) (not available 2022/23)
LL4BV	Transnational Environmental Law (0.5)
LL4C2	World Poverty and Human Rights (0.5) #
LL4E6	International Dispute Resolution: Courts and Tribunals (0.5) #
LL4E7	Investment Treaty Law (0.5) #
LL4K4	The International Law of Self-Determination (0.5) #
<b>Public Law</b>	
LL468	European Human Rights Law (0.5)
LL469	UK Human Rights Law (0.5)
LL475	Terrorism and the Rule of Law (0.5)
LL4AQ	Constitutional Theory (0.5)
LL4AT	Regulation: Strategies and Enforcement (0.5) (not available 2022/23)
LL4AU	Regulation: Legal and Political Aspects (0.5) # (not available 2022/23)
LL4BG	Rethinking EU Law (0.5)
LL4BH	Law and Government of the European Union (0.5) #
LL4BV	Transnational Environmental Law (0.5)
LL4BW	Law and Political Thought (0.5)
LL4CP	Tax Avoidance (0.5)
LL4CS	Law and Economics of Network Industries (0.5)
LL4H2	Freedom of Speech, Media and the Law (0.5)
LL4H3	Media Law: Regulating Newsgathering (0.5)

LL4K7	Mental Health Law: The Criminal Context (0.5) (not available 2022/23)
LL4Y9	Comparative and Transnational Law (0.5) (not available 2022/23)
LL4Z2	Principles of Taxation and Tax Disputes (0.5) # (not available 2022/23)
LL4Z6	Comparative Constitutional Law (0.5)
LL4Z7	Comparative Constitutional Rights (0.5)
<b>Taxation</b>	
LL4AY	International Tax Systems (0.5) #
LL4AZ	Taxation of Multinational Enterprises: Transfer Pricing (0.5) #
LL4CG	Tax Law and Policy (0.5) #
LL4CH	VAT and VAT Litigation: UK, EU and Global Perspectives (0.5) #
LL4CO	Taxation of Wealth (0.5) #
LL4CP	Tax Avoidance (0.5)
LL4Z1	Business Taxation (0.5) #
LL4Z2	Principles of Taxation and Tax Disputes (0.5) # (not available 2022/23)

### Prerequisite Requirements and Mutually Exclusive Options

# means there may be prerequisites for this course. Please view the course guide for more information.





# **Taught Master's Course Guides**



**SO434****Cultural Theory and Cultural Forms**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jana Melkumova-Reynolds STC S208

**Availability:** This course is compulsory on the MSc in Culture and Society. This course is available on the MA in Modern History.

This course is available as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Students who have this course as a core course are guaranteed a place. Other than for students for whom the course is a core course, places are allocated based on a written statement. This may mean that not all students who apply will be able to get a place on this course.

**Course content:** Cultural Theory and Cultural Forms is the core course for the MSc Culture and Society. The aim is to introduce you to a wide range of approaches, debates and issues that loom large in the study of cultural processes. By the end of this course you should have a reasonable map of different aspects and approaches to researching cultural processes; and you should feel able to formulate your own research questions and strategies within the diverse traditions of culture theory and cultural research. In Term 1 we introduce the diverse approaches to cultural theory and the central debates that have structured the field, with particular attention to the ways in which these link to central sociological themes. The second focuses on approaching these theoretical debates from the vantage of empirical research and a concern with methodologies for studying cultural processes.

**Teaching:** This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 40 hours across MT and LT.

**Reading Weeks:** Students on this course will have a reading week in MT Week 6 and LT Week 6, in line with departmental policy.

**Formative coursework:** All students are expected to submit one piece of non-assessed written work per term and prepare seminar presentations.

**Indicative reading:** Ahmed, S. 2004. "Affective economies", *Social text*, 22: 117-139.

Ahmed, S. (2006) *Queer Phenomenology: Orientations, Objects, Others*. Durham: Duke University Press.

Ahmed, S. (2010) *The Promise of Happiness*. Durham: Duke University Press.

Appadurai, A. (1990) Disjuncture and Difference in the Global Cultural Economy. *Theory, Culture and Society*, Vol 7, 295-310.

Bourdieu, P. 1984. *Distinction: A Social Critique of the Judgment of Taste*. London: Routledge.

Chakrabarti, D. (2000) *Provincialising Europe*. Princeton University Press.

Hall, S. (1992) 'New Ethnicities' in Donald, J and Rattansi, A (eds.) (1992) *"Race", Culture, Difference*. London: Routledge.

Hayles, N.K. (1999) *How We became Posthuman. Virtual Bodies in Cybernetics, Literature, and Informatics*. Chicago: University of Chicago Press.

Hennion, A. (2001) Music Lovers: Taste as Performance. *Theory, Culture and Society*, 18(5): 1-22.

Latour, B. (2004) Why Has Critique Run out of Steam?: From Matters of Fact to Matters of Concern. *Critical Inquiry* 30 (Winter 2004), 225-248.

McGuigan, J. (2010) *Cultural Analysis*. London: Sage.

McRobbie, A. (2005) *The Uses of Cultural Studies*. London: Sage.

Miller, D. (2008) *The comfort of things*. Polity, Cambridge.

Muñoz, J. E. (2019) *Cruising Utopia, 10th Anniversary Edition: The Then and There of Queer Futurity*. New York: NYU Press.

Oswell, D. (2006) *Culture and Society*. London: Sage.

Said, E. (1978) *Orientalism*. London: Penguin

**Assessment:** Essay (50%, 5000 words) in the LT.

Essay (50%, 5000 words) in the ST.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the submission day.

The first essay is due by the second Thursday of Lent Term and the second essay is due by the second Thursday of Summer Term.

Attendance at all seminars and submission of all set coursework is required.

**SO477 Half Unit Not available in 2022/23****Urban Social Theory**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr David Madden STC S209

**Availability:** This course is available on the MSc in City Design and Social Science, MSc in Culture and Society, MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po) and MSc in Sociology. This course is available as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Priority will be given to students on the MSc in City Design and Social Science, for whom the course is an 'optional core course'. Places will be allocated based on a written statement. This may mean that not all students who apply will be able to get a place on this course.

**Course content:** This course is an introduction to urban social theory. The class will focus on major concepts, paradigms, texts and thinkers in order to critically assess different ways of theorising the urban. It will analyse various forms of urban theory including political economy, human ecology, feminism and postcolonialism, which are used as lenses through which to understand a variety of topics, such as socio-spatial restructuring, neoliberalisation, the politics of public space, globalisation, cosmopolitanism, the urbanisation of patriarchy, the racialisation of urban space, the right to the city and planetary urbanisation.

**Teaching:** This course is delivered through seminars totalling a minimum of 20 hours in the MT; teaching arrangements may be adjusted if online teaching is required at any point.

**Reading Weeks:** Students on this course will have a reading week in MT Week 6, in line with departmental policy.

**Formative coursework:** Students will be expected to produce 1 essay in the MT.

**Indicative reading:** Engels, Friedrich. 1887 [1872]. *The Housing Question*. London: Cooperative Publishing Society of Foreign Workers.

Du Bois, W.E.B. 1899. *The Philadelphia Negro: A social study*. Publications of the University of Pennsylvania.

Park, Robert E., Ernest W. Burgess and Roderick D. McKenzie. 1967 (1925). *The City*. Chicago: University of Chicago Press.

Castells, Manuel. 1977. *The Urban Question*. Cambridge, MA: MIT Press.

Lefebvre, Henri. 1991 [1974]. *The Production of Space*. Donald Nicholson-Smith, trans. Oxford: Blackwell.

Butler, Judith. 2015. "Bodies in Alliance and the Politics of the Street." Pp 66-98 in *Notes Towards a Performative Theory of Assembly*. Cambridge, MA: Harvard University Press.

Young, Iris Marion. 2011 [1990]. "City Life and Difference." Pp 226-256 in *Justice and the Politics of Difference*. Princeton: Princeton University Press.

Kohn, Margaret. 2004. *Brave New Neighborhoods: The privatization of public space*. London: Routledge.

Danewid, Ida. 2020. "The Fire This Time: Grenfell, racial capitalism and the urbanisation of empire." *European Journal of International Relations* 26 (1): 289-313.

Simone, AbdouMaliq. 2016. "Urbanity and Generic Blackness." *Theory, Culture & Society* 33 (7-8): 183-203.

Wacquant, Loic. 2007. "Territorial Stigmatization in the Age of Advanced Marginality." *Thesis Eleven* 91: 66-77.

Nancy, Jean-Luc. 2007. *The Creation of the World or Globalization*. François Raffoul and David Pettigrew, trans. SUNY Press.

Brenner, Neil. 2013. "Theses on Urbanization." *Public Culture* 25 (1): 85-114.

**Assessment:** Essay (80%, 5000 words) in the LT.

Memo (10%) and class participation (10%) in the MT.

There will be weekly memos submitted via Moodle the evening



before each class session during the MT.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the second Thursday of Lent Term.

Attendance at all classes and submission of all set coursework is required.

## SP414 Half Unit

### Ethnicity, Race and Social Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Coretta Phillips OLD.2.28

**Availability:** This course is available on the MSc in Criminal Justice Policy, MSc in Gender, Policy and Inequalities, MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

Amongst non-SP students, preference will be given first to students on MSc International Migration and Public Policy and MSc Gender, Policy and Inequalities.

**Course content:** Course looks at: Understanding Key Concepts; Disciplinary Frameworks; Migration and Citizenship, Theorising Multiculturalism; Ethnic Settlement and Housing Inequalities; Education; Employment, Poverty and Underclass; Discrimination and the Role of the State I: Positive and Affirmative Action; Criminalisation and Incarceration; Discrimination and the Role of the State II: Legislative Frameworks, Diversity Management, and Service Delivery.

**Teaching:** Courses in Social Policy follow the Teaching Model outlined on the following page: <https://www.lse.ac.uk/social-policy/current-students/teaching-in-the-department-of-social-policy> All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Michaelmas and/or Lent terms". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course.

This course is taught in MT.

**Indicative reading:**

- Williams, F. (2021) *Social Policy: A Critical and Intersectional Analysis*. Oxford: Polity.
- ! here
- Bhattacharyya, G., Elliott-Cooper, A., Balani, S., Nisanoglu, K., Koram, K., Gebrial, D., El-Enany, N. and de Noronha, L. (2021) *Empire's Endgame: Racism and the British State*. London: Pluto Press.
- Back, L. and Solomos, J. (eds.) (2022) *Theories of Race and Racism A Reader*. London: Routledge.
- Solomos, J. (ed.) (2022) *Race, Ethnicity and Social Theory*. London: Routledge.
- Murji, K. (2017) *Racism, Policy and Politics*. Bristol: Policy Press.
- Sangeeta, C., Atkin, K., Craig, G. and Flynn, R. (2019) *Understanding 'Race' and Ethnicity: Theory, History, Policy, Practice*. Second Edition. Bristol: Policy Press.
- Rattansi, A. (2020) *Racism: A Very Short Introduction*. Second Edition. Oxford: Oxford University Press.

**Assessment:** Essay (35%) and essay (65%).

The Summative Assessment consists of one Essay (35%) during the teaching term; and one essay (65%) after the end of teaching on the course.

Guidelines for interpreting course guide information  
[www.lse.ac.uk/resources/calendar/courseGuides/GuidelinesForCourseGuides.htm](http://www.lse.ac.uk/resources/calendar/courseGuides/GuidelinesForCourseGuides.htm)

## PP414 Half Unit

### Policy-Making: Process, Challenges and Outcomes

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Vanessa Rubio Marquez

**Availability:** This course is available on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-Sciences Po), Double Master of Public Administration (LSE-University of Toronto), MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), Master of Public Administration and Master of Public Policy. This course is not available as an outside option.

This course has a limited number of places (it is controlled access) and demand is typically very high.

**Course content:** This course shall help students construct an analytical mindset to policymaking, through the application of a bespoke policy-making toolbox developed by the professor. The course offers an end-to-end guide of key elements that affect decision-making and decision-maker through the policy process, to offer a geography- and sector-agnostic toolbox that students can apply during their future professional journeys. It shall encompass aspects such as developing a multi-disciplinary and nuanced approach to analysing and defining a policy problem, consideration of policy options, stakeholder engagement, and monitoring and evaluation. It offers a practitioner's perspective on decision-making within the policy process, to complement the theoretical perspective offered by other courses.

In developing a practical intuition to policymaking, it will also emphasise the unique challenges faced by policy-makers in addressing and managing information, communication, negotiation, implementation and dealing with the politics of policies.

The course has three components to maximise student engagement and participation - lectures, seminars, and a policy laboratory. During the lectures, the professor will present an array of concepts and practical policy-making cases at the local, national, and international levels. The aim of the course is not to study specific decision-making cases, but rather to use the case-studies as examples and models of generalisable insights to understand the way decision-making processes operate in the policy world. A discussion of the lecture content and Q&As will take place in a distinct seminar at the end of each lecture.

During the policy lab, students will be organised into groups that are tasked with presenting and enacting specific decision-making cases (simulations) previously provided to them. They will receive questions and comments from the rest of the class and permanent feedback from the professor and the teaching assistant. The simulation exercises used in the lab will enable students to experience all the major steps in the decision-making process. They will equip students with the ability to: define a problem, craft a solution, propose a public policy in concept, draft a public policy proposal in detail while thinking through the different aspects and challenges in the implementation of the policy. Students will be required to consider and map constraints and challenges such as timing, imperfect information, stakeholders' interests, sequencing and prioritisation. They will learn the importance of emotions, interests and institutional factors in policy-making and the ways they can be used to understand contexts and improve outcomes. The course has also been designed to help the students

understand the relevance of developing a stakeholder map that can be used when designing and implementing policies, while analysing and factoring in various legal and practical implications for the different stakeholders who are involved in the decision-making process. Students will also learn about the communication of policy choices, the relevance of the media in creating a positive (or negative) environment for policy implementation, and the way policies are determined or constrained by factors such as economic, financial, cultural and environmental considerations.

**Teaching:** 30 hours of seminars in the MT.

**Weekly teaching structure:** Harvard-style lecture one – 90 minutes lecture and seminar.

Live 40-minute lectures will take place on a weekly basis, followed by a 40-minute seminar for Q&As and interactive discussions on the themes covered in the lecture. At the end, 10 minutes will be dedicated to the preparation of that week's presentation and simulation exercise by the relevant student group.

Harvard-style lecture two - 90 minutes: Public Policy Laboratory Student groups will present and simulate a decision-making case (previously prepared by the Professor). Presentations will take 30 minutes and will be followed by feedback/discussion with the Professor and the rest of the group that will take an hour.

**Formative coursework:** Students are required to attend lectures, seminars and policy labs. An attendance record will be kept by the professor.

For the policy laboratory exercise, students will make three formative presentations/simulations on their assigned case to prepare for the final summative presentation. The professor will provide advice and feedback to students on a group and individual basis.

**Indicative reading:**

- Ariely, Dan; Predictably Irrational: The Hidden Forces that Shape our Decisions; Harper Collins; 2008.
- Al-Rodhan, Nayef; Andrews, John, et.al.; The Age of Perplexity; Penguin Random House; 2018.
- Gladwell, Malcolm; Blink: the power of thinking without thinking; Little Brown and Company, 2005.
- Juliusson, Asgeir; Karlsson Niklas and Gärling, Tommy, "Weighing the past and the future in decision making", European Journal of Cognitive Psychology, volume 17, 2005.
- Kahneman, Daniel; Thinking Fast and Slow; Farrar, Straus and Giroux; 2011.
- Lindblom, Charles, The Policy-Making Process, Prentice-Hall, 1980.
- Raiffa, Howard; The Art and Science of Negotiation; Belknap Press; 1982.
- Stone, Deborah; Policy Paradox: The Art of Political Decision Making (Revised Edition); W W Norton and Co.; 2001.
- Christian, Brian and Griffiths, Tom; Algorithms to Live By; Harper Collins; 2016.
- Giest, Sarah and Howlett, Michael; "Understanding the preconditions of commons governance: the role of network management", Elsevier Environmental Science and Policy XXX, 2013.
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- Vertzberger, Yaacov Y. I.; The World In Their Minds: Information Processing, Cognition and Perception in Foreign Policy Decisionmaking; Stanford University Press; 1990.
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**Assessment:** Presentation (40%) and coursework (60%, 1000 words) in the MT.

Coursework - Policy Memo (60%): An individual policy project based on the specific policy-making case assigned to each working group is due in Week 9. An outline of the policy memo may be presented by the end of Week 6 in order to receive feedback by the end of Week 7 (1,000 words, worth 60%).

**Submission deadline:** Tuesday of Week 9 by 12.00noon

War room presentations (40%): The final presentations and simulation exercises delivered by the working groups in the policy lab will be assessed individually during Weeks 10 and 11 of Michaelmas Term.

Feedback will be provided on all elements of the formative and summative coursework, both in class and during office hours with the professor and TA, on a group and individual basis. Further details on the formative and summative assessments will be provided during the course.

The professor will dedicate additional time with each of the groups to guide them in the preparation of their lab project (presentation-simulation).

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## AC411 Half Unit Accounting, Strategy and Control

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Roland Speklé MAR 3.44 (course leader), supported by Prof Henri Dekker, who each teach a module on the course in accordance with their expertise.

**Availability:** This course is compulsory on the MSc in Accounting, Organisations and Institutions. This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MRes/PhD in Accounting (AOI) (Accounting, Organisations and Institutions Track) and MSc in Accounting and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit.

AC411 is a required course for students on the MSc Accounting, Organisations and Institutions programme.

Other students may be admitted only with the agreement, in writing, of the MSc Programme Director, if they have sufficient relevant background knowledge.

AC411 can accommodate a large number of students (up to c. 150), usually matching demand, but for the avoidance of frustration, admittance on the course when demand exceeds this number cannot be guaranteed. If demand exceeds capacity, priority will be given to students on the MSc Accounting, Organisations and Institutions and the MSc in Accounting and Finance.

**Course content:** This course provides an advanced overview of current theoretical and practical developments in the area of organisational control, which is an essential function of management to ensure that the organisation's objectives and strategies are implemented effectively. Good management control increases the probability of organisational success. Specifically, the course discusses what it means to have an organisation be in control, what alternatives managers have for ensuring good control, and how managers should choose from among various control system alternatives. Then the course turns to focusing on each of the elements of financial control systems, which provide the dominant form of control in the vast

majority of decentralised organisations. These elements include financial target setting, performance measurement and evaluation and the assignment of various forms of organisational rewards, such as bonuses and promotions. The latter part of the course extends these key notions of management control from the intra-organisational level to the inter-organisational level, highlighting some of the difficulties involved in organisational control of new, fluid, inter-organisational settings and configurations, such as joint-ventures and various types of alliances, often involving global alliance partners.

The course will cover the following topics:

- Strategy and the design of management control systems, including strategic and operational plans and budgets
- Management control alternatives, including results controls, and organisational architecture
- Decision rights and results accountability in decentralised organisations
- Incentive compensation systems, including short-term and long-term incentive plans
- Performance measurement and evaluation, including objective and subjective performance evaluations
- Management control in inter-organisational relationships, including joint-ventures

Of note, the discipline of management accounting is often partitioned into (1) management control systems and (2) cost and management accounting systems, where the latter is the key focus of another course, AC415. AC411 can, but is not required, to be taken with AC415. Students can take either AC411 or AC415, or both.

**Teaching:** Teaching is delivered in two weekly 90-minute sessions over 10 weeks in the Michaelmas Term. Despite the lifting of COVID-related restrictions, there remains a possibility that adjustments may need to be made to teaching arrangements if the situation changes. If so, some or all of the teaching on this course may be delivered using virtual means as an alternative to face-to-face teaching due to social-distancing or other pandemic-related restrictions that may need to be observed.

Specifically, the first 90-minute session each week typically provides an introduction, conceptual analysis, and discussion of the key facets of the respective week's topic. The second session then offers a further discussion and expansion of the issues through a case study analysis to explore the various management control issues in a broad range of settings. The case method of instruction requires good advance preparation by the students. Thus, students are expected to have done the recommended readings and to have read and thought about the case before the session. Blocks of sessions are taught by various professors who are experts in the relevant topic areas and the subject of management controls generally.

**Formative coursework:** Students are expected to prepare for each session in advance, having done the assigned readings and having prepared the assigned case study.

**Indicative reading:** A detailed reading list is laid out for each session on the syllabus.

Reference textbook: Merchant & Van der Stede, *Management Control Systems: Performance Measurement, Evaluation and Incentives*, 4e (Prentice Hall, 2017).

**Assessment:** Exam (60%, duration: 2 hours) in the January exam period.

Essay (20%) in the MT.

Project (20%) in January.

Students are required to complete two essays during MT (totalling 20% of the mark for the course), a group project, due in late January (20%), and a final exam just before the start of LT in early January 2022 (60%).

## AC412 Half Unit

### Accountability, Organisations and Risk Management

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Tommaso Palermo MAR 3.23, Dr Alexa Scherf MAR 3.32

**Availability:** This course is compulsory on the MSc in Accounting, Organisations and Institutions. This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Accounting and Finance, MSc in Economy and Society, MSc in Public Administration and Government (LSE and Peking University), MSc in Public Policy and Administration and MSc in Risk and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit.

Other students may be admitted only with the agreement, in writing, of the MSc (Accounting) Programme Director.

**Course content:** This is an advanced course focusing on the organisational and institutional settings within which risk is managed.

First, the course explores the intersections of risk and corporate governance, by focusing on the risks that arise at the top management and board of directors level, including risks of misconduct, gatekeeper failure, performance-insensitive executive pay and non-diverse board composition. Second, the course deals with key issues in organisational responses to risk and uncertainty, including the impact of disasters and accidents, and the growing formalisation and standardisation of risk management practice and the increasing emphasis on resilience.

The overall purpose of the course is to provide students with a critical appreciation of the management of risk as an organisational and social process. The course is necessarily cross-disciplinary, drawing on scholarship within accounting, organisational sociology and regulation studies. The course content is updated yearly to reflect topics of contemporary relevance. Recent examples are risk culture in the financial sector, safety culture in aviation, cybersecurity risks and responses to pandemic crisis.

This course is recommended for students who wish to develop the critical-thinking skills to make strategic decisions about risks, uncertainty and corporate governance, especially those targeting roles in consulting, business management or regulatory agencies. It is equally applicable to develop the skills needed for further academic studies in different areas of the social sciences such as accounting, management, sociology, public administration.

**Teaching:** 30 hours of seminars in the LT.

This course has a reading week in Week 6 of LT.

**Formative coursework:** Two pieces of written work will be assessed during the term. The grades for this work will not count towards the overall course assessment.

**Indicative reading:** No single book covers the entire course.

Indicative readings include:

- Bebchuk & Fried, *Pay Without Performance* (Harvard, 2004);
- Coffee, *Gatekeepers: The Professions and Corporate Governance* (Oxford, 2006);
- Hutter & Power (eds) *Organizational Encounters with Risk*, (Cambridge, 2005);
- Power, *Organized Uncertainty: Designing a World of Risk Management* (Oxford, 2007);
- Power, *Riskwork: Essays on the Organizational Life of Risk Management*, (Oxford, 2016);
- Vaughan, *The Challenger Launch Decision*, (Chicago, 1997);
- Robison, *Flying Blind: The 737 MAX Tragedy and the Fall of Boeing*, (Penguin books, 2021);
- Weick & Sutcliffe, *Managing the Unexpected: Assuring High Performance in an Age of Complexity* (Jossey-Bass, 2007);

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.



## AC415 Half Unit Management Accounting for Decision Making

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Henry Eyring MAR 3.34

**Availability:** This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MSc in Accounting and Finance and MSc in Accounting, Organisations and Institutions. This course is available with permission as an outside option to students on other programmes where regulations permit. This course cannot be taken concurrently with **AC490**

### Management Accounting, Decisions and Control.

Other students may be admitted only with the agreement, in writing, of the MSc (Accounting) Programme Director if they have sufficient relevant background knowledge.

The course is capped to two sections of around 50 students; ie, 100 total. Enrolment on this course is constrained by section size and the number of sessions available. Students are admitted on the course on a first-come-first-served basis. If the course is over-subscribed, students on the waiting list will continue to be admitted on a first-come-first-served basis as places become available, but MSc students on the Accounting programmes will only then be given priority although cannot be guaranteed a place if no places become available. Therefore, to avoid frustration and possibly being unable to take the course, students wishing to reduce the risk of non-admittance on the course should prioritise their courses and register early for their preferred, "must have" courses. Late registration or changes to earlier course choices may be unsuccessful.

**Course content:** This course is focused on management accounting, which is a key function in organisations that involves developing and using financial and non-financial information to support decision making, not only in a technical sense, but bearing in mind that the way in which management accounting systems are designed and implemented often determines whether employees will be motivated to act in ways that are congruent with the objectives of the organisation.

The discipline of management accounting is often partitioned into (1) cost and management accounting systems and (2) management control systems, where the latter is the key focus of another course, AC411. AC415 can, but is not required to, be taken with AC411. Students can take AC411 or AC415, or both. Returning to AC415, while financial accounting requires that product cost information be accumulated in particular ways for external reporting, the focus in AC415 is on cost and other accounting and non-accounting information systems that aid managerial decision making. This includes the study of management accounting systems in widespread use today as well as an analysis of the problems associated with these systems in today's business environment (such as their tendency to provide distorted product cost information), as well as approaches to mitigate these problems (eg, activity-based costing; use of non-financial information).

With the above brief overview in mind, this course analyses key concepts which form the discipline of management accounting:

- Product costing and pricing.
- Activity-based costing/management (ABC/ABM).
- Profitability and variance analysis.
- Transfer pricing including tax considerations for international transactions.
- Performance measurement and incentive compensation systems

**Teaching:** 30 hours of seminars in the LT.

That is, AC415 is delivered in two sessions of 1.5 hours each week. Each session is conducted in groups of circa 55 students and is almost exclusively taught by way of the case method of instruction. Case studies permit the exploration of management accounting issues in a broad range of settings. The case method of instruction, however, requires good advance preparation by the students, and every person should be ready to contribute to the case discussion when called upon. Students should expect to be "cold called" and not count on being able to hide behind

classmates who volunteer to participate.

There is a reading week in week 6 of LT.

**Formative coursework:** Students are expected to come to each session prepared having done the assigned readings and having prepared the assigned cases.

**Indicative reading:** A detailed reading list is laid out for each session on the syllabus.

Bhimani, A., C.T. Horngren, S.M. Datar, and M.V. Rajan ("BHDR"), 2019, *Management and Cost Accounting*, (Pearson, 7th Edition); Merchant, K.A., and W.A. Van der Stede, 2017, *Management Control Systems: Performance Measurement, Evaluation, and Incentives* (Pearson, 4th Edition).

**Assessment:** Exam (75%, duration: 2 hours) in the summer exam period.

Case assignment (25%) in the LT.

## AC416 Half Unit Topics in Financial Reporting

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Maria Manuel Correia MAR 3.38

**Availability:** This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MSc in Accounting and Finance and MSc in Accounting, Organisations and Institutions. This course is available with permission as an outside option to students on other programmes where regulations permit.

Other students may be admitted if they have knowledge of financial accounting acquired at undergraduate level, and only with the agreement, in writing, of the MSc Programme Director.

The course has a limited number of places and demand is typically high. Students are admitted on the course on a first-come-first-served basis. If the course is over-subscribed, students on the waiting list will continue to be admitted on a first-come-first-served basis as places become available, but MSc students on the Accounting programmes will only then be given priority although cannot be guaranteed a place if no places become available. Therefore, to avoid frustration and possibly being unable to take the course, students wishing to reduce the risk of non-admittance on the course should prioritise their courses and register early for their preferred, "must have" courses. Late registration or changes to earlier course choices may be unsuccessful.

**Pre-requisites:** Prior knowledge of financial accounting is assumed. AC480 (Qualitative Methods in Accounting and Finance) is a pre-requisite for students with no/little prior knowledge of financial accounting.

**Course content:** Corporate financial statements are a key source of information about the economic activities of a firm. This course is intended to enhance the student's ability to relate economic events to financial statements and disclosures. It also seeks to aid in developing a coordinated set of concepts and principles to serve as a framework for analysing a wide variety of financial reporting issues. The goal is to enable students to understand the mapping between underlying economic events and the information in financial statements, and how this mapping affects inferences about the economic activities and position of the firm. The course also explores the regulatory environment and political climate, and how these link with the introduction of new standards and their underlying theories. Students are encouraged to relate economic events to diverse practices in financial statements, and to think critically of ongoing controversies and debates.

The emphasis of this course is on understanding and critical thinking, rather than bookkeeping. The course draws heavily on academic literature on the suggested topics.

The course objectives are achieved through teaching a variety of financial reporting issues and topics including the following: standard setting with respect to the conceptual frameworks; accounting for leases and pensions; accounting for value creation with special emphasis on cash flows statements and revenue recognition; capital markets efficiency; corporate disclosure;



and corporate governance. Most topics are covered from an International Financial Reporting Standards and/or United States Generally Accepted Accounting Principles perspective.

Detailed choice of subjects will be determined by those lecturing on the course and may vary to some extent from year to year.

Knowledge of basic accounting is assumed.

**Teaching:** 30 hours of seminars in the MT.

Teaching is delivered in two one and a half hour sessions each week. Sessions contain a variety of technical content, practical exercises, and case analyses.

**Formative coursework:** Students will be expected to produce 2 problem sets in the MT.

**Indicative reading:** Detailed reading lists are handed out at the start of the course. Relevant books covering specific parts of the course are:

- Financial Reporting and Analysis, by Revsine, Collins, Johnson, and Mittelstaedt, and Soffer (McGraw Hill, 7th ed.);
- Financial Accounting: An Introduction to Concepts, Methods and Uses, by Stickney, Weil, Schipper and Francis (Thomson Learning, South-Western, 14th ed.).

**Assessment:** Exam (75%, duration: 2 hours) in the January exam period.

Continuous assessment (5%) and group project (20%) in the MT. Continuous assessment consists of a set of quizzes to be submitted online. The group project will require students to search the press for issues of relevance to the topic they have been assigned and produce a five-page report which they will present. These presentations may be virtual.

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## AC417 Half Unit

### Corporate Financial Disclosure and Investor Relations

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Ken Lee MAR 3.13

**Availability:** This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MSc in Accounting and Finance and MSc in Accounting, Organisations and Institutions. This course is available with permission as an outside option to students on other programmes where regulations permit. Other students may be admitted if they have knowledge of financial accounting and finance acquired at undergraduate level, and only with the agreement, in writing, of the MSc Programme Director.

The course is capped to three sections of around 55 students; ie, 165 total. Enrolment on this course is constrained by section size and the number of sessions available. Students are admitted on the course on a first-come-first-served basis. If the course is over-subscribed, students on the waiting list will continue to be admitted on a first-come-first-served basis as places become available, but MSc students on the Accounting programmes will only then be given priority although cannot be guaranteed a place if no places become available. Therefore, to avoid frustration and possibly being unable to take the course, students wishing to reduce the risk of non-admittance on the course should prioritise their courses and register early for their preferred, "must have" courses. Late registration or changes to earlier course choices may be unsuccessful.

**Course content:** Investors view firms through the lens of financial accounting and reporting. This course aims to examine this lens by covering topics on the interaction of financial accounting and reporting with capital markets with a focus on corporate disclosure and communication strategies. The course views corporate financial reporting as an information system and reviews the theories and empirical regularities on the demand for and supply of accounting information in capital markets while also assessing the stock market impact of communication strategies. Some of the topics covered in the course include: The market

for information – the role of sell-side analysts, investor relations and the buy-side; Voluntary disclosure theory and practices; Determinants of accounting choices; The signalling role of accounting information; Capital markets and the earnings game; Capital market consequences of accounting and disclosure choices; Financial reporting and corporate governance; Communication challenges during a corporate crisis; Communication with capital markets during equity offerings and mergers and acquisitions.

The course is based on a number of theories, empirical applications, and case studies, so that students gain an understanding of the firm's corporate information environment and communication strategies. It has a quantitative flavour as it relies in large parts on game theory. Prior knowledge of game theory is however not a prerequisite as the course introduces the relevant concepts. Also, the course does not rely on a strong mathematical background.

Detailed choice of subjects to be covered will be determined by those lecturing on the course and may vary to some extent from year to year. Knowledge of basic accounting and finance is assumed.

**Teaching:** 33 hours of seminars in the MT.

There will be two 90 minute sessions each week. Each session is conducted in groups of about 50 students, often involving case study analyses, application exercises and group presentations and discussions. This mode of teaching requires good advance preparation by the students; hence, every student should be ready to contribute to the discussion when called upon. Active participation is expected and encouraged.

**Formative coursework:** Formative assessment will be in the form of class exercises and case-studies on topics covered during the course. Students will be expected to hand in two group assignments in the MT.

**Indicative reading:** The course relies mostly on HBR readings, lecture notes, journal articles, and chapters from relevant books supplied in study packs.

**Assessment:** Exam (60%, duration: 2 hours) in the January exam period.

Group exercise (40%) in the MT.

The group work will comprise two assignments, the last one including a presentation.

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## AC424

### Accounting, Organisations and Institutions

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Andrea Mennicken MAR 3.24 (MT), Dr Nadia Matringe MAR 3.19 (MT), Professor Michael Power MAR 3.43 (LT), Dr Alexandra Scherf MAR 3.32 (LT)

**Availability:** This course is compulsory on the MSc in Accounting, Organisations and Institutions. This course is not available as an outside option.

This course is not available to other students except in special circumstances and with the written permission of the Course Director.

**Pre-requisites:** There are no specific accounting pre-requisites.

This course does not require a background in accounting and both the programme and this course are open to accounting specialists and non-specialists alike. Pre-session training in the form of various intensive sessions prior to the start of term will be offered for those who need a brief 'technical' preparation for the Programme.

**Course content:** The objective of the course is to provide students with an advanced, social science- based and critical understanding of the changing role and position of accounting practices in organisations, both public and private, and in societies more generally. Students will be exposed to advanced scholarship and case materials which show how accounting practices are more than a collection of routine self-evident techniques but are shaped by their institutional contexts, have behavioural consequences

and can represent different values. We will focus on how the fundamental assumptions of internal and external accounting practices are institutional in nature and are shaped by social and political aspirations in different jurisdictions. The role of accountants and other agents involved in the production and consumption of accounting numbers will also be addressed. The course will equip students to understand the inter-relationships between technical, organisational and institutional issues. While some technical accounting knowledge may be helpful, it is not essential and each lecture will provide the necessary technical foundations.

**Indicative topics include:** Foundations: Reporting, Calculation and Transparency; Quantification and Measurement; Accounting and the Notion of "Entity"; Audit and Assurance: The Audit Society; Organisational Boundaries, Structure and Control; Accountability, Incentives and Performance; Accounting for Sustainability; Organisational Failure; Accounting Standardisation and Harmonisation; the Political Economy of Financial Reporting and Standard Setting; the Rise of Concerns with Sustainability Reporting and Standard-setting; Accounting and Development; the Roles of Accounting in Global Financial Governance; Political, Institutional and Economic Influences in Changing National and International Financial Reporting Frameworks; Consequences of International Accounting Harmonization for Financial Statement Users, Business Entities and Wider Local and Global Stakeholders.

**Teaching:** Teaching will be delivered in the form of two weekly 90-minute sessions over 11 weeks across both Michaelmas and Lent Terms. Each session contains a variety of technical content, practical exercises, and case analyses. This year, some or all of this teaching may be delivered using virtual classes as an alternative to face-to-face teaching.

This course has a reading and feedback week in Week 6 of both MT and LT so there is 30 hours of teaching per term.

**Formative coursework:** Students will be required to produce two pieces of written work in MT and one group presentation in LT. These formative assignments may take the form of either an essay, or the analysis of a case, and may also include in-class presentation and team-based work. This work will be assessed, but the grades will not count towards the overall course assessment.

**Indicative reading:** Chapman, Cooper & Miller (eds.), *Accounting, Organizations and Institutions* (Oxford, 2009); Hopwood & Miller (eds.), *Accounting as Social and Institutional Practice* (Cambridge, 1994); Power, *The Audit Society* (Oxford, 1999); Botzem, *The Politics of Accounting Regulation* (Edward Elgar, 2012); Ramanna, *Political Standards: Corporate Interest, Ideology and Leadership in the Shaping of Accounting Rules for the Market Economy* (University of Chicago Press, 2015); Nobes & Parker, *Comparative International Accounting* (Pearson, 2020); Weetman & Tsalavoutas (eds.), *The Routledge Companion to Accounting in Emerging Economies* (Routledge, 2020).

**Assessment:** Exam (50%, duration: 2 hours) in the summer exam period.

Essay (50%, 6000 words) in the ST.

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## AC425

### MSc Accounting, Organisations and Institutions: Pre-sessional course

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Kenneth Lee MAR 3.13

**Availability:** This course is compulsory on the MSc in Accounting, Organisations and Institutions. This course is not available as an outside option.

The course is only available to MSc Accounting, Organisations and Institutions students. The purpose of this pre-sessional is to acquaint students, both with and without any prior, or little, background in accounting, to the critical approach to be adopted on the core course AC424. Students with some prior background in accounting will find the session useful as a "refresher" about

accounting fundamentals. Any student with a proven accounting background who intends to take AC416 Topics in Financial Reporting is also required to take AC480 Quantitative Methods in Accounting and Finance.

**Course content:** Introduction to Accounting, Organizations and Institutions

**Teaching:** The sessions are held in September before the start of MT.

**Formative coursework:** Study materials for the pre-sessional will be made available by means of selected handouts.

**Assessment:** There is no assessment.

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## AC444 Half Unit

### Valuation and Security Analysis

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Kenneth Lee MAR 3.13 and Dr Xi Li MAR 3.40

**Availability:** This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Accounting and Finance, MSc in Accounting, Organisations and Institutions, MSc in Management and Strategy and MSc in Risk and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit.

Other students may be admitted to the course if they have a strong knowledge of financial accounting and finance acquired at undergraduate or equivalent level, and only with the agreement, in writing, of the teacher responsible for this course.

Enrolment on this course is constrained by section size and the number of sessions available. Students are admitted on the course on a first-come-first-served basis. If the course is over-subscribed, students on the waiting list will continue to be admitted on a first-come-first-served basis as places become available, although MSc students on Accounting programmes will be given priority. Therefore, to avoid frustration and possibly being unable to take the course, students wishing to reduce the risk of non-admittance on the course should prioritise their courses and register early for their preferred, "must have" courses. Late registrations or late changes to this course choice may be unsuccessful.

**Pre-requisites:** Students will be assumed to have a solid understanding of corporate finance as well as financial accounting principles, techniques and methods. Completion of AC416 in Michaelmas term is strongly recommended for this course. Attendance at the "Modelling skills" workshop typically held on a Saturday in Michaelmas term is also strongly recommended. Further details will be provided nearer the time.

**Course content:** The aim of this course is to introduce students to security analysis and valuation from both academic and practical perspectives. The course materials include many real-world cases, where students are placed in the role of investors to conduct financial statement analysis and make investment decisions. At the end of the course, students are furthermore provided with an opportunity to apply their skills by analysing and valuing, in small groups, from the point of view of a "sell-side analyst", a firm's equity of their choice. The course should appeal to students interested in equity research, investment banking, and fund management. The course is presented in two parts. The first part, financial analysis, focuses on past and present performance evaluation, which is used by financial analysts to generate expectations about future performance (prospective analysis). The second part, security valuation, focuses on the determination of intrinsic security prices, which, in efficient markets, reflect prospective performance. This second part provides students with a valuation 'toolkit' which they can draw on when valuing equities in a variety of contexts such as banking, asset management, research, accountancy or consulting.

**Teaching:** 30 hours of seminars in the LT.

Student group project presentations in week 11 of Lent Term.

Teaching is delivered in two 90-minute sessions per week. Depending on the state of the ongoing pandemic, some or all of the teaching on this course may be delivered using virtual means as an alternative to face-to-face teaching due to social-distancing or other pandemic-related restrictions that may need to be observed. Each session involves both lecturing and case study analyses and discussions. In the case study sessions, students break into small groups to work and collaborate as a team. This mode of teaching requires good advance preparation by the students; hence, every student should be ready to contribute to the discussion when called upon. Active participation is expected and encouraged.

**Indicative reading:** For the business analysis section, there is no required textbook for this course. However, we recommend the following book for reading and additional exercises: *Business Analysis & Valuation* (Palepu, Healy and Peek), 4th IFRS edition, CENGAGE Learning, 2016.

For the valuation section a range of texts and academic articles are used. The recommended text is *Company Valuation under IFRS*, (Antill, Lee and Taylor), 3rd Edition, 2020, Harriman House Publishing.

**Assessment:** Exam (50%, duration: 2 hours) in the summer exam period.  
Project (40%) in the LT.  
Class participation (10%).

## AC470 Half Unit

### Accounting in the Global Economy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Andrea Mennicken MAR 3.24 and Dr Alexandra Scherf MAR 3.32

**Availability:** This course is available on the CEMS Exchange, Diploma in Accounting and Finance, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MRes/PhD in Accounting (AOI) (Accounting, Organisations and Institutions Track), MSc in Accounting and Finance, MSc in Development Management, MSc in Economy and Society, MSc in Management and Strategy, MSc in Regulation and MSc in Risk and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit. The course is not available to students on the MSc in Accounting, Organisations and Institutions programme.

The course is capped to one section of 55 students. Students on the waiting list will be admitted on a first-come first-served basis.

**Pre-requisites:** There are no specific pre-requisites and the course does not require a background in accounting.

**Course content:** This course examines the fast changing practices and institutions of accounting in the global economy, with a particular emphasis on the roles of accounting in global financial governance. International accounting and auditing standards have been advocated as a way of enhancing global financial stability, so as to stimulate the flow of cross-national investment, expand the scope for market-oriented development, and integrate local enterprises into global financial markets. This course critically examines dynamics of accounting regulation, including international standard-setting and consequences for financial statement users, business entities and wider local and global stakeholders. In this context, we will also explore issues related to global sustainability reporting and standardisation. Topics include:

Political, institutional and economic influences in changing national and international financial reporting frameworks. The political economy of accounting standard-setting. The work of the International Accounting Standards Board (IASB), the European Union, national accounting bodies, and their political and economic environments. The rise of concerns with sustainability reporting and standard-setting. The effects of national financial reporting requirements and

International Financial Reporting Standards (IFRS) on business entities and economic development, particularly developing and emerging economies (including the BRIC countries: Brazil, Russia, India, China). The enforcement of financial reporting requirements through auditors, securities regulators, the World Bank and others. Specific technical challenges (for example, transfer pricing, fair value accounting, impairment testing, derivatives and other financial instruments, sustainability reporting and standardisation). The course explores issues from different theoretical perspectives through comparative empirical analysis.

**Teaching:** Teaching is delivered in two weekly 90-minute sessions over 10 weeks across Lent Term. Each session draws on a variety of academic readings, practical exercises, and case analyses. This year, some or all of this teaching may be delivered using virtual classes as an alternative to face-to-face teaching. This course has no regular teaching in Week 6 of LT. Instead, an essay workshop will be held in Week 6 of LT.

It is further intended to run a small number of additional sessions with invited speakers who are centrally involved at a senior level in the setting, enforcement and convergence of international accounting regulations. Further details will be provided at the start of the session.

**Formative coursework:** Students are expected to come to each session prepared having done the assigned readings and having prepared the assigned class discussion questions. In addition, students are required to write an assessed essay of 3,500-4,000 words, to be submitted after the Easter break. The word limit excludes the bibliography. This written work forms 50% of the overall assessment. A workshop will be held in preparation for the essay assignment in Week 6 of LT. Individual feedback will be given on essay outlines in one-to-one feedback sessions during Week 11. Further readings, exercises and case studies are set for class discussion each week.

**Indicative reading:** Detailed reading lists will be given out at the start of the session, and are largely based on academic journal articles. Other readings include academic cases, policy briefings, regulatory documents and green and white papers.

Relevant books:

- Camfferman & Zeff, *Aiming for Global Accounting Standards, 2001-2011* (Oxford University Press, 2018);
- Botzem, *The Politics of Accounting Regulation* (Edward Elgar, 2012);
- Ramanna, *Political Standards: Corporate Interest, Ideology and Leadership in the Shaping of Accounting Rules for the Market Economy* (University of Chicago Press, 2015);
- Djelic & Quack, *Transnational Communities: Shaping Global Economic Governance* (Cambridge University Press, 2010);
- Nobes & Parker, *Comparative International Accounting* (Pearson, 2020);
- Weetman, Tsalavoutas & Gordon, *International Corporate Reporting* (Routledge 2020);
- Weetman & Tsalavoutas (eds.), *The Routledge Companion to Accounting in Emerging Economies* (Routledge, 2020);
- Walter, *Governing Finance: East Asia's Adoption of International Standards* (Cornell University Press, 2008).

**Assessment:** Exam (50%, duration: 1 hour and 30 minutes) in the summer exam period.

Essay (50%) in the ST.

Essay: (50%, 3,500-4,000 words) is submitted in ST (after the Easter break). The 4,000 words exclude the bibliography.

## AC480

### Quantitative Methods in Accounting and Finance

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Aneesh Raghunandan MAR 3.39

**Availability:** This course is available to students on the MSc in Accounting and Finance and students on the MSc in Accounting,



Organisations and Institutions with prior knowledge of accounting and finance wishing to take AC416 Topics in Financial Reporting. This course is not available as an outside option.

**Course content:** The objective of the course is to provide students with the necessary background required for core accounting and finance courses. The course is organised in two sections:

Section 1 - "Accounting: Disclosure Principles and Practice" provides an overview of fundamental accounting concepts, practices and the main financial statements. This section emphasises users' perspective rather than preparers' perspective on financial reporting (eg, for valuation purposes).

Section 2 - "Finance: Quantitative Methods" provides the basic quantitative tools needed for technical MSc courses. This section consists of an introduction to Basic Calculus, Probability and Statistics.

**Teaching:** Teaching takes place before the start of MT.

**Indicative reading:** A detailed reading list will be provided at the beginning of the course.

**Assessment:** This course is not assessed. However, students will be given a number of application exercises to complete on their own or in groups.

## AC490 Half Unit Management Accounting, Decisions and Control

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Alnoor Bhimani MAR 3.21

**Availability:** This course is available on the CEMS Exchange, Diploma in Accounting and Finance, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Accounting, Organisations and Institutions, MSc in Economics and Management, MSc in Management and Strategy, MSc in Management of Information Systems and Digital Innovation and MSc in Regulation. This course is available with permission as an outside option to students on other programmes where regulations permit.

This introductory course may also be taken by MSc students who have not previously studied accounting subjects. Students in the MSc Accounting and Finance programme are not permitted to enrol in this course or in AC491. This course cannot be taken concurrently with **AC415 Management Accounting for Decision Making**.

The course is capped at 115 students.

**Course content:** Enterprises must today tackle markets that are affected by global economic and business forces and advances in digital technologies. They face intense competition from ever-changing corporate strategies of their competitors and new business models. At the same time, the interface between business decisions and management accounting has become more complex but significantly impacts corporate performance. This course provides students with an introduction to how accounting information and cost management techniques shape managerial decision making and performance measurement. It discusses inter-relationships between management accounting and technology, corporate strategy, e-business and marketing. The course includes both qualitative and quantitative material and is not purely calculations based.

The course will cover:

- established managerial accounting concepts such as cost-volume-profit relationships, overhead cost allocations, activity based costing, the balanced scorecard, target cost management and quality costing;
- how flexible organisational technologies such as just-in-time systems, enterprise resource planning, computer integrated system and 3-D manufacturing influence accounting information;
- operational, marketing and corporate strategy issues including cost management, e-business and internet-based business

models;

- organisational arrangements such as functional and multidivisional firms and virtual enterprises;
  - comparative international management accounting systems;
  - accounting controls associated with responsibility centres, financial performance measurement, variance analysis, and incentives;
  - strategic accounting tools and practices.
- The course will provide participants with:
- an understanding of strategic, market and technological links to management accounting and control practices;
  - the ability to apply modern management accounting techniques within competitive business environments;
  - a knowledge of interrelationships between behavioural, organisational and cultural issues and management accounting systems.

**Teaching:** 20 hours of lectures and 9 hours of seminars in the LT. There will be a reading week in week 6 of LT. A 2-hour revision lecture will be held in ST or extra office hours will be held.

**Formative coursework:** Students are expected to produce several pieces of written work, including accounting exercises, analyses of case studies, and essays. Written work will be collected for feedback during the course as advised by the instructor. Students are also required to participate actively in a variety of discussions and debates as part of the class activities.

**Indicative reading:** A detailed reading list will be given out at the start of the course. The following books will be used: Bhimani A, Horngren C, Datar S and Rajan M Management and Cost Accounting (Pearson, 2019); Bhimani, A. Accounting Disrupted: How digitalization is changing finance (Wiley, 2021) and Bhimani A, Financial Management for Technology Start-ups (Kogan Page, 2022).

**Assessment:** Exam (100%, duration: 2 hours and 15 minutes, reading time: 15 minutes) in the summer exam period. The first 15 minutes will be reading time.

## AC491 Half Unit Financial Accounting, Reporting and Disclosure

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Ane Miren Tamayo MAR 3.36

**Availability:** This course is available on the CEMS Exchange, Diploma in Accounting and Finance, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MSc in Accounting, Organisations and Institutions, MSc in Management and Strategy and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

The course is aimed at MSc students who have not previously studied accounting subjects to a significant extent.

Students on the MSc Accounting and Finance programme are not permitted to enrol on this course.

This course cannot be taken in conjunction with **AC416 Topics in Financial Reporting**.

This course has a limited number of places (it is controlled access) and is capped at 115 students. In previous years we have been able to provide places for all students that apply but that may not continue to be the case.

**Course content:** This course provides students with an introduction to financial accounting, and highlights aspects of reporting that are important to users of financial information. The course covers the preparation of the main financial statements and discusses accounting issues related to intangible assets, equity, debt, and intercorporate investments, among others. Students are also introduced to the basics of financial statement analysis and to research on the use of accounting information in



financial markets.

**Teaching:** 30 hours of seminars in the MT, with optional review sessions/surgeries in week 11 of the MT.

Teaching is delivered in two one and a half hour sessions each week. Sessions contain a variety of technical content, practical exercises, and case analyses.

**Formative coursework:** Students are expected to complete weekly formative assessments.

**Indicative reading:** A detailed reading list will be made available at the start of the course. Some illustrative texts:

Harrison, Horngren, Thomas, Tietz and Suwardy, *Financial Accounting (IFRS)*, 11th ed., Pearson Higher Education/Prentice Hall.

Weetman, *Financial Accounting: an Introduction*, 8th ed., Pearson Higher Education.

Stickney, Weil, Schipper and Francis, *Financial Accounting: An Introduction to Concepts, Methods and Uses*, 14th ed., Cengage, South-Western.

**Assessment:** Exam (80%, duration: 2 hours) in the January exam period.

Problem sets (20%) in the MT.

## AC493 Half Unit

### Financial and Management Accounting for Managerial Decision Making

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Kenneth Lee MAR 3.13

**Availability:** This course is compulsory on the MSc in Management (1 Year Programme). This course is not available as an outside option.

**Course content:** This course covers introductions to both financial accounting and management accounting. The first part of this course provides students with an introduction to financial accounting, and highlights aspects of financial reporting that are important to users of financial information. It covers the preparation of key financial statements and the frameworks of accounting regulation. The second part to the course provides students with an introduction to management information and cost management, managerial decision making and performance measurement.

Specifically, then, the first half of AC493 is focused on financial accounting, which aims to familiarise students with the principles and some of the techniques of financial accounting and financial reporting as well as some aspects of current regulatory debates on the subject. After the first half of the course, students should be able to:

- Distinguish between cash accounting and accrual accounting, and explain traditional accounting concepts and conventions.
- Draw up simple balance sheets, and income statements as well as to develop an understanding of cash flow statements and group accounts, and understand how they are affected by different accounting treatments.
- Use these financial statements to perform financial analysis.
- Discuss the issue of "creative accounting", asset valuation and other contemporary issues in accounting.
- Discuss market influences of accounting information and theories of accounting choice.

The second half of AC493 focuses on management accounting, which is a key function in organisations that involves developing and using financial and non-financial information to support decision making, not only in a technical sense, but bearing in mind that the way in which management accounting systems are designed and implemented often determines whether employees will be motivated to act in ways that are congruent with the objectives of the organisation. The discipline of management accounting is often partitioned into (1) cost and management accounting systems and (2) management control systems, and both components are covered in the second part of the course.

While financial accounting (covered in the first part of the course) requires that product cost information be accumulated in particular ways for external reporting, the focus in the second half of the course is on cost and other accounting and non-accounting information systems that aid managerial decision making.

This includes the study of management accounting systems in widespread use today as well as an analysis of the problems associated with these systems in today's business environment (such as their tendency to provide distorted product cost information), as well as approaches to mitigate these problems (e.g., activity-based costing; use of non-financial information).

Through the second half of the course, students should be able to:

1. Analyse key concepts which form the discipline of management accounting:

- Product costing and pricing.
- Activity based costing/management (ABC/ABM);
- Profitability and variance analysis;
- Performance measurement and evaluation;
- ROI, EVA, and other performance metrics.

2. Possess the skills necessary to use management accounting information to make business decisions.

3. Illustrate how management accounting information can be used to formulate and implement strategy in a variety of organisational settings.

4. Understand how the design and use of management accounting systems affect human behaviour in organisations.

**Teaching:** 33 hours of lectures in the LT.

This course consists of 11 principal weeks with topics delivered in sessions of 1½ hours twice a week. Each session is conducted in groups of about 65 students. Most sessions make use of class exercises, case study analyses and real-world applications to bring the materials to life and to apply conceptual knowledge to problems faced in practice. The case study analyses and discussions permit the exploration of accounting issues in broader management perspectives (e.g., large and small firms, manufacturing and service firms, multinational firms, startups). The case method of instruction, however, requires good advance preparation by students, and every student should be ready to contribute to the case discussion when called upon. Students should expect to be 'cold called' and not count on being able to hide behind classmates who volunteer to participate.

**Formative coursework:** Students are expected to be prepared for the cases and/or other tasks for each session as indicated on the syllabus. Two of these will be collected and graded as shown below under Assessment.

**Indicative reading:** Reference Textbook:

Lee, K. and Taylor, D. 2018, *Financial Statement Analysis under IFRS* (FE Publishing, 6th Edition)

Bhimani, A., C.T. Horngren, S.M. Datar, and M.V. Rajan. 2019. *Management and Cost Accounting* (Pearson, 7th edition).

Weetman, P. 2010, *Financial Accounting: An Introduction* (Financial Times/Prentice Hall, 5th edition).

Bhimani, A. 2013, *Strategic Finance* (Strategy Press).

Merchant, K.A., and W.A. Van der Stede. 2017, *Management Control Systems: Performance Measurement, Evaluation, and Incentives* (Financial Times/Prentice Hall, 4th edition).

**Assessment:** Exam (80%, duration: 2 hours) in the summer exam period.

Coursework (10%) in the LT Week 4.

Coursework (10%) in the LT Week 8.

## AC499

### Dissertation

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Ane Miren Tamayo MAR 3.36

**Availability:** This course is available on the MSc in Accounting and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit. Students will normally elect to take this as an option in paper 3 or

4. Permission to select the long essay option must be obtained from the Programme Director by the end of the third week of MT. Students wishing to select this option must first identify and secure agreement from a member of faculty who is willing to provide supervision for the dissertation. Approval for this option will not be granted if such an agreement is not obtained from an academic staff member.

**Course content:** The dissertation usually consists of an empirical investigation of a selected problem. Occasionally, the dissertation may consist of a survey and critical evaluation of the relevant literature.

The dissertation must identify relevant issues, sustain reasoned argument, and draw supportable conclusions. It must be arranged in an organised manner and include a full bibliography.

**Teaching:** There is no teaching associated with the dissertation, but students who select this option are encouraged to attend the dissertation workshop sessions organised by the Teaching and Learning Centre.

**Arrangements for supervision:** Students writing a dissertation will be supervised by a member of faculty who will not necessarily be their academic supervisor. Students are responsible for identifying an appropriate member of staff to supervise their dissertation essay, and for ensuring the member of staff agrees to provide supervision. As a general rule, supervisors of dissertations will not comment on the work after a discussion of the first draft.

**Assessment:** Dissertation (100%, 10000 words) in the ST.

Two typewritten copies of the dissertation must be submitted to the MSc Programme Manager, due by 31 May. The dissertation should be double-spaced, on A4 paper, with a maximum word limit of 10,000 words, not including Appendices. Mark penalties will apply if the word limit is exceeded.

## AN402

### The Anthropology of Religion

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Fenella Cannell, Dr Yazan Doughan

**Availability:** This course is compulsory on the MSc in Social Anthropology (Religion in the Contemporary World). This course is available on the MA in Modern History, MRes/PhD in Anthropology, MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in China in Comparative Perspective and MSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This course covers current approaches to and reconsiderations of classic topics in the anthropology of religion, such as: myth, ritual, belief and doubt, supernatural experience, ethical self-cultivation, asceticism, sacrifice, authority and charisma. In the Michaelmas term, students will be introduced to debates concerning the ways in which 'religion' is said to influence or shape personal experience and collective public life in both western and non-western contexts. Students will explore some of the key concepts that inform contemporary understandings of religion as a force in the world, the history of these concepts, how they enter into various political and ethical projects, and the extent to which they predefine 'religion' as an object of anthropological study. Specific areas of focus may include: the relationship between 'religion' and 'secularism'; conceptions of 'religious freedom'; conversion; inter-religious conflict; the ethnography of religious minorities; the anthropology of religious movements; and the comparative anthropology of 'religions'. In the Lent term, students will be asked to rethink the category of 'religion' and its role in anthropological analysis. The guiding underlying approach will be to ask; what is the study of 'religion' for the social sciences, and what are the potentials and limitations of different answers to that question. We will also be asking where (if anywhere) religion is located as category, practice and experience for a range of interlocutors, and in different kinds of analytic writing. Topics facilitating this project may include some

of the following: shamanism, spirit mediumship, death rituals and ritual theory, magic and witchcraft, 'spirituality' and new religious movements, religion and kinship, ghosts, spirits and ancestors, cosmology, faith-healing, life-cycle rituals, human-nonhuman relations, and religion in diaspora and social change, religion and 'ethics', problems of suffering and critical approaches to religion, violence and inequality, encounters with the divine and sacred, religion, capitalism and the fetish, religion, gender and the body, religion and development, implicit religion. Examples will be drawn both western and non-western contexts, and from both 'salvation religions' such as Hinduism, Judaism and Christianity, and other including so-called 'animist' contexts.

**Teaching:** 10 hours of lectures and 15 hours of seminars in the MT. 10 hours of lectures and 15 hours of seminars in the LT. 1 hour of lectures in the ST.

The contact hours listed above are the minimum expected. This course has a reading week in Week 6 in MT and LT.

**Formative coursework:** Students will be expected to produce 1 essay in the MT and 1 essay in the LT.

**Indicative reading:**

- Talal Asad 2009, *Genealogies of Religion: Discipline and Reasons of Power in Christianity and Islam*;
- Tomoko Masuzawa 2005, *The Invention of World Religions: Or, How European Universalism Was Preserved in the Language of Pluralism*;
- Hussein A. Agrama 2012, *Questioning Secularism: Islam, Sovereignty, and the Rule of Law in Modern Egypt*;
- Mayanthi Fernando 2014, *The Republic Unsettled: Muslim French and the Contradictions of Secularism*;
- Webb Keane 2007, *Christian Moderns: Freedom and Fetish in the Mission Encounter*;
- W. F. Sullivan, E. S. Hurd, et al. (eds.) 2015, *Politics of Religious Freedom*;
- Courtney Bender 2010, *The New Metaphysicals: Spirituality and the American Religious Imagination*;
- Leigh Eric Schmidt 2000, *Hearing Things: Religion, Illusion, and the American Enlightenment*;
- S. J. Tambiah 1992, *Buddhism Betrayed?: Religion, Politics, and Violence in Sri Lanka*;
- A. Abramson and M. Holbraad (eds.) 2014, *Framing Cosmologies: The Anthropology of Worlds*;
- G. Bateson and M. C. Bateson 1987, *Angels Fear: Towards an Epistemology of the Sacred*;
- B. Kapferer (ed.) 2002, *Beyond Rationalism: Rethinking Magic, Witchcraft and Sorcery*;
- L. Lévy-Bruhl 1926, *How Natives Think*;
- P. Ingman, T. Utrianinen, et al. (eds.) 2016, *The Relational Dynamics of Enchantment and Sacralization: Changing the Terms of the Religion Versus Secularity Debate*;
- D. C. Posthumus 2018, *All My Relatives: Exploring Lakota Ontology, Belief, and Ritual*;
- H. Whitehouse and J. Laidlaw (eds.) 2007, *Religion, Anthropology, and Cognitive Science*;
- R. Willerslev 2007, *Soul Hunters: Hunting, Animism, and Personhood among the Siberian Yukaghirs*;
- D. E. Young and J-G. Goulet (eds.) 1994, *Being Changed: The Anthropology of Extraordinary Experience*.

Detailed reading lists provided at the start of each term.

**Assessment:** Exam (100%, duration: 3 hours) in the summer exam period.

## AN404

### Anthropology: Theory and Ethnography

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Mathijs Pelkmans OLD 5.08 and Prof Michael Scott OLD 1.17

**Availability:** This course is compulsory on the MSc in Social Anthropology. This course is available on the MA in Modern History, MSc in Anthropology and Development, MSc in

Anthropology and Development Management, MSc in China in Comparative Perspective and MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** The aim of this course is to examine the development of theory and ethnography in anthropology in the contexts of colonialism, anti-imperialism, postcolonialism, and decolonialization.

The first term focuses primarily on the period before the 1980s, with particular attention to the British, American, and French schools of anthropology and their interrelations. Work by intellectuals from oppressed minorities, the Global South, and indigenous communities elsewhere will be recognized alongside and in comparison with work often regarded as foundational. Through analytical examination of fieldwork practices, theoretical problems, core concepts, and the politics of exclusion and inclusion, this half of the course will explore how knowledge is produced (and forgotten) in anthropology and how those processes continue to inform disciplinary practice and debates today. Topics covered may include: expeditionary versus individual fieldwork practices; ethnography as a genre; ethnographic particularism and the problem of comparison; origins and the idea of the 'primitive'; colonialism and colonial situations; race, culture, and relativism; the promise and perils of popular and public anthropology; gender in anthropology and the gender of the anthropologist; classic sites of theorization such as kinship, totemism, and animism.

The second term focuses on recent and ongoing debates in anthropology. How is anthropological knowledge produced and what are the politics of ethnographic writing? How should we think of cultural differences: as surface or substance? To what extent is an anthropology beyond the human necessary and possible? How do emotive energies affect human agency, the production of meaning and the circulation of knowledge? We will address these and other questions by exploring a range of theoretical frameworks, including interpretive anthropology, postmodernism, actor network theory, affect theory, and the anthropology of temporality and the future.

The precise emphasis and distribution of topics may vary from year to year.

**Teaching:** 10 hours of lectures and 15 hours of seminars in the MT. 10 hours of lectures and 15 hours of seminars in the LT. 2 hours of workshops in the ST.

The contact hours listed above are the minimum expected. The course has a reading week in Week 6 of MT and LT.

**Formative coursework:** Formative coursework consists of participation in weekly seminars, and the opportunity to discuss one formative essay in each of the MT and LT with the course convener or the student's academic mentor, as per normal departmental arrangements.

**Indicative reading:** Abu-Lughod, L. (1993) *Writing Women's Worlds: Bedouin Stories*.

Biehl, J. (2013) *Vita: Life in a Zone of Social Abandonment*.

Chua, L., and N. Mathur, eds (2018) *Who are 'We'? Reimagining Alterity and Affinity in Anthropology*.

Deloria, E. C. (2009 [1988]) *Waterlily*.

Firmin, A. (2002 [1885]) *The Equality of the Human Races*.

Geertz, C. (1973) *The Interpretation of Cultures*.

Hurston, Z. N. (1935) *Mules and Men*.

Kenyatta, J. (1938) *Facing Mount Kenya: Tribal Life of the Gikuyu*.

Kuper, A. (2005) *The Reinvention of Primitive Society: Transformations of a Myth*.

Larson, F. (2021) *Undreamed Shores: The Hidden Heroines of British Anthropology*.

Latour, B. (2005) *Reassembling the Social*.

Lévi-Strauss, C. (1966) *The Savage Mind*.

Malinowski, B. (1922) *Argonauts of the Western Pacific*.

Mead, M. (1935) *Sex and Temperament in Three Primitive Societies*.

Moore, H. (2011) *Still Life: Hopes, Desires, and Satisfactions*.

Navaro-Yashin, Y. (2012) *The Make-Believe Space: Affective*

*Geography in a Postwar Polity*.

Powdermaker, H. (1966) *Stranger and Friend: The Way of an Anthropologist*.

Riberio, G. L., and Escobar, A. eds (2006) *World Anthropologies: Disciplinary Transformations within Systems of Power*.

Sahlins, M. (2000) *Culture in Practice*.

Srinivas, M. N. (1976) *The Remembered Village*.

Thomas, M. and A. Harris, eds (2018) *Expeditionary Anthropology: Teamwork, Travel and the 'Science of Man'*.

Trouillot, M.-R. (1991) 'Anthropology and the Savage Slot: The Poetics and Politics of Otherness'.

Detailed reading lists are provided at the beginning of the course.

**Assessment:** Exam (100%, duration: 3 hours) in the summer exam period.

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## AN405

### The Anthropology of Kinship, Sex and Gender

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Teodor Zidaru-Barbulescu OLD 5.06A and Dr Mayanka Mukherji OLD 6.14.

**Availability:** This course is available on the MA in Modern History, MRes/PhD in Anthropology, MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in China in Comparative Perspective, MSc in Gender, MSc in Social Anthropology and MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This course provides an examination of the cultural frameworks and social aspects of kinship systems, gender roles, personhood and human sexuality, analysed through ethnographic examples from a diverse range of settings. It aims to equip students with the analytical tools to engage in theoretical debates concerning core concepts such as 'kinship', 'marriage', 'gender', 'sex', 'the person', and the relationship between 'nature' and 'culture', as well as exploring how the experiences of kinship, sex and gender vary according to the regimes of politics, law and materiality in which they are embedded. The course charts the history of anthropological debates on kinship, relatedness, sex and gender, and familiarises students with a range of contemporary approaches to these themes, placing ethnographic materials into a critical dialogue with recent developments in feminist theory, queer theory, the anthropology of colonialism, cognitive science, and psychoanalysis.

**Teaching:** 10 hours of lectures and 15 hours of seminars in the MT. 10 hours of lectures and 15 hours of seminars in the LT.

The contact hours listed above are the minimum expected. This course has a reading week in Week 6 in MT and LT.

**Formative coursework:** Students will be expected to produce 1 essay in the MT and 1 essay in the LT.

**Indicative reading:** Carsten, J. *After Kinship* (2003); Chodorow, N. *The Power of Feelings: Personal Meaning in Psychoanalysis, Gender and Culture* (1999); Donnan, H. and Magowan, F. *The Anthropology of Sex* (2010); Lévi-Strauss, C. *The Elementary Structures of Kinship* (1969); Moore, H. L. *A Passion for Difference: Essays in Anthropology and Gender* (1994); Schneider, D. *A Critique of the Study of Kinship* (1984); Stone, L. *Kinship and Gender: An Introduction* (2006).

**Assessment:** Essay (50%, 4000 words) in the LT.

Essay (50%, 4000 words) in the ST.

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**AN419 Half Unit Not available in 2022/23****The Anthropology of Christianity**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Fenella Cannell OLD 5.07

**Availability:** This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Social Anthropology and MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** The ethnography of local Christianities in the light of differing cultural and social situations including colonial conditions. The relationship between Christianity and the discipline of anthropology. The course examines a number of anthropological and historical studies of local forms of Christianity, from a range including local forms of Catholicism, Mormonism, contemporary and historical Protestantisms including American Protestant forms and 'heretical' and other unorthodox Christianities. The course asks why anthropologists shied away from analysing Christianity long after studies of other world religions, such as Islam, Hinduism and Buddhism, had become widely established. It looks at the relationship between Christianity and the history of anthropological thought, and locates the place of Christianity in the writings of Mauss, Durkheim, Foucault and others, in order to defamiliarise the religion which Europeans and Americans especially often take for granted. Issues examined may include the nature and experience of belief, conversion and the appropriation of Christian doctrines by local populations, the problems of writing about religion, Christianity and the state, the nature of religious confession, Christian texts, and Scriptural reading practices, Christian objects and materialities, Christianity and women's religious and social experience (from Medieval women mystics to women priests), inquisitions and heretical beliefs, priests and alternative forms of mediation with divine power, miraculous saints, incorrupt bodies and 'non-eaters' and changing ideas about death, Heaven and Hell. Where possible, the course will include a student fieldwork weekend and forms of reflection and reporting on that experience. Please check with the course teacher in any given year whether this is planned as part of the year's programme.

**Teaching:** 10 hours of lectures and 15 hours of seminars in the LT. This year, some or all of this teaching will be delivered through a combination of virtual lectures, classes and online interactive activities. The contact hours listed above are the minimum expected. There will be a reading week in Week 6 of the LT.

**Formative coursework:** Students are expected to prepare discussion material for presentation in the seminars. Students will be expected to produce 1 essay in the LT.

**Indicative reading:**

- M Bloch, *From Blessing to Violence: History and Ideology in the Circumcision Ritual of the Merina of Madagascar*;
- F Cannell, *Catholicism, Spirit Mediums and the Ideal of Beauty in a Bicolano Community, Philippines* (PhD thesis, University of London);
- W Christian, *Person and God in a Spanish Valley* (reprint 1988);
- J Comaroff, *Body of Power, Spirit of Resistance*;
- J de Pina Cabral, *Sons of Adam, Daughters of Eve: the Peasant World View in the Alto Minho*;
- R Ilteto, *Pasyon and Revolution: Popular Movements in the Philippines, 1840-1910*;
- J Nash, *We Eat the Mines and the Mines Eat us: Dependency and Exploitation in Bolivian Tin Mines*;
- M Taussig, *The Devil and Commodity Fetishism in South America*. Detailed reading lists are provided at the beginning of the course.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

**AN420 Half Unit Not available in 2022/23****The Anthropology of Southeast Asia**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Nicholas Long OLD 6.14

**Availability:** This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Social Anthropology and MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This course will introduce students to selected theoretical and ethnographic issues in the history and contemporary life of Southeast Asia (including Burma/Myanmar, Cambodia, Indonesia, Laos, Malaysia, Singapore, Thailand, The Philippines, and Vietnam).

The alleged distinctiveness of Southeast Asian gender relations, political leadership, and experiences of self and emotion have led to ethnographic studies of the region making major contributions to the anthropology of the state, sovereignty, globalisation, gender, identity, violence, and mental health. By providing a strong grounding in regional ethnographic materials, this course will equip students to critically evaluate such contributions and to consider possible further contributions that studies of Southeast Asia might make to anthropological debates. The course will also examine how anthropologists have responded to the interpretive challenges presented by selected aspects of Southeast Asia's social and political life, such as the legacies of mass violence (e.g. the Cambodian genocide, the Vietnam War, or Indonesia's massacre of suspected communists), its ethnic and religious pluralism, and the impact of international tourism.

The course also contains a strong visual anthropology element: each week's lecture will be paired with a film screening, and students will be encouraged to examine whether and how this visual material contributes to, or indeed reframes, the theoretical debates at hand.

Upon successful completion of the course, students will be able to:

1. Describe the key features of Southeast Asian social and cultural systems, and identify their similarities and differences with social and cultural systems in other world regions.
2. Describe key events and patterns in Southeast Asia's history, and evaluate the extent to which these influence contemporary social phenomena in the region.
3. Describe and evaluate the most influential paradigms that have been developed in anthropological studies of Southeast Asia over the past 60 years.
4. Apply anthropological concepts and theories to ethnographic materials from Southeast Asia, and evaluate the results.
5. Apply anthropological research findings and theories to social and policy issues in Southeast Asia.
6. Locate and use research findings from Southeast Asia in order to participate in, or advance the terms of, wider disciplinary debates.

**Teaching:** 10 hours of lectures and 10 hours of seminars in the MT. 1 hour of lectures in the ST.

Film screenings will also take place throughout the term. There will be a reading week in Week 6 of the MT.

**Formative coursework:** Students will be expected to produce 1 essay in the MT.

**Indicative reading:** Useful histories of Southeast Asia / Southeast Asian anthropology.

M.C. Ricklefs, B. Lockhart, A. Lau, P. Reyes, and M.A. Thwin, *A New History of Southeast Asia* (2010); V.T. King and W.D. Wilder, *The Modern Anthropology of South-East Asia: An Introduction* (2003). Ethnographies.

Barker, J., E. Harms, and J. Lindquist, eds. 2014. *Figures of Southeast Asian Modernity*. Honolulu: University of Hawai'i Press.  
Hinton, A. L. 2005. *Why Did They Kill? Cambodia in the Shadow of Genocide*. Berkeley: University of California Press.

Keeler, W. 1987. *Javanese Shadow Plays, Javanese Selves*. Princeton: Princeton University Press.

Langford, J. M. 2013. *Consoling Ghosts: Stories of Medicine and*



Mourning from Southeast Asians in Exile. Minneapolis: University of Minnesota Press.

Long, N. J. 2013. *Being Malay in Indonesia: Histories, Hopes and Citizenship in the Riau Archipelago*. Copenhagen: NIAS Press.

Peletz, M. G. 2009. *Gender Pluralism: Southeast Asia since Early Modern Times*. London & New York: Routledge.

Schwenkel, C. 2009. *The American War in Contemporary Vietnam: Transnational Remembrance and Representation*. Bloomington: Indiana University Press.

Scott, J. C. 2009. *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*. New Haven & London: Yale University Press.

Sloane, P. 1999. *Islam, Modernity and Entrepreneurship among the Malays*. Basingstoke: Macmillan.

Detailed reading lists are provided at the beginning of the course.

**Assessment:** Coursework (100%, 5000 words) in the LT.

Students will be asked to write a research essay on a topic covered in the course, and a synoptic essay speaking to themes that connect multiple weeks of the course. Each of these should be up to 2500 words in length, and each of these essays will comprise 50% of the final mark.

## AN424 Half Unit

### The Anthropology of Melanesia

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Michael W Scott, OLD 1.17

**Availability:** This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Social Anthropology and MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This course provides an introduction to selected themes in the anthropology of the region in the Southwest Pacific Ocean known as Melanesia. It gives students a grounding in the contemporary anthropology of the region, primarily through a close reading of three book-length ethnographies.

The three ethnographies, which are all new since 2013, are Christopher Wright's *The Echo of Things*, an account of what photography means to people in the western Solomon Islands; Alice Street's *Biomedicine in an Unstable Place*, an analysis of how persons and diseases are made visible or invisible in a hospital on the north coast of Papua New Guinea; and Maggie Wilson's *A True Child of Papua New Guinea* (edited by Rosita Henry), the part-memoir/part-'ethnographic biography' of a woman who lived between 'two worlds', that of her mother, a New Guinea Highlander, and that of her father, an Australian colonist.

These ethnographies not only provide students with focused accounts of three very different contexts in Melanesia, they also address histories, dynamics, and concerns familiar to people living throughout the region. Furthermore, because the three authors draw on different intellectual antecedents and disciplinary traditions, their work provides an entree into the most influential theoretical debates animating Pacific anthropology today.

Topics to be traced throughout the course include personhood and bodies, kinship and sociality, religion and cosmology, technology and infrastructure, belonging and development, globalization, and the state. Engagement with these three books will be enhanced and supplemented by other readings (including works by Pacific Islanders), ethnographic films, and a visit to the British Museum.

**Teaching:** 10 hours of lectures and 15 hours of seminars in the LT. This course has a reading week in Week 6 of LT.

**Formative coursework:** Students will be expected to produce 1 essay in the LT.

**Indicative reading:** Christopher Wright, *The Echo of Things: The Lives of Photographs in the Solomon Islands* (2013); Alice Street, *Biomedicine in an Unstable Place: Infrastructure and Personhood in a Papua New Guinean Hospital* (2014); Maggie Wilson (edited with additions by Rosita Henry), *A True Child of Papua New Guinea:*

*Memoir of a Life in Two Worlds* (2019). Detailed reading lists are provided at the beginning of the course.

**Assessment:** Essay (100%, 4000 words) in the ST.

The assessed essay must be between 3,500 – 4,000 words in length.

## AN436 Half Unit

### The Anthropology of Development

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Katherine Gardner.

**Availability:** This course is compulsory on the MSc in Anthropology and Development and MSc in Anthropology and Development Management. This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MSc in China in Comparative Perspective, MSc in Comparative Politics, MSc in Human Rights, MSc in Human Rights and Politics, MSc in International Development and Humanitarian Emergencies, MSc in Social Anthropology and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This course explores how anthropologists have evaluated, criticised and contributed to development. Focussing on both 'Big D' development (schemes of improvement or projects) and 'little d' development (change which occurs as the result of economic growth or modernisation) the course shows how anthropological insights have been used to change practices from within as well as critique development from the outside. From anthropological work which seeks pragmatic engagement to that which deconstructs development as an oppressive and power laden discourse, the course aims to give students a broad background to the field. Topics covered include the role of the state; local politics and power relations; gender and empowerment; development as discourse and 'aidnography'; neo liberalism and global capital; corporate social responsibility; markets and micro credit; and the relationship between 'tradition' and modernity. Throughout, the course will draw upon a broad range of ethnographic examples.

**Teaching:** 10 hours of lectures and 15 hours of seminars in the MT.

The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of MT.

**Formative coursework:** Students are expected to prepare discussion material for presentation in the seminars based on the core ethnographies of the course. Formative work will include a mock exam question.

**Indicative reading:** Gardner and Lewis 2015, *Anthropology and Development: Twenty First Century Challenges*; Ferguson, J. 1990 *The Anti-Politics Machine: Development, Depoliticisation and Bureaucratic Power in Lesotho*; Cambridge University Press; Li, T, 2014 *Land's End: Capitalist Relations on an Indigenous Frontier*; Karim, L., 2011 *Micro-Finance and its Discontents: Women and Debt in Bangladesh*; Elyachar, J. 2005; *Markets of Dispossession: NGOs, the Market and the State in Cairo*; Scherz, C. 2014. *Having People, Having Heart: Charity, Sustainable Development, and Problems of Dependence in Central Uganda*; Scott, J. 1998, *Seeing Like a State: How Certain Schemes to Improve the Human Condition have Failed*.

Detailed reading lists are provided at the beginning of the course.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

## AN442

### Supervised Reading Course and Fieldwork Preparation

**This information is for the 2022/23 session.**

**Teacher responsible:** Members of staff of the Anthropology Department (students' supervisors).

**Availability:** This course is compulsory on the MRes/PhD in Anthropology. This course is not available as an outside option.

**Course content:** The programme of supervised reading aims to give students a detailed knowledge of the regional ethnographic literature relevant to their proposed research project, as well as providing them with a firm grounding in the theoretical literature relevant to their research objectives. The programme also aims to aid students in the practical organization of their field research (eg organizing language training, obtaining research permits and academic affiliations) through their supervisors' personal guidance. The programme of supervised reading will be specific to each student. It will be agreed with his/her supervisors at the beginning of the academic year and it will be closely reviewed during the course of the academic year.

**Teaching:** Students should expect to meet with at least one of their supervisors at 2-3 weekly intervals during term time, and to submit essays relevant to the preparation of their Research Proposal (AN443).

**Formative coursework:** Students will be required to write essays for their supervisors throughout the academic year.

**Assessment:** Research proposal (100%) in the ST. Students' progress will be monitored by their supervisors through verbal discussion of the submitted written work. The work they undertake for this course is expected to feed directly into the preparation of the Research Proposal (AN443) and will be formally examined through it.

## AN443

### Research Proposal

**This information is for the 2022/23 session.**

**Teacher responsible:** Members of staff of the Anthropology Department

**Availability:** This course is compulsory on the MRes/PhD in Anthropology. This course is not available as an outside option.

**Course content:** All students must prepare a formal Research Proposal of 8,000-10,000 words (excluding references) for submission to the Department on or before the deadline in June. The proposal is written under the guidance of their supervisors (as set out in AN442), and will normally draw on material studied as part of AN471 Qualitative and Quantitative Methods for Anthropologists and AN472 Evidence and Arguments in Anthropology and Other Social Sciences. It will be expected to demonstrate knowledge of the regional ethnography, and theoretical and methodological literatures, relevant to the proposed research.

**Assessment:** Research proposal (100%).

## AN444 Half Unit

### Investigating the Philippines - New Approaches and Ethnographic Contexts

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Fenella Cannell OLD6.07

**Availability:** This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Social Anthropology and MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other

programmes where regulations permit.

**Pre-requisites:** Graduates taking this course will normally have taken or be taking a foundational course in anthropology. However, topics may be of interest to those in several disciplines. Exemptions may therefore be sought from the lecturer, e.g. for students external to the department, who wish to explore what anthropology can bring to bear on their own fields.

**Course content:** This course offers the chance to look at the ethnography of one country in more detail than is usual for regional courses. It considers topics taken from the ethnography of the lowland and highland Philippines, with a focus on exciting new high quality writing, drawing on the recent renaissance in Philippine Studies. The course will balance works by expert non-Filipino ethnographers with the new writing of 'native ethnographies' by Filipino scholars resident both in the Philippines themselves and in the US.

The course will be framed within the colonial, religious and social history of the archipelago, and will consider both new interpretations of Philippine history, and topics on contemporary social issues, as well as using classic works on the Philippines. Teaching each week will normally be organised around the reading of one outstanding ethnography, allowing students to look closely at particular cases. Topics in any year are likely to be drawn from the following list (although obviously only ten topics can be offered in one year) ; Migration, 'mail-order' brides, and the Philippine diaspora ; New religious movements: Philippine colonialism and the processes of conversion: Healing, spirit possession, midwifery and local medicine: The contemporary Catholic Church; Violence in the Philippines; Ecology, landscape and environmental politics: Kinship and its transformations; Gender, Philippine queer theory and Philippine transvestitism: Ritual, drama and local performance traditions: Philippine architecture and material culture.: Philippine cinema: Colonial politics, tribal politics and issues of self-representation: Magic, sorcery and "anitismo"; Tourism, symbolic economies and the impact of international capitalism.

**Teaching:** 10 hours of lectures and 15 hours of seminars in the LT. There will be a reading week in Week 6 of the LT.

**Formative coursework:** Students may be required to prepare discussion material for seminars. Students will be expected to produce one essay in the LT.

**Indicative reading:** Detailed reading lists are provided at the beginning of the course, these are an indicative selection: Michell Rosaldo, Knowledge and Passion; Vicente Rafael, Contracting Colonialism; Fenella Cannell, Power and Intimacy in the Christian Philippines; Sally-Ann Ness, Where Asia Smiles; Heather L Claussen, Unconventual Sisterhood; M F Manalansan, Global Divas: Filipino Gay Men in the Diaspora; Vicente Rafael, White Love and Other Events in Filipino History; Nicole Constable, Maid to order in Hong Kong; Albert Alejo, Generating Energies in Mount Apo.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

Students will be given clear guidance on how to prepare for the exam and should note that the format requires two topics to be covered from a choice of seven, allowing plenty of scope in topic choice. A revision session will be arranged in ST if requested by students. Students are also welcome to bring any individual questions to the course teacher in office hours.

## AN447

### China in Comparative Perspective

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Johannes Steinmuller OLD 6.10, Prof Stephan Feuchtwang and Dr Andrea Pia OLD 6.09

**Availability:** This course is compulsory on the MSc in China in Comparative Perspective. This course is available on the MA in Asian and International History (LSE and NUS), MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in International and Asian History,

MSc in Political Economy of Europe (LSE and Fudan) and MSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit.

Places are limited and priority is given to MSc China in Comparative Perspective students.

**Course content:** The main object of the course is to help students develop ways of putting the politics, economy and social life of China into a framework in which they can compare and juxtapose it with other major examples. Main topics include China's imperial bureaucracy, Chinese religion, the great divergence debate, as well as current issues such as urban life, the family, the rule of law, and contentious politics. Students will bring whatever theoretical approaches they have already learned and are continuing to learn in the disciplines they bring to the course. They will be expected to demonstrate and explain how they are using them as well as to listen to other approaches and disciplinary perspectives.

**Teaching:** 15 hours of lectures and 10 hours of seminars in the MT. 15 hours of lectures and 10 hours of seminars in the LT. 1 hour and 30 minutes of lectures and 1 hour of seminars in the ST. The contact hours listed above are the minimum expected. This course has reading week in Week 6 of both MT and LT.

**Formative coursework:** Formative coursework consists of participation in weekly seminars, and the opportunity to discuss one formative essay in each of the MT and LT with the course convener or the student's academic mentor.

**Indicative reading:**

- Fei Xiaotong 1992 [1948]. *From the Soil, the Foundations of Chinese Society: A Translation of Fei Xiaotong's Xiangtu Zhongguo, with an Introduction and Epilogue*, transl. Gary Hamilton and Wang Zheng, Berkeley: University of California Press.
- Harrison, Henrietta 2001. *China (Inventing the Nation)*. London: Arnold.
- Stockman, Norman 2001. *Understanding Chinese Society*. Cambridge: Polity.
- Spence, Jonathan D. 1991. *The search for modern China*. New York: Norton.
- Weber, Max 1951. *The Religion of China: Confucianism and Taoism*, transl. Hans H. Gerth, New York: The Free Press.
- Yan Yunxiang 2003. *Private Life under Socialism. Love, Intimacy, and Family Change in a Chinese Village 1949-1999*. Stanford, CA: Stanford University Press.

**Assessment:** Exam (100%, duration: 3 hours) in the summer exam period.

## AN451 Half Unit

### Anthropology of Politics

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Mathijs Pelkmans OLD 5.08

**Availability:** This course is available on the MA in Modern History, MRes/PhD in Anthropology, MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in China in Comparative Perspective, MSc in Comparative Politics, MSc in Development Studies, MSc in Regulation, MSc in Social Anthropology and MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This course focuses on politics and power in their cross-cultural application. Using Marxist, Weberian, and Foucauldian approaches it explores how power travels through different socio-cultural contexts, paying attention to issues such as leadership, ordered anarchy, brokerage, sovereignty, surveillance, spectacle, conspiracy, and violence. A recurring theme throughout the course concerns the state. How should the state be studied anthropologically? Processes of state formation and disintegration, nationalism in its various guises, and state-society relations will be reviewed in order to understand how European, post-colonial, and

post-socialist societies are governed.

**Teaching:** 10 hours of lectures and 15 hours of seminars in the MT.

The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of MT.

**Formative coursework:** Students will be expected to produce 1 essay in the MT.

**Indicative reading:** Anderson, B, 1991 [1983], *Imagined communities: reflections on the origin and spread of nationalism*; Appadurai, A, 2006, *Fear of small numbers: an essay on the geography of anger*; Blok, A, 1988, *The Mafia of a Sicilian Village 1860-1960: a study of violent peasant entrepreneurs*; Bryant, R, & Reeves, M, 2021, *The Everyday Lives of Sovereignty*; Clastres, P, 1987, *Society against the state: essays in political anthropology*; Evans-Pritchard, EE, *The Nuer*; Leach, Edmund, 1954, *The Political Systems of Highland Burma*; Kwon, H, & B. Chung, 2012, *North Korea: beyond charismatic politics*; Mbembe, A, 2001, *On the Postcolony*; Navaro, Y, 2021, *The make-believe space: affective geography in a postwar polity*. Tuckett, A, 2018, *Rules, Paper, Status: Migrants and Precarious Bureaucracy in Contemporary Italy*; Vincent, J, 2002, *The Anthropology of Politics*; Wolf, E. 1999. *Envisioning Power: Ideologies of Dominance and Crisis*.

**Assessment:** Essay (100%, 4000 words) in the LT.

## AN456 Half Unit

### Anthropology of Economy (1): Production and Exchange

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Alpa Shah OLD 6.17A.

**Availability:** This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MRes/PhD in Anthropology, MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in China in Comparative Perspective, MSc in Development Studies, MSc in Inequalities and Social Science, MSc in Regulation, MSc in Social Anthropology, MSc in Social Anthropology (Religion in the Contemporary World) and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** What is the economy? We will explore how the history of capitalism has been inextricably tied to producing an idea of the economy as a distinctive domain of life and how anthropologists have persistently challenged this understanding, showing how economic life is inextricably tied to religion, politics and kinship, for instance. We will show the radical possibilities of social relations that anthropologists have offered by studying communities that appear to be 'the original affluent society', seemingly not affected by capitalist societies, or incorporated on their own terms. At the same time, we will examine the impact of capitalism and the inequalities it has brought on diverse people around the world, looking at the role of colonialism and empire, industrialisation and neoliberalisation, which includes regimes of production, accumulation and dispossession. Central to our examination will be understanding processes and experiences of exploitation, oppression and domination. We will unveil the invisible work of the many that is never valued but gets hidden in precarity, by migration regimes and within households. We will highlight the ways in which gender, race, ethnicity, caste and class need to be central to any analysis of the economy. At all times, we will look for people's creative responses to the situations they find themselves in, whether it is through acquiescence, reincorporation, religious conversion, weapons of the weak or outright rejection and revolt.

**Teaching:** 10 hours of lectures and 15 hours of seminars in the MT. 1 hour of lectures in the ST.

The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of MT.



**Formative coursework:** Students will be expected to produce 1 essay in the MT.

**Indicative reading: A few ethnographies to whet your appetite:** Bronislaw Malinowski (1964) *Argonauts of the Western Pacific*; Marshall Sahlins (1974) *Stone Age Economics*; Marcel Mauss (1990 [1925]). *The Gift: the form and reason for exchange in archaic societies*; Sidney Mintz (1985) *Sweetness and Power: The Place of Sugar in Modern History*; June Nash (1979) *We Eat the Mines and the Mines Eat Us: dependency and exploitation in Bolivia's tin mines*; Michael Taussig (1980) *The Devil and Commodity Fetishism in South America*; Jonathan Parry (2020) *Classes of Labour in a Central Indian Steel Town*; Maria Mies (1982) *The Lace Makers of Narsapur: Indian Housewives produce for the World Market*; Carol Stack (1974) *All Our Kin*; Claude Meillassoux (1981) *Maidens, Meal and Money: capitalism and the domestic community*; Jan Breman (1974) *Patronage and Exploitation: changing agrarian relations in South Gujarat India*; Alpa Shah, Jens Lerche, Richard Axelby, Brendan Donegan, Dale Benbabaali, Jayaseelan Raj and Vikramaditya Thakur (2018) *Ground Down by Growth: Tribe, Caste, Class and Inequality in 21st Century India*; Tania Murray Li (2014) *Land's End: Capitalist Relations on the Indigenous Frontier*.

**A few general overview texts:** James G. Carrier and Don Kalb (eds) (2015) *Anthropologies of Class: Power, Practice, and Inequality*; Richard Wilk and Lisa Cliggett (1996) *Economies and Cultures: Foundations of Economic Anthropology*; James Carrier (ed) (2005) *A Handbook of Economic Anthropology*

**Other general introductory texts:** Stephen Gudeman (2001) *The Anthropology of Economy*; Chris Hann and Keith Hart (2011) *Economic Anthropology*; Susana Narotzky (1997) *New Directions in Economic Anthropology*; Jonathan Parry and Maurice Bloch (Eds) (1989), *Money and the Morality of Exchange*; Stuart Plattner (ed) (1989) *Economic Anthropology*; James Carrier (2019) *A Research Agenda for Economic Anthropology*

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

## AN457 Half Unit

### Anthropology of Economy (2): Transformation and Globalisation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Rebecca Bowers OLD 6.17A

**Availability:** This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MRes/PhD in Anthropology, MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in China in Comparative Perspective, MSc in Development Studies, MSc in Inequalities and Social Science, MSc in Regulation, MSc in Social Anthropology, MSc in Social Anthropology (Religion in the Contemporary World) and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This course explores the limits and potentials of contemporary global capitalism. We all know that we live in a global economy, but how has this come into being? What are its political, social and cultural consequences? Why is the global economy so volatile? How does it produce inequality for many and abundance for some? Is globalisation dead in an era of 'de-coupling' and populism? What might the futures of global capitalism be? Through the term we will answer these questions in relation to classic themes of production, social reproduction, circulation and consumption. However our theoretical approaches will be expanded to explore the emerging anthropology of: logistical power, the commodification of intimacy, algorithmic interactions, global branding, media spectacles, the security state, financialisation and speculation. Importantly the course will

demonstrate that globalisation does not have a single logic nor is it a towering force. Instead, our focus on ethnography takes us inside the local processes through which the durable capture of accumulation and power are created. Significantly too we will be examining globalisation from the perspective of global elites, the middle classes and the precarious poor. By taking an anthropological approach to globalisation we will move away from an economic or 'economistic' theory of capitalism. Instead we will see the significance of desire, kinship, affect, political dreams, ethics and culture to the intimate economy of capitalism. At the end of the course we will have a better understanding of recent global changes, but also a set of theoretical tools that can help us to rethink approaches to capitalism in general.

**Teaching:** 10 hours of lectures and 15 hours of seminars in the LT. 1 hour of lectures in the ST.

The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of LT.

**Formative coursework:** Students will be expected to produce 1 essay in the LT.

**Indicative reading:** Yanagisako, S. and L. Rofel (2019) *Fabricating Transnational Capitalism: a collaborative ethnography of Italian-Chinese Global Fashion*, Duke University Press.

Cowen D (2014) *The Deadly Life of Logistics: Mapping Violence in Global Trade*. Minneapolis: University of Minnesota Press.

Dua, Jatin. (2019) *Captured at Sea: Piracy and Protection in the Indian Ocean*. University of California Press.

Allison, A. (2009). *Nightwork: Sexuality, pleasure, and corporate masculinity in a Tokyo hostess club*. University of Chicago Press.

C.Upadhyay (2015) *Re-engineering India: Work, Capital and Class in an Offshore Economy*, Oxford University Press.

Amoore, Louise, and Volha Piotukh, eds. (2015) *Algorithmic life: Calculative devices in the age of big data*. Routledge.

Nakassis, Constantine V. (2016) *Doing style: Youth and mass mediation in South India*. University of Chicago Press.

Fillitz, Thomas, and Paul van der Grijp, eds.(2018) *An Anthropology of Contemporary Art: Practices, Markets, and Collectors*. Bloomsbury Publishing.

Stout, N. (2019) *Dispossessed: how predatory bureaucracy foreclosed on the American Middle Class*. University of California Press.

Maguire, Mark and Setha Low (2019) *Spaces of Security: Ethnographies of Securityscapes, Surveillance, and Control*. NYU Press.

Zeynep Tufekci (2017) *Twitter and tear gas: The power and fragility of networked protest*. Yale University Press.

Coleman, Gabriella (2014) *Hacker, hoaxer, whistleblower, spy: The many faces of Anonymous*. Verso books.

Bear, Laura (2015) *Navigating Austerity: Currents of Debt Along a South Asian River*. Stanford University Press.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

## AN458 Half Unit

### Children and Youth in Contemporary Ethnography

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Catherine Allerton OLD 6.13

**Availability:** This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management and MSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This course explores the paradoxes and contexts of social science work on children and youth through an intensive focus on contemporary ethnographies exploring children's social worlds. This ethnographic work is multi-disciplinary (emerging from anthropology, geography, sociology, media studies), and builds both on earlier ethnographies of childhood from the mid-



twentieth-century onwards, and on growing theoretical interest in cross-cultural understandings of 'the child' and their competencies. In the first half of the course, we investigate 5 central paradoxes that emerge through a consideration of children and childhood. These are: 1) Universal/ Constructed; 2) Being/ Becoming; 3) Structure/ Agency; 4) Protection/ Participation; and 5) Representation/ Reality. These paradoxes allow us to consider important questions such as: What does it mean to see childhood as a 'construction'? How has ethnographic work questioned universal frameworks for child development? How should we understand children's agency? How successfully can 'child rights' be achieved in different cultural contexts? Why should children's perspectives be taken more seriously in the social sciences? In the second half of the course, we turn to 5 key contexts for ethnographic analyses of children's lives. These are: the street, school, work, play and war. How have the lives of 'street children' been approached and understood? What do critical ethnographies of schooling tell us about its role in reproducing inequalities? What, if anything, is the difference between beneficial child work and harmful 'child labour'? How can we recognise and theorise children's play? And how have ethnographic accounts documented both trauma and resilience in the context of 'child soldiering'?

**Teaching:** 10 hours of lectures and 15 hours of seminars in the LT. This course has a reading week in Week 6 of LT. 4 hours of film screenings in LT.

**Formative coursework:** Students will be expected to produce 1 essay in the LT.

**Indicative reading:** R.A. LeVine and R.S. New (eds) 2008. *Anthropology and child development: a cross-cultural reader*; N. Scheper-Hughes and C. Sargent (eds) 1998. *Small wars: the cultural politics of childhood*; K.F. Olwig and E. Gullov (eds) 2003. *Children's places: cross-cultural perspectives*. D. Durham & J. Cole (eds) 2006. *Generations and globalization: youth, age and family in the new world economy*; M. Liebel. 2004. *A will of their own: cross cultural perspectives on working children*; V. Amit-Talai and H. Wulff (eds) 1995. *Youth cultures: a cross-cultural perspective*; A. James. 1993. *Childhood identities: self and social relationships in the experience of the child*. A. de Waal and N. Argenti (eds) 2002. *Young Africa: Realising the rights of children and youth*; J. Boyden and J. de Berry (eds) 2004. *Children and youth on the frontline: ethnography, armed conflict and displacement*; Levinson, B. D. Foley & D. Holland. (eds) 1996. *The cultural production of the educated person: critical ethnographies of schooling and local practice*; H. Montgomery. 2009. *An introduction to childhood: anthropological perspectives on children's lives*;

**Assessment:** Coursework (100%, 4000 words) in the ST..

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## AN461 Half Unit Not available in 2022/23 Anthropological Approaches to Questions of Being

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Michael Scott OLD 6.16

**Availability:** This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Social Anthropology and MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** In Western thought, the study of the nature of being itself (Greek *ontos*), including theories about how things come into being and how they are related to one another, is known as ontology. Building on, but broadening the scope of this Western tradition, the growing anthropological literature on questions of being seeks to convey ethnographically and conceptualize theoretically the many different ontologies, or lived realities, that shape social practices in diverse historical, geographic, and cultural contexts. This literature also urges us to reconsider reflexively what anthropology is, does, and might become.

Twenty-first century anthropology has seen an 'ontological turn' or 'turns', or more broadly, the emergence of anthropologies of ontology. Increasingly, a variety of anthropological discourses invoking the concept of ontology have come into dialogue, yet ontology-oriented approaches remain diverse. Over the past decade, these discourses have been sites of divisive debate, strong contestation, pointed polemic, and at times personal critique. While this has generated a lot of interest, arguably these debates have created more heat than light. In the wake of these debates, and keeping them in view, this course aims to illuminate current work around ontology by reading three recent and influential books, each of which takes a distinctive anthropological approach to questions of being.

Morten Axel Pedersen's ethnography, *Not Quite Shamans* (2011), explores spirits, shamans – or the relative lack of shamans – and postsocialism among the Darhad people of northern Mongolia. Pedersen focuses on the ontological uncertainties that can attend sweeping social transformations; in so doing, he challenges us to rethink the assumptions about being that inform mainstream anthropological analyses.

Marisol de la Cadena's ethnography, *Earth Beings* (2015), offers a person-centred, conversation-driven account of people, place, and indigenous cosmopolitics in the Andes. De la Cadena engages with the Quechua people's political struggles in ways that prompts us to question modernity's dominant nature/human dualism. Giving us access to a context where mountains are wilful actors, she invites us to reconceptualize politics as ontological disagreement. Stuart McLean's book, *Fictionalizing Anthropology* (2017), develops a comparative approach to anthropology by juxtaposing diverse folkloric, historical, literary, and ethnographic accounts – primarily from the North Atlantic. McLean seeks to persuade us that storytelling is a mode of 'ontological poesis'; it does not simply reflect – or even reflect on – aspects of the world as given; it participates in the very making of worlds. In the same way, he suggests, the stories anthropologists tell and the comparisons they make may be ontologically generative, part of the becoming of new possibilities for human and other-than-human being.

These three works – focused on very different contexts, using very different modes of research, and written in very different styles – introduce students to the central questions, dynamics, and debates that constitute anthropological approaches to questions of being.

**Teaching:** 10 hours of lectures and 15 hours of seminars in the MT.

There will be a reading week in Week 6 of the LT.

**Formative coursework:** Students will be expected to produce 1 essay in the MT.

**Indicative reading:** Morten Axel Pedersen, *Not Quite Shamans: Spirit Worlds and Political Lives in Northern Mongolia* (2011); Marisol de la Cadena, *Earth Beings: Ecologies of Practice across Andean Worlds* (2015); Stuart McLean, *Fictionalizing Anthropology: Encounters and Fabulations at the Edges of the Human* (2017).

**Assessment:** Coursework (100%, 4000 words) in the LT.

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## AN463 Half Unit Not available in 2022/23 Borders and Boundaries: Ethnographic Approaches

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Mathijs Pelkmans OLD 5.08

**Availability:** This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management and MSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit.

**Course content:** How do territorial borders influence human behaviour and thinking, and how, in turn, do people create, manage and manipulate such borders? These questions have become pressing with the intensification and politicisation of global interconnectedness. While a few decades ago the tearing down

of the Berlin Wall seemed to herald a border-less world, today the loudest politicians promise to create "huge, great, great, beautiful walls." This course studies the numerous tensions accompanying global interconnectedness. Why is it so difficult to make borders impermeable? How do smuggling networks operate? What does the world look like from the perspective of undocumented migrants? What are the effects of new border fortification technologies? What is it like to live in a gated community? Are people boundary-drawing creatures? Why do borders play a central role in images of utopia? Why is it silly yet productive to ask: where is the border between Europe and Asia? These and other questions will be discussed by situating ourselves ethnographically in the borderlands, potentially making us realise that "the frontier is all around us."

**Teaching:** 10 hours of lectures and 15 hours of seminars in the MT.

This year, some or all of this teaching will be delivered through a combination of virtual lectures, classes and online interactive activities. The contact hours listed above are the minimum expected.

This course has a reading week in Week 6 of MT.

**Formative coursework:** Students are expected to prepare discussion material for presentation in the seminars. Students will be expected to produce 1 essay in the MT.

**Indicative reading:**

- Andersson, R. (2014). *Illegality, Inc.: Clandestine migration and the business of bordering Europe*;
- Brubaker, R. (2004). *Ethnicity without groups*;
- Berdahl, D. (1999). *Where the world ended: Re-unification and identity in the German borderland*;
- Ingold, T. (2007). *Lines: a brief history*;
- De León, Jason (2015) *The land of open graves: Living and dying on the migrant trail*;
- Low, S. (2004). *Behind the gates: Life, security, and the pursuit of happiness in fortress America*;
- Pelkmans, M. (2006). *Defending the border: identity, religion, and modernity in the Republic of Georgia*;
- Wilson, T. and H. Donnan (eds) (2012) *A Companion to Border Studies*;
- Reeves, M. (2014). *Border work: spatial lives of the state in rural Central Asia*;
- Van Schendel, W. and I. Abraham, eds. (2005) *Illicit flows and criminal things: States, borders, and the other side of globalization*.

**Assessment:** Take-home assessment (100%) in the MT.

The take home exam will be held the week following the end of the MT.

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## AN467 Half Unit Not available in 2022/23

### The Anthropology of South Asia

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Rebecca Bowers

**Availability:** This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Social Anthropology and MSc in Social Anthropology (Religion in the Contemporary World). This course is available as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** You need to be enrolled in a degree that requires analytical and qualitative research skills. You may be asked to submit written work to determine your ability for this course.

**Course content:** This course will aim to address issues of citizenship, inequality and social justice, religious faith and practices, migration and labour and consumption patterns in rural and urban South Asia. The course will cover both classic and current literature and weekly sessions will be organised thematically. South Asia is an ideal setting to examine many paradoxes that exist elsewhere - alongside some of the highest rates of economic growth there is growing inequality, there is a

growing middle class but high rates of precarious poverty, the countries remain largely rural yet they will hold the largest urban population in the world in less than ten years and so on. In order to understand these paradoxes, it is essential that issues of macro economic policy, social inequality, infrastructural development, political mobilisation and popular culture, mobilisation along religious lines in each country and the rise of the 'threatened majorities' that behave like minority populations - be examined in greater detail. Using a rich body of anthropological research on South Asia, this course will examine several of these issues and more in this course. The literature on India is the largest available but every attempt will be made to cover the anthropological literature on Pakistan, Nepal, Sri Lanka and Bangladesh alongside. All these issues and more will be addressed in this course through the rich corpus of anthropological literature on the subject alongside examples from India's vibrant media and popular culture.

**Teaching:** 10 hours of lectures and 15 hours of seminars in the MT.

This course will have a series of optional online film screenings. The course has a reading week in Week 6 of the MT.

**Formative coursework:** Students will be expected to produce 1 essay in the MT.

**Indicative reading:** Please read at least TWO of the following background readings before the start of the course and certainly by the end of the second week of the course:

Sunil Khilnani, *The Idea of India*; Ramachandra Guha, *India After Gandhi*; Corbridge, S. and Harris, J., *Reinventing India: Liberalization, Hindu Politics and Popular Democracy*; Rana Dasgupta, *Capital: The Eruption of Delhi*; Ammara Maqsood, *The New Pakistani Middle class*; Delwar Hussain, *Boundaries Undermined: The ruins of progress on Bangladesh-India Border Fiction*; Vikram Seth, *A Suitable Boy*; Rohinton Mistry, *A Fine Balance*; Bapsi Sidhwa, *Ice Candy Man*; Neel Mukherjee, *The Lives of Others*; Daniyal Mueenuddin, *In Other Rooms, Other Wonders*; Arundhati Roy, *The God of Small Things*; Saadat Hasan Manto, *Toba Tek Singh: Stories*

**Assessment:** Take-home assessment (100%) in the MT.

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## AN469 Half Unit Not available in 2022/23

### The Anthropology of Amazonia

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Harry Walker OLD 5.06B

**Availability:** This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management and MSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** The course will introduce students to selected themes in the anthropology of Amazonia. It will provide a grounding in the ethnographic literature of the region while seeking to engage with current theoretical debates, highlighting their potential importance to the discipline of anthropology. Topics to be covered include history, indigenous social movements; sexuality and gender; trade and inter-ethnic relations; politics and power; illness, well-being and death. Students will be encouraged to reflect on the broader relationship between ethnography and theory, to challenge common stereotypes of Amazonia and its inhabitants, and to explore ways in which the region has inscribed itself on the imagination of anthropologists and laypersons alike.

**Teaching:** 10 hours of lectures and 15 hours of seminars in the MT.

This course has a reading week in Week 6 of MT.

**Formative coursework:** Students will be expected to produce 1 essay in the MT.

**Indicative reading:** Clastres, Pierre. 1987. *Society Against the State: Essays in Political Anthropology*.  
Overing, Joanna. & Alan Passes (eds). 2000. *The Anthropology of Love and Anger: The Aesthetics of Conviviality in Native Amazonia*.  
Walker, Harry. 2012. *Under a Watchful Eye: Self, Power and*

Intimacy in Amazonia.

Descola, Philippe. 1994. In the Society of Nature: A Native Ecology in Amazonia.

Gow, Peter. 2002. An Amazonian Myth and its History.

Fisher, William H. 2000. Rainforest Exchanges: Industry and Community on an Amazonian Frontier.

Seeger, Anthony. 2004. Why Suyá Sing: A Musical Anthropology of an Amazonian People.

Gregor, Thomas. 1985. Anxious Pleasures: The Sexual Lives of an Amazonian People.

Lévi-Strauss, Claude. 1984. Tristes Tropiques.

Conklin, Beth. 2001. Consuming Grief: Compassionate Cannibalism in an Amazonian Society.

**Assessment:** Take-home assessment (100%) in the MT.

The take home exam will be held the week following the end of the MT.

## AN471

### Qualitative and Quantitative Methods for Anthropologists

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Mathijs Pelkmans OLD 5.08, Dr Fuad Marco Devecchi Musallam OLD 5.06B and Dr Mayanka Mukherji OLD 6.14.

**Availability:** This course is compulsory on the MRes/PhD in Anthropology. This course is not available as an outside option.

**Course content:** The twofold aim of this course is to provide students with insights into the process by which anthropological knowledge is produced, and to train them in the collection and analysis of qualitative and quantitative data. In doing so it offers students a methodological framework for conceptualising and designing their own PhD research projects. The course discusses the nature of ethnographic data and evidence, its implications for research, and ways of incorporating empirical data in ethnographic texts.

**Teaching:** 40 hours of seminars in the MT.

The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of MT.

**Formative coursework:** Students will be expected to produce 2 presentations in the MT.

Students will carry out fieldwork exercises and read selected texts. They will present their findings as part of two scheduled presentations, on which they will receive in-seminar verbal feedback.

**Indicative reading:** A. Robben and A. Sluka (eds.) 2007.

Ethnographic Fieldwork: An anthropological reader; P.

Atkinson. 2015. For Ethnography; R. H. Bernard. Research Methods in Cultural Anthropology: Qualitative and Quantitative Approaches.

Fifth Edition. A. Cerwonka and L. Malkki. 2007. Improvising Theory: Process and Temporality in Ethnographic Fieldwork. K. Narayan.

2012. Alive in the Writing: Crafting Ethnography in the Company of Chekhov.

**Assessment:** Essay (50%, 3000 words) and essay (50%, 3000 words) in the MT.

Students will write two 3,000-word essays (each worth 50%), which can draw from issues covered in either the Tuesday or the Friday class, or both. The first essay is to be submitted on the first day after reading week, and the deadline for the second essay is the last day of MT.

## AN472

### Evidence and Arguments in Anthropology and Other Social Sciences

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Clara Devlieger OLD 6.08 and Dr Teodor

Zidaru-Barbulescu OLD 5.06A

**Availability:** This course is compulsory on the MRes/PhD in Anthropology. This course is not available as an outside option.

**Course content:** This seminar course considers research practices across a range of social and natural sciences, arts and humanities in order to explore methodological issues that are relevant to anthropology and ethnography. In particular, it focuses on the relationship between evidence and the kinds of inferences and conclusions which are drawn by researchers in different fields. Each week students will be involved in two seminars, one on Tuesday and one on Friday. In Tuesday seminars, we will consider case-studies taken from different disciplines in relation to the research practices of ethnographers. The disciplines covered may include: cognitive science & developmental psychology; psychoanalysis; moral and political philosophy; photographic and visual art theory; history and archival research; demography; human and behavioural ecology; development studies; linguistic anthropology; philosophy of science and STS; literary criticism; creative writing; and architecture. In the Friday seminars, students will present their own draft research proposals to others in written and oral form, focusing on (1) the questions they hope to explore in their dissertations; (2) the kinds of evidence they will need in order to adequately explore these questions; (3) the methods they will adopt in order to collect this evidence.

**Teaching:** 40 hours of seminars in the LT.

The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of LT.

**Formative coursework:** Students will be expected to produce 1 case study in the LT.

This will allow students to practice and receive feedback on the direct application of different disciplinary perspectives to a body of data, in preparation for their summative assessment and for their future research.

**Assessment:** Essay (50%, 3000 words) and essay (50%, 3000 words).

## AN475 Half Unit Not available in 2022/23 The Anthropology of Revolution

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Alpa Shah OLD 6.17A

**Availability:** This course is available on the MA in Modern History, MSc in Anthropology and Development, MSc in Anthropology and Development Management and MSc in Social Anthropology. This course is available as an outside option to students on other programmes where regulations permit.

Optional for MSc students in Anthropology. Also available to students on other degree programmes as an outside option.

**Course content:** This course will focus on the study of revolution from an anthropological perspective. It will concentrate on three different types of revolutionary struggle, in three different continents, through three different types of ethnographies: the Zapatista indigenous movement in Mexico, the Zimbabwean anti-colonial struggle, and the Maoist movement in South Asia. In each case, students will be encouraged to critically consider the varying degrees of involvement of the anthropologist in the movements concerned, the theoretical premises of the anthropologists and how these affect the politics and ethics of writing. In this process, students will deepen their understandings of the theoretical debates around production and reproduction, social transformation, religion and secularism, activism and anthropology, and violence and ethics in radical social change. The course will demonstrate that although anthropologists were once criticised for 'missing the revolution' on their doorstep, in fact their long term engagement with communities who come to be affected by revolutionary struggles has much to offer to the theoretical and practical work of radical social transformation.

**Teaching:** 10 hours of lectures and 15 hours of seminars in the LT. This course has a reading week in Week 6 of LT.

**Formative coursework:** Students will be expected to produce 1



essay in the LT.

**Indicative reading:** This course will be based on the close reading of the following three ethnographic monographs:

Earle, Duncan, & Simonelli, Jeanne. (2005). *Uprising of Hope: Sharing the Zapatista Journey to Alternative Development*. Walnut Creek: Altamira Press.

Lan, David. (1985). *Guns and Rain: guerrillas and spirit mediums in Zimbabwe*. Berkeley: University of California Press.

Shah, Alpa (2018) *Nightmarch: Among India's Revolutionary Guerrillas*. London: Hurst Publishers

**Assessment:** Take-home assessment (100%) in the LT.

The take home exam will be held the week following the end of the LT.

## AN476 Half Unit

### Anthropology and the Anthropocene

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Gisa Weszkalnys

**Availability:** This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management and MSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** In August 2016, scientists participating in the Anthropocene Working Group put forward an official recommendation to rename our present time interval 'the Anthropocene'. It postulates that humans now exert recognisable influences on the earth's bio- and geophysical systems sufficient to warrant the naming of a distinct geological epoch encompassing the earth's present, recent past, and indefinite future. The Anthropocene thus echoes contemporary anxieties about climate change, the deterioration of global ecologies, and other environmental crises on unprecedented scales, as well as humans' capacity to devise adequate solutions to the problems they face. The scholarly and popular debate on the Anthropocene has exploded in recent years, with anthropologists contributing both theoretical and important ethnographic insight into how people apprehend and deal with the repercussions of anthropogenic environmental change. It now seems that the continued successful existence of humanity on this planet will require us to live differently both with each other and with the earth: 'We will go onwards in a different mode of humanity or not at all' (Val Plumwood 2007).

In this course, we will approach the Anthropocene as a contested category, with evident political and ethical implications. We will begin by examining the dramatic changes in the relationship between humans and their natural environments brought about by industrialisation, specifically, the increased exploitation of natural resources as well as the production and use of fossil fuels on a large scale. We will attend to the practices and cosmologies of people who in their everyday lives – for example, by digging, polluting, and wasting – participate in the work of anthropogenic alterations, drawing on case studies from across the world.

We will consider alternative labels, such as the Capitalocene, Plantationocene, Plasticene, Eurocene, Misanthropocene, and Neologocene, each of which tells a different origin story for what Donna Haraway has called 'the trouble'. However, we then move to ask whether the Anthropocene might be less a marker of an epochal transformation than a signal of a profound anti-political shift in discussions about the future of the planet. We will inspect the scientific and non-scientific controversies the Anthropocene has provoked, and the particular forms of power, authority, reason, imagination, and subjectivity it has generated.

Students will be expected to engage with a variety of resources, including online publications, blogs, documentary and feature films, and other media, and an emergent interdisciplinary literature, spanning the social and natural sciences, which we will read in relation to a more long-standing engagement with the environment within the anthropological discipline. This will

lead us to interrogate established binaries of human/nonhuman, subject/object, and nature/culture, and, significantly, to ask about the critical valence of anthropologists' enquiry into the 'anthropos' for an age so profoundly shaped by humans. What methods and modes of analysis are required to comprehend the diverse human/non-human interactions and seemingly incommensurable scales that the Anthropocene invokes? What types of collaboration, knowledge, and mutual care does an anthropocenic outlook make possible? How can we anchor the manifold theoretical proposals that have been put forward not just in ethnographic examples but also in our own 'experiments for living'?

**Teaching:** 7 hours of lectures, 7 hours of seminars and 6 hours of workshops in the MT.

The course is comprised of three cycles of three weeks plus an additional, concluding week. Each cycle consists of two weeks taught in the traditional lecture/seminar format, and a third week with a two-hour workshop in a larger group. While the one-hour seminars will focus on core readings set by the lecturer, the two-hour workshop will, in addition, offer space for viewing other resources (films, online material), discussing students independently researched material, student presentations, etc.

**Formative coursework:** Students will be expected to produce 1 essay and 1 presentation in the MT.

**Indicative reading:** N. Clark and B. Szerszynski (2020) *Planetary Social Thought: The Anthropocene challenge to the social sciences*  
J. Cruikshank (2005) *Do Glaciers Listen? Local Knowledge, Colonial Encounters, and Social Imagination*

D. Haraway (2016) *Staying with the Trouble: Making Kin in the Chthulucene*

K. Hetherington (2019) *Infrastructure, Environment, and Life in the Anthropocene*

V. Ialenti (2020) *Deep Time Reckoning: How Future Thinking Can Help Earth Now*

E. Kohn (2013) *How Forests Think: Toward an Anthropology beyond the Human*

D. McDermott Hughes (2017) *Energy without Conscience: Oil, Climate Change, and Complicity*

N.C. Kawa (2016) *Amazonia in the Anthropocene: People, Soils, Plants, Forests*

J. Salazar Parreñas (2018) *Decolonizing Extinction: The Work of Care in Orangutan Rehabilitation*

A. Tsing et al. (2017) *Arts of Living on a Damaged Planet*

**Assessment:** Essay (100%, 4000 words) in the LT.

## AN477 Half Unit Not available in 2022/23

### Topics in the Anthropology of sub-Saharan Africa

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Stephanie Postar

**Availability:** This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management and MSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** It is preferred that students will normally have done preliminary courses in Anthropology or have a Social Science background, but there is some flexibility. Students should consult the course lecturer.

**Course content:** This course gives students a critical understanding of ethnographic and theoretical writing on sub-Saharan Africa. Grounded in some classic debates around tradition and modernity (kinship-based polities vs states; studies on occult knowledge vs rationally-oriented political economy approaches; 'objective' class vs forms of identification such as tribe or race), it explores questions about how the sub-continent's societies orient themselves, and respond to new precarities, in a postcolonial



and neoliberal age. How are changing urban realities experienced and expressed in popular culture? How are the politics of land and belonging being reshaped? Do youth have a future of work in post-industrial Africa - and what new gender identities are they developing? Are there specifically African forms of knowledge? What is postcolonial about the 'postcolony'? Is Europe 'evolving towards Africa', as has been maintained? The course also thinks through the role of fiction, non-ethnographic writing and non-academic voices in shaping anthropology on the sub-continent.

**Teaching:** 10 hours of lectures and 15 hours of seminars in the LT. This year, some or all of this teaching will be delivered through a combination of virtual lectures, classes and online interactive activities. The contact hours listed above are the minimum expected. This course has a reading week in Week 6 of LT.

**Formative coursework:** Students will be expected to produce 1 essay in the LT.

Students will be asked to write one formative review during termtime, to be discussed with and evaluated by the course lecturer. The formative review will allow for students' individuality and expression and allow them to bring their own interest in current debates into interplay with course materials.

**Indicative reading:** Adebanwi, Wale. 2017. *The Political Economy of Everyday Life in Africa: Beyond the Margins*. Oxford: James Currey.

Comaroff, J and JL. 2012. *Theory from the South or, How Euro-America is Evolving Toward Africa* Anthropological Forum 22 (2).  
Englund, Harri. 2006. *Prisoners of Freedom. Human Rights and the African Poor*. Berkeley: UC Press.

Geschiere, Peter. 2013. *Witchcraft, Intimacy and Trust: Africa in comparison*. Chicago: University of Chicago Press.

Guyer, Jane. 2014. *Marginal Gains: monetary transactions in Atlantic Africa*. Chicago: University of Chicago Press.

Mbembe, A. 2001. *On the Postcolony*. Berkeley, University of California Press.

Moore, H. L. 2013. *Still life: hopes, desires and satisfactions*. London, John Wiley & Sons.

Piot, Charles 1999. *Remotely Global: village modernity in West Africa*. Chicago: University of Chicago Press

**Assessment:** Take-home assessment (100%) in the LT. The take home exam will be held the week following the end of the LT.

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## AN479 Half Unit Anthropology of Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Harry Walker OLD 5.06B

**Availability:** This course is available on the MRes/PhD in Anthropology, MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in China in Comparative Perspective, MSc in Social Anthropology and MSc in Social Anthropology (Religion in the Contemporary World). This course is available as an outside option to students on other programmes where regulations permit.

This course will be particularly useful for anthropology students who are interested in political/legal issues and political economy perspectives in anthropology. It will also be interesting to law students with an interest in socio-legal, critical, criminological and anthropological approaches to the study of law, and to students from other departments who wish to learn about these topics. The course is an independent half unit which complements the Anthropology of Politics half unit.

**Course content:** The aim of this course is to introduce students to major developments and debates in legal anthropology across time and space. The course is divided into three parts. The first part introduces students to the origins and early developments of the discipline. Students will learn about how legal anthropology arose through an encounter with colonialism, its post-colonial critics, and the legacy these debates have left on the sub-discipline today. The second part moves on to core debates in contemporary

legal anthropology, about topics such as human rights, citizenship, property regimes, and environmental justice. The third part deals with the limits of the law and its relationship to other social, economic and political domains. Topics could include the migrant crisis, the criminalisation of poverty, and indigenous peoples' struggles over cultural recognition.

**Teaching:** 10 hours of lectures and 15 hours of seminars in the LT. 1 hour of lectures in the ST.

The course will be taught through a combination of weekly lectures and seminars. Some or all of this teaching will be delivered through a combination of online lectures, in-person seminars, and interactive activities. The contact hours listed above are the minimum expected.

**Formative coursework:** Students will be expected to produce 1 essay in the LT.

**Indicative reading:** Some useful background/overview readings include:

Roberts, Simon. 2013. *Order and Dispute: An Introduction to Legal Anthropology*. New York: Penguin

Fuller, CJ. 1994. *Legal Anthropology, Legal Pluralism and Legal Thought*. *Anthropology Today* 10(3): 9-12.

Just, Peter. 1992. *History, Power, Ideology and Culture: Current Directions in the Anthropology of Law*. *Law and Society Review* 26(2): 373-412

Moore, S.F. 2001. *Certainties Undone: Fifty Turbulent Years of Legal Anthropology, 1949 – 1999*. *Journal of the Royal Anthropological Institute* 7(1): 95 – 116

Snyder, Francis. 1993. *Law and Anthropology: A Review*. Florence: European University Institute. Working Papers in Law 93(4)

The following edited collections are useful:

Foblets, Marie-Claire et al. 2020. *The Oxford Handbook of Law and Anthropology*. Oxford: Oxford University Press.

Moore, Sally Falk 2005. *Law and Anthropology: A reader*. Malden: MA Blackwell

Mundy, Martha 2002. *Law and Anthropology*. Aldershot: UK Ashgate.  
Starr, June and June F. Collier. 1989. *History and Power in the Study of Law: New Directions in Legal Anthropology*. Ithaca, NY: Cornell University Press.

Lazarus-Black, M. and Susan Hirsch. 1994. *Contested States: Law, Hegemony and Resistance. After the Law*. New York and London: Routledge.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

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## AN480 Half Unit Not available in 2022/23 Public Anthropology

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Andrea Pia

**Availability:** This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in China in Comparative Perspective, MSc in Social Anthropology and MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** What and how does anthropology contribute to public life? Do anthropologists have a responsibility to meaningfully contribute to communities beyond the academy that make the study of anthropology possible? This module explores the challenges, difficulties, and stakes of having ethnographic research encounter various publics, ranging from journalists, legal experts, and policymakers to activist groups, local populations, and other scholars. Students of this module engage critically with a variety of media (books, newspaper articles, documentaries, podcasts, social platforms and interactive digital tools) with a view of analysing the ways in which anthropological ideas are conveyed to broader audiences, reflecting on how to improve their representation and effectiveness, and proposing new ways of disseminating these ideas to different publics.

**Teaching:** 6 hours of lectures, 3 hours of seminars, 8 hours of classes and 12 hours of workshops in the LT.

The course is divided into ten weeks, consisting of a combination of lectures/movie workshops/classes. Each week students read excerpts from selected ethnographic texts across geographical areas that have spurred public interest for the sensitiveness of their subject matter or the questionability of their research ethics. Workshops introduce students to the public buzzes generated by these studies and ask them to reflect on the politics and situatedness of ethnographic research and on the relatability of its findings. In some of the seminars a 'local expert' will be present to serve as a resource in the discussion of the issues. The focus of this module is on the relationship between anthropological theory, the power fields in which it is inserted and its diverse publics. The types of questions this module address are both of critical and applied nature: to what extent can ethnographic studies of the food production system, waste management and water and energy provisions make global social infrastructures fairer? To what extent structure/agency debates in anthropology (and cognate disciplines) may move public perceptions of criminality and marginality towards more sympathetic positions? How effective have ethnographic-based critiques of trickle-down economics and social mobility really been, and why? How can anthropological accounts of systemic inequality take root into public representations of otherness?

The course ends by examining recent anthropological proposals within academia for a more vocal and engaged anthropology. It asks student to critically reflect on whether the discipline's colonial past may still weigh on today's attempts at engaging new publics. What disciplinary benchmarks of successful engagement should anthropologists set up for their own scholarship?

**Formative coursework:** Students will be expected to produce 1 project and 1 presentation in the LT.

Formative assessment consists in a series of dedicated methodological seminars (two sessions in total) where students familiarise with non-traditional methods of communicating ethnographic insights. In preparation of seminars (on week 4 and 8) students submit a draft proposal of their research in progress and present related research materials in small groups.

**Indicative reading:**

- Low, Setha and Sally Engle Merry 2010. *Engaged Anthropology: Diversity and Dilemmas*. *Current Anthropology* 51(2): S203-226.
- Sanford, Victoria and Asale Angel-Ajani 2006. *Engaged Observer: Anthropology, Advocacy, and Activism*. Rutgers.
- Scheper-Hughes, Nancy 2009. *Making anthropology public*. *Anthropology Today* 25(3): 1-3.
- Beck, Sam and Carl Maida 2015 *Public Anthropology in a Borderless World*. Berghahn Books.
- Fassin, Didier 2017. *If Truth Be Told: The Politics of Public Ethnography*. Duke University Press.
- Borofosky, Rob. 2005. *Yanomami: The Fierce Controversy and What We Can Learn from It*. University of California Press.
- Pachirat, Timothy 2013. *Every Twelve Seconds: Industrialized Slaughter and the Politics of Sight*. Yale University Press.
- Lora-Wainwright, Anna 2017. *Resigned Activism: Living with Pollution in Rural China*, MIT Press.
- Powell, Dana 2018. *Landscapes of Power: Politics of Energy in the Navajo Nation*. Duke University Press.
- Von Schnitzler, Antina 2016. *Democracy's Infrastructure: Techno-Politics and Protest after Apartheid*. Princeton University Press.
- Goffman, Alice 2014. *On the Run: Fugitive Life in an American City*. University of Chicago Press.
- Fassin, Didier 2013. *Enforcing Order: An ethnography of Urban Policing*. Blackwell's.

**Assessment:** Research project (100%) in the LT.

The course is assessed via a research essay (100%) at the end of LT

For the research essay, students carry out independent research to produce a document of a maximum of 4000 words which relates anthropological scholarships to a public issue of their choice.

## AN481 Half Unit Not available in 2022/23

### Health and Welfare: Anthropological Perspectives

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Clara Devlieger OLD 6.08

**Availability:** This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in China in Comparative Perspective, MSc in Social Anthropology and MSc in Social Anthropology (Religion in the Contemporary World). This course is available as an outside option to students on other programmes where regulations permit.

**Course content:** This course will focus on the study of health and welfare from an anthropological perspective. The course departs from a focus on biomedicine, examining how anthropologists have analysed the individualising medical gaze and the consequences of biopolitics. We consider how understandings of illness, care and healing are socially defined in different socio-cultural contexts, paying attention to issues such as disease, old age, disability, and mental health. Such issues of health are increasingly shifting towards broader conceptions of 'well-being'. As we progress, therefore, we turn to examine how such ideas of health increasingly intersect with the policies and values of welfare, as the political management of well-being. Welfare is both a description of life, as well as a form of intervention that aims to improve those lives. We therefore consider how ethnographic approaches to redistributive work touch on issues concerned with what it means to fare well and how that might be secured in a world defined by inequalities. Ethnographic case studies here may include ethnographies of austerity, dependency and sharing.

**Teaching:** 10 hours of lectures and 15 hours of seminars in the LT. This course has a reading week in Week 6 of LT.

**Formative coursework:** Students will be expected to produce 1 presentation and 1 other piece of coursework in the LT.

**Indicative reading:** Corsin Jiménez, Alberto, ed. 2008. *Culture and Well-Being: Anthropological Approaches to Freedom and Political Ethics*. London; Ann Arbor, MI: Pluto Press.

Fairhead, J. 2016. "Understanding Social Resistance to Ebola Response in Guinea". *African Studies Review*, 59(3), 7-31.

Ferguson, James. 2013. "Cosmologies of Welfare." In *Radical Egalitarianism: Local realities, Global Relations*, edited by Felicity Aulino, Miriam Goheen and S. J. Tambiah, New York: Fordham University Press.

Igreja, V., Dias lambranca, B., & Richters, A. 2008. "Gamba Spirits, Gender Relations, and Healing in Post civil war Gorongosa, Mozambique". *Journal of the Royal Anthropological Institute*, 14(2), 353-371.

Langer, Susanne and Susanne Højlund. 2011. "An Anthropology of Welfare: Journeying Towards the Good Life." *Anthropology in Action* 18(3), 1-9.

Livingston, J. 2012. *Improvising Medicine: An African Oncology Ward in an Emerging Cancer Epidemic*. Duke University Press.

Martin, E. 2007. *Bipolar Expeditions: Mania and Depression in American Culture*. Princeton N.J.: Princeton University Press.

Song, Jesook. 2009. *South Koreans in the Debt Crisis: The Creation of a Neoliberal Welfare Society*. Durham, NC: Duke University Press.

**Assessment:** Essay (100%, 4000 words) in the LT.

## AN484 Half Unit

### Anthropological Approaches to Race, Racism, and Decolonisation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Imani Strong and Prof Laura Bear

**Availability:** This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in China in Comparative Perspective, MSc in Empires, Colonialism and Globalisation, MSc in Social Anthropology and MSc in Social Anthropology (Religion in the

Contemporary World). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This course is a call to action - in the tradition of the movements and literatures it examines - that will provide students with a foundational understanding of race and contemporary racism, as well as approaches and theories central to their potential transformation. The course will focus on the discipline's historical and present theoretical orientations to race, explore alternative modes and questions in the practice of anthropology raised by anthropologists and theorists of colour, and provide an understanding of the policies - institutional, economic, social, and bureaucratic - that maintain both an academic and social racial status quo. Explicitly asking students to engage with the concept of antiracist and decolonial futures for anthropology, the course centres non-white/non-Western thought and thinkers, "activist" anthropology as a norm, and racial subjectivities as central to theory and practice.

The course will ask:

- What has been the role of the anthropologists of colour in forming the basis of what is commonly thought of as anthropological theory? What can we learn from their theories and methods?
- How can we understand contemporary racisms and how, positioned in the legacy of anthropology's contribution to its construction, can anthropology become an antiracist tool?
- Where can anthropology intervene on policy or re-orient theory to engage an antiracist epistemology in a transformative way? What is the scope of a so-called "activist" anthropology?
- What are the potential futures for anthropology as a discipline actively engaged in decolonising theory and methods?

**Teaching:** 10 hours of lectures and 15 hours of seminars in the MT.

This course has a reading week in Week 6 of MT.

**Formative coursework:** Students will be expected to produce 1 essay in the MT.

PGT students will have the opportunity to write a 1,500 word formative essay, which will enable them to explore several themes that may be central their summative essay. The timing of the formative work will be determined based, in part, on the formative work students are asked to submit for their other courses. Feedback will be provided in writing, online, and during office hours.

**Indicative reading:**

- Allen, Jafari Sinclair and Jobson, Ryan Cecil. 2016. The Decolonizing Generation: (Race and) Theory in Anthropology since the Eighties. *Current Anthropology*. 57(2):129-148
- Baker, Lee. 1998. *From savage to negro: anthropology and the construction of race, 1896-1954*. University of California Press.
- Buck, Pem Davidson. 2012. "Whither whiteness? Empire, state, and the re-ordering of whiteness." *Transforming Anthropology*, Vol. 20, Number 2, pp. 105-117
- Clarke, Kamari Maxine. 2019. Affective Justice: The Racialized Imaginaries of International Justice. *PoLAR: Political and Legal Anthropology Review*. 42: 2. 244-267.
- Elliot-Cooper, Adam. 2018. The struggle that cannot be named: violence, space and the re-articulation of anti-racism in post-Duggan Britain, *Ethnic and Racial Studies*, 41:14, 2445-2463,
- Fanon, Frantz. 1963. *The Wretched of the Earth*. New York: Grove Press.
- Harrison, Faye V. 1992. The Du Boisian legacy in anthropology. *Critique of Anthropology* 12(3):239-260.
- Jacobs-Huey, Lanita. 2002. The natives are gazing and talking back: reviewing the problematics of positionality, voice, and accountability among "Native" anthropologists. *American Anthropologist* 104(3):791-804.
- Mbembe, Achille. 2013. Introduction: The Becoming Black of the World. In *Critique of Black Reason*. Duke University Press.
- Rosa, J. and Díaz, V. 2020. Raciontologies: Rethinking Anthropological Accounts of Institutional Racism and Enactments of White Supremacy in the United States. *American Anthropologist*, 122: 120-132.

- Stoler, A. L. 2002. 'Genealogies of the Intimate: Movements in Colonial Studies', in *Carnal knowledge and imperial power: race and the intimate in colonial rule*. Berkeley: University of California Press, pp. 1-21.
- Táíwó, Olúfémi O., and Beba Cibralic. 2020. "The Case for Climate Reparations." *Foreign Policy*.
- Takezawa, Yasuko. 2011. "Toward a New Approach to Race and Racial Representations: Perspectives from Asia." In *Racial Representations in Asia*. Kyoto University Press.
- Twine, France Winddance. 1998. Chapter 3: Mapping the Ideological Terrain of Racism. in *Racism in a racial democracy: the maintenance of white supremacy in Brazil*, New Brunswick, N.J.: Rutgers University Press.

**Assessment:** Essay (100%, 4000 words) in the LT.

All PGT will be required to submit a 4,000 word policy proposal, which will be due in the subsequent term.

Students will be able to choose between:

- 1 a policy-focused essay utilizing ethnographic evidence for an anti-racist/decolonial intervention on a particular institution explored during the course,
- 2 a design for an anti-racist social movement or campaign, or,
- 3 a traditional theoretical essay taking race as the analytical lens for examination of an institution or policy addressed in the course.

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## AN497

### Dissertation: Religion in the Contemporary World

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Alpa Shah, Dr Fenella Cannell and Dr Harry Walker.

**Availability:** This course is compulsory on the MSc in Social Anthropology (Religion in the Contemporary World). This course is not available as an outside option.

**Pre-requisites:** As for the Programme.

**Course content:** The dissertation will address a topic in the social sciences of Religion in the Contemporary World. This will normally be a library-based dissertation, but may be supplemented by minor original research elements in consultation with the academic adviser. The topic should make central use of concepts in the study of religion in the social sciences drawn from approved courses on the programme, particularly from the core course, and should demonstrate a good understanding of those concepts and their implications. The dissertation may draw on empirical topic areas suggested by the taught core and option courses of this programme, but must demonstrate an element of originality in analysis, content or both. The dissertation will normally contain an inter-disciplinary element which may be in the combination of material, the combination of critical, analytical or theoretical concepts, or both. Guidance on standards of presentation etc will be given in the MSc handbook, and will conform to the current standard laid down for the dissertations in MSc social anthropology.

**Teaching:** 1 hour of lectures in the MT. 3 hours of lectures in the LT. 3 hours of workshops in the ST.

There will be lecture on note taking and avoiding plagiarism in the MT. In addition to the two lectures in the LT and the dissertation workshop in the ST, students will discuss their projects and receive guidance during meetings with their mentors in MT, LT, and ST. The contact hours listed above are the minimum expected.

**Formative coursework:** Small group tutorials, individual mentoring, discussion of abstracts: please see Programme Proposal.

Presentations and class discussions in all programme courses will also contribute towards the formative preparation for the dissertation.

**Assessment:** Dissertation (100%, 10000 words) in August.

The dissertation must not exceed 10,000 words including in-text citations, footnotes and appendices (but excluding bibliography) to be submitted to the Department in late August.



**AN498****Dissertation- MSc China in Comparative Perspective**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Johannes Steinmuller OLD 6.10

**Availability:** This course is compulsory on the MSc in China in Comparative Perspective. This course is not available as an outside option.

**Course content:** The dissertation must demonstrate an adequate knowledge of relevant social science literature and empirical material from China and elsewhere. It should elaborate a theoretical framework to compare Chinese and non-Chinese data. The topic should have been discussed with and approved by the academic adviser. Note that the dissertation must be based on published sources rather than primary research undertaken by the student.

**Teaching:** 1 hour of workshops in the MT. 1 hour of workshops in the LT.

There will be a lecture on note taking and avoiding plagiarism in the MT.

Students attend a one-hour dissertation workshop at the end of Lent Term. After deciding on a topic during the Lent term, in consultation with their academic advisers (and other members of staff where appropriate), students submit a one-page abstract in the first week of the Summer term. Each student attends a one-on-one dissertation tutorial with his/her academic mentors in the ST. During these, abstracts will be evaluated and commented upon. Students continue to consult their academic mentors during the Summer Term.

The contact hours listed above are the minimum expected.

**Assessment:** Dissertation (100%, 10000 words).

The dissertation must not exceed 10,000 words including in-text citations, footnotes and appendices (but excluding bibliography) to be submitted to the Department in late August.

**AN499****Dissertation**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Gisa Wieszkalnys, Prof Alpa Shah and Dr Harry Walker

**Availability:** This course is compulsory on the MSc in Anthropology and Development, MSc in Anthropology and Development Management and MSc in Social Anthropology. This course is not available as an outside option.

**Course content:** The dissertation must demonstrate an adequate knowledge of relevant theoretical literature and the ethnography of one or more contexts. It should attempt to consolidate a theme introduced during the course, developing a sustained research focus on one specific issue in anthropology, using existing ethnographic literature as appropriate. Note that the dissertation must be based on published sources rather than fieldwork undertaken by the student. For the MSc Social Anthropology, the problem should be framed with reference to literature from within the discipline of anthropology (drawn from mainstream journals or ethnographic texts). For the MSc Anthropology and Development and the MSc Anthropology and Development Management, the topic should span the fields of both Social Anthropology and Development Studies - it may cover, but need not be restricted to, the area of overlap, i.e. the anthropology of development as narrowly defined. For the MSc Social Anthropology (Learning and Cognition), the dissertation should draw not only on specifically anthropological literatures and engage with anthropological themes, but also make judicious use of non-anthropological literature from cognitive science, and therefore from related disciplines such as psychology and/or philosophy.

**Teaching:** 1 hour of lectures in the MT. 3 hours of lectures in the LT. 3 hours of workshops in the ST.

There will be lecture on note taking and avoiding plagiarism in the MT. In addition to the two lectures in the LT and the dissertation workshop in the ST, students will discuss their projects and receive guidance during meetings with their mentors in MT, LT, and ST. The contact hours listed above are the minimum expected.

**Assessment:** Dissertation (100%, 10000 words) in August.

The dissertation must not exceed 10,000 words including in-text citations, footnotes and appendices (but excluding bibliography) to be submitted to the Department in late August.

**DV400****Development: History, Theory and Policy**

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof David Lewis CON.6.11 and Dr Kathleen Meagher CON.7.11

**Availability:** This course is compulsory on the MSc in Development Studies and MSc in Political Economy of Late Development.

This course is available on the MSc in Anthropology and Development, MSc in Empires, Colonialism and Globalisation, MSc in Environment and Development, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development.

This course is available with permission as an outside option to students on other programmes where regulations permit.

Students will be allocated places to courses with priority to ID and joint-degree students. If there are more ID and joint-degree students than the course can accommodate, these spots will be allocated randomly.

Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations and places permit.

**Pre-requisites:** None

**Course content:** The course integrates the concepts and perspectives of a range of disciplines to consider: major trends of development and change in modern history and interpretations of them in the social sciences and contemporary economic and social theory and their bearing on the policy and practice of development. During Michaelmas Term the course critically discusses concepts of 'development' and the historical evolution of paradigms of development thinking and policy. With reference to comparative historical experience, we explore the role of states and markets in development and/underdevelopment, colonial legacies and path dependencies, and developmental states in comparative perspective. We examine the impact of pro-market reforms, globalisation and financialisation, as well the role of non-governmental organisations, social movements and challenges to the reigning development paradigm.

During Lent Term the course draws on recent research and theoretical debates to discuss current cutting edge policy issues and challenges in the developing world including: old and new forms of development aid, transformative social policy, agrarian change, industrialisation and digital technologies, environmental crisis, state fragility and conflict, and challenges to development thinking and practice presented by feminist theory and an engagement with the humanities.

**Teaching:** This course is delivered through a combination of lectures and seminars in the MT & LT. Seminars will be 90 minutes duration and lectures will be 120 minutes duration. There will be a revision session in final week of LT.

Students on this course will have a reading week in Week 6.

**Formative coursework:** One 2,000 word essay with written feedback submitted in Michaelmas Term and at least two seminar presentations on literature (one in Michaelmas and one in Lent).

**Indicative reading:** The following are recommended basic readings for the course:

HJ Chang, *Kicking Away the Ladder: Development Strategy in Historical Perspective* (Anthem, 2002).

HJ Chang, *Economics: The User's Guide* (Penguin, 2014)

J Ferguson, *The Anti-Politics Machine: 'Development', Depoliticisation and Bureaucratic Power in Lesotho* (Cambridge,



1990).

K Gardner and D Lewis, *Anthropology and Development: Challenges for the Twenty-First Century* (Pluto, 2015)

M Jerven, *Poor Numbers: How we are misled about African development statistics and what to do about it* (Cornell, 2013).

A Kohli, *State-Directed Development: Political Power and Industrialization in the Global Periphery* (Cambridge, 2004).

T. Mkandawire, *Social Policy in a Development Context* (Palgrave 2004).

D Rodrik, *One Economics, Many Recipes: Globalization, Institutions, and Economic Growth* (Princeton University Press, 2008)

A Sen, *Development as Freedom* (Anchor, 1999).

United Nations, "Transforming Our world: the 2030 Agenda for Sustainable Development" (SDGs) A/RES/70/1 (25 September 2015).

**Assessment:** Exam (80%, duration: 3 hours) in the summer exam period.

Essay (20%, 2000 words) in the LT.

## DV407 Half Unit

### Poverty

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Sohini Kar

**Availability:** This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Development Management, MSc in Development Studies, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Places will be allocated with priority to ID and joint-degree students. If there are more ID and joint-degree students than DV407 can accommodate, these places will be allocated randomly. Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

**Course content:** The course is an interdisciplinary analysis of poverty. With attention to both the macro-level political economy of poverty and the micro-level lived experiences of the poor, we will examine how and why poverty persists in developing countries and analyse policy interventions and their outcomes. The course is interdisciplinary in focus, drawing on a range of methodological approaches to poverty, and does not require any prior mathematical or statistical qualification.

The course begins with an examination of the definition and measurement of poverty. We will then consider social mobility, followed by the spatial dimensions of poverty, including urban and rural poverty. We will then turn to issues of work and employment, social protection, and the politics of poverty, followed by weeks on environmental poverty, and private sector involvement, including the question of financial inclusion. The course will end with focus on successful cases of pro-poor development.

**Teaching:** This course is delivered through a combination of lectures and seminars in the MT. Seminars will be at or upwards of 45 minutes duration and lectures will be at or above 60 minutes duration.

Student on this course will have a reading week in Week 6.

**Formative coursework:** Students will give one class presentation, and submit one formative essay of 1500 words.

**Indicative reading:** Javier Auyero, *Patients of the State: The Politics of Waiting in Argentina* (Duke University Press 2012); Abhijit Banerjee and Esther Duflo, *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty* (Public Affairs/Penguin 2011); Anirudh Krishna, *Broken Ladder: The Paradox and Potential of India's One Billion* (Cambridge University Press 2017); Tania Li *Land's End: Capitalist Relations on an Indigenous Frontier*

(Duke University Press 2014); Rob Nixon, *Slow Violence and the Environmentalism of the Poor* (Harvard University Press Ananya Roy, 2011); *Poverty Capital: Microfinance and the Making of Development* (Routledge 2010)

**Assessment:** Essay (100%, 4000 words) in the LT.

## DV410

### Research Design and Dissertation in International Development

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Philipa Mladovsky, Dr Elliott Green and Dr Rajesh Venugopal

**Availability:** This course is compulsory on the MSc in Development Management, MSc in Development Studies, MSc in Health and International Development and MSc in International Development and Humanitarian Emergencies. This course is not available as an outside option.

**Course content:** DV410 is taken together with MY410 to provide students a coordinated introduction to the design, research and writing of the 10,000 word dissertation (see also separate entry for MY410). The objective is to enable students to conduct independent research, to consider the methods used to generate evidence, and to critically assess the quality and validity of research analysis and findings in development research and policy. Students will learn about: the challenges of conducting research; research design, including how to generate a research question and how to select a research method; the relative strengths and weaknesses of alternative research methods; some of the practical and ethical issues of doing fieldwork; and, preparing for the dissertation.

**Teaching:** DV410: Up to 6 hours of lectures in the MT. Up to 8 hour workshop in the ST

Students are provided with guidance and training on their dissertation over the course of three terms from their academic mentor, lecturers in DV410, and from the dissertation workshop. Additional support and feedback is also available from other ID faculty via the Department's open-door policy, and from individual and group sessions provided through LSE Life throughout the academic year.

**Formative coursework:** Formative verbal feedback is provided on an ongoing basis from the academic mentor. In ST, formative feedback in a more structured format is provided in the dissertation workshop.

**Assessment:** Dissertation (80%, 10000 words) in the ST. Coursework (20%) in the MT and LT.

## DV411 Half Unit Not available in 2022/23

### Population and Development: an Analytical Approach

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Tim Dyson, CON.8.04

**Availability:** This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MSc in China in Comparative Perspective, MSc in Development Management, MSc in Development Studies, MSc in Global Population Health, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development, MSc in Social Research Methods, MSc in Urban Policy (LSE and Sciences Po), MSc in Urbanisation and Development and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

Students will be allocated places to courses with priority to ID

and joint-degree students. If there are more ID and joint-degree students than the course can accommodate, these spots will be allocated randomly.

Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

**Course content:** Using the demographic transition as its framework, the course examines different analytic approaches to the main interrelationships between population change and socio-economic development. It draws on a variety of theoretical and historical experiences to address and explore these interconnections. It aims to provide balance between theoretical understanding, knowledge of empirical evidence and basic causal processes, and implications for policy.

The course begins by providing an overview of the world's current demographic situation at both the global and the regional levels. It then addresses Malthusian and anti-Malthusian perspectives on the basic relationships linking population growth and economic growth. These contrasting perspectives are considered in the context of both historical and contemporary experience. The course then proceeds to assess demographic transition theories and their relationships to theories and processes of economic development, urbanisation and socio-structural change. Urban growth, migration, and urbanization receive special attention. The implications of population change for issues of employment, savings and investment are considered, as are issues relating to energy, food production and security, carbon emissions and climate change. Contemporary neo-Malthusian arguments, with their environmental components are also considered, as are issues relating to women's empowerment, democratization, and population aging. Further details will be provided at the start of the session.

**Teaching:** 15 hours of lectures and 13 hours and 30 minutes of seminars in the MT. 1 hour and 30 minutes of lectures in the LT. There will be a reading week in Week 6.

**Formative coursework:** Students will be given the opportunity to undertake a 'mock examination'. This will be graded and accompanied by written feedback within two weeks of its submission.

**Indicative reading:** A focussed reading list will be provided. However, relevant readings include: Tim Dyson *Population and Development - The Demographic Transition*, Zed Books 2010; Tim Dyson 'A partial theory of world development: The neglected role of the demographic transition in shaping modern society' in *International Journal of Population Geography*, 7, 2001; Nancy Birdsall, A C Kelley and S Sinding (eds) *Population Matters: Demographic change, Economic Growth, and Poverty in the Developing World*, Oxford University Press 2001; M Livi-Bacci *A Concise History of World Population*, Blackwell Publishers, Oxford 2001; T Dyson, *Population and Food: Global Trends and Future Prospects*, Routledge, 1996; R H Cassen (Ed), *Population and Development: Old Debates, New Conclusions*, Overseas Development Council, Washington DC, 1994; World Bank, *Population Change and Economic Development*, Washington DC, 1985. and various contributions to G. McNicoll, J. Bongaarts and E. P. Churchill (eds.) *Population and Public Policy: Essays in Honor of Paul Demeny - Supplement to Population and Development Review* 38 (2012) which is available open access.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

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## DV413 Half Unit

### Environmental Problems and Development Interventions

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Hannah Fair and Prof Jamie Lorimer

**Availability:** This course is available on the MSc in Accounting, Organisations and Institutions, MSc in Anthropology and

Development, MSc in Anthropology and Development Management, MSc in China in Comparative Perspective, MSc in Development Management, MSc in Development Studies, MSc in Environment and Development, MSc in Global Politics, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in International Relations (Research), MSc in Political Economy of Late Development, MSc in Public Administration and Government (LSE and Peking University), MSc in Public Policy and Administration, MSc in Regulation and MSc in Social Innovation and Entrepreneurship. This course is available with permission as an outside option to students on other programmes where regulations permit.

Also available to students taking MSc International Relations or MSc International Political Economy as part of the LSE-Sciences Po Double Degree in *Affaires Internationales* programme. Students will be allocated places to courses with priority to ID and joint-degree students. If there are more ID and joint-degree students than the course can accommodate, these spots will be allocated randomly.

Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

This course is capped at 75 students.

**Pre-requisites:** None

**Course content:** This course is for MSc students who wish to study social and political aspects of environmental change and its implications for international development. The aim is to summarise the key current debates about 'environment and development' from perspectives of social and political theory with special reference to institutional theory, livelihoods, and inclusive policy interventions.

The course is structured to analyse the challenges of making well-informed environmental interventions in the face of poverty and vulnerability, and then seeking practical solutions to these dilemmas. The course first considers the nature of environmental problems within a 'development' context, and what this means for environmental science and norms as applied in developing countries. Themes include assessing environmental science and expertise in concerning adaptation to population growth, resource scarcity, deforestation, desertification, vulnerability to 'natural' disasters, and risks associated with climate change, including questions of gender and environment. As the course progresses, it considers debates about policy interventions such as common property regime theory; theories of the state and environment (including resistance and social movements); community-based natural resource management and Sustainable Livelihoods; adaptation to climate change; forests; and urban environmental policy (these latter themes involve debates on multi-level, multi-actor governance involving the connections of local development and global climate change policy).

**Teaching:** This course is delivered through a combination of lectures and seminars in the MT. Seminars will be at or upwards of 45 minutes duration and lectures will be at or above 60 minutes duration. There will also be a revision session in the LT. Student on this course will have a reading week in Week 6.

**Formative coursework:** Students will have the opportunity to produce 1 essay in MT

**Indicative reading:** A detailed weekly reading list will be provided at the first course meeting. Students are not advised to buy a single textbook for this course but to read selectively and critically from various sources. The following books might be useful introductions.

Adams, W.M. 2019. *Green Development: environment and sustainability in a developing world*. 4th edition. London: Routledge.  
 Forsyth, T. 2003. *Critical Political Ecology: the politics of environmental science*, London, Routledge  
 Liboiron, M. (2021) *Pollution is Colonialism*, Durham NC: Duke University Press.  
 Kohler, P. (2019) *Science Advice and Global Environmental Governance: Expert Institutions and the Implementation of International Environmental Treaties*, London and New York:

Anthem Press.

Neumann, R. 2005. *Making Political Ecology*, London: Hodder Arnold.

Nightingale, A. (ed) 2019. *Environment and Sustainability in a Globalizing World*, London: Routledge.

Ostrom, E., Stern P.C., Diet, T., Dulsak, N. and Stonich, S. (eds.) 2002 *The Drama of the Commons: Understanding Common Pool Resource Management*. Washington, D.C.: National Academy Press.

L Schipper and I Burton (eds) (2008) *The Earthscan Reader on Adaptation to Climate Change*, London: Earthscan.

**Assessment:** Take-home assessment (100%) in January. (2 questions of 2000 words each)

## DV415 Half Unit

### Global Environmental Governance

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Kathryn Hochstetler

**Availability:** This course is available on the MSc in Accounting, Organisations and Institutions, MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in China in Comparative Perspective, MSc in Development Management, MSc in Development Studies, MSc in Environment and Development, MSc in Environmental Policy and Regulation, MSc in Environmental Policy, Technology and Health (Environmental Policy and Regulation) (LSE and Peking University), MSc in Global Politics, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in International Relations (Research), MSc in Political Economy of Late Development, MSc in Public Administration and Government (LSE and Peking University), MSc in Public Policy and Administration and MSc in Regulation. This course is available with permission as an outside option to students on other programmes where regulations permit. Students will be allocated places to courses with priority to ID and joint-degree students. If there are more ID and joint-degree students than the course can accommodate, these spots will be allocated randomly.

Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

**Course content:** This course is for any MSc student who wishes to study the politics of global environmental policy from the perspective of environmental governance and international development. The aim is to summarise debates about 'global' environmental problems and to review the contributions of debates about 'governance' to political solutions. The main theoretical focus of the course is on understanding the evolution of environmental policy regimes at multiple scales and with multiple actors. The guiding empirical focus is on the roles of developing countries in global environmental governance and the effects of environmental policy regimes on their development strategies and outcomes. Some of this draws upon debates within International Relations, but this course also considers other theoretical literatures about environmental politics. Only part of global environmental governance takes place in formal spheres specifically devoted to environmental topics. Thus, while about half the course focuses on global efforts to solve environmental problems, especially in international negotiations, the other half examines economic institutions like trade and financial institutions and their intersections with environment and development concerns. Non-state actors including business actors and civil society actors are also considered. Finally, while the course has a global focus, the environmental politics within nation-states is increasingly important for global outcomes and is considered here. To make the course focused, it considers primarily climate change, biodiversity and forests, and human movement in response to environmental change.

**Teaching:** This course is delivered through a combination of

lectures and seminars in the LT. Seminars will be at or upwards of 45 minutes duration and lectures will be at or above 60 minutes duration.

Student on this course will have a reading week in Week 6.

**Formative coursework:** Students will be expected to produce 1 essay in the LT.

**Indicative reading:** A detailed reading list will be presented at the beginning of the term. There is no single textbook for this course, but we recommend the following as a basic background reading list:

Betsill, M. and Corell, E. (eds). 2007. *NGO Diplomacy: The Influence of Nongovernmental Organizations in International Environmental Negotiations*, MIT Press.

Biermann, F, Pattberg, P. and Zelli, F. (eds). 2010. *Global Climate Governance Beyond 2012: Architecture, Agency and Adaptation*, Cambridge University Press.

Ciplet, D., J.T. Roberts, and M.R. Khan. 2015. *Power in a Warming World: The New Global Politics of Climate Change and the Remaking of Environmental Inequality*. MIT Press.

Kopinski, D. and Q. Sun. 2014. *New Friends, Old Friends? The World Bank and Africa When the Chinese Are Coming*. *Global Governance: A Review of Multilateralism and International Organizations* 20(4): 601-623.

Najam, A. 2005. *Developing Countries and Global Environmental Governance: From Contestation to Participation to Engagement*. *International Environmental Agreements* 5: 303-321.

Newell, P. and J.T. Roberts (eds). 2016. *The Globalization and Environment Reader*. Wiley.

Neilson, T.D. 2014. *The Role of Discourses in Governing Forests to Combat Climate Change*. *International Environmental Agreements: Politics, Law and Economics* 14(3): 265-280.

Raustiala, K. and D. Victor. 2004. *The Regime Complex for Plant Genetic Resources*. *International Organization* 58(2): 277-309.

Warner, K. 2018. *Coordinated Approaches to Large-scale Movements of People: Contributions of the Paris Agreement and the Global Compacts for Migration and on Refugees*. *Populations and Environment* 39(4): 384-401.

**Assessment:** Take-home assessment (100%) in the ST. 2 questions of 2000 words each.

## DV418 Half Unit

### African Development

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Laura Mann CON. 7.10

**Availability:** This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Development Management, MSc in Development Studies, MSc in Global Politics, MSc in Health and International Development, MSc in Human Rights, MSc in Human Rights and Politics, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development, MSc in Urban Policy (LSE and Sciences Po), MSc in Urbanisation and Development and Master of Public Administration. This course is not available as an outside option. Please note that in case of over-subscription to this course priority will be given to students from the Department of International Development and its joint degrees (where their regulations permit).

**Course content:** Taking the work of the Thandika Mkandawire as its inspiration, DV418: African Development applies a critical political economy approach to questions of economic and social development in African countries. It provides critical analysis of key development interventions and processes. It seeks to combine general theoretical overviews with country case studies illustrating the variety of experiences and trajectories. It does not aim to provide a comprehensive coverage of development issues or of regions. Course content will vary from year to year, depending on



the specialities of staff.

At its foundation, DV418 engages with the challenge of structural transformation (rather than just economic growth) and on tracing inter-connections between local, domestic and international forces shaping African countries' knowledge production and developmental prospects. In particular, it focuses on the role that knowledge and technology play in development, and how power shapes who benefits from that knowledge. The first half of the course lays a foundation in understanding the challenge of structural transformation in African countries while the second half looks at the contemporary technological changes reshaping that challenge, including topics on social policy, digitization, China in Africa and new technologies transforming agriculture.

**Teaching:** This course is delivered through a combination of lectures and seminars in the LT. Seminars will be at or upwards of 45 minutes duration and lectures will be at or above 60 minutes duration. There will also be a revision session in early ST. Student on this course will have a reading week in Week 6.

**Formative coursework:** Students will write a 1,500-word essay chosen from a list of questions drawn from the first half of the course, to be submitted by the Monday at 12:00 of the reading week.

**Indicative reading:** A detailed weekly reading list will be provided at the first course meeting. The following readings provide an introduction to the course:

1. Thandika Mkandawire and Charles Soludo, (1999) *Our Continent, Our Future: African Perspectives on Structural Adjustment*. Dakar/Trenton, NJ: CODESRIA / African World Publications.
2. Mkandawire, T. (2001) "Thinking About Developmental States in Africa." *Cambridge Journal of Economics*, 25(3): 289-313.
3. Mkandawire, T. (2005) "Targeting and Universalism in Poverty Reduction" Geneva: UNRISD. Available electronically here. Pages 7-23.
4. Mkandawire, T. (2010) "On Tax Efforts and Colonial Heritage in Africa" *Journal of Development Studies* 46(10): 1647-69.
5. Mkandawire, Thandika (2014) "The Spread of Economic Doctrines and Policymaking in Postcolonial Africa." *African Studies Review* 57(01):171-98.
6. Mkandawire, Thandika (2015) "Neopatrimonialism and the Political Economy of Economic Performance in Africa: Critical Reflections." *World Politics*:1-50.
7. Mkandawire, Thandika. (2017) "State Capacity, History, Structure, and Political Contestation in Africa." In M. A. Centeno, A. Kohli, D. J. Yashar, & D. Mistree (Eds.), (pp. 184-216).
8. Mann, L. (2014) "Wasta! The long-term implications of education expansion and economic liberalisation on politics in Sudan" *Review of African Political Economy* 41(142): 561-578.
9. Mann, L. (2017) 'Left to Other Peoples' Devices? A Political Economy Perspective on the Big Data Revolution in Development' *Development and Change* 49(1): 3-36.
10. Mann, L. and G. Iazzolino (2019) "See, nudge, control and profit: Digital platforms as privatized epistemic infrastructures" *Platform Politick, A Series, ITforChange*, March 2019. Available electronically here.
11. Khan, M. H. (2000) "Chapter Two: Rents, efficiency and growth" In *Rents, rent-seeking and economic development: Theory and evidence in Asia*, 21-68.
12. Oqubay, A. (2015) *Made in Africa: Industrial Policy in Ethiopia* Oxford: Oxford University Press.
13. Young, A. (2018) *Transforming Sudan: Decolonization, Economic Development, and State Formation*. Cambridge: Cambridge University Press.
14. Mamdani, M. (2007) *Scholars in the Marketplace: The Dilemmas of Neo-Liberal Reform at Makerere University, 1989-2005*. Dakar, Senegal: CODESRIA.
15. Gray, H. (2018) *Turbulence and Order in Economic Development: Economic Transformation in Tanzania and Vietnam*. Oxford: OUP.
16. Nyabola, N. (2018) *Digital Democracy, Analogue Politics: How the Internet is Transforming Kenya* London: Zed Books.
17. UNCTAD. *Economic Development in Africa: From Adjustment to Poverty Reduction: What is New?* Geneva: United Nations, 2002.
18. Vishnu Padayachee (ed), *The Political Economy of Africa*. London: Routledge, 2010.
19. Whitfield, L., et al. (2015). *The Politics of African Industrial Policy: A Comparative Perspective*. Cambridge, Cambridge Univ Press.
20. Obamba, M. O. (2013) "Uncommon knowledge: World Bank policy and the unmaking of the knowledge economy in Africa" *Higher Education Policy* 26(1): 83-108.
21. Naidu, V. (2019) "Knowledge Production in International Trade Negotiations is a High Stakes Game" Africa at LSE Blogpost, June 14th 2019. Available electronically here.
22. Cramer, C. and Johnston, D., Oya, C. and J. Sender (2015) "Fairtrade Cooperatives in Ethiopia and Uganda: Uncensored" *Review of African Political Economy* 41 (1): 115-S127. (9 pages)
23. Perez, C. (2009) "Technological revolutions and techno-economic paradigms" *Cambridge Journal of Economics*, 34(1): 185-202.
24. Murphy, J. T., Carmody, P. P. and B.B. Surborg (2014) 'Industrial transformation or business as usual? Information and communication technologies and Africa's place in the global information economy', *Review of African Political Economy*, 41(140): 264-283.
25. UNCTAD (2007) "Reclaiming Policy Space: Domestic Resource Mobilisation and Developmental States" Geneva: UNCTAD. Available electronically here. Pages 6-54.
26. Di John, J. (2005) "The Political Economy of Taxation and Resource mobilisation in sub-Saharan Africa," in Padazachee (Ed.) *The Political Economy of Africa*. London: Routledge. Pages 110-131.
27. Ndikumana, L. and J. K. Boyce (2003) "Public debts and private assets: explaining capital flight from sub-Saharan African countries" *World Development* 31(1): 107-130.
28. Usman, Z. (2018) "The 'Resource Curse' and Constraints to Reforming Nigeria's Oil Sector" In Levan and Ukata (Eds.) *The Oxford Handbook of Nigerian Politics* Oxford: Oxford University Press. Pages 520-545.
29. Selolwane, M. D. (2007) "Statecraft in Botswana: Renegotiating Development, Legitimacy and Authority," In Agbese and Ge Kieh Jr. (Eds.) *Reconstituting the State in Africa* Basingstoke: Palgrave. Pages 33-47.
30. Clapham, C. (2018) "The Ethiopian developmental state" *Third World Quarterly* 39(6): 1151-65.
31. Saunders, R. and A. Caramento (2018) "An extractive developmental state in Southern Africa? The cases of Zambia and Zimbabwe." *Third World Quarterly* 39(6): 1166-90.
32. Hickey, S. (2008) "Conceptualising the Politics of Social Protection in Africa," in *Social Protection for the Poor and the Poorest: Concepts, Policies and Politics* Barrientos, A. and D. Hulme (Eds.) Houndmills: Palgrave Macmillan. Pages 247-263.
33. Ouma, M. and J. Adesina (2019) "Solutions, exclusion and influence: Exploring Power Relations in the Adoption of Social Protection Policies in Kenya" *Critical Social Policy* 39(3): 376-395.
34. Ulriksen, M. S. (2012). "Welfare Policy Expansion in Botswana and Mauritius: Explaining the Causes of Different Welfare Regime Paths." *Comparative political studies* 45(12): 1483-1509.
35. Gabor, D. and S. Brooks (2016) "The digital revolution in financial inclusion: international development in the fintech era" *New Political Economy* 22(4): 423-436.
36. Dafe, F. (2019/2020) "Ambiguity in international finance and the spread of financial norms: the localization of financial inclusion in Kenya and Nigeria" *Review of International Political Economy*. In press.
37. Suri, T. and W. Jack (2016) "The long-run poverty and gender impacts of mobile money" *Science* 354(6317): 4-9.
38. Bateman, M. Duvendack, M. and N. Loubere (2019) "Is fintech the new panacea for poverty alleviation and local development? Contesting Suri and Jack's M-Pesa findings published in Science" *Review of African Political Economy*. In press.
39. Breckenridge, K. (2005) "The Biometric State: The Promise and Peril of Digital Government in the new South Africa," *Journal of Southern African Studies* 31(2): 267-282.
40. Murphy, J. T., Carmody, P., and Surborg, B. (2014) "Industrial



transformation or business as usual? Information and communication technologies and Africa's place in the global information economy" *Review of African Political Economy* 41(140): 264-283.

**Assessment:** Exam (60%, duration: 3 hours) in the summer exam period.

Podcast (40%) in the ST Week 2.

The podcast will be a group podcast project.

## DV420 Half Unit Complex Emergencies

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof David Keen CON.6.06

**Availability:** This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Development Management, MSc in Development Studies, MSc in Health and International Development, MSc in Human Rights, MSc in Human Rights and Politics, MSc in International Development and Humanitarian Emergencies, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in Political Economy of Late Development, MSc in Urban Policy (LSE and Sciences Po), MSc in Urbanisation and Development and Master of Public Administration. This course is available as an outside option to students on other programmes where regulations permit.

Places will be allocated with priority to ID and joint-degree students. If there are more ID and joint-degree students than DV420 can accommodate, these places will be allocated randomly. Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

**Course content:** When genocides, civil wars and famines are reported on television in countries such as Syria, Sudan or Yemen, we are often left with a sense of confusion. Why is this happening? Why do these disasters keep recurring? And which actors are driving the process? This course looks behind the headlines to get a deeper understanding of the causes and functions of humanitarian disasters.

By re-thinking common conceptions of conflict (such as the idea that war is a contest between two or more sides aiming to 'win'), the course offers new ways of thinking about war, humanitarian intervention and peacebuilding. Who benefits from conflict? Who benefits from famine? How do these benefits shape the information we receive? How is the 'enemy' defined, and whose interests do these changing definitions serve? And how can one make peace a peace that doesn't propel society back into war? The course offers an understanding of the complex fault-lines that lie behind oversimplistic news coverage. It also expands our understanding of disasters to take account of the fact that many disasters (from climate change to 'migration crisis', from Covid to democratic crisis) are now 'coming home' as far as Western democracies are concerned.

The course draws on detailed empirical case-studies – including the course-leader's own fieldwork in Sudan, Sierra Leone, Sri Lanka, Iraq, Guatemala, France and on the Syria/Turkey border. The course makes use of the political thought of Hannah Arendt and Michel Foucault, showing how they can help us to deconstruct the interests and the language that muddle our understanding of the causes and functions of contemporary disasters – in whichever part of the world they are found.

The course is interdisciplinary and looks at the political, economic and psychological functions of violence, though it requires no specialist knowledge of any particular discipline.

**Teaching:** This course is delivered through a combination of lectures and seminars in the LT. Seminars will be at or upwards of 45 minutes duration and lectures will be at or above 60 minutes

duration. There will be a revision lecture in the LT.

Student on this course will have a reading week in Week 6.

**Formative coursework:** Students will co-produce seminar presentations. Students will also have the opportunity to receive feedback on formative work, in the form of a practice-assessed essay.

**Indicative reading:** A detailed weekly reading list will be provided at the first course meeting. A useful text, which is designed in large part around the course, is David Keen, *Complex Emergencies* (Polity, 2008).

Other texts of interest include,

- David Keen, *The Functions and Legitimization of Suffering in Calais, International Migration* (2020), <https://onlinelibrary.wiley.com/doi/epdf/10.1111/imig.12800>
- Ruben Andersson and David Keen. 2019. *Partners in Crime? The impacts of Europe's outsourced migration control on peace, stability and rights*. Saferworld: London, July, <https://www.saferworld.org.uk/resources/publications/1217-partners-in-crime-the-impacts-of-europeas-outsourced-migration-controls-on-peace-stability-and-rights> ;
- Arlie Russell Hochschild, *Strangers in their Own Land* (The New Press, 2016), Ruben Andersson, *Illegality Inc.: Clandestine Migration and the Business of Bordering Europe*. Oakland: University of California Press.
- David Keen, *Useful Enemies: When Waging Wars is More Important than Winning Them* (Yale University Press, 2012);
- Stathis Kalyvas, *The Logic of Violence in Civil War* (Cambridge University Press, 2006);
- Michael Mann, *The Dark Side of Democracy: Explaining Ethnic Cleansing* (Cambridge University Press, 2005);
- Amartya Sen, *Poverty and Famines* (Oxford University Press, 1981);
- Frances Stewart and Valpy FitzGerald (eds.), *War and Underdevelopment, Volumes 1 and 2* (Oxford University Press, 2001);
- Jeremy Weinstein, *Inside Violence: The Politics of Insurgent Violence* (Cambridge University Press, 2007);
- Tim Allen, *Trial Justice: The International Criminal Court and the Lord's Resistance Army* (Zed Press, 2006);
- Chris Dolan, *Social Torture: The Case of Northern Uganda, 1986-2006* (Berghahn, 2009);
- Zoe Marriage, *Not Breaking the Rules, Not Playing the Game: International Assistance to Countries in Conflict* (Hurst and Co., 2006);
- David Keen, *Conflict and Collusion in Sierra Leone* (James Currey, 2005);
- David Keen, *Endless War? Hidden Functions of the 'War on Terror'* (Pluto, 2006);
- Christopher Cramer, *Civil War is Not a Stupid Thing: Accounting for Violence in Developing Countries* (Hurst and Co., 2006);
- Mats Berdal and David Malone, *Greed and Grievance: Economic Agendas in Civil Wars* (Lynne Rienner, 2000);
- Hugo Slim, *Killing Civilians: Method, Madness and Morality in War* (Hurst and Co., 2008).

**Assessment:** Take-home assessment (100%) in the ST.

Students will produce 2 x 1500 word essays during a 7-day take home exam in week 1 of ST.

## DV421 Half Unit Critical Perspectives on Global Health and Development

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Philpa Mladovsky CON.6.13

**Availability:** This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Development Management, MSc in Development Studies, MSc in Global Health Policy, MSc in Global Politics, MSc in Health and International Development, MSc in

International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit. Places will be allocated with priority to ID and joint-degree students. If there are more ID and joint-degree students than DV421 can accommodate, these places will be allocated randomly. Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

**Course content:** The course is concerned with health and international development in its social, cultural, historical, economic and political context. Students will learn to think critically about how global health policy and practice reproduce and/or change power relations - between states, communities and individuals. The course does this by exploring the history of global health, interrogating taken-for granted concepts and understanding how they have been socially constructed and suggesting alternative perspectives. Drawing on anthropological, sociological and other literature, it investigates how global health policies reproduce, change or are changed by values, morals, ethics and people's identity and subjectivity. Themes that run through the course include: legacies of colonialism; the critique of neoliberalism; and interrogating positivism in global health research. Case studies are drawn mainly from sub-Saharan Africa, Latin America, and Asia and typically focus on specific diseases, conditions or parts of the health system. Drawing on theories of power such as structural violence and governmentality, the course will enable students to question mainstream global health policy initiatives which might seek to promote equity and human rights, but may instead create new exclusions and marginalised populations.

**Teaching:** This course is delivered through a combination of lectures and seminars in the LT. Seminars will be at or upwards of 45 minutes duration and lectures will be at or above 60 minutes duration.

Student on this course will have a reading week in Week 6.

**Formative coursework:** Students are expected to prepare at least one class presentation and submit one essay.

**Indicative reading:** A detailed weekly reading list will be provided at the first lecture. The readings for this course are from journals and select book chapters mainly but not exclusively in the fields of anthropology and sociology. Readings will also include case studies from various countries and reports, papers and articles published by international organisations, think-tanks, and a variety of other sources.

Farmer, P., Kim, J.Y., Kleinman, A. and Basilico, M., 2013. *Reimagining global health: an introduction*. Univ of California Press.

Biehl, J. and Petryna, A. eds., 2013. *When people come first: critical studies in global health*. Princeton University Press.

Adams, V., 2016. *Metrics: What counts in global health*. Duke University Press.

Geissler, P.W., Rottenburg, R. and Zenker, J. eds., 2014. *Rethinking biomedicine and governance in Africa: Contributions from anthropology (Vol. 15)*. transcript Verlag.

Dry, S. and Leach, M. eds., 2010. *Epidemics: Science, Governance and Social Justice*. Routledge.

Packard RM. 2016. *A history of global health: interventions into the lives of other peoples*. JHU Press

Lock, M.M. and Nguyen, V.K., 2018. *An anthropology of biomedicine*. John Wiley & Sons

Ong, A. and Collier, S.J. 2005. *Global Assemblages: Technology, Politics, and Ethics as Anthropological Problems*. Blackwell Publishing

Birn, A.E., Pillay, Y. and Holtz, T.H., 2017. *Textbook of global health*. Oxford University Press.

**Assessment:** Take-home assessment (100%) in the ST. The take-home assessment will take the form of a take-home essay (100%, 3,000 words) due at the start of Summer Term.

## DV423 Half Unit

### Global Political Economy of Development

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Robert Wade CON.7.07

**Availability:** This course is available on the Global MSc in Management, Global MSc in Management (MBA Exchange), MSc in Development Management, MSc in Development Studies, MSc in Environment and Development, MSc in Global Politics, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies and MSc in Political Economy of Late Development. This course is not available as an outside option.

Students will be allocated places to courses with priority to ID and joint-degree students. If there are more ID and joint-degree students than the course can accommodate, these spots will be allocated randomly.

Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

**Pre-requisites:** Undergraduate economics gives a big advantage, but is not pre-requisite.

**Course content:** The course takes off from "the Great Divergence", the relentlessly growing gap during the past two and more centuries between the average income of the West and that of most countries of the South. Northeast Asia is the only non-western region to have substantially caught up. How do we explain this central fact of the "wealth of nations" – which is all the more shocking in light of the existence of a large-scale western aid industry operating since the Second World War? Much of development studies treats development as analogous to a marathon race, in which each runner's (country's) position is independent of the position of others; there is no structure to the race such that some must be ahead and others must be behind. This is deeply misleading. Questions about appropriate development policies and institutions at country level have to be put in the context of the hierarchically ordered world economy and world polity, led since the Second World War by the US with European states and Japan as subordinate allies.

The course covers the performance of the world economy as a whole (eg trends in growth, inequality, poverty); international systems of production, trade, and finance; the rules or regimes which govern interaction between economies, states and firms (regimes such as Bretton Woods, the Post Bretton Woods dollar standard, Investor-State Dispute Settlement, etc.); and several international organisations (such as the World Bank, IMF, UNCTAD, G20). Along the way it analyses the major financial/economic crises of 1997-99 and 2007-09. In contrast to the mostly western-centric literature in International Political Economy, it looks at these things from the perspective of low and middle-income countries in the spirit of the Swahili proverb, "Until lions have their own historians, tales of hunting will always glorify the hunters", and does not assume that the G7 states provide a generally benign ("win-win") environment for development in the rest of the world (as in the G7/World Economic Forum mindset "free trade and free capital mobility benefits us all").

**Teaching:** This course is delivered through a combination of lectures and seminars in the MT. Seminars will be at or upwards of 45 minutes duration and lectures will be at or above 60 minutes duration.

There will be a reading week in Week 6.

**Formative coursework:** Students have the option of writing one essay of 2,000 words in MT.

**Indicative reading:** Core text: John Ravenhill (ed), *Global Political Economy*, 5th edition, OUP, 2017.

**Assessment:** Take-home assessment (100%) in January. The paper will be released via the course Moodle site. Please note that as this is a 48 hour take-home examination in January. Students who cannot commit to be available for the exam period may NOT register for this course.

## DV424 Half Unit

### International Institutions and Late Development

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Kenneth Shadlen CON.6.07

**Availability:** This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Development Management, MSc in Development Studies, MSc in Global Politics, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in International Political Economy, MSc in International Political Economy (LSE and Sciences Po), MSc in Media, Communication and Development and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Please note all students are asked to submit a brief statement of 150 words (max) on why they want to take the course.

2/3 of the spaces are reserved for ID and joint degree students, distributed on a random basis.

1/3 go to non-ID/joint students, distributed on a random basis.

All students not admitted in the initial allocation of spaces go on the waitlist, and as space opens the course leader will select students, without regard to degree/dept, on the basis of the brief statements.

**Course content:** This course examines the politics of the international economy. We analyse the overarching rules and regulations that structure the international economy, and thereby provide context for development policy, and we assess the role of a range of actors (e.g. governments, firms, non-state actors) in shaping and reshaping the international economic order. We are particularly interested in understanding the ways that developing countries respond to and participate in international regimes and organisations, and how changes in global economic governance affect opportunities for economic development. The first week, which synthesises a variety of explanations of the role that international organisations play in global politics, establishes the theoretical spine for the course. We then examine governance in international sovereign debt and finance, public and private. We analyse the politics of debt relief for the poorest and most heavily indebted countries, where most of the debt is owed to public creditors; and we analyse the politics of debt restructuring for middle-income countries where significant shares of the debt is owed to private/commercial creditors. The course then turns to the politics of international trade, investment, and intellectual property. This cluster of sessions is organised around a dialogue between multilateral and regional frameworks for integration into the global economy, with the World Trade Organisation (WTO) serving as our principal point of reference. We examine the emergence of the WTO, both in terms of the substance of the various agreements it administers and as an inter-governmental organisation with its own set of procedures for rule-making, policy monitoring and dispute-settlement. We analyse emerging arrangements for global governance in the areas of foreign investment and intellectual property, and we focus explicitly on North-South, bilateral and regional trade agreements, that exist as complements to the WTO. In concluding the course, taking a step back and synthesizing the term's material, we analyse contrasting trajectories of change in two development regimes, one regarding "industrial transformation" and mobility in the international division of labour, and another regarding "humanitarianism" and poverty reduction.

**Teaching:** 20 hours of lectures and 13 hours and 30 minutes of seminars in the LT. 2 hours of lectures in the ST. This includes a 2 hour revision session in the ST. There will be a reading week in Week 6.

**Indicative reading:** A detailed reading list is presented at the beginning of term.

**Assessment:** Exam (60%, duration: 2 hours) in the summer exam period.

Essay (15%, 1500 words) and essay (25%, 1500 words) in the LT. 2 essays (15% and 25%, each 1,500 words) in the LT. The larger

weight goes to the essay receiving a higher mark, thus allowing the first to serve as "formative" for the second.

The essays are based on – and linked to – the questions discussed in the weekly seminars. Details posted on Moodle.

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## DV428 Half Unit

### Managing Humanitarianism

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Stuart Gordon CON.8.10

**Availability:** This course is compulsory on the MSc in International Development and Humanitarian Emergencies. This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Conflict Studies, MSc in Development Management, MSc in Development Studies, MSc in Environment and Development, MSc in Gender, Peace and Security, MSc in Health and International Development, MSc in Human Rights, MSc in Human Rights and Politics, MSc in Inequalities and Social Science, MSc in International Migration and Public Policy and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Places will be allocated with priority first to MSc International Development and Humanitarian Emergencies students and then to students on International Development and joint-degree programmes followed by MSc Human Rights students. In cases where there are more applicants than spaces then places will be allocated randomly in accordance with the priorities listed above.

**Course content:** The course looks at international, national and local responses to conflict and natural disasters. Building on an analysis of the causes, construction and consequences of humanitarian disasters, the course focuses on the functioning of the system. It considers the history, principles and the politics of humanitarian action; the overlaps and tensions between practices of humanitarian assistance and humanitarian intervention and how humanitarian institutions shape and are shaped by global governance and state power. It also considers why humanitarian organisations and governments respond to some crises and not to others as well as the extent to which the system accommodates gender and embodies neo-colonial practices. It also explores the ways in which the humanitarian system has sought to professionalise itself and the degree to which this has succeeded. Examples will be drawn from humanitarian disasters in Africa, Central and South Asia and Latin America. However, there is also likely to be discussion of ongoing humanitarian emergencies, wherever they are located.

**Teaching:** This course is delivered through a combination of lectures and seminars in the MT. Seminars will be at or upwards of 45 minutes duration and lectures will be at or above 60 minutes duration. There will be a Revision Lecture in the MT.

Five or Six 'Voice of Experience' lectures. Programme to be announced in week 2 of MT.

Students on this course will have a reading week in Week 6.

**Formative coursework:** Students will receive feedback on seminar group presentations and have the option to write a formative essay, not exceeding 1,000 words. Essay topics will relate to seminar discussions and lecture material covered to date. Students will receive an indicative grade and written feedback within four weeks of submission (if submitted on time). Students submit optional formative papers within two weeks of the seminar presentation.

**Indicative reading:** Stuart Gordon and Antonio Donini 'Romancing Principles and Human Rights - Are Humanitarian Principles Salvageable?' *International Review of the Red Cross* / Volume 97 / Issue 897-898 / June 2015, pp 77-109; M. Barnett, (2011). *Empire of Humanity: A History of Humanitarianism*, Ithaca: Cornell University Press; M. Barnett, M. Barnett & T. G. Weiss (Eds.), 2008. *Humanitarianism in Question Politics Power and Ethics*, Ithaca: Cornell University Press;



A. De Waal, 1997. *Famine Crimes: Politics and the Disaster Relief Industry in Africa*. Oxford: James Currey;  
 G. Loescher, (2001). *The UNHCR and World Politics*, Oxford University Press;  
 D. Rieff, (2002). *A Bed for the Night: Humanitarianism in Crisis*, Vintage/Random House.

**Assessment:** Take-home assessment (100%) in the LT. The exam paper will be released in week 11 of the Michaelmas Term. The course is assessed through the submission of two 2000-word essays by Tuesday of week 1 of the Lent Term.

## DV431

### Development Management

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Mahvish Shami CON.8.24 and Prof Jean-Paul Faguet CON.8.06

**Availability:** This course is compulsory on the MSc in Anthropology and Development Management, MSc in Development Management and MSc in Development Management (LSE and Sciences Po). This course is available on the MSc in Political Science and Political Economy. This course is not available as an outside option.

**Course content:** Why are some countries rich and others poor? Why are some governed well and others badly? This course employs a political economy approach to examine the causes of development, identify the underlying obstacles to development, and evaluate potential solutions. It focuses on the principles governing the institutions, politics, and organisations through which policies, programmes and projects are produced and implemented. Attention is given to the different kinds of authority, incentives and accountability mechanisms that govern the relationships between leaders, managers and recipients. It reviews ongoing debates about the best ways of designing state agencies, private firms and NGOs, by showing how centralised bureaucracies, markets, participatory and solidaristic agencies operate to provide services in practice. It explores the dynamics of different forms of democratic and authoritarian states, the determinants of good and poor governance, and how social, political and economic forces interact to drive change and stability. In order to enable students to make practical judgments about institutional reform programmes in various contexts, competing approaches to development are critically and constructively analyzed in light of case studies.

The course is divided into several parts: Analytical Assumptions, Government and Governance, Private Sector, and Civil Society. On completing the course students should be able to:

(i) use theory to identify the causes of actual development challenges, (ii) identify and assess relevant case study material to inform development practice; and (iii) employ the insights developed throughout the course to formulate policy recommendations and plans of action for improving development.

**Teaching:** This course is delivered through a combination of lectures, seminars and workshops in the MT & LT. Seminars will be at or upwards of 45 minutes duration and lectures will be at or above 60 minutes duration.

There will additionally be an introductory workshop at the start of MT. Students are expected to attend all these sessions. Lectures will focus on the theoretical debates driving current policy practice in the development community, while seminars will relate these to practical problems of implementation, drawing on case studies, class exercises, and the personal experience of participants. Seminars will discuss topics covered in the lecture, and will be conducted on the basis either of a student presentation or a class exercise.

There will be a revision session in early ST.

**Formative coursework:** In the Michaelmas Term, all students are expected to produce one short essay on a topic agreed with an individual tutor, to prepare them for the final exam.

**Indicative reading:** A detailed weekly reading list is provided at the

first course meeting. Background readings include:

- Brett, E.A. (2009) *Reconstructing Development Theory*; Faguet, JP. 2012. *Decentralization and Popular Democracy: Governance from Below in Bolivia*. Ann Arbor: University of Michigan Press;
- Chang, H. 2003, *Rethinking development economics*, Anthem Press; London, Intermediate Technology;
- Kohli, A. 2004 *State-directed development: political power and industrialization in the global periphery*, Cambridge, Cambridge University Press;
- Linz, J. & A. Stepan, *Problems of democratic transition and consolidation*, Johns Hopkins; Olson, M. 1982 *The rise and decline of nations*, Yale University Press;
- North, D. 1990. *Institutions, Institutional Change and Economic Performance*. Cambridge University Press.
- Putnam, R. D. 1993. *Making Democracy Work: Civic Traditions in Modern Italy*. Princeton: Princeton University Press;
- Rodrik, D. (Ed.). 2003. *In Search of Prosperity: Analytical Narratives on Economic Growth*: Princeton University Press;
- Sen. A., 1999 *Development as Freedom*. Oxford University Press;
- Stiglitz, J. 2002 *Globalization and its discontents*, Allen Lane, 2002;
- World Bank, *World Development Report, 2004, Making services work for poor people*, Washington, World Bank.

**Assessment:** Exam (25%, duration: 1 hour) in the summer exam period.

Take-home assessment (55%) in the ST.

Presentation (20%) in the LT.

(The take-home assessment will be a 24 hour exam over the weekend in ST).

## DV432 Half Unit Not available in 2022/23

### China in Developmental Perspective

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Jude Howell CON. 8.02

**Availability:** This course is available on the CEMS Exchange, MA in Asian and International History (LSE and NUS), MBA Exchange, MSc in China in Comparative Perspective, MSc in Development Management, MSc in Development Studies, MSc in International Development and Humanitarian Emergencies, MSc in International and Asian History and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Students will be allocated places to courses with priority to ID and joint-degree students. If there are more ID and joint-degree students than the course can accommodate, these spots will be allocated randomly.

Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

**Pre-requisites:** Excellent reading and speaking skills ~(IELTS 7 minimum).

**Course content:** This course looks at China from a comparative developmental perspective, locating the discussion of China within the interdisciplinary field of development studies. It examines China's developmental trajectory since 1949, explaining the fundamental shift in developmental path from late 1978 onwards. It considers China's role in low-income countries, as a model of innovation, as a voice for developing country concerns and as an important aid donor. It reflects on China's recent achievements in reducing poverty and places these in comparative context. The course considers the governance challenges posed by rapid economic reform, the attempts to reform the Party-state and to manage social tensions. It examines the social dimensions of rapid economic reform and the implications for social policies. It looks at the emergence of NGOs and other forms of civil society organising and considers changing state-society relations. Finally it considers China's role as aid donor and its emergence as a global economic and political power. The course will enable students



to obtain an understanding of key developmental issues and discussions about China and to link these discussions to broader debates and theories in development studies.

**Teaching:** This course is delivered through a combination of lectures and seminars in the MT. Seminars will be at or upwards of 45 minutes duration and lectures will be at or above 60 minutes duration.

In addition, one introductory seminar session in MT, one essay preparation session in MT and two exam revision sessions in MT. Students on this course will have a reading week in Week 6.

**Formative coursework:** Students have the opportunity to receive feedback on a formative essay of 1,500 words. Students will also receive feedback on their seminar performance. Students are welcome to come to course convenor's office hours to discuss any issues. These may be on skype or phone, depending on the COVID-19 situation.

**Indicative reading:**

- Ang Yuen Yuen, 2016, *How China Escaped the Poverty Trap*, Cornell University
- Friedman, Eli 2014, *Insurgency Trap. Labour Politics in Post-Socialist China*. Cornell University Press.
- Harnett-Sievers, A., Marks, S., and Naidu, S., 2010, *Chinese and African perspectives on China in Africa*, Pambazuka Press;
- Howell, Jude, 2003, *Governance in China*. Rowman and Littlefield Inc., Lanham;
- Heilmann, Sebastian and Elizabeth Perry, 2011, *Mao's Invisible Hand: The Political Foundations of Adaptive Governance in China*, Harvard University Press
- Hung, Ho-fung (ed) (2009) *China and the Transformation of Global Capitalism*. Baltimore, John Hopkins University Press;
- Lardy, Nicolas, 2014, *Markets Over Mao. The Rise of Private Business in China*, Washington, Peter Institute for International Economics;
- Leung, Joe C.B. and Yuebin Xu, 2015, *China's Social Welfare*. Polity Press, Cambridge.
- Yao Shujie, 2005, *Economic Growth, Income Distribution and Poverty Reduction in Contemporary China*, RoutledgeCurzon, London and New York;
- White, Gordon, Jude Howell and Shang Xiaoyuan, 1996, *In Search of Civil Society. Market Reform and Social Change in Contemporary China*. Oxford University Press, Oxford;
- M.H. Whyte (ed), 2009, *One Country, Two Societies. Rural/Urban Inequality in China*.

**Assessment:** Essay (30%, 2500 words) and take-home assessment (70%) in the LT.

This course will be assessed by a 6 hour take-home exam and 2500 word essay.

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## DV433 Half Unit Not available in 2022/23 The Informal Economy and Development

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Kate Meagher CON 7.11

**Availability:** This course is available on the MSc in Development Management, MSc in Development Studies, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Students will be allocated places to courses with priority to ID and joint-degree students. If there are more ID and joint-degree students than the course can accommodate, these spots will be allocated randomly.

Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

**Course content:** The expansion of the informal economy, which now employs more than 60% of the world's workers, represents a central paradox of contemporary economic development. COVID-19 has further exposed the pervasive role of informal employment across the globe. Practitioners, policy makers and academics seek a clearer understanding of its impact on poverty, employment, governance and inclusive development. In a globalising environment, are large informal economies a poverty trap or an engine of growth? Do they stimulate entrepreneurship and popular empowerment, or promote criminality and exploitation? How does a greater understanding of the size and organization of informal economies affect policy on urban service provision, social protection or taxation? What are the implications of the informal economy for social cohesion and popular politics in developing countries?

This course will explore how high levels of informality in developing countries are shaping processes of growth and governance in the Global South. The effect of informality on new policy narratives of inclusive growth will be a central theme in the course. Using a comparative institutional approach, we will examine informal economies in a range of regional contexts, including Africa, the Middle East, South and East Asia, and Latin America, highlighting variations in activities, relations with the state, global integration and development outcomes. Key issues covered in the course include the impact of the informal economy on labour markets, weak states, gender empowerment, urban services, social enterprise, social protection, taxation, and popular politics. Attention will be focused on the potential as well as risks of large informal economies in the face of contemporary development challenges, drawing on empirical evidence and comparative case studies from across the developing world.

**Teaching:** This course is delivered through a combination of lectures and seminars in the LT. Seminars will be at or upwards of 45 minutes duration and lectures will be at or above 60 minutes duration. There will also be a revision session in the ST. Student on this course will have a reading week in Week 6.

**Formative coursework:** Formative coursework will involve a 2,000 word essay during the term and at least one presentation.

**Indicative reading:**

1. Portes, Alejandro, Manuel Castells and Lauren A. Benton, eds. (1989) *The Informal Economy: Studies in Advanced and Less Developed Countries*. Baltimore: John Hopkins University Press.
2. Perry et al. (2007) *Informality: Exit and Exclusion*, World Bank (available on Google Books).
3. ILO (2018) *Women and men in the informal economy: a statistical picture (third edition)* / International Labour Office – Geneva: ILO.
4. Breman, J. (2013). *At work in the informal economy of India: a perspective from the bottom up*. OUP Catalogue.
5. Chen, M., & Carré, F. (2020). *The Informal Economy Revisited: Examining the Past, Envisioning the Future* (p. 326). Taylor & Francis.
6. Cooper, Neil and Michael Pugh, with Jonathan Goodhand (2004) *War Economies in a Regional Context: The Challenges of Transformation*. Boulder: Lynne Rienner.
7. Fernandez-Kelly, P. and J. Shefner, eds. (2006) *Out of the Shadows: Political Action and the Informal Economy in Latin America*. Philadelphia: Penn State University Press.
8. Kabeer, Naila (2008) *Mainstreaming Gender in Social Protection for the Informal Economy*. London: Commonwealth Secretariat.
9. Kinyanjui, Mary Njeri (2014) *Women in the Informal Economy in Urban Africa: From the Margins to the Centre*. London: Zed Books.
10. Kraemer-Mbula, E., and Wunsch-Vincent, S. eds. (2016) *The Informal Economy in Developing Nations: Hidden Engine of Innovation?* Cambridge UP.
11. Kuruvilla, S., Lee, C. K., & Gallagher, M. (2011). *From iron rice bowl to informalization: Markets, workers, and the state in a changing China*. Cornell University Press.
12. Levy, Santiago (2008) *Good Intentions, Bad Outcomes: Social Policy, Informality and Economic Growth in Mexico*. Brookings Institution.
13. Lindell, I. (2010) *Africa's Informal Workers: Collective Agency*,

Alliances and Transnational Organizing in Urban Africa. London: Zed Books.

14. Meagher, K. (2010) *Identity Economics: Social Networks and the Informal Economy in Nigeria*, Oxford: James Currey.

**Assessment:** Exam (70%, duration: 2 hours) in the summer exam period.

Essay (30%, 3000 words) in the ST.

## DV434 Half Unit Human Security

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Tim Allen

**Availability:** This course is available on the MSc in Conflict Studies, MSc in Development Management, MSc in Development Studies, MSc in Global Politics, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in Political Economy of Late Development and MSc in Social Research Methods. This course is available with permission as an outside option to students on other programmes where regulations permit.

Places will be allocated with priority to ID and joint-degree students. If there are more ID and joint-degree students than DV434 can accommodate, these places will be allocated randomly. Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

**Course content:** In 1994, the Human Development Report introduced 'human security' as a UN concept, equating the term with people rather than territories, and with development rather than arms. The idea of human security has subsequently been elaborated and commitment to it reiterated. For example, General Assembly resolution 66/290 (2012) explains that 'human security is an approach to assist Member States in identifying and addressing widespread and cross-cutting challenges to the survival, livelihood and dignity of their people.' It calls for 'people-centred, comprehensive, context-specific and prevention-oriented responses that strengthen the protection and empowerment of all people.'

However, the linking of security with a comprehensive view of livelihoods has had effects that were not initially anticipated by many of those who embrace it. Militarization and enforcement have become possible in situations in which formally they were viewed as problematic, and violent acts have been explained as acceptable or necessary.

The course takes the United Nations' concept of human security as its starting point but addresses it in a wider range of ways than is the norm. The course will draw heavily on previous and ongoing research at LSE, notably research associated with the Justice and Security Research Programme, The Centre for Public Authority and International Development (CPAID), and the Firoz Lalji Institute or Africa (FLIA). Students will be expected to engage critically with this research and contribute to discussions with colleagues currently involved in field research and the writing up of findings. Much of the material in the course will focus on African examples. It will address wider debates but will also have an orientation towards detailed ethnographic case material. It will emphasize the lived experiences of those actively struggling with aspects of their human security.

Topics are likely to include social responses to epidemics, interpersonal accountability, social protection and healing, moral panics (including witch-cleansing), environmental threats, international criminal law, public authority, populism, and mutuality. These things often look very different when seen from the ground-up, rather than from the perspective of state policy and international relations. There will be a particular emphasis on how human security relates to public authority - understood as forms of collective action beyond the family, involving a degree of consent.

Students interested in taking the course should look at the websites below and read some of the publications.

- <https://www.lse.ac.uk/africa/centre-for-public-authority-and-international-development#:~:text=The%20Centre%20for%20Public%20Authority,international%20development%20and%20inclusive%20growth>.

- <https://www.lse.ac.uk/africa/research>

- <https://blogs.lse.ac.uk/jsrp/publications/>

**Teaching:** This course is delivered through a combination of lectures and seminars in the LT. Seminars and lectures will be 90 minutes in duration.

Students on this course will have a reading week in Week 6.

**Formative coursework:** Students will be expected to undertake a class presentation. Students will also have the opportunity to receive feedback on formative work, in the form of a practice-assessed essay.

**Indicative reading:**

- Human Development Report 1994 [https://www.undp.org/publications/human-development-report-1994?utm\\_source=EN&utm\\_medium=GSR&utm\\_content=US\\_UNDP\\_PaidSearch\\_Brand\\_English&utm\\_campaign=CENTRAL&c\\_src=CENTRAL&c\\_src2=GSR&gclid=Cj0KCQjwpcOTBhCZARIsAEAYLuWejcrVSobHQYJ9N0eDI0l-BCOmpSzT5-wBLkhisSqozgF0WhxBmEaAs4REALw\\_wcB](https://www.undp.org/publications/human-development-report-1994?utm_source=EN&utm_medium=GSR&utm_content=US_UNDP_PaidSearch_Brand_English&utm_campaign=CENTRAL&c_src=CENTRAL&c_src2=GSR&gclid=Cj0KCQjwpcOTBhCZARIsAEAYLuWejcrVSobHQYJ9N0eDI0l-BCOmpSzT5-wBLkhisSqozgF0WhxBmEaAs4REALw_wcB)
- Atingo, J. Watching the ICC Judgement of LRA commander Dominic Ongwen with Ugandan victims of enforced marriage <https://blogs.lse.ac.uk/africaatlse/2021/02/17/watching-icc-judgement-lra-commander-dominic-ongwen-uganda-victims-rape-marriage/>
- Allen, T. (2015). Vigilantes, Witches and Vampires: How Moral Populism Shapes Social Accountability in Northern Uganda, *International Journal on Minority and Group Rights*, 22(3), 360-386. [https://brill.com/view/journals/ijgr/22/3/article-p360\\_4.xml](https://brill.com/view/journals/ijgr/22/3/article-p360_4.xml)
- Allen, T., Atingo, J. Atim, D., Ocitti, J., Brown, C., Torre, C., Fergus, C., Parker, M. (2020). What Happened to Children Who Returned from the Lord's Resistance Army in Uganda?, *Journal of Refugee Studies*, Volume 33, Issue 4, December 2020, Pages 663-683, <https://academic.oup.com/jrs/article/33/4/663/5780446>
- Hopwood, J. (2018). Resilient patriarchy: public authority and women's (in)security in Karamoja, Uganda. *Disasters*.
- Macdonald, A., & Kerali, R. (2020) Being Normal: Stigmatization of Lord's Resistance Army Returnees as 'Moral Experience' in Post-war Northern Uganda, *Journal of Refugee Studies*
- Marijnen, E. (2018). Public Authority and Conservation in Areas of Armed Conflict: Virunga National Park as a 'State within a State' in Eastern Congo. *Development and Change*, 49(3): 790-814.
- Melissa Parker, Tommy Matthew Hanson, Ahmed Vandi, Lawrence Sao Babawo & Tim Allen (2019) Ebola and Public Authority: Saving Loved Ones in Sierra Leone, *Medical Anthropology*, 38:5, 440-454, DOI: 10.1080/01459740.2019.1609472
- Melissa Parker, Hayley MacGregor, Grace Akello. (2020) COVID-19, Public Authority and Enforcement. *Medical Anthropology* 39:8, pages 666-670.
- Pendle, N. (2020). Politics, prophets and armed mobilizations: competition and continuity over registers of authority in South Sudan's conflicts. *Journal of Eastern African Studies*, (14:1) 43-62.
- de Waal, A. (2014) *Militarizing Global Health*. Boston Review. <https://bostonreview.net/articles/alex-de-waal-militarizing-global-health-ebola/>

**Assessment:** Essay (100%, 4000 words) in the ST.

## DV435 Half Unit African Political Economy

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Catherine Boone

**Availability:** This course is available on the CEMS Exchange, MBA Exchange, MSc in Comparative Politics, MSc in Development

Management, MSc in Development Studies, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This is an introduction to the study of contemporary African political economy, with a focus on sub-Saharan Africa. The goal of DV435 is to set major questions of state, national economy, and development in historical, geographic, and international context. Course readings and lectures stress marked unevenness in national and subnational trajectories and in the political-economic character of different African countries, drawing attention to causes of similarity and difference across and within countries. Students completing DV435 will come away with a better understanding of the economic and social underpinnings of order and conflict in African states.

There is a research-driven component to DV435: each student will read secondary literature, grey literature, and other sources to develop particular knowledge of two countries. These will be used as "case studies" in assessed coursework to evaluate general arguments concerning the political economy of Africa, and to compare/contrast the historical trajectories of different African states.

The course includes an optional weekly film series that provides an additional venue for discussion of course themes.

**Teaching:** This course is delivered through a combination of lectures and seminars in the MT. Seminars will be at or upwards of 45 minutes duration and lectures will be at or above 60 minutes duration.

Student on this course will have a reading week in Week 6.

**Formative coursework:** Optional formative essay outline due in Week 7.

**Indicative reading:** Celestin Monga and Justin Yifu Lin, eds., *The Oxford Handbook of Africa and Economics*, Vol. 2, Politics and Practices (OUP 2015).

Fouad Makki, "Postcolonial Africa and the World Economy: The Long Waves of Uneven Development," *Journal of World-Systems Research*, 21/1 (2014): 124-146.

Morten Jerven, *Poor Numbers: How we are misled by African development statistics and what we can do about it* (Cornell U. Press, 2011).

Fred Cooper, *Africa Since 1940* (Cambridge University Press [2002], 2019).

Samir Amin, "Underdevelopment and Dependence in Black Africa: Origins and Contemporary Forms," *Journal of Modern African Studies*, 10.4 (1972): 503-24.

Leigh Gardner, *Taxing Colonial Africa: The Political Economy of British Imperialism* (Oxford U. Press, 2012).

Mahmood Mamdani, *Citizen and Subject: Africa and the Legacy of late Colonialism* (Princeton University Press, 1996).

David E. Bloom, Jeffrey D. Sachs, Paul Collier, Christopher Udry, "Geography, Demography, and Economic Growth in Africa," *Brookings Papers on Economic Activity*, vol. 1988/ 2 (1998): 207-295.

Thandika Mkwandire, "Thinking about Developmental States in Africa," *Cambridge Journal of Economics*, 25 (2001): 289-313.

Benno J. Ndulu et al., *The Political Economy of Economic Growth in Africa: 1960-2000* (Cambridge University Press, 2008).

Dzodzi Tsikata, "Gender, Land Tenure, and Agrarian Production Systems in Sub-Saharan Africa," *Agrarian South: J. of Political Economy* (Nov. 2016).

Foster-McGregor, Neil, Florian Kaulich and Robert Stehrer. 2015. *Global Value Chains in Africa*, Maastricht, UNIDO/UNU.

Said Adejumo, ed. *National Democratic Reforms in Africa: Changes and Challenges* (Palgrave Macmillan, 2015).

Kate Meagher, *Identity Economics, Social Networks and the Informal Economy in Africa* (James Currey 2010).

Nitsan Chorev, *Give and Take: Developmental Foreign Aid and the Pharmaceutical Industry in East Africa* PUP 2019

Jon Schubert, Ulf Engel, and Elisio Salvado Macamo, eds., *Extractive industries and changing state dynamics in Africa* :

beyond the resource curse (London: Routledge, Taylor & Francis 2018)

Arkebe Oqubay and Justin Yifu Lin, eds., *China-Africa and an Economic Transformation* (Oxford University Press, 2019).

**Assessment:** Essay (100%, 3000 words) in the LT Week 1.

## DV442 Half Unit

### Key Issues in Development Studies

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Rajesh Venugopal CON 6.08

**Availability:** This course is compulsory on the MSc in Health and International Development and MSc in International Development and Humanitarian Emergencies. This course is available on the MSc in Anthropology and Development, MSc in Environment and Development and MSc in Urbanisation and Development. This course is not available as an outside option.

Not available to students enrolled on DV400 & DV431.

**Course content:** This course provides an inter-disciplinary introduction to development studies. We explore the role of states and markets in development and/underdevelopment, colonial legacies, the political economy of growth and redistribution, and the role of politics and power in development. We examine key issues in development such as: the record of pro-market reforms; the experience of developmental states; and the challenges to development thinking and practice presented by feminist theory, environmental sustainability, globalisation and new patterns of global inequality (key issues may change from year to year).

**Teaching:** 10 x 1.5 hour lectures and 10 x 1.5 hour seminars. in the MT.

**Formative coursework:** Students will submit one formative essay of 1500 words.

**Indicative reading:** The following are recommended basic readings for the course:

A Sen, *Development as Freedom* (Anchor, 1999).

Chang, H.J. (2002), *Kicking Away the Ladder: Development Strategy in Historical Perspective* (London: Anthem Press).

**Assessment:** Online assessment (100%) in the LT.

## DV444 Half Unit Not available in 2022/23

### Global Health Challenges: Epidemics, Disease, and Public Health Response

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Arjan Gjonca CON.7.08

**Availability:** This course is available on the MSc in China in Comparative Perspective, MSc in Development Management, MSc in Development Studies, MSc in Global Health Policy, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development and MSc in Social Research Methods. This course is available with permission as an outside option to students on other programmes where regulations permit.

Places will be allocated with priority to ID and joint-degree students. If there are more ID and joint-degree students than DV444 can accommodate, these places will be allocated randomly. Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

**Pre-requisites:** No pre-requisites are required for this course.

**Course content:** This course aims at looking at some of the major global health challenges in the 21st century. It analyses health challenges from a multidisciplinary approach including public health, demography and development studies. The relationship between epidemics, diseases and the public health policies are core to the content of the course. The course takes an interest on population consequences of diseases and epidemics. It



also addresses the social and environmental determinants of epidemics and disease pattern in low and middle income countries. Moreover, the course does this in a comparative perspective to high income countries. The course uses both evidence-based and theoretical approaches. Another important aspect of the course is that it sheds light on the future of global health challenges as a result of anticipated population health changes.

**Some of the main topics covered are:** Epidemics and pandemics in historical perspective; the effects of pandemics in the overall health and mortality patterns of populations; Covid 19 pandemic - characteristics and the public health response to it; obesity and undernourishment as public health challenges; The increased global burden of mental health, environmental challenges and the impact on health; the relationship of migration and health and its effect on urban population.

**Teaching:** This course is delivered through a combination of lectures and seminars in the MT. Seminars will be at or upwards of 45 minutes duration and lectures will be at or above 60 minutes duration. There will be a revision session in the ST.

Student on this course will have a reading week in Week 6.

**Formative coursework:** One 1,500 word formative essay in MT.

**Indicative reading:** McMichael T (2001) *Human Frontiers, environment and disease*. Cambridge: Cambridge University Press  
Merson, MH, Black, ER, Mills, AJ. (2012) *Global Health: Diseases, Programmes, Systems, and Policies*, London: Jones & Barlett Learning; Caldwell JC.

Vaughan, Megan, et al., editors. (2021) *Epidemiological Change and Chronic Disease in Sub-Saharan Africa: Social and Historical Perspectives*. UCL Press

Taubenberger, J.K. and Morens, D.M. (2006) "1918 Influenza: the Mother of All Pandemics"; *Emerging Infectious Diseases*, Vol. 12, No. 1, January 2006, pp. 15-22

Patel, V., et al. (2018). "The Lancet Commission on global mental health and sustainable development." *THE LANCET* 392(10157): 1553-1598. [Open access, available at <https://www.thelancet.com/commissions/global-mental-health>]

Popkin, B.M. (2001) *The Nutrition Transition and Obesity in the Developing World*. *Journal of Nutrition* 131(3)

Montgomery MR. (2008) *The health of urban populations in developing countries*. New York, New York, United Nations, Department of Economic and Social Affairs, Population Division

**Assessment:** Take-home assessment (100%) in the LT.

The take-home assessment will take the form of a take-home essay (100%, 3,000 words).

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## DV445

### Cutting Edge Issues in Development Thinking & Practice

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Duncan Green CON.7.09 and Dr Laura Mann

**Availability:** This course is compulsory on the MSc in Development Management, MSc in Development Studies, MSc in Health and International Development and MSc in International Development and Humanitarian Emergencies. This course is available on the MSc in Political Economy of Late Development. This course is available as an outside option to students on other programmes where regulations permit.

It is a compulsory course for all ID students.

**Course content:** The objective of the course is to introduce students to some of the most important and innovative voices and ideas in contemporary development debates, both from the academic and practitioner communities, which will both facilitate their 'career paths' and also contribute to learning in courses and consultancy projects. Each week speakers from different disciplines, development organisations or research institutes will speak to students about a "hot topic" in development policy

and research work. Previous speakers have included senior economists, serving and former Government Ministers, NGO chief executives and senior staff, innovative academic researchers and consultants, among others.

**Teaching:** 16 hours of lectures in the MT. 10 hours of lectures in the LT.

Lectures will be followed by open discussion and debate. There will be a reading week in Week 6.

**Assessment:** This course is not assessed

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## DV447 Half Unit Not available in 2022/23

### Youth and Gendered Violence

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Alcinda Honwana and Dr Naomi Pendle

**Availability:** This course is available on the MSc in Development Studies, MSc in Gender (Sexuality), MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Students will be allocated places to courses with priority to ID and joint-degree students. If there are more ID and joint-degree students than the course can accommodate, these spots will be allocated randomly.

Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

**Pre-requisites:** Previous study of the social sciences or humanities is preferred.

**Course content:** The framework for this course considers the economic, social and political aspects of international development as reference points to examine structural inequalities affecting young men and women. It will consider young people's socio-economic and political exclusion as well as their challenging transitions into adulthood. The course will address issues concerning education, health, labour markets, the household, family, marriage and social reproduction. Youth social and political engagement and participation will be studied through the lenses of military mobilisation, social movements, political protests and contributions to processes of social change. The course will also examine the gendered constructions of young women and young men's places in the public and domestic spheres. It will interrogate assumptions about young people's lives and bodies made by development and public policy and the ways in which such are challenged or reinforced. The course will discuss diverse forms of violence – structural, organised, physical and sexual - perpetrated against and by youth in contexts of war, conflict and radicalisation. The course will also discuss ways of understanding war and conflict as a foundation to then critically considering how masculinities and femininities, as well as ideas of youth, are remade during times of conflict and complex emergencies. A particular focus will be given to the agency young people by exploring issues of identity, religion, culture and power and the way these permeate private and public life.

**Teaching:** 15 hours of lectures and 15 hours of classes in the MT. There will be a ninety-minute revision session in late LT or early ST. There will be a Reading Week in week 6.

**Formative coursework:** Students will be expected to write a short paper of 800-1000 words on the topic on which they will lead a class.

**Indicative reading:** Enloe, C. (1998) 'All the men are in the militias, all the women are victims: the politics of masculinity and femininity in nationalist wars'. In L.A. Lorentzen and J.E. Turpin (eds.) *The Women and War Reader*. New York University Press, New York, NY. pp. 50–62.

Honwana, Alcinda. (2012). *The Time of Youth: Work Social Change and Politics in Africa*. Bolder and London: Kumarian Press, Lynne Rienner. Chapter 2: Waithood; Chapter 3: Aspirations; and Chapter 4: Getting By.



Sommers, Marc. (2011). *Stuck: Rwandan Youth and the Struggle for Adulthood*. Atlanta: University of Georgia Press. Chapter 5: *Striving for Adulthood*, pp. 115-139.

Mannheim, Karl. 1952 (1927). *The problem of generations*. In *Essays on the Sociology of knowledge*. Edited by Paul Kecskemeti. London: Routledge.

Jeffrey, Craig. (2010). *Timepass: Youth, class, and time among unemployed young men in India*. *American Ethnologist*, Vol. 37, No. 3, pp. 465–48.

Thieme, Tatiana, (2018). *The hustle economy: Informality, uncertainty and the geographies of getting by*. *Progress in Human Geography*, Vol. 42(4) 529–548.

Honwana, Alcinda (2013). *Youth and Revolution in Tunisia*. London: Zed Books .

**Assessment:** Case study (80%) in the LT. Other (20%) in the MT.

The course will be assessed by a short paper linked to the seminar presentation and a researched developed case study.

## DV453 Half Unit

### International Development Consultancy Project

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Ernestina Coast CON.8.15  
Dr Stuart Gordon CON.8.10

**Availability:** This course is available on the MSc in Development Studies, MSc in Health and International Development and MSc in International Development and Humanitarian Emergencies. This course is not available as an outside option.

Places for MSc Development Studies students requesting to take this course as an option are strictly limited (5 places allocated by ballot amongst applicants). MSc Development Studies students must take DV458 in order to be able to apply for a place on DV453. Students from MSc Health and International Development and MSc Development Studies will have health-related consultancies. Students from MSc International Development and Humanitarian Emergencies will have humanitarian-focused consultancies.

**Course content:** Students will gain practical experience of dealing with current policy issues and best practice in the fields of humanitarian assistance or international development by working on a consultancy team project for an external client. The consultancies are based around an experiential learning format. Students receive guidance through a structured supervision process and work on the consultancy report in Michaelmas and Lent Terms with support from a staff coach. Students are allocated to consultancy teams usually comprising between three and six people. Students can express preferences for particular clients but may not be allocated to one of these. The roster of clients and projects changes every year.

The consultancy project begins in Michaelmas Term with client reports due at the end of Lent Term. The client report and final presentation form part of the assessment.

There are 4 MT lectures plus 1 MT workshop [the inception report presentations] each lasting up to three hours.

**Teaching:** This course is delivered through a combination of lectures and workshops. Up to 12 hours of lectures and up to 3 hours of workshops in the MT.

This course will have a reading week in Week 6.

**Formative coursework:** Students will contribute to the Group reports and presentations (inception and final) and will be given feedback and indicative grades for each of these.

**Indicative reading:** There is no specific reading for this course as this will reflect the specific project Terms of Reference that students work to.

**Assessment:** Project (80%, 8000 words), reflective learning report (10%) and group presentation (10%) in the LT.

The reflective learning report is comprised of two individual diaries plus individual performance assessed through 360-degree student reporting and the coach's own assessment of individual contributions.

Final client presentations are at the end of the Lent Term and are scheduled by the students in consultation with academic staff and the client. Students should be aware that presentations to clients may have to take place in the week after the end of LT, and students should plan accordingly and be available to participate if required.

## DV454 Half Unit

### Gender, labour markets and social change in the Global South: theory, evidence, public action

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Naila Kabeer

**Availability:** This course is available on the MSc in Development Management, MSc in Development Studies, MSc in Gender, Development and Globalisation, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Students will be allocated places to courses with priority to ID and joint-degree students. If there are more ID and joint-degree students than the course can accommodate, these spots will be allocated randomly.

Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

**Course content:** One of the longest running debates within the feminist literature, and one that has also played out in the field of gender and international development, relates to the relationship between women's access to labour market opportunities and their position within the family and community: the 'exploitation' versus 'emancipation' argument. These debates have been given fresh lease of life in the development literature as a result of the growing feminisation of labour markets in recent years in most regions of the Global South. They have been further complicated by additional claims (which have a great deal of traction in policy circles) that greater gender equality in the labour market has enormous potential for economic growth. At the same time, a great deal of contemporary feminist literature as well as international campaigns have highlighted the extremely exploitative terms on which most women take up paid work, contested the view that increased access to paid work has been empowering for women and questioned the instrumentality of the 'gender is good for growth' argument.

This course will be loosely organized around these debates. It will seek to equip students with the ability to analyse and assess these competing claims about what is a very critical issue in the field of international development by providing them with a firm grounding in theory, evidence and policy debates relating to gender and labour markets in the Global South. It will meet this objective through three components which will build on each other.

The first will focus on the different positions taken within these debates and the rationales put forward to justify these claims.

It will examine key concepts and theories relating to gender, households and labour markets which provide the theoretical underpinning to these claims. In particular, it will distinguish between the concepts of capabilities, empowerment and economic citizenship as ways of capturing changes associated with work. It will also consider the different definitions of 'work' which feature in these theories and the extent to which they capture the labour market and livelihood strategies of households in different regions of the Global South.

The second component will draw together the empirical literature to consider the evidence relating to gendered patterns of labour market participation in different regions of the world. It will start out with a broad-brush account of the changes that have taken place in domestic and global labour markets over the last few decades. It will then consider in greater detail how these markets

function in low-and middle-income countries and the intersectional segmentation of occupations and tasks that they generate. It will analyse how market forces are restructuring some of the intimate aspects of family relations through the commodification of reproductive and sexual services that were previously provided as part of the marital contract. It will conclude by considering what these changing dynamics of the labour market tell us about women's position within their families and the wider society and revisit the arguments about gender and growth.

The third component will evaluate various forms of public action by policy, corporations and civil society actors that have been taken up in response to their positions with regard to the gender dynamics in the economy. These include policy measures to promote greater gender equality in the labour market, including minimum wage legislation, social protection and corporate responsibility. They will also include new forms of unionism and collective action that have sought to promote economic citizenship and the rights of women workers at global and local levels.

**Teaching:** This course is delivered through a combination of lectures and seminars in the LT. Seminars will be at or upwards of 45 minutes duration and lectures will be at or above 60 minutes duration.

Student on this course will have a reading week in Week 6.

**Formative coursework:** Students can opt to submit a 1500 essay which will not count towards their final marks but which will allow them to receive feedback on their ability to read critically, to synthesise arguments and to ensure that their writing style meets the standards required by the school. It will also address learning outcomes 1 and 4.

**Indicative reading:** Beneria, L., G. Berik and M.S. Floro (2016) *Gender, Development and Globalization: Economics as if people mattered* London: Routledge  
 World Bank (2012) *World Development Report, 2012: Gender Equality and Development* Washington: World Bank  
 Kudva, N. and L. Beneria (eds.), *Rethinking Informalization: Precarious Jobs, Poverty and Social Protection*. Ithaca, NY: Internet-First University Press. Available at D-Space Repository at Cornell University, <http://hdl.handle.net/1813/3716>.  
 Dunway, W. (2014) *Gendered commodity chains: seeing women's work and households in global production* Stanford University Press: Stanford  
 Parreñas, Rhacel Salazar (2015) *Servants of globalization: migration and domestic work* Stanford University Press  
 Dolan, C. and D. Rakak (2015) *The anthropology of corporate social responsibility* Berghahn Books  
 UN Women (2015) *Transforming economies, realizing rights* New York: UN Women  
 Kabeer, Naila, Kirsty Milward and Ratna Sudarshan. (2013). *Organizing Women Workers in the Informal Economy. Beyond the Weapons of the Weak*. Zed Press, London  
 ILO (2018) *Care Work and Care Jobs: for the future of decent work*. Geneva: ILO  
 FAO, ILO and IFAD (2010) *Gender dimensions of agricultural and rural employment: differentiated pathways out of poverty* Rome: FAO  
 Grantham, K. G. Dowie and A. de Haan (2021) *Women's Economic Empowerment: Insights from Africa and South Asia* (Routledge, London and IDRC)  
<https://www.idrc.ca/en/book/womens-economic-empowerment-insights-africa-and-south-asia>

**Assessment:** Essay (100%, 4000 words) in the ST.

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## DV455 Half Unit

### Advocacy, Campaigning and Grassroots Activism

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Duncan Green and Mr Thomas Kirk  
 Dr Duncan Green is Professor in Practice in the International

Development Department, and Senior Strategic Adviser at Oxfam GB, an international NGO. His blog, *From Poverty to Power* (<http://oxfamblogs.org/fp2p/>) is one of the most widely read international development blogs. His most recent book, *How Change Happens* (OUP, 2016) is the core text for this course.

Dr Thomas Kirk is a researcher and consultant based at the London School of Economics and Political Science. Interests include the provision of security and justice in conflict affected regions, social accountability, civil society, local governance and public authority. Lived and worked in Afghanistan, Pakistan, India, Timor-Leste, the DRC and Kenya.

Together they run the Influencing component of the Global Executive Leadership Initiative Course (<https://www.geli.org/programs-courses/regional-training-programme/influencing-senior-leaders-analysis-strategy-and>).

**Availability:** This course is available on the MSc in Development Management, MSc in Development Studies, MSc in Health and International Development, MSc in Inequalities and Social Science, MSc in International Development and Humanitarian Emergencies and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

The course will be offered in Lent term and capped at 75 students. Selection criteria: applicants will be asked to submit 200 words on their background and why they want to take the course, to be assessed against interest, experience and passion.

If there are any spare spaces, the course is available as an outside option.

**Course content:** There are two blocks in this course:

1. Understanding How Change Happens, including systems thinking and power analysis.

2. The analytical frameworks used by INGOs and other change agents to inform and design their advocacy.

This course introduces students to some of the analytical frameworks and practical techniques used by INGOs such as Oxfam (where the course leader is senior strategic adviser), along with other activists (broadly defined, including 'change agents' in governments and the private sector) in influencing political, social and economic policy and practice.

Lectures will introduce the importance of systems thinking and power analysis in understanding and influencing processes of change and the role of civil society and advocacy in driving such change.

These will be used to explore how activists and activist organizations use these as organizing tools for influencing, through both 'insider' or 'outsider' strategies.

The course is designed for students who have been, or intend to become, active in driving change, whether as members of civil society organizations, in government, in aid donors or in the private sector. You will develop your understanding both of endogenous change processes in developing countries, and the design and limitations of deliberate efforts to bring about political, social and economic change.

Students will be asked to come with an initial idea for an influencing exercise that they would personally like to design and implement (for example a campaign, policy reform, or effort to shift public attitudes) and will apply the coursework to that case study, developing a project proposal at the end of the term that will be assessed.

Students will be required to produce a blog post or vlog (video blog) summarizing their individual project, which will also be summatively assessed (students will receive a 'blogging for beginners' lecture on writing for impact).

Working in small groups, students will also choose and analyse a past case study of change, which will be assessed.

**Teaching:** Teaching will consist of a combination of lecture presentations, involving powerpoint, video and group discussion, and seminar discussions. There will be one lecture at or above 60 minutes duration each week of LT. This will be followed up by 60 minutes of seminar work in the LT. Reading week will occur in week 6, during which time there will be extended office hours available.

**Formative coursework:** Students will be asked to submit initial

formative proposals (1000 words max) for their individual assignments in week 6, for feedback from the course leaders. First drafts of the group assignment will be submitted in seminars in weeks 7 & 8 for tutor feedback.

**Indicative reading:** Course Text: Green, D. 2016. 'How Change Happens'. Oxford University Press  
M. Andrews, L. Pritchett and M. Woolcock, Building State Capability, (Oxford: OUP, 2017)  
Y.Y. Ang (2016) How China Escaped the Poverty Trap. Ithaca, Cornell University Press. Introduction and Conclusion. Also the FP2P Review or listen to the podcast.  
K.A. Appiah (2010) The Honor Code: How Moral Revolutions Happen. New York: WW Norton. Chapter 5.  
Batliwala, S. (2020) all about Power. CREA.  
J.W. Busby (2007) 'Bono Made Jesse Helms Cry: Jubilee 2000, Debt Relief, and Moral Action in International Politics'. International Studies Quarterly, 51: 247-75.  
R. Chambers, Can We Know Better? Reflections on Development, (Practical Action, 2017)  
J, Ferguson, The Anti-Politics Machine: Development, Depoliticization and Bureaucratic Power in Lesotho, (University of Minnesota Press, 1994)  
Gaventa, J. (2020) 'Linking the prepositions: using power analysis to inform strategies for social action'. Journal of Political Power, 14 (1).  
J, Heimans and H, Timms (2018) New Power: How Power Works in Our Hyperconnected World--and How to Make It Work for You. New York: Doubleday.  
J, Howell and Pearce, J. (2001) Civil Society and Development: A Critical Exploration. London: Lynne Rienner Publishers.  
N. Kabeer, R. Sudarshan, and K. Milward. Organizing Women Workers in the Informal Economy: Beyond the Weapons of the Weak. (London, Zed Books, 2013). Chapter 5.  
N. Klein (2007) The Shock Doctrine: the Rise of Disaster Capitalism. London: Penguin. Introduction and Conclusion  
R. Pascale, J. Sternin, and M. Sternin, The Power of Positive Deviance: How Unlikely Innovators Solve the World's Toughest Problems (Cambridge, MA: Harvard Business Press, 2010).  
D. Meadows and D.H. Wright, Thinking in Systems: A Primer (Abingdon: Routledge, 2009).  
N. Nyabola (2018) Digital Democracy, Analogue Politics: How the Internet Era is Transforming Politics in Kenya. Zed Books. Part 2.  
S. Popovic, Blueprint for Revolution: How to Use Rice Pudding, Lego Men, and Other Nonviolent Techniques to Galvanize Communities, Overthrow Dictators, or Simply Change the World (New York: Spiegel & Grau, 2015).  
D. della Porta. (2018) Protests as critical junctures: some reflections towards a momentous approach to social movements. Social Movement Studies.  
A. Rao, J. Sandler, D. Kelleher, and C, Miller, Gender at Work: Theory and Practice in 21st Century Organizations (Abingdon, Oxford: Routledge, 2016).  
J. Rowlands, Questioning Empowerment: Working with Women in Honduras (Oxford: Oxfam UK and Ireland, 1997).  
A. de Waal, Advocacy in Conflict: Critical Perspectives on Transnational Activism (London: Zed Books, 2015).  
P. Yanguas, Why we lie about Aid, (London, Zed, 2018). Introduction, Conclusion. FP2P Review.

**Assessment:** Project (50%, 2500 words) and project (40%, 4000 words) in April.

Blog post (10%) in the LT.

Individual Project (50%, 2000 words) and blog post (10%) in April,  
Group Project (40%, 4.000 words) in April.

The summative assessment will consist of both individual and group assignments:

a) Individual project proposals for an influencing project (individual) will be formatively assessed and feedback given. This will then inform the final project that will be summatively assessed in April. A blog or Vlog of the project will also be produced and summatively marked.

b) Historical case study (as groups of 3 or 4). Group membership will be assigned in advance. Students will select an agreed

historical change episode. Assessment will be a written assignment, summatively marked.

## DV456 Half Unit

### Population, Health and Development: Evidence and Projections

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Tiziana Leone CON 8.11

**Availability:** This course is compulsory on the MSc in Social Research Methods. This course is available on the MSc in Development Management, MSc in Development Studies, MSc in Gender, Development and Globalisation, MSc in Global Health Policy, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Places will be allocated with priority to ID and joint-degree students. If there are more ID and joint-degree students than DV456 can accommodate, these places will be allocated randomly. Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

**Pre-requisites:** Some familiarity with personal computers is required, but a high degree of technical proficiency is not required. Familiarity with excel (basic functions) needed otherwise attend a course at LSE Life. For more details on whether the course might be suitable for you please visit Moodle.

**Course content:** The course is practical in nature and overviews key methods used for planning in population and development with an emphasis on the health sector. Key questions which will be answered in this course are: what is the future of the world population; what are the family planning needs of couples in low income countries; what will be the number of newly HIV infected in the next 15 years; what is the future of major diseases; what is the impact of key health interventions. The focus will be both on producing information as well as on searching and understanding data provided by key international agencies and on learning how to relate the information meaningfully to policy makers. Relevance will be given to methods used for assessing the implications of high levels of mortality in developing countries with specific reference to the HIV/AIDS pandemic; as well as the assessment of high fertility levels due to low uptakes of family planning methods. During the course students will learn to apply interventions based models through the use of Spectrum to understand the impact on outcomes and on governments' health expenditure. The approach is practical and complements the more theoretical population courses giving additional skills such as an understanding of key international projections and estimates, planning for health workforce and for health supplies. Students will undertake a number of computer-based assignments (using either Excel or Spectrum) which will follow the topics highlighted during the lectures. The course covers concepts used for population analysis; the role of population projections in the population planning and development process; the basis of projections made by international agencies such as the UN Population Division; the formulation of projection assumptions and methods of making projections; methods for projecting and assessing the impact of HIV/AIDS and the use of software such as AIM (AIDS Impact Model) as well as planning maternal and child health interventions with the use of LiST. The course will also give an overview of projections for non-communicable diseases, Malaria and TB among others. Emphasis will be given to the learning of analytical skills which include data and information searching on the internet as well as presentation of the information. Former students have found the course useful to get a foundation of how UN agencies involved in data collection work, to gain analytical skills which are



transferable as well as getting a grasp of how to translate data into policy.

**Teaching:** This course is delivered through a combination of lectures and seminars in the MT. Seminars will be at or upwards of 45 minutes duration and lectures will be at or above 60 minutes duration.

Student on this course will have a reading week in Week 6.

**Formative coursework:** Students will be expected to submit a formative assessment of 5 pages before the end of term.

**Indicative reading:** Relevant documents will be provided at the start of the course, mainly in the form of electronic documents. Suggested reading are Lutz "The future population of the world"; Cohen "How many people can the earth support"

**Assessment:** Coursework (90%) in the LT.

Continuous assessment (10%) in the MT.

Assessment will be by two forms of assessments.

Continuous assessment worth 10%: will be based on course participation, a group presentation along with homework submitted on Moodle during MT.

Coursework worth 90% - will be a 10 A4 page report. This will involve the formulation, execution and writing up of a project concerned with a model for population planning, to be agreed with the course teacher. This must be submitted by the second week of LT

## DV457 Half Unit

### Sexual and Reproductive Health Programmes: Design, Implementation and Evaluation

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Ernestina Coast CON.8.15

**Availability:** This course is available on the MSc in Development Management, MSc in Development Studies, MSc in Gender, MSc in Gender (Sexuality), MSc in Gender, Development and Globalisation, MSc in Gender, Peace and Security, MSc in Gender, Policy and Inequalities, MSc in Global Health Policy, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development and MSc in Social Research Methods. This course is available with permission as an outside option to students on other programmes where regulations permit.

Places will be allocated with priority to ID and joint-degree students. If there are more ID and joint-degree students than DV457 can accommodate, these places will be allocated randomly. Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

**Course content:** This course aims to equip students with the knowledge and skills to be able to critically appraise data and evidence for assessing sexual and reproductive health programmes. This course deals with the effectiveness of sexual and reproductive health programmes, especially those that deliver services. The key issues addressed are the design of programmes, their effective implementation, and their evaluation. The course focuses on the critical production and consumption of data and evidence – both quantitative and qualitative - for assessing sexual and reproductive health programmes. The course takes a global approach, incorporating evidence from a range of contexts, countries and populations.

**Teaching:** This course is delivered through a combination of lectures and seminars in the LT. Seminars will be at or upwards of 45 minutes duration and lectures will be at or above 60 minutes duration.

Students on this course will have a reading week in Week 6.

**Formative coursework:** Students are expected to prepare a group seminar presentation and an individual annotated bibliography during the term.

**Indicative reading:** Lecture and seminar electronic reading lists are available in Moodle.

**Assessment:** Coursework (100%) in the ST.

Coursework assignment to be a maximum of 10 A4 pages.

## DV458 Half Unit

### Key issues in Global Health and Development

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Tiziana Leone CON 8.11 and Dr Philipa Mladovsky CON 6.13

**Availability:** This course is compulsory on the MSc in Health and International Development. This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Development Management, MSc in Development Studies, MSc in Gender, MSc in Gender, Development and Globalisation, MSc in Gender, Policy and Inequalities, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development, MSc in Social Research Methods and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Places will be allocated with priority to ID and joint-degree students. If there are more ID and joint-degree students than DV458 can accommodate, these places will be allocated randomly. Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option

**Course content:** The course provides an up-to-date and comprehensive introduction to global health and health system trends in low and middle-income countries. The course examines the main determinants of health issues as they relate to development and their principal consequences, policies and politics to improve health and development; barriers to implementing those policies; and ways of overcoming those barriers. Key topics include the politics of diseases, framing health discourses, universal health coverage, impacts of conflict and climate change on health, pharmaceutical governance and global health metrics. Drawing on disciplines such as political science, health policy, demography, sociology and economics, this course argues for the need to improve global health equity in order to contribute to development. It will equip students with the skills needed to work in and help to improve mainstream global health organisations such as WHO, the World Bank, Gates Foundation and MSF among others. The course promotes equality, social justice and human rights as fundamental approaches to global health.

**Teaching:** This course is delivered through a combination of lectures and seminars in the MT. Seminars will be at or upwards of 45 minutes duration and lectures will be at or above 60 minutes duration.

Student on this course will have a reading week in Week 6.

**Formative coursework:** Students are expected to prepare a seminar presentation and complete a mock exam during MT.

**Indicative reading:** The course is supported by an electronic reading list. There is no single key text but here are some indicative readings:

- Birn, A. et al, 2017 "Textbook of global health". Oxford University Press.
- Marmot, M., et al, 2008. Closing the gap in a generation: health equity through action on the social determinants of health. *The Lancet*, 372(9650), pp.1661-1669.
- Shiffman, 2009, "A social explanation for the rise and fall of global health". *Bulletin of the World Health Organization*, 87(8), 608–613.
- Adams, V. 2016, "Metrics: what counts in global health". Duke University Press.
- Kieny, M.P., et al 2017. Strengthening health systems for universal health coverage and sustainable development. *Bulletin of the World Health Organization*, 95(7), p.537.
- Gill et al, (2020) Reflections on the political economy of planetary health in *Review of International Political Economy*. *Review of International Political Economy*. 27:1.



- Watts et al. (2019). The 2019 report of The Lancet Countdown on health and climate change: ensuring that the health of a child born today is not defined by a changing climate. *The Lancet*, 394(10211), pp.1836-1878.

**Assessment:** Exam (100%, duration: 2 hours) in the January exam period.

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## DV460 Half Unit Not available in 2022/23

### Bayesian Reasoning for Qualitative Social Science: A modern approach to case study inference

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Tasha Fairfield CON 6.02

**Availability:** This course is available on the MSc in Comparative Politics, MSc in Development Management, MSc in Development Studies, MSc in Global Politics, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in International Relations (Research) and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Students will be selected for DV460 based on a written statement of interest (max 150 words). Priority will be given to students on the programs listed above, if demand exceeds places.

**Pre-requisites:** This course has no prerequisites.

Students do not need any previous exposure to either Bayesian analysis or qualitative methods literature.

**Course content:** The way we intuitively approach qualitative case research is similar to how we read detective novels. We consider various different hypotheses to explain what occurred—whether the emergence of democracy in South Africa, or the death of Samuel Ratchett on the Orient Express—drawing on the literature we have read (e.g. theories of regime change, or other Agatha Christie mysteries) and any salient previous experiences we have had. As we gather evidence and discover new clues, we continually update our beliefs about which hypothesis provides the best explanation—or we may introduce a new alternative that occurs to us along the way.

Bayesianism provides a natural framework that is both logically rigorous and grounded in common sense, that governs how we should revise our degree of belief in the truth of a hypothesis—e.g., "mobilisation from below drove democratization in South Africa by altering economic elites' regime preferences," (Wood 2001), or "a lone gangster sneaked onboard the train and killed Ratchett as revenge for being swindled"—given our relevant prior knowledge and new information that we obtain during our investigation. Bayesianism is enjoying a revival across many fields, and it offers a powerful tool for improving inference and analytic transparency in qualitative research.

This course introduces basic principles of Bayesian reasoning with the goal of helping us leverage our common-sense understandings of inference and hone our intuition when conducting causal analysis with qualitative evidence. We will examine the foundations of Bayesian probability as well as concrete applications to single case studies, comparative case studies, comparative historical analysis, and multi-methods research. Students will practice applying Bayesian reasoning to assess the strength and quality of inferences in published studies, drawing on exemplars of qualitative research from various fields of socio-political analysis including development studies, comparative politics, international relations, and policy analysis. Students will also apply Bayesian principles to various aspects of their own dissertation research in progress—e.g., generating or revising hypotheses, selecting cases, identifying weaknesses in salient background literature, and assessing the inferential weight of available evidence.

Upon completing the course, students will be equipped with a concrete set of Bayesian-inspired best practices to deploy in their own research, as well as widely-applicable analytic skills that will

help them to better evaluate and critique socio-political analysis.

**Teaching:** This course is delivered through a combination of lectures and seminars in the LT. Seminars will be at or upwards of 45 minutes duration and lectures will be at or above 60 minutes duration.

Student on this course will have a reading week in Week 6.

**Formative coursework:** Students will be expected to produce 1 exercise and 1 project in the LT.

Students will receive written and oral formative assessment on in-class exercises, which will ask them to explain key Bayesian concepts (e.g., the "weight of evidence") in their own words and apply them to concrete examples (e.g. use Bayes' rule to derive an inference from several pieces of evidence).

In addition, students will receive feedback on the first section of their final project, which will set up rival hypotheses to be compared in light of case evidence.

**Indicative reading:** Methodological foundations:

Andrew Bennett, "Disciplining Our Conjectures: Systematizing Process Tracing with Bayesian Analysis," in Andrew Bennett and Jeffrey Checkel, eds, *Process Tracing in the Social Sciences: From Metaphor to Analytic Tool*, Cambridge University Press, 276–98, 2015; Tasha Fairfield and Andrew Charman, "Explicit Bayesian Analysis for Process Tracing," *Political Analysis* 25(363-380), 2017; Tasha Fairfield and Andrew Charman, "A Dialogue with the Data: The Bayesian Foundations of Iterative Research in Qualitative Social Science," *Perspectives on Politics* 17(1:154-167), 2019; Timothy McKeown, "Case Studies and the Statistical Worldview," *International Organization* 53(1):161-190, 1999.

Qualitative research exemplars:

Tasha Fairfield and Candelaria Garay, "Redistribution under the Right in Latin America: Electoral Competition and Organized Actors in Policymaking," *Comparative Political Studies* 50 (14) 1871-1906, 2017; Marcus Kurtz, "Reconsidering War and the 'Resource Curse' in Third World State Building," *Politics & Society* 37 (4) 479–520, 2009; Kenneth Schultz, "Fashoda Revisited" (Chapter 6) in *Democracy and Coercive Diplomacy*, Cambridge, 2001; Dan Slater, "Revolutions, Crackdowns, and Quiescence: Communal Elites and Democratic Mobilization in Southeast Asia," *American Journal of Sociology* 115 (1) 203-254, 2009; Elisabeth Wood, "An Insurgent Path to Democracy: Popular Mobilization, Economic Interests, and Regime Transition in South Africa and El Salvador," *Comparative Political Studies* 34 (8) 862-888, 2001.

**Assessment:** Project (80%, 3000 words) in the ST.

In-class assessment (20%) in the LT Week 11.

Students will choose a case-study article that is relevant to their dissertation topic and apply Bayesian reasoning to critique the article's inferences. This exercise entails assessing how the author's argument has been specified, identifying a plausible rival hypothesis (which may or may not be provided by the author), identifying the most salient pieces of evidence presented, and qualitatively evaluating the inferential weight the evidence provides in favour of the author's hypothesis relative to the rival.

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## DV461 Half Unit Not available in 2022/23

### Critical Population Health Issues in High and Middle-Income Countries

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Arjan Gjonca OLD.2.45

**Availability:** This course is available on the MSc in Global Health Policy and MSc in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** No pre-requisites are required for this course.

**Course content:** This course brings together key issues on the social and environmental determinants of population size and structure and population health in high and middle income countries from a multidisciplinary approach including a range of social science disciplines, epidemiology, demography and public

health. This course reflects the developments of research in recent years on health trends and differentials. Topics addressed in this course include the relationship between health and economic change such as the effect of recession; divergent trends in Western European and former USSR states; family changes and their implications for population health; role of early-life events; social support, social capital and health; socio-demographic determinants and consequences of ageing at the individual and population level; comparison of trends in established market economies and BRICS; policy responses to inequalities in health; prospects for mortality and morbidity change - a compression of morbidity?

**Teaching:** 15 hours of lectures and 13 hours and 30 minutes of seminars in the MT.

**Formative coursework:** One 1,500 word formative essay in MT.

**Indicative reading:** Merson, MH, Black, ER, Mills, AJ. (2012) *Global Health: Diseases, Programmes, Systems, and Policies*, London: Jones & Barlett Learning; Burlington, MA; London.

Berkman L. F., Kawachi, I. and Glymour, M. M. (2014) *Social Epidemiology* (2nd ed.); Oxford University Press; Oxford; New York.

Marmot, M. (2010) *The Marmot review final report: Fair society, healthy lives*: University College London.

Wilkinson, R.G. and Pickett, K. (2009) *The spirit level: why more equal societies almost always do better*; Bloomsbury Press; London; New York.

Bowling, A (2017) *Measuring Health: A Review of Subjective Health, Well-being and Quality of Life Measurement Scales*: McGraw-Hill Education.

**Assessment:** Exam (75%, duration: 2 hours) in the summer exam period.

Essay (25%, 2000 words) in the LT.

## DV462 Half Unit

### Forced Migration and Refugees

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Stuart Gordon

**Availability:** This course is available on the MSc in Conflict Studies, MSc in Development Management, MSc in Development Studies, MSc in Gender, Development and Globalisation, MSc in Gender, Peace and Security, MSc in Health and International Development, MSc in Human Rights, MSc in Inequalities and Social Science, MSc in International Development and Humanitarian Emergencies, MSc in International Migration and Public Policy and MSc in International Migration and Public Policy (LSE and Sciences Po). This course is available as an outside option to students on other programmes where regulations permit.

First priority is given to students on the MSc International Development and Humanitarian Emergencies and MSc in International Migration and Public Policy, then International Development (ID) and joint ID MSc programmes and then students external to ID. At each stage course places will be allocated by random selection according to the priorities detailed above.

**Course content:** The course deals with the global governance of forced migration with a particular focus on refugees and their experiences. The first lectures critically evaluate the ways in which the drivers of forced migration, particularly conflict and environmental change, are identified. It problematizes notions of mono-causality in favour of more complex and dynamic understandings of the reasons which may underpin individual, familial and collective experiences of forced displacement or immobility.

The next section looks at the linkage between the refugee regime, international society and global order. We explore the governance of the overall refugee regime, looking in detail at the UN organisation with a specific mandate for refugee protection and relief, the UNHCR, as well as the issue of international refugee 'burden sharing.' We also explore the intersection between human rights and refugee law; challenging the idea of a separation between the regimes and asking whether this transforms the

nature and role of UNHCR. We also examine the extent to which the securitisation of refugee issues has occurred and how these processes impact on their governance and management.

The final section brings to the fore the agency of refugees and explores differing approaches to the study of refugees' own lived experiences in flight and exile. We explore the tensions between the international community's interest in fixing refugee populations in camps and refugees' own practices (often irregular) of self-settlement in towns and cities. We also devote considerable attention to a critical examination of the significance of gender and its intersection with other identities (age, generation and disability) in narratives and analyses of displacement. We explore gendered experiences of immobility and displacement, looking at the multiple ways in which processes of and responses to forced migration influence broader gender identities, roles and relations. The final section looks at how we might 'solve' protracted refugee situations and the limitations of the current approaches. It begins by looking at why refugee return has dominated international attempts to solve crises, the problems that have arisen from this 'push to repatriate' and the types of challenges faced by returnees.

**Teaching:** This course is delivered through a combination of lectures and seminars in the LT. Seminars will be at or upwards of 45 minutes duration and lectures will be at or above 60 minutes duration.

The teaching strategy is diverse and innovative: using both conventional discussions as well as a variety of small group exercises. These will feed directly into a formative piece of work related to the summative assessment.

Students on this course will have a reading week in Week 6.

**Formative coursework:** Students will co-produce seminar presentation. Students produce a formative essay of 1000 words by week 8 of LT. Normally students will produce their formative essay within two weeks of presenting in seminar on that topic.

**Indicative reading:**

1. Sarah Kenyon Lischer, 'Conflict and Crisis Induced Displacement' in Elena Fiddian-Qasmiyeh, Gil Loescher, Katy Long and Nando Sigona (Eds) *The Oxford Handbook of Refugees and Forced Migration Studies* (OUP: Oxford, 2014) pp 317-329.
2. Adhikari, Prakash. "Conflict-Induced Displacement, Understanding the Causes of Flight." (2011). [https://digitalrepository.unm.edu/cgi/viewcontent.cgi?article=1002&context=pols\\_etds](https://digitalrepository.unm.edu/cgi/viewcontent.cgi?article=1002&context=pols_etds).
3. Justin Schon, 'Motivation and opportunity for conflict-induced migration: An analysis of Syrian migration timing' at [justinschon.com/resources/JPR\\_forthcoming\\_main%20text.pdf](http://justinschon.com/resources/JPR_forthcoming_main%20text.pdf).
4. Williams, N.E., Ghimire, D.J., Axinn, W.G. et al. A Micro-Level Event-Centered Approach to Investigating Armed Conflict and Population Responses Demography (2012) 49: 1521. <https://doi.org/10.1007/s13524-012-0134-8>
5. Anna Knoll and Lidet Tadesse Shiferaw, 'Tackling the triggers of violence-induced displacement: the contribution of the African peace and security architecture and African governance architecture'.
6. European Centre for Development Policy Management September 2018 Discussion Paper No. 228 at [www.ecdpm.org/dp228](http://www.ecdpm.org/dp228)

**Assessment:** Take-home assessment (100%) in the ST.

The exam paper will be released in week 11 of the Lent Term. The course is assessed through the submission of two 2000-word essays by Tuesday of week 1 of the Summer Term

## DV463 Half Unit Not available in 2022/23

### Civil society, security and development

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Jude Howell

**Availability:** This course is available on the MSc in China in Comparative Perspective, MSc in Development Management, MSc in Development Studies, MSc in Health and International Development and MSc in International Development and

Humanitarian Emergencies. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This course is an advanced seminar organised around guided critical, in-depth reading and discussion of theories, concepts and empirical manifestations of civil society in relation to international development and security. The building-blocks of the course extend over 7 weeks, with 3 weeks devoted to case-material presentations related to broad thematic questions. The presentations in the three weeks may provide a basis for the long assessed essay.

The presentations in the three weeks may provide a basis for the long assessed essay.

The broad content of the course is as follows:

- Week 1: Introduction to course; introduction to key theories, history and concepts of civil society.
- Week 2: Civil society, welfare and democratisation.
- Week 3: Civil society, security and violence.
- Week 4: Civil society and securitization: terrorism and counter-terrorism.
- Week 5: International donors, aid and security.
- Week 6: Reading Week.
- Week 7: Authoritarianism, security and civil society.
- Week 8: Student case-study presentations.
- Week 9: Student case-study presentations.
- Week 10: Student case-study presentations.
- Week 11: Critical perspectives on civil society

**Teaching:** 20 hours of seminars in the MT.

Each weekly seminar session is 2 hours. This comprises an overview of the week's topic by the seminar convenor and then detailed guided reading and discussion.

There will be 2 hour essay session in week 11.

There will be a reading week in Week 6.

**Formative coursework:** Students may submit a formative essay of 1,000 words, excluding references, by Friday, 12 noon, Week 5. The purpose of the formative essay is to identify core issues for each student in the devising and structuring of essay, framing of argument, development of concepts and use of references. The student will receive written feedback within 3 weeks and can discuss feedback in office hours.

**Indicative reading:**

- Howell and Lind, 2010, Counter-terrorism, Aid and Civil Society, Palgrave, Basingstoke
- Chambers, S. and W. Kymlicka (eds) 2002, Alternative Conception of Civil Society. Princeton University Press: Princeton
- Evans, A.B., L.A. Henry and L.M. Sundstrom (eds) 2006, Russian Civil Society. A Critical Assessment, M.E. Sharpe, New York.
- Hann, C. and E. Dunn (eds), 1996, Challenging Western Models, Routledge, London.
- Keane, J., 1998, Civil Society: Old Images, New Visions, Stanford University Press, Stanford.

Two to four essential readings will be given for each weekly session. A full reading-list will be provided for the course. The items below provide some general reading before the course starts.

- Brooker, Paul. (2000). Non-Democratic Regimes. Theory, Government and Politics. Basingstoke: Macmillan Press Ltd.
- Cassani, A. (2017). 'Social services to claim legitimacy: Comparing autocracies' performance'. *Journal of Contemporary Politics*, 23 (2): 348-362.
- Cohen, Jean and Arato, Andrew, 1992, Civil Society and Political Theory, Cambridge, Mass., MIT Press
- Gandhi, J. and A. Przeworski. (2007). 'Authoritarian institutions and the survival of autocrats'. *Comparative Political Studies*, volume 40, number 11, November: 1279-1301.
- Gough, Ian and Geoff Wood et al, 2004, Insecurity and Welfare Regimes in Asia, Africa and Latin America. Social Policy in Development Contexts, Cambridge University Press, Cambridge
- Howell, J. and Jeremy Lind, 2010, Counter-terrorism, Aid and Civil Society: Before and After the War on Terror, Palgrave Macmillan
- Howell, J. and Jeremy Lind, 2010, Counter-terrorism, Aid and Civil Society: Before and After the War on Terror, Palgrave Macmillan
- Huntington, S. P. (1991). The Third Wave: Democratisation in the Late Twentieth Century. Norman, OK: University of Oklahoma

Press. Mazepus, H., W. Veenendall, A. McCarthy-  
 • Jones and J.M.T. Vasquez. (2016). 'A comparative study of legitimization strategies in hybrid regimes'. *Policy Studies*, volume 37, number 4: 350-369.

• Keane, Jonathan, 1998, 'Despotism and Democracy', pp 35-72 in John Keane (1998), *Civil Society and the State*. New European Perspectives, Verso/University of Westminster Press.

**Assessment:** Essay (70%, 4000 words) in the LT Week 2. Presentation (30%) in the MT.

## DV464 Half Unit

### Democracy and Development

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Elliott Green CON.8.07

**Availability:** This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Development Management, MSc in Development Studies, MSc in Environment and Development, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is also available with permission as an outside option to students on other programmes where regulations permit. Students will be allocated places to courses with priority to ID and joint-degree students. If there are more ID and joint-degree students than the course can accommodate, these spots will be allocated randomly.

**Course content:** One could argue that the 'holy grail' in the study of political economy is the relationship between democracy and development. Does economic development lead to democracy? Are democracies better at promoting development than non-democracies? This course examines this topic in a broad perspective, in both historical and contemporary contexts, and in theoretical and empirical debates.

The course is roughly divided into two, with the first half tackling theories of democracy and development while the second examines empirical evidence. In the first half we will examine historical theories explaining why development can promote democratization from authors such as Seymour Lipset and Barrington Moore, before focussing on contemporary debates from Acemoglu/Robinson, Przeworski and Rodrik. We then focus on the effect of democratization on development, specifically via a discussion of public goods provision, before examining the topic of inequality, redistribution and democracy with attention to Thomas Piketty's recent work. We conclude the first half of the course by discussing the indirect effects of development on democracy via changes in religion, ethnicity and nationalism, with attention to how development can promote secularism, ethnic homogenization and national identity formation.

The second half of the course focusses on specific countries and groups of countries. We start by examining countries which have developed without becoming democracies, with a focus on examples from East Asia (especially China and Vietnam) and the Middle East (the Gulf states). We then have individual lectures on three of the BRICS countries, namely South Africa, India and Brazil, as countries which have seen complex and varied attempts to democratize and develop. Finally, we conclude by speculating on the future of development and democracy in the developing world.

**Teaching:** 20 hours of lectures and 13 hours and 30 minutes of seminars in the MT.

**Formative coursework:** Students will be expected to produce 1 essay in the MT.

Formative assessment will be based on questions provided to students on the reading list assessed by the seminar leader, such that the feedback is given to the student before the end of Michaelmas term. Students will submit a practice essay that is



2000 words long. The marks will be indicative (i.e., P for Pass, D for distinction). This essay will then be used as a basis for the final, summative essay to be due in January.

**Indicative reading:** Drèze, Jean and Amartya Sen. 2013. *An Uncertain Glory: India and its Contradictions*. London: Penguin.  
Ferguson, James. 2015. *Give a Man A Fish: Reflections on the New Politics of Distribution*. Duke University Press.

Krishna, Anirudh (ed.). 2008. *Poverty, Participation and Democracy: A Global Perspective*. Cambridge: Cambridge University Press  
Min, Brian. 2015. *Power and the Vote: Elections and Electricity in the Developing World*. Cambridge: Cambridge University Press.  
Moore, Barrington. 1966. *Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Third World*. Boston: Beacon Press

Rueschemeyer, Dietrich, Evelyne Huber Stephens and John D. Stephens. 1992. *Capitalist Development and Democracy*. Chicago: University of Chicago Press

Stokes, Susan, Thad Dunning, Marcelo Nazareno, and Valeria Busco. 2013. *Brokers, Voters and Clientelism: The Puzzle of Distributive Politics*. Cambridge: Cambridge University Press.

Wimmer, Andreas. 2018. *Nation-Building: Why Some Countries Come Together While Others Fall Apart*. Princeton, NJ: Princeton University Press.

**Assessment:** Essay (100%, 4000 words) in the LT Week 1. Students will submit a 2000- word long summative essay, at the beginning of Lent Term. They will then revise the essay according to the comments they receive and resubmit it as a 4000-word essay in Lent Term.

## DV465 Half Unit

### Global Health Work: Expertise and Labour

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr. Tine Hanrieder

**Availability:** This course is available on the MSc in Development Management, MSc in Development Management (LSE and Sciences Po), MSc in Development Studies, MSc in Gender, Development and Globalisation, MSc in Global Health Policy, MSc in Health and International Development, MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations/CIPD), MSc in Human Rights, MSc in Human Rights and Politics, MSc in Inequalities and Social Science, MSc in International Development and Humanitarian Emergencies and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** The course examines the political and moral economy of global health work. It examines a set of cross-cutting development themes including the politics of education, workforce migration and brain drain, and gendered and racialized divisions of labour. It uses a broad conception of health workforce that includes frontline workers (paid and unpaid), managers, as well as policy and strategy consultants, and examines the hierarchies established among them. The course introduces students to the historical and localized genealogies of health workforce challenges and discusses key issues and controversies, among them: debates about workers' cost-effectiveness, the politics of professionalism, the role of volunteering and unpaid work, the moral and political economies of "corruption", the gains and losses incurred from labour migration, and the role of trade unions and international NGOs in workforce governance. The course mostly draws on research in sociology and anthropology, but also includes insights from political science, critical public health, and the social studies of science. It has a global outlook, working with case studies and examples from different regions and continents. Students will learn to critically analyse global health workforce politics from different perspectives. They will learn to question and contextualize transnational and national policies for training, retaining, and regulating health workers and to interrogate conceptions of (cost-)

effective work.

**Teaching:** 15 hours of lectures and 13 hours and 30 minutes of seminars in the LT.

**Formative coursework:** Students will be expected to produce 1 presentation and 1 other piece of coursework in the LT. Formative feedback on an essay outline is provided.

**Indicative reading:**

• Biju, B.L. 2013: Angels Are Turning Red: Nurses' Strikes in Kerala, in: *Economic and Political Weekly* 48: 52, 25-28.

• Birn, Anne-Emmanuelle; Pillay, Yogan; Holtz, Timothy H. 2017: *Understanding and Organizing Health Care Systems*, in: Birn, Anne-Emmanuelle; Pillay, Yogan; Holtz, Timothy H. (eds.): *Textbook of Global Health*, DOI: 10.1093/acprof:oso/9780199392285.001.0001, esp. pp. 509 - 513.

• Choe, Catherine Ceniza 2003: *Empire of Care: Nursing and Migration in Filipino American History*. Durham and London: Duke University Press.

• Maes, Kenneth 2017: *The Lives of Community Health Workers: Local Labor and Global Health in Urban Ethiopia*. New York: Routledge.

• Prince, Ruth; Brown, Hannah 2016 (eds.): *Volunteer Economies: The Politics and Ethics of Voluntary Labour in Africa*. Boydell & Brewer, esp. chapters 1, 2, 4, 6, 7 and Epilogue.

• WHO 2016: *Global Strategy on Human Resources for Health: Workforce 2030*. Geneva: World Health Organization.

**Assessment:** Essay (70%, 3000 words) in the ST.

Blog post (10%) and blog post (20%) in the LT.

The blog post receiving the higher mark is weighted 20%, the other 10%.

## DV472 Half Unit Not available in 2022/23

### Covid-19 pandemic: health, socio-economic and political implications for development (Special Topics in International Development)

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Arjan Gjonça

**Availability:** This course is available on the MSc in Development Management, MSc in Development Studies, MSc in Health and International Development and MSc in International Development and Humanitarian Emergencies. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This year the course will focus on "Covid 19 pandemic: health, socio-economic and political implications for development" and will be run by Dr Arjan Gjonça. The main epidemiological, health, socio-economic and developmental issues related to the most important global health issue of the past 100 years will be addressed in this course. Some of the main topics to be covered are: Understanding Covid-19 pandemic – trends, patterns and differentials; Understanding the data, and assumptions in modelling the pandemic – Sensitivity and accuracy of the estimates; Health system readiness and public health intervention in the case of Covid-19; Demographic and health implications of Covid-19 pandemic; The implications for sexual and reproductive health and rights; Covid 19 pandemic in conflict and crisis regions. Drug discovery, production/supply/distribution, and patents in the Covid 19 pandemic; Globalisation in a post Covid 19 Pandemic – Implications for the role of international organisation; Globalisation in a post Covid 19 Pandemic – Implications for funding in development.

**Teaching:** This course is delivered through a combination of lectures and seminars in the MT. Seminars will be at or upwards of 45 minutes duration and lectures will be at or above 60 minutes duration.

For each session up to five readings will be given in advance of the seminar. Students will be asked to read the literature in advance and discuss their findings in an interactive debate during the seminar, monitored and led by the academic instructor. For certain



topics, special designed policy-relevant tasks will be assigned and team discussion and debate will be encouraged. A general reading list for the course will be provided at the start of the course.

Student on this course will have a reading week in Week 6.

**Formative coursework:** One 1,500 word formative essay in MT.

**Indicative reading:** A detailed reading list will be provided at the start of the course each year.

**Assessment:** Take-home assessment (100%) in the LT.

The take-home assessment will take the form of a take-home essay (100%, 3,000 words).

## DV476 Half Unit

### Population Analysis: Methods and Models

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Arjan Gjonca

**Availability:** This course is available on the MSc in Development Management, MSc in Development Studies, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in Social Research Methods, MSc in Statistics, MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research).

This course is available with permission as an outside option to students on other programmes where regulations permit.

Places will be allocated with priority to ID and joint-degree students. If there are more ID and joint-degree students than DV476 can accommodate, these places will be allocated randomly. Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

**Pre-requisites:** Students should have basic numeracy, but the course does not require advanced mathematical knowledge. Some practical sessions will involve use of the spreadsheet EXCEL. IT Training provides numerous self-paced student supervised workshops on EXCEL and downloadable course guides. Students with no prior experience of EXCEL are advised to attend one of these workshops before the course.

**Course content:** This course provides an introduction to the key concepts and methods required for population analysis and the understanding of population issues. The course will explain the dynamics of population change and enable students to learn basic methods for measuring population structure and the determinants of population size and change (fertility, mortality and migration). The course will also provide an introduction to population projections and describe and evaluate how demographic data are collected and used. Emphasis is placed on the understanding and interpretation of demographic data, and methods of population analysis required to understand the major population issues the World is facing at present.

**Teaching:** This course is delivered through a combination of lectures and seminars in the MT. Seminars will be at or upwards of 45 minutes duration and lectures will be at or above 60 minutes duration.

**Formative coursework:** Students will be expected to complete exercises, write one essay and complete one multiple choice questionnaires during the term.

**Indicative reading:**

- Demography: Measuring and Modeling Population Processes by S H Preston, P Heuveline and M Guillot, 2001.

This will be used as a reference text in the course. Students may also find it helpful to consult some of the other standard texts available including:

- Essential Demographic Methods by Kenneth W. Wachter, 2014 (recommended);
- Demographic Methods by Andrew Hinde, 1998;
- Demographic Methods and Concepts by Donald Rowland, 2003 (less advanced);
- Methods and Models in Demography by C Newell, 1988 (less advanced).

**Assessment:** Exam (100%, duration: 2 hours) in the January exam period.

## DV477 Half Unit Not available in 2022/23

### Rural Livelihoods, Development and Agrarian Transformation

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof David Lewis OLD2.40

**Availability:** This course is available on the MSc in Development Studies, MSc in Environmental Economics and Climate Change, MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University) and MSc in International Development and Humanitarian Emergencies. This course is available with permission as an outside option to students on other programmes where regulations permit.

Students will be allocated places to courses with priority to ID students. If there are more ID students than the course can accommodate, these spots will be allocated randomly.

Non-ID students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

**Pre-requisites:** Knowledge of rural areas and relevant work experience is desirable but not essential. Knowledge of sociological and anthropological approaches to studying rural development also desirable.

**Course content:** This Course considers: Theories of rural development and transformation, history of rural development policy, changing rural livelihoods, land and agrarian reform, agricultural research and extension, the roles of private and non-governmental actors, natural resource management, food security, climate change and rural-urban linkages.

**Teaching:** 15 hours of lectures and 15 hours of seminars in the LT. 1 hour and 30 minutes of lectures and 1 hour and 30 minutes of seminars in the ST.

**Formative coursework:** A formative 1500 word essay is required, and feedback will be provided.

**Indicative reading:** A detailed reading list is included in the seminar programme. The following is an introductory reading list:

- J Boltvinik & SA Mann (eds.) Peasant Poverty and Persistence in the 21st century: Theories, Debates, Realities and Policies (2016);
- T M Li, Land's End: Capitalist Relations on an Indigenous Frontier (2014);
- I Scoones & J Thompson, Farmer First Revisited (2009);
- R McAreavey, Rural Development Theory and Practice (2009);
- A Shepherd, Sustainable Rural Development (1998);
- B Crow & H Bernstein (Eds), Rural Lives: Crises and Responses (1992);
- N Long, Development Sociology: Actor Perspectives (2001);
- Rural Development Report 2016: Fostering Inclusive Rural Transformation (IFAD, 2016).

**Assessment:** Essay (100%, 3500 words) in the ST. Students are required to write an assessed essay of 3,500 words.

## DV480 Half Unit

### Revolution and Development

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Jean-Paul Faguet CON 8.06

**Availability:** This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Development Management, MSc in Development Studies, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development and MSc in Political Science and Political Economy. This course is available with permission as an outside option to students on other programmes where regulations permit.

ID and joint-degree students will have priority in the allocation of

places. If there are more ID and joint-degree students than the course can accommodate, places will be allocated randomly. Non-ID/Joint Degree students will be allocated available places by random selection, with preference given first to those degrees where regulations permit this option.

**Pre-requisites:** No specific course pre-requisites. A good social science background will be very helpful, especially politics and economics.

**Course content:** Revolutions break things, but do they also build? If so, what precisely? What causes revolutions? What do revolutions cause? This course examines the successes and failures of revolution as a model of change in generating large and sustainable improvements in economic, political and social development. We begin by defining "revolution" as a discrete, analytically distinct model of change. We then examine revolutions per se – abrupt, significant, and often violent changes in governance and the distribution of power and wealth in society. Classic examples include the French, Russian, Chinese and Vietnamese Revolutions. We evaluate the immediate and long-term costs of these episodes in light of changes that resulted in each country's development trajectory. We contrast these cases with 'right-wing revolutions', such as South Korea, Taiwan and Japan, as well as more gradual processes of change ('evolutions', often called "reform"), such as Finland and New Zealand. We contrast capitalist vs. socialist models of economic growth and development. We focus on the conditions that sustained left vs. right revolutions, and also revolutionary vs. non-revolutionary processes of change. We analyse the ability of each model to generate lasting improvements in societies' economic, political and social development.

**Teaching:** This course is delivered through a combination of lectures and seminars in the MT. Seminars will be at or upwards of 45 minutes duration and lectures will be at or above 60 minutes duration. There will also be 4 hours of workshop in the MT. Student on this course will have a reading week in week 6. Lectures will present key theoretical insights and lay out the contours of major debates from the literature. Seminars will be student-led, and will probe each week's topic in more detail, both to clarify concepts and to test them against evidence, some of which students will draw up and present independently. The workshop is a different sort of exercise, intended to give thorough review to students' research proposals in a constructively critical, collegial atmosphere. Each student will present their research proposal and then receive feedback from fellow students and faculty.

**Formative coursework:** Students will be expected to produce 1 presentation and 1 other piece of coursework in the MT. In preparation for their research essay, students will submit a formative research proposal, which they will present in a research workshop in MT. This will receive detailed written, and also oral, feedback intended to improve the proposal. They will then revise the proposal and re-submit as summative work. Students will also complete seminar presentations, individually or in pairs (depending on student numbers), which will also receive formative feedback.

**Indicative reading:** A detailed, weekly reading list will be provided at the start of term:

- Arendt, Hannah. 2006. *On Revolution*. London: Penguin Classics.
- Boix, 160Carles. 2015. 160Political Order and Inequality: Their Foundations and their Consequences for Human Welfare. 160Cambridge: Cambridge University Press.
- Brady, H. and D. Collier. 2010. *Rethinking Social Inquiry: Diverse Tools, Shared Standards* (second, expanded edition). Lanham, MD: Rowman & Littlefield.
- Dix, Robert H. 1983. "The Varieties of Revolution." *Comparative Politics*, 15 (3): 281-294.
- Huntington, Samuel P. 1968. *Political Order in Changing Societies*. New Haven: Yale University Press.
- Moore, Barrington. 1966. *Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World*. Boston, MA: Beacon Press.
- North, D., J. Wallis, and B. Weingast. 2009. *Violence and social orders: A conceptual framework for interpreting recorded human history*. Cambridge: Cambridge University Press.

- Procter, Margaret. *The Academic Proposal*. University College Writing Centre. University of Toronto.
- Skocpol, Theda. 1979. *States and Social Revolutions: A Comparative Analysis of France, Russia and China*. Cambridge: Cambridge University Press.
- Tilly, Charles. 1995. 160European Revolutions: 1492-1992. 160Oxford: Blackwell.
- de Tocqueville, Alexis. 1865. *The Old Regime and the Revolution*. New York: Harper & Brothers.
- Tucker, Robert C. (Ed.). 1975. 160The Lenin Anthology. New York: W.W. Norton & Company.
- University Library. 160Writing a Research Proposal. University of Illinois at Urbana-Champaign.

**Assessment:** Assessment path 1

Presentation (10%) and research proposal (20%) in the MT. Research project (70%) in the ST.

Assessment path 2

Exam (80%, duration: 2 hours) in the summer exam period.

Presentation (20%) in the MT.

Two assessment tracks are available for this course:

Students must opt for one or the other by Friday of reading week (week 6).

## DV483 Half Unit

### Information Communication Technologies and Socio-economic Development

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Shirin Madon CON.8.09

**Availability:** This course is available on the MSc in Development Management, MSc in Development Studies, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in Management of Information Systems and Digital Innovation, MSc in Media, Communication and Development and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit. Students will be allocated places to courses with priority to ID and joint-degree students. If there are more ID and joint-degree students than the course can accommodate, these spots will be allocated randomly.

Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

**Course content:** This is an interdisciplinary course about understanding the role played by Information & Communication Technologies (ICTs) towards achieving developmental goals. We begin by reviewing dominant theoretical perspectives on development identifying assumptions held about the role of information, communication and technologies. Using this as our critical frame of reference, we focus on a variety of current topics including global software outsourcing, e-commerce/m-commerce, mobiles for smallholder agriculture, ICT and education, e-governance, health informatics, social media and collective action, ICT and humanitarianism.

**Teaching:** This course is delivered through a combination of lectures and seminars in the LT. Seminars will be at or upwards of 45 minutes duration and lectures will be at or above 60 minutes duration. There will also be a one-hour revision session in late LT. Student on this course will have a reading week in Week 6.

**Formative coursework:** Students will be invited to submit an abstract of their summative essay for written comments.

**Indicative reading:** Avgerou, C. (2010) *Discourses on ICT and Development, Information Technologies and International Development*, 6, 3, pp. 1-18.

Taylor, L. and Schroeder, R. (2015) *Is Bigger Better? The emergence of big data as a tool for international development policy*, *GeoJournal*, 80, pp. 503-518.

**Assessment:** Essay (100%, 4000 words) in the ST.

**DV490 Half Unit****Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Diana Weinhold

**Availability:** This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Development Management, MSc in Development Studies, MSc in Environment and Development, MSc in Environmental Economics and Climate Change, MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University), MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development and MSc in Political Science and Political Economy. This course is available with permission as an outside option to students on other programmes where regulations permit.

Enrolment will be controlled through the use of a pre-quiz administered before the start of term (see DV490 Moodle page for details).

**Course content:** This course explores the foundations of applied macroeconomic policy analysis by combining a rigorous but intuitive introduction to advanced econometric methods with applications to the theory and empirics of long-run growth in developing countries. Throughout the course, lectures provide analytical but non-technical overviews of broad themes in long-run growth and development policy, including growth theory, institutions and history, economic geography, globalization, inequality, balance of payments and financial crises, debt, environmental policy and international aid. There is a strong emphasis on how the body of knowledge has evolved over time via the synthesis of theoretical advances and rigorous empirical testing.

Seminars in the first half of term will introduce students to the statistical foundations of econometric analysis and build analytical skills to read, interpret, and critique econometric approaches to causal identification commonly used in the academic development literature. We engage directly with quantitative methodology and regression analysis, developing rigorous intuition rather than learning technical formulas, with the focus on teaching students from a broad range of backgrounds to understand and critically consume high-level applied research in a sophisticated manner. The seminars in the second half of term give students an opportunity to repeatedly practice and improve their analytical skills by working through methodologically-focussed problem sets based on top academic journal articles addressing issues from the lectures on macroeconomic development.

While some background in economics and/or statistics is helpful, the course is designed to be engaging and challenging for students from a broad variety of backgrounds, from those with no economics and statistics to those with more advanced skills in either one or both areas. Strong analytical skills (whether quantitative or not) and a sturdy work ethic are the best predictors of success.

**Important:** For students without strong skills in economics and statistics DV490 constitutes the foundational prerequisite for DV491 and/or DV492 in the Lent term. Students without a (very) strong background in economics and statistics are highly recommended to take both DV490 and either DV491 or DV492 or both, and consider them together as a full 1 or 1.5 unit course. Our experience is that the majority of students benefit most from a minimum of a full academic year of repeated practice and exposure to the techniques covered to develop their intuition and ability, and students who take only the first half unit with thus be at a distinct disadvantage. In addition, while DV490 will build a foundational knowledge, DV491 and DV492 will cover additional empirical approaches more commonly employed in micro-development economics, as well as providing an introduction to statistical programming in STATA, thus rounding out students' exposure to empirical methods more fully.

Students who would like to take DV491 and/or DV492 without taking DV490 first are invited to take a "Parachuter's Exam" at the beginning of MT to assess their quantitative skills. More information on the Parachuter's Exam can be found on the DV490, DV491 and/or DV492 Moodle page or from the course instructors.

**Teaching:** This course is delivered through a combination of lectures and seminars and pre-recorded videos in the MT. Seminars will be at or upwards of 45 minutes duration and lectures will be at or above 60 minutes duration.

Student on this course will have a reading week in Week 6.

**Formative coursework:** Weekly online quizzes provide formative feedback on student progress. In addition students are expected to complete weekly unassessed problem sets and come prepared to discuss them in seminars.

**Indicative reading:** The bulk of the course will be taught using journal articles. A reading list will be handed out by the lecturers at the beginning of their sessions. Useful reference texts include Mastering 'Metrics: the Path from Cause to Effect, by Angrist & Pischke, Princeton University Press (2014); and The Quest for Growth by W. Easterly, MIT Press (2001)

**Assessment:** Online assessment (70%) in January.

In-class assessment (30%) in the MT.

On-line assessment 70% is a 24 hour online exam.

**DV491 Half Unit****Economic Development Policy II: Microeconomic Analysis**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Sandra Sequeira

**Availability:** This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Development Management, MSc in Development Studies, MSc in Environment and Development, MSc in Environmental Economics and Climate Change, MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University), MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development and MSc in Political Science and Political Economy. This course is available with permission as an outside option to students on other programmes where regulations permit.

Students will be allocated places to courses with priority to ID and joint-degree students. If there are more ID and joint-degree students than the course can accommodate, these spots will be allocated randomly.

Non-ID/Joint Degree students will be allocated to spare places by random selection with the preference given first to those degrees where the regulations permit this option.

**Pre-requisites:** Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development (DV490) or equivalent background in statistics and economics.

For students without strong skills in economics and statistics DV490 constitutes the foundational prerequisite for DV491 in the Lent term. Students without a (very) strong background in economics and statistics are highly recommended to take both DV490 and DV491 and consider them together as a full 1 course. Our experience is that the majority of students benefit most from a minimum of a full academic year of repeated practice and exposure to the techniques covered to develop their intuition and ability, and students who take only the first half unit with thus be at a distinct disadvantage. In addition, while DV490 will build a foundational knowledge, DV491 will cover additional empirical approaches more commonly employed in micro-development economics, as well as providing an introduction to statistical programming in STATA, thus rounding out students' exposure to empirical methods more fully.

Students who would like to take DV490 or DV491 in isolation



are invited to take a "Parachuter's Exam" at the beginning of MT to assess their quantitative skills. More information on the Parachuter's Exam can be found on the DV490 and/or DV491 Moodle page or from the course instructors.

**Course content:** This course examines the microeconomic foundations of economic policy-making in developing countries. Classes will combine economic theory and rigorous empirical analysis to better understand the impact of economic development policy on development goals. We will focus on specific examples chosen from development cases worldwide to learn which policies have worked, which ones have not, and how a rigorous analysis of these experiences can inform the design of better economic development policies in the future.

The course is structured around three main themes:

(i) Human Development: health policy, education policy and intra-household dynamics

(ii) Institutions and Markets: labour markets, state capacity for public service delivery and private sector development.

(iii) Behavioural Economics and Development Policy Design: the importance of psychology in explaining economic behaviour and how it can inform better development policy design

**Teaching:** This course is delivered through a combination of lectures and seminars in the LT. Seminars will be 90 minutes duration and lectures will be 120 minutes duration. There will also be a weekly Econometrics workshop in the LT.

Student on this course will have a reading week in Week 6.

**Indicative reading:** Cohen, J. and P. Dupas (2010) "Free Distribution or Cost-sharing? Evidence from a Randomized Malaria Prevention Program", *Quarterly Journal of Economics*

Das, Jishnu, Jeffrey Hammer and Kenneth Leonard (2008) "The Quality of Medical Advice in Low Income Countries", *Journal of Economic Perspectives*

Dupas, Pascaline. (2011). "Do teenagers respond to HIV risk information: Evidence from a Field Experiment in Kenya", *American Economic Journal: Applied Economics*

Duflo, E.; R. Hanna, S. Ryan. (2012). "Monitoring Works: Getting Teachers to Come to School", *American Economic Review*

Muralidharan, K and V. Sundararaman. (2011). "Teacher Performance Pay: Experimental Evidence from India", *Journal of Political Economy*

Duflo, E., and C. Udry. (2004) "Intrahousehold Resource Allocation in Cote d'Ivoire: Social Norms, Separate Accounts and Consumption Choices", *National Bureau of Economic Research Working Paper*

Qian, Nancy (2008) "Missing Women and the Price of Tea in China: The Effect of Sex-Specific Earnings on Sex Imbalance". *Quarterly Journal of Economics*

Olken, Ben. (2007). "Monitoring Corruption: evidence from a Field Experiment in Indonesia", *Journal of Political Economy*

Fisman, Ray (2001) "Estimating the Value of Political Connections", *American Economic Review*

Dupas, Pascaline and Jonathan Robinson. (forthcoming) "Why don't the poor save more? Evidence from Health Savings Experiments", *American Economic Review*

Morduch, Jonathan. "Microinsurance: The Next Revolution?" Chapter 22 in *Understanding Poverty*

Ardagna, S. and Annamaria Lusardi (2008) "Explaining International Differences in Entrepreneurship: The Role of Individual Characteristics and Regulatory Constraints", *NBER Working Paper No. 14012*

Guiso, L., P. Sapienza and L. Zingales, (2004) "The Role of Social Capital in Financial Development" *American Economic Review*

Nunn, N. (2008) "The Long-Term Effects of Africa's Slave Trades", *Quarterly Journal of Economics*

Chong, A., S. Duryea and E la Ferrara (2012), "Soap Operas and Fertility in Brazil", *American Economic Journal: Applied Economics*

Bertrand, Marianne, and Sendhil Mullainathan (2004). "Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination.", *American Economic Review*

Duflo, Esther, and Petia Topalova. (2004) "Unappreciated Service: Performance, Perceptions, and Women Leaders in India."

**Assessment:** Exam (70%, duration: 2 hours) in the summer exam period.

In-class assessment (30%) in the LT.

## DV492 Half Unit

### Economic Development Policy III: Government Policy Analysis

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Joana Naritomi CON.6.12

**Availability:** This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Development Management, MSc in Development Studies, MSc in Environment and Development, MSc in Environmental Economics and Climate Change, MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University), MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development and MSc in Political Science and Political Economy. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is available to MSc and MPA students from throughout the LSE subject to space constraints; specifically we reserve the right to limit enrolment of students from outside the Department of International Development.

Entry onto the course might be limited at the discretion of the instructor.

**Pre-requisites:** 'DV490 Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development' or equivalent.

**Course content:** This course explores key issues in government policies in developing countries. The course will draw on specific examples chosen from development cases worldwide to learn which policies have worked, which ones have not, and how a rigorous analysis of these experiences can inform the design of better economic development policies in the future. It begins introducing concepts from public economics to discuss the scope and impacts of government interventions. In particular, the course will cover issues related to market failures, redistribution, public goods and externalities. The course will also discuss theoretical and empirical work on the economic consequences of government interventions, with particular focus economic incidence, efficiency trade-offs and unintended consequences of policies. In the second part, it focuses on challenges in raising government revenue and delivering public service in the developing world context, where limited state and fiscal capacity impose important constraints in policymaking. Beyond these topics, the course will provide background on relevant analytical tools in quantitative research, and develop skills to interpret empirical evidence in development economics.

Coursework will include a combination of class discussions, problem sets, presentations and computer-lab based sessions for students to explore programming and statistical skills.

Students are strongly encouraged to take DV491, as a highly complementary course that will also apply the empirical methods taught in DV490 to topics in Human Development, Institutions and Markets, Social Networks, Economic History and Cultural Economics, and Behavioural Economics and Development Policy Design.

**Teaching:** This course is delivered through a combination of lectures and seminars in the LT. Seminars will be at or upwards of 45 minutes duration and lectures will be at or above 60 minutes duration. There will also be a revision session in the LT or early ST. Student on this course will have a reading week in Week 6.

**Formative coursework:** Students will be expected to produce 1 problem sets and 1 exercise in the LT.

**Indicative reading:**

1. Alatas, V., Purnamasari, R., Wai-Poi, M., Banerjee, A., Olken,



- B. A., & Hanna, R. (2016). "Self-targeting: Evidence from a field experiment in Indonesia." *Journal of Political Economy*, 124(2), 371-427.
2. Baird, Sarah, Craig McIntosh, and Berk Özler. "Cash or condition? Evidence from a cash transfer experiment." *The Quarterly journal of economics* 126, no. 4 (2011): 1709-1753.
3. Bandiera, O., Prat, A. and Valletti, T. 2009. "Active and Passive Waste in Government Spending: Evidence from a Policy Experiment." *American Economic Review*, 99(4): 1278-1308.
4. Besley, T and Persson.T. 2014. "Why Do Developing Countries Tax So Little?. *Journal of Economic Perspectives*, 28 (4): 99–120
5. Chetty, R and Looney, A (2005) "Income Risk and the Benefits of Social Insurance: Evidence from Indonesia and the United States" in Ito, T and Rose, A K, *Fiscal Policy and Management in East Asia*, NBER-EASE, Volume 16, University of Chicago Pres.
6. Gruber. J. 1994. "The Incidence of Mandated Maternity Benefits," *American Economic Review*, 84(3), 622-641.
7. Miguel, Edward, and Michael Kremer. 2004. "Worms: identifying impacts on education and health in the presence of treatment externalities." *Econometrica* 72.1: 159-217.
8. Jensen, Anders. 2022. "Employment Structure and the Rise of the Modern Tax System." *American Economic Review*, 112 (1): 213-34.
9. Pomeranz, Dina. 2015. "No Taxation without Information: Deterrence and Self-Enforcement in the Value Added Tax." *American Economic Review*, 105(8): 2539-69.
10. Weigel, J.L., 2020. The participation dividend of taxation: How citizens in Congo engage more with the state when it tries to tax them. *The Quarterly Journal of Economics*, 135(4), pp.1849-1903.
- Assessment:** Exam (70%, duration: 2 hours) in the summer exam period.  
Coursework (30%) in the LT.  
The course assessment will be based on a final exam (70%) and problem sets and study aids (30%).

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## DV494 Half Unit Not available in 2022/23

### Foundations of Applied Econometrics for Economic Development Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Sandra Sequeira, Dr Joana Naritomi and Dr Diana Weinhold

**Availability:** This course is available on the MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Development Management, MSc in Development Studies, MSc in Environment and Development, MSc in Environmental Economics and Climate Change, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development and MSc in Political Science and Political Economy. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** The purpose of DV494 is to prepare a broad range of students to consume and critically engage with modern quantitative policy analysis at the level of applied papers from top Economics journals. In particular students will engage with the challenges of causal inference in both experimental and non-experimental settings in which issues of omitted variables, reverse causality, and selection bias must be addressed. We first establish the basic intuition behind regression analysis and then learn through examples how this tool can be deployed for causal identification using such techniques as panel data estimation with fixed effects, difference-in-differences, instrumental variables, regression discontinuity designs, and randomized controlled trials (RCTs). The emphasis will be on developing rigorous intuition rather than technical details; we focus on teaching students from a broad range of backgrounds to understand and critically consume high-level applied research in a sophisticated manner. A running theme throughout the course is to show students how theory and empirical design work together to further knowledge in practice -

not just in a sterile, text-book environment.

**Teaching:** 15 hours of lectures, 10 hours and 30 minutes of seminars and 4 hours and 30 minutes of computer workshops in the MT.

**Formative coursework:** Students will be expected to produce 2 problem sets, 4 exercises and 10 quizzes in the MT.

**Indicative reading:**

- Angrist, Joshua D., and Jörn-Steffen Pischke. *Mastering Metrics: The Path from Cause to Effect*. Princeton University Press, 2014.
- Cunningham, Scott. *Causal inference: The mixtape*. Yale University Press, 2021.
- Duflo, Esther, Rachel Glennerster, and Michael Kremer. 2008. "Using Randomization in Development Economics Research: A Toolkit." Vol. 4. T. Schultz and John Strauss, eds., *Handbook of Development Economics*. Amsterdam and New York: North Holland

**Assessment:** Problem sets (30%) and exercise (10%) in the MT. Take-home assessment (60%) in January.

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## DV495 Not available in 2022/23

### Dissertation in Economic Development Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Joana Naritomi, Dr Sandra Sequeira and Dr Diana Weinhold

**Availability:** Core course for MSc Economic Development Policy  
**Pre-requisites:** Students must have completed Foundations of Applied Econometrics for Economic Development Policy (DV494).

**Course content:** DV495 will build on DV494 to teach students how to develop a quantitative research project in development economics. It will cover micro-econometrics, causal analysis, data visualization and research design. The course will include workshops to teach programming languages commonly used in econometrics. The objective is to enable students (a) to critically assess the quality and validity of development economics research; including analyses they will read in their courses and for their dissertation; and (b) to independently design their own research proposal. Students will learn about the challenges of research design, including how to generate a research question and how to select a research method, the relative strengths and weaknesses of alternative research methods, and some of the practical and ethical dos and don'ts of doing fieldwork. Students will then apply these skills to prepare for and write an original dissertation.

**Teaching:** 15 hours of lectures, 6 hours of seminars and 4 hours of computer workshops in the LT.

**Formative coursework:** Students will be expected to produce 1 essay in the LT and 1 essay in the ST.

The course will have the following formative assessments:

- Research proposal in-class presentation: each student will perform one in-class presentation during seminar meetings in order to get peer feedback and oral feedback from the course convenors. The presentations will take place towards the end of LT to allow time for students to develop their proposals.
- Problem sets with STATA: there will be bi-weekly problem sets with STATA.

These two formative assessments will provide them with skills and feedback to write their research proposals and pursue their research paper projects. They will also be relevant data for course convenors to assess which areas may need strengthening.

**Indicative reading:**

- Angrist, Joshua D., and Jörn-Steffen Pischke. *Mastering Metrics: The Path from Cause to Effect*. Princeton University Press, 2014.
- Angrist, Joshua D., and Jörn-Steffen Pischke. *Mostly harmless econometrics: An empiricist's companion*. Princeton university press, 2008.
- Asiedu, Edward, et al. *A Call for Structured Ethics Appendices in Social Science Papers*. No. w28393. National Bureau of Economic Research, 2021.
- Cunningham, Scott. *Causal inference: The mixtape*. Yale

University Press, 2021.

- Duflo, Esther, Rachel Glennerster, and Michael Kremer. 2008. "Using Randomization in Development Economics Research: A Toolkit." Vol. 4.

- T. Schultz and John Strauss, eds., Handbook of Development Economics. Amsterdam and New York: North Holland, 4

**Assessment:** Research paper (70%) in August.

Research proposal (30%) in the LT.

## EC400

### Introductory Course in Mathematics and Statistics

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Francesco Nava, Dr Dimitry Mukhin, Ragvir Sabharwal

**Availability:** This course is compulsory on the MRes/PhD in Accounting (EoA) (Economics of Accounting Track), MRes/PhD in Economics, MRes/PhD in Economics and Management, MRes/PhD in Finance, MRes/PhD in Quantitative Economic History, MSc in Economics, MSc in Economics (2 Year Programme), MSc in Economics and Management, MSc in Economics and Philosophy, MSc in Finance and Economics, MSc in Finance and Economics (Work Placement Pathway) and MSc in Quantitative Economic History. This course is available on the MPhil/PhD in Economic Geography, MPhil/PhD in Environmental Economics, MRes/PhD in International Development, MSc in Political Science and Political Economy and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

Students on the MRes/PhD in Economics may be exempted from EC400 at the Department's discretion.

Master of Public Administration students may only apply to take EC400 at the beginning of their second year.

**Outside applications for EC400 must be made to the Department of Economics by Sunday 26 June. This applies to offer holders/students who do not have any EC4XX courses listed in their programme regulations for which EC400 is a pre-requisite. Please contact [econ.msc@lse.ac.uk](mailto:econ.msc@lse.ac.uk) for more information.**

Students not on the compulsory programmes listed above who wish to continue studying Economics MSc-level courses must achieve an overall grade of 50% in EC400 with no one subject exam less than 40%. Non-MRes students wishing to study MRes-level courses must achieve an overall grade of 70% with no one subject exam less than 60%.

**Pre-requisites:** EC400 is an introduction to MSc level concepts in mathematics and statistics, and an undergraduate level understanding is assumed. EC400 is not intended as an introduction for students with little or no economics/mathematics background.

**Course content:** The aim of this introductory course is to provide students with the essential mathematical, statistical, economic, and econometric background for the core Economics courses of these programmes. The course starts with Mathematics Revision sessions and progresses to sections covering Static Optimization & Fixed Points, Dynamic Optimization & Differential Equations, and Probability & Statistical Inference. MSc Finance and Economics students are required to take all three sections of the course. MSc Economics and Management students attend lectures on literacy in accounting instead of the Dynamic Organisation & Differential Equations section but will attend the section on Static Optimisation & Fixed Points, and the section on Probability & Statistical Inference.

**Teaching:** Approximately: 27.5 hours of lectures and 27.5 hours of classes.

**Formative coursework:** Students will be required to complete daily sets of self-testing exercises during the course.

**Indicative reading:** Students will be advised of recommended readings and preparation materials in the summer.

**Assessment:** At the end of the course, students on MSc Management and Economics are examined on: Static Optimization & Fixed Points and Probability & Statistical Inference; but not on Dynamic Optimization & Differential Equations. All other students are examined on: Static Optimization & Fixed Points; Dynamic Optimization & Differential Equations; and Probability & Statistical Inference.

## EC402

### Econometrics

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Vassilis Hajivassiliou, Ragvir Sabharwal, Dr Rachael Meager

**Availability:** This course is compulsory on the MRes/PhD in Accounting (EoA) (Economics of Accounting Track), MSc in Economics and MSc in Economics (2 Year Programme). This course is available on the MPhil/PhD in Environmental Economics, MSc in Economics and Philosophy and MSc in Quantitative Economic History. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Students must have completed Introductory Course in Mathematics and Statistics (EC400).

Students should also have completed an undergraduate degree or equivalent in Economics and an introductory course in Econometrics.

In very exceptional circumstances, students may take this course without EC400 provided they meet the necessary requirements and have received approval from the course conveners (via an online\* face to face meeting), the MSc Economics Programme Director and their own Programme Director. Contact the Department of Economics for more information ([econ.msc@lse.ac.uk](mailto:econ.msc@lse.ac.uk)).

**Course content:** The course aims to present and illustrate the techniques of empirical investigation in economics.

- Regression models with fixed regressors (simple and multiple). Least squares and other estimation methods. Goodness of fit and hypothesis testing.
- Regression models with stochastic regressors.
- Asymptotic theory and its application to the regression model. Sampling error vectors. Large sample approximations.
- The partitioned regression model, multicollinearity, misspecification, omitted and added variables, measurement errors.
- Generalized method of moments.
- Maximum likelihood estimation.
- Heteroskedasticity, autocorrelation, and generalized least squares.
- Exogeneity, endogeneity, and instrumental variables. The leading causes of endogeneity.
- Nonlinear regression modelling
- Binary choice models and other Limited Dependent Variables models.
- An introduction to Non-classical econometric inference.
- Autoregressive and moving average representations of time series. Stationarity and invertibility.
- Ergodicity, Laws of Large Numbers, and Central Limit Theorems for Time Series
- Vector auto-regressions.
- Unit roots and co-integration.
- Estimating causal effects in panel data: differences in difference estimator, matching methods, and regression discontinuity.
- Panel data and static models: fixed and random effect estimators, clustering, specification tests.
- Panel data and dynamic models: generalized method of moments.

**Teaching:** 30 hours of lectures and 10 hours of seminars in the MT. 30 hours of lectures and 9 hours of seminars in the LT. 1 hour of seminars in the ST.

There will be a reading week in Week 6 of LT only (no lectures or

classes that week).

This course is delivered through a combination of classes and lectures totalling a minimum 80 hours across Michaelmas Term, Lent Term and Summer Term.

**Formative coursework:** Two marked assignments per term. Exercises are provided each week and are discussed in classes. In order to have any chance of completing the course successfully, these exercises must be attempted. Special test exercises will be set at three points during the year. These will be carefully marked and the results made available.

**Indicative reading:** W H Greene, *Econometric Analysis* (6th edn), James D. Hamilton, *Time Series Analysis* (1994), J Wooldridge, *Econometric Analysis of Cross Section and Panel Data* (2002), J Angrist and J Pischke, *Mostly Harmless Econometrics* (2009)

**Assessment:** Exam (50%, duration: 2 hours, reading time: 15 minutes) in the January exam period.  
Exam (50%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

## EC411

### Microeconomics

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Francesco Nava, Prof Martin Pesendorfer

**Availability:** This course is compulsory on the MPhil/PhD in Environmental Economics and MRes/PhD in Accounting (EoA) (Economics of Accounting Track). This course is available on the MPhil/PhD in Economic Geography, MRes/PhD in Management (Marketing), MRes/PhD in Quantitative Economic History, MSc in Economics, MSc in Economics (2 Year Programme), MSc in Economics and Philosophy, MSc in Environmental Economics and Climate Change, MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University), MSc in Finance and Economics, MSc in Finance and Economics (Work Placement Pathway) and MSc in Quantitative Economic History. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Students must have completed Introductory Course in Mathematics and Statistics (EC400).

In exceptional circumstances, students may enrol in the course without EC400 provided they meet the necessary requirements and have received approval from the course conveners (at a face-to-face meeting), the MSc Economics Programme Director and their own Programme Director. Contact the Department of Economics for more information ([econ.msc@lse.ac.uk](mailto:econ.msc@lse.ac.uk)) regarding entry to this course.

**Course content:** The aim of the course is to develop the basic tools for analysing problems of resource allocation used by economists working in research, government and business. The course deals with positive and normative problems. It aims to include modern developments without being overly mathematical, and to develop a capacity to apply economic concepts to real-world problems. The first part of the course focuses on classical theories of market behaviour and strategic interaction. We begin by presenting foundations to utility maximization, by analysing the optimisation problems of price-taking consumers and firms, and by modelling market interactions and the formation of prices in perfectly competitive markets. Then we study models of decision making under uncertainty and game theoretic solution concepts. Novel developments in these fields are also discussed in lectures. The second part of the course focuses on models of imperfect competition and information economics. We begin with an analysis of models of monopoly, oligopoly, product differentiation, and public goods. Then, we study markets with imperfect and incomplete information including search, adverse selection, auctions, signalling, screening, and moral hazard. Special emphasis will be given to economic applications.

**Teaching:** 20 hours of lectures and 10 hours of seminars in the MT. 20 hours of lectures and 9 hours of seminars in the LT. 1 hour

of seminars in the ST.

There will be a reading week in Week 6 of LT only (no lectures or classes that week).

This course is delivered through a combination of classes and lectures totalling a minimum of 60 hours across Michaelmas Term, Lent Term and Summer Term.

**Formative coursework:** Two marked assignments per term.

**Indicative reading:** The course will draw on a variety of texts, the main ones being:

1 J G Riley, *Essential Microeconomics*, Cambridge.

2 J R Green, A Mas-Colell & M D Whinston, *Microeconomic Theory*, Oxford.

More detailed readings will be given at the beginning of the course. Some notes will be provided where textbook coverage is inadequate.

**Assessment:** Exam (50%, duration: 2 hours, reading time: 15 minutes) in the January exam period.

Exam (50%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

## EC413

### Macroeconomics

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Alwyn Young, Prof Matthias Doepke

**Availability:** This course is compulsory on the MSc in Economics and MSc in Economics (2 Year Programme). This course is available on the MRes/PhD in Quantitative Economic History, MSc in Economics and Philosophy, MSc in Finance and Economics, MSc in Finance and Economics (Work Placement Pathway) and MSc in Quantitative Economic History. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Students must have completed Introductory Course in Mathematics and Statistics (EC400).

In exceptional circumstances, students may take this course without EC400 provided they meet the necessary requirements and have received approval from the course conveners, the MSc Economics Programme Director and their own Programme Director. Contact the Department of Economics for more information ([econ.msc@lse.ac.uk](mailto:econ.msc@lse.ac.uk)) regarding entry to this course.

**Course content:** The aim of the course is to give a wide-ranging overview of modern macroeconomics.

**Economic growth (Michaelmas)**

The Michaelmas term of EC413 is an introduction to the techniques needed to critically read and evaluate academic research in economic growth. Topics are facts about growth, the Solow growth model (theory and empirics), the Neoclassical Growth model (growth with dynamic optimization), and endogenous technical change.

**Business Cycles (Lent)**

During the Lent part of EC413 you will learn the main characteristics of business cycle fluctuations with a special emphasis on what happens during severe economic crises. We will consider a range of different macroeconomic models to study business cycles. The course covers the Real Business Cycle model, the New-Keynesian model, models with frictions in labour and financial markets, agent-based models, the role of money, self-fulfilling beliefs, the role of monetary and fiscal policy (and in particular non-conventional monetary policy), and (un)sustainable sovereign debt. These models and policy studies will highlight important economic mechanisms that are relevant to analyse a range of past and current economic phenomena.

**Teaching:** 20 hours of lectures and 10 hours of seminars in the MT. 20 hours of lectures and 9 hours of seminars in the LT. 1 hour of seminars in the ST.

There will be a reading week in Week 6 of LT only (no lectures or classes that week).

This course is delivered through a combination of classes and lectures totalling a minimum of 60 hours across Michaelmas Term,



Lent Term, and Summer Term.

**Formative coursework:** Two marked assignments per term. Exercises are discussed in each class.

**Indicative reading:** Primary reading will be journal articles and a few chapters from Daron Acemoglu, *Introduction to Modern Economic Growth*. A full list will be available at the start of each term.

**Assessment:** Exam (50%, duration: 2 hours, reading time: 15 minutes) in the January exam period.

Exam (50%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

## EC417

### Advanced Macroeconomics

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jane Olmstead-Rumsey, Dr Maarten De Ridder

**Availability:** This course is compulsory on the MSc in Econometrics and Mathematical Economics. This course is not available as an outside option.

**Pre-requisites:** Students must have completed Introductory Course for MSc EME (EC451).

**Course content: Course objectives and main course elements:**

1. The course will teach you the concepts used in empirical and theoretical macroeconomics.
2. The course will teach you the main empirical business cycle characteristics of developed economies and the main empirical findings regarding the growth of developed and less developed nations.
3. This course teaches you the main techniques used to analyse modern macroeconomics models. In particular, the course will focus on techniques such as dynamic programming, value function iteration, and the linearization of first-order conditions.
4. This course teaches you (prototype versions of) macroeconomic models used to analyse key questions related to business cycles and economic growth. Examples are New Keynesian models, Real Business Cycle models, the Solow growth model, and endogenous growth models.
5. The course will also discuss some more advanced models that have recently been developed to explain recent economic events, including models with heterogeneous agents, microeconomic shocks and labour market frictions.

**Teaching:** 20 hours of lectures and 10 hours of seminars in the MT. 20 hours of lectures and 9 hours of seminars in the LT. 1 hour of seminars in the ST.

There will be a reading week in Week 6 of LT only (no lectures or classes that week).

Some of the problem sets will consist of computer and data assignments and students will be taught some basic programming and data analysis skills.

This course is delivered through a combination of classes and lectures totalling a minimum of 60 hours across Michaelmas Term, Lent Term and Summer Term.

**Formative coursework:** Students are assigned problem sets. These problem sets focus on key elements of the lectures, but they will also promote creativity and critical thinking by going beyond the material explicitly discussed in the lectures. There will also be computer assignments. The problem sets will be discussed by the class teachers.

**Indicative reading:**

- Acemoglu, Daron, 2009, *Introduction to Modern Economic Growth*.
- Ljungqvist, Lars and Thomas J. Sargent, 2012, *Recursive Macroeconomic Theory*.
- Stokey, Nancy L. and Robert E. Lucas Jr., 1989, *Recursive Methods in Economic Dynamics*.

**Assessment:** Exam (50%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

Exam (50%, duration: 2 hours, reading time: 15 minutes) in the January exam period.

## EC421

### International Economics

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Thomas Sampson, Dr Dimitry Mukhin

**Availability:** This course is available on the MSc in Econometrics and Mathematical Economics, MSc in Economics and MSc in Economics (2 Year Programme). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Students must have completed Introductory Course in Mathematics and Statistics (EC400).

In exceptional circumstances, students may take this course without EC400 provided they meet the necessary requirements and have received approval from the course conveners (via a face to face meeting), the MSc Economics Programme Director and their own Programme Director. Contact the Department of Economics for more information (econ.msc@lse.ac.uk) regarding entry to this course.

**Course content:** A graduate course in international economics consisting of i) the fundamentals of trade theory and its application to policy and ii) international macroeconomics.

Trade: Comparative advantage and the gains from trade. Theories of comparative advantage. Factor endowments, the international location of production, and patterns of international trade.

Empirical tests of trade models. Trade and the labour market. Intra-industry trade. Firm heterogeneity and selection into trade. Foreign direct investment. General equilibrium trade policy.

International macroeconomics: Intertemporal trade and the current account balance. Dynamics of small open economies. The real exchange rate and the terms of trade. Uncertainty and international financial markets. Monetary model of exchange rate determination: flexible and sticky prices. Introduction to currency crises models.

**Teaching:** 20 hours of lectures and 10 hours of seminars in the MT. 20 hours of lectures and 9 hours of seminars in the LT. 1 hour of seminars in the ST.

There will be a reading week in Week 6 of LT only (no lectures or classes that week).

This course is delivered through a combination of classes and lectures totalling a minimum of 60 hours across Michaelmas Term, Lent Term and Summer Term.

**Formative coursework:** Two marked assignments per term.

**Indicative reading:** A full reading list will be distributed at the beginning of the course. Some important items are: R Feenstra, *Advanced International Trade: Theory and Evidence*, Princeton, 2004; A Dixit & V Norman, *Theory of International Trade*, Cambridge, 1980; E Helpman & P Krugman, *Market Structure and Foreign Trade*, MIT, 1985; M Obstfeld & K Rogoff, *Foundations of International Macroeconomics*, MIT Press, 1996.

**Assessment:** Exam (50%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

Essay (50%, 6000 words) in the ST.

## EC423

### Labour Economics

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Guy Michaels, Dr Rui Costa

**Availability:** This course is available on the MSc in Econometrics and Mathematical Economics, MSc in Economics and MSc in Economics (2 Year Programme). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Students must have completed Introductory Course in Mathematics and Statistics (EC400).

In exceptional circumstances, students may take this course without EC400 provided they meet the necessary requirements and have received approval from the course conveners, the MSc Economics Programme Director and their own Programme



Director. Contact the Department of Economics for more information (econ.msc@lse.ac.uk) regarding entry to this course.

**Course content:** An advanced course in labour economics issues, including theory, evidence and policy. The aim of the course is to familiarise students with main theoretical and empirical issues in current labour economics, and to provide them with the tools for developing independent research interests. The course has a strong applied focus. For each major topic covered we will discuss theoretical implications, provide insights into the research methodology, discuss the advantages and limitations of existing empirical work, and where possible draw policy conclusions. The course will include hands-on experience in applying econometric tools, working with data, and thinking critically about results and their interpretation. Topics include: labour supply and welfare systems, human capital, immigration, inequality and technological change, unemployment and alternative work arrangements, gender and racial gaps, minimum wages, intergenerational mobility, labour market impacts of international trade and globalization and economics of crime.

**Teaching:** 20 hours of lectures and 10 hours of seminars in the MT. 20 hours of lectures and 9 hours of seminars in the LT. 1 hour of seminars in the ST.

There will be a reading week in Week 6 of LT only (no lectures or classes that week).

This course is delivered through a combination of classes and lectures totalling a minimum of 60 hours across Michaelmas Term, Lent Term and Summer Term.

**Formative coursework:** At least two marked assignments per term.

**Indicative reading:** Most of the reading is from journal articles. A detailed reading list is available on Moodle.

**Assessment:** Exam (50%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

Essay (50%, 6000 words) in the ST.

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## EC424

### Monetary Economics and Aggregate Fluctuations

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Kevin Sheedy. Dr Ambrogio Cesa-Bianchi

**Availability:** This course is available on the MSc in Econometrics and Mathematical Economics, MSc in Economics and MSc in Economics (2 Year Programme). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Students must have completed Introductory Course in Mathematics and Statistics (EC400).

In exceptional circumstances, students may take this course without EC400 provided they meet the necessary requirements and have received approval from the course conveners (via a face to face meeting), the MSc Economics Programme Director and their own Programme Director. Contact the Department of Economics for more information (econ.msc@lse.ac.uk) regarding entry to this course.

**Course content:** The course aims to develop the student's ability to undertake research in macroeconomics by studying a number of current issues both theoretical and applied.

In MT, we begin by studying money's role as a medium of exchange and the determination of the price level using money-in-the-utility-function and cash-in-advance models. We then look more carefully at the reasons for holding money by applying search theory. We also study money's role as a unit of account and the consequences of nominal rigidities such as sticky prices. We analyse the costs of inflation and optimal monetary policy, and we also look at unconventional monetary policies when a central bank is constrained by the interest-rate lower bound. Finally, we study firms' price-setting behaviour in more detail and its implications for the size of the real effects of monetary policy.

In LT, we discuss the causes and consequences of business cycles and how government policies can affect them. Specifically, we study in the different tools that central banks have to their disposal these days to control inflation, financial stability, and economic activity.

**Teaching:** 20 hours of lectures and 10 hours of seminars in the MT. 20 hours of lectures and 9 hours of seminars in the LT. 1 hour of seminars in the ST.

There will be a reading week in Week 6 of LT only (no lectures or classes that week).

This course is delivered through a combination of classes and lectures totalling a minimum of 60 hours across Michaelmas Term, Lent Term and Summer Term.

**Formative coursework:** Two marked assignments per term.

**Indicative reading:** A reading list will be handed out by the lecturers at the beginning of their sessions.

**Assessment:** Exam (50%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

Essay (50%, 6000 words) in the ST.

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## EC426

### Public Economics

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Frank Cowell, Prof Camille Landais Prof Xavier Jaravel

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time), MPhil/PhD in Environmental Economics, MSc in Econometrics and Mathematical Economics, MSc in Economics, MSc in Economics (2 Year Programme), MSc in Environmental Economics and Climate Change, MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University), MSc in International Health Policy (Health Economics) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Students must have completed Introductory Course in Mathematics and Statistics (EC400).

In exceptional circumstances, students may take this course without EC400 provided they meet the necessary requirements and have received approval from the course conveners (via a face to face meeting), the MSc Economics Programme Director and their own Programme Director. Contact the Department of Economics for more information (econ.msc@lse.ac.uk) regarding entry to this course.

**Course content:** A graduate course in the principles of public economics and topics in public economics. Principles of public economics cover: Welfare analysis; concepts of fairness, equity and efficiency; social welfare. Policy design: social insurance, income taxation. Taxation; household and firm behaviour. Public goods and externalities. Behavioural public economics; implications for welfare analysis and policy. Topics in public economics may include: Behavioural responses to taxation. Empirical strategies in public economics. Poverty, inequality and optimal low-income support. Compliance problems. Inheritance and wealth taxation.

**Teaching:** 20 hours of lectures and 10 hours of seminars in the MT. 20 hours of lectures and 9 hours of seminars in the LT. 1 hour of seminars in the ST.

There will be a reading week in Week 6 of LT only (no lectures or classes that week).

This course is delivered through a combination of classes and lectures totalling a minimum of 60 hours across Michaelmas Term, Lent Term, and Summer Term.

**Formative coursework:** Two marked assignments per term.

**Indicative reading:** Most of the readings will be in the form of journal articles, but some use will also be made of the following texts: A Auerbach & M S Feldstein (Eds), Handbook of Public Economics, Vols I-III, North-Holland; A B Atkinson & J E Stiglitz,

Lectures on Public Economics, McGraw-Hill, 1980; G Myles, Public Economics, Cambridge University Press, 1995.

**Assessment:** Exam (50%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.  
Essay (50%, 6000 words) in the ST.

## EC427

### The Economics of Industry

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Pasquale Schiraldi, Prof Mark Schankerman

**Availability:** This course is available on the MSc in Econometrics and Mathematical Economics, MSc in Economics and MSc in Economics (2 Year Programme). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Students must have completed Introductory Course in Mathematics and Statistics (EC400).

In exceptional circumstances, students may take this course without EC400 provided they meet the necessary requirements and have received approval from the course conveners (via a face to face meeting), the MSc Economics Programme Director and their own Programme Director. Contact the Department of Economics for more information (econ.msc@lse.ac.uk) regarding entry to this course.

**Course content:** The course examines the theory of firm behaviour and strategic interaction in both price and non-price dimensions. Topics covered include the econometric estimation of continuous and discrete differentiated product demands, estimation of conduct, merger analysis, information and search, entry models and the role of sunk costs, advertising, estimation of production functions and productivity, single and multi-product monopoly, vertical and horizontal contracts, regulation of "natural" monopoly, theory of the firm and ownership, strategic competition and entry deterrence, horizontal and vertical product differentiation, and predatory pricing. Both theoretical and empirical contributions are studied, with their implications for competition policy issues.

**Teaching:** 20 hours of lectures and 10 hours of seminars in the MT. 20 hours of lectures and 9 hours of seminars in the LT. 1 hour of seminars in the ST.

This course is delivered through a combination of classes and lectures totalling a minimum of 60 hours across Michaelmas Term, Lent Term, and Summer Term.

There will be a reading week in Week 6 of LT only (no lectures or classes that week).

**Formative coursework:** Two marked assignments per term.

**Indicative reading:** Two books which provide coverage of topics are Jean Tirole, Theory of Industrial Organization (MIT Press 1989) and John Sutton, Technology and Market Structure (MIT Press 1998). A full reading list will be supplied at the beginning of each term in the course.

**Assessment:** Exam (50%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.  
Essay (50%, 6000 words) in the ST.

## EC428

### Development and Growth

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Maitreesh Ghatak, Dr Gharad Bryan

**Availability:** This course is available on the MSc in Development Studies, MSc in Econometrics and Mathematical Economics, MSc in Economics, MSc in Economics (2 Year Programme), MSc in Environmental Economics and Climate Change and MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University).

This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Students must have completed Introductory Course in Mathematics and Statistics (EC400).

Students should have completed courses in intermediate level microeconomics, macroeconomics and econometrics.

**Course content:** This course will cover a number of topics at forefront of development economics, combining theoretical and empirical analysis with a clear focus on policy implications. These include economic growth, poverty traps, inequality and occupational choice, credit markets, microfinance, property rights, land markets current methodological debates; the allocation of capital and labour across firms, space and sectors; structural change during the development process; finance; psychology and development; governance and accountability; conflict and civil war; motivation of civil servants; taxation and development; firms and markets; trade; infrastructure; energy and the environment; and climate change.

Development economics is, arguably, the fastest growing and most vibrant field within economics. The course will enable the students to apply their econometric and theoretical skills to what are some of the world's most pressing problems. The experience of applying their economic knowledge to these topics will generate analytical skills that can be used in wide variety of applied settings.

**Teaching:** 20 hours of lectures and 10 hours of seminars in the MT. 20 hours of lectures and 9 hours of seminars in the LT. 1 hour of seminars in the ST.

There will be a reading week in Week 6 of LT only (no lectures or classes that week).

This course is delivered through a combination of classes and lectures totalling a minimum of 60 hours across Michaelmas Term, Lent Term, and Summer Term.

**Formative coursework:** Two marked assignments per term.

**Indicative reading:** Most of the reading is from journal articles which appear on reading lists distributed at the start of each part of the course.

However, the following references may serve as an introduction to material included in the syllabus.

D Ray, Development Economics, Princeton UP, 1998, Abhijit Banerjee and Esther Duflo's Poor Economics, New York: Public Affairs, 2011, and the symposium on The Agenda for Development Economics - Journal of Economic Perspectives Volume 24, Number 3, Summer 2010: Articles by Deaton, Acemoglu, Ray, Rodrik, and Rosenzweig.

**Assessment:** Exam (50%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.  
Essay (50%, 6000 words) in the ST.

## EC441

### Microeconomics for MRes students

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Balazs Szentes 32L.4.05, Dr Andrew Ellis 32L.3.15 and Prof Daniel Gottlieb MAR.6.25

**Availability:** This course is compulsory on the MRes/PhD in Economics, MRes/PhD in Economics and Management and MRes/PhD in Finance. This course is not available as an outside option.

**Pre-requisites:** A good undergraduate knowledge of economic theory and calculus is required.

**Course content:** The aim of the course is to:

- i. introduce the basic analytical tools that are necessary to conduct theoretical research in many fields in economics.
- ii. give the students a full understanding of the classic Microeconomic Theory and of the modern developments of Microeconomic Theory
- iii. enable students to address a microeconomic problem by structuring it as a mathematical model and enhance the understanding of economic issues through the use of mathematical tools.

Topics include: consumer theory, producer theory, general equilibrium, welfare, choice under uncertainty, game theory, economics of information, agency theory, contracts, topics in mechanism design.

**Teaching:** 30 hours of lectures and 15 hours of classes in the MT. 30 hours of lectures and 15 hours of classes in the LT. 30 hours of lectures and 15 hours of classes in the MT. 30 hours of lectures and 15 hours of classes in the LT. Attendance at classes is compulsory.

**Formative coursework:** Compulsory exercises are set for each class. A mock exam will take place in early LT.

**Indicative reading:** The main text is Mas-Colell, Whinston & Green, *Microeconomic Theory*, OUP.

Other sources include:

D Fudenberg & J Tirole, *Game Theory*, MIT Press; D M Kreps, *A Course in Microeconomic Theory*, Harvester Wheatsheaf; H R Varian, *Microeconomic Analysis* (3rd edn), Norton; G J Osborne & A Rubinstein, *A Course in Game Theory*, MIT Press; M A Jehle & P J Reny, *Advanced Microeconomic Theory*, Longman.

**Assessment:** Exam (100%, duration: 3 hours, reading time: 15 minutes) in the summer exam period.

## EC442

### Macroeconomics for MRes students

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Benjamin Moll 32L.1.19, Dr Ethan Ilzetzki 32L.1.11 and Prof Ricardo Reis 32L.1.27  
Dr Mattias Doepke

**Availability:** This course is compulsory on the MRes/PhD in Economics, MRes/PhD in Economics and Management and MRes/PhD in Finance. This course is not available as an outside option.

**Course content:** The course will cover topics in advanced macroeconomics with emphasis on fundamentals and applications to recent theoretical advances:

- i. Economic growth: Neoclassical Growth Model, Optimizing Behaviour in dynamic models under certainty, Endogenous Technological Change, Imitation and Convergence, Growth and Development Accounting, Appropriate Technology.
- ii. Search and Matching: The Matching Model, Efficiency Wages, Growth and Unemployment.
- iii. Dynamic Stochastic General Equilibrium Models : Real Business Cycles, applications to models of heterogeneous agents and open economy. Fiscal policy analysis.
- iv. Monetary Economics: models with credit frictions, sticky prices, search.

**Teaching:** 30 hours of lectures and 15 hours of classes in the MT. 30 hours of lectures and 15 hours of classes in the LT. 30 hours of lectures and 15 hours of classes in the MT. 30 hours of lectures and 15 hours of classes in the LT. Attendance at classes is compulsory.

**Formative coursework:** Compulsory exercises are set for each class. A mock exam will take place in early LT.

**Indicative reading: A good general textbook that is mostly below the level of the course is:**

D Romer, *Advanced Macroeconomics*, McGraw-Hill Advanced Series in Economics, New York, 1996.

**For the growth part the main references are the textbooks by:**

D. Acemoglu, *Introduction to Modern Economic Growth*, Princeton University Press, 2009; R J Barro & X Sala-i-Martin, *Economic Growth*, McGraw-Hill, 1997.

Other useful texts include:

L Ljungqvist & T Sargent, *Recursive Macroeconomic Theory*, MIT Press, 2000; N Stokey & R E Lucas, *Recursive Methods in Economic Dynamics*, Harvard University Press, 1989.

**More economic applications, with some required readings can be found in:**

M Obstfeld & K Rogoff, *Foundations of International Macroeconomics*, MIT Press, 2000; P Aghion & P Howitt, *Endogenous Growth Theory*, MIT Press 1998; C A Pissarides,

*Equilibrium Unemployment Theory*, MIT Press 2000.

References for recent theoretical advances published in the journals will be given during the course.

**Assessment:** Exam (75%, duration: 3 hours, reading time: 15 minutes) in the summer exam period.

Problem sets (25%) in the MT and LT.

## EC443

### Econometrics for MRes students

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Yike Wang 32L.4.26, Prof Taisuke Otsu 32L.4.25, Prof Francisco Hidalgo 32L.4.20 and Prof Jorn Pischke 32L.2.16

**Availability:** This course is compulsory on the MRes/PhD in Finance. This course is available on the MRes/PhD in Economics, MRes/PhD in Economics and Management and MRes/PhD in Management (Marketing). This course is not available as an outside option.

**Pre-requisites:** Students should have completed an undergraduate level course in econometrics and statistical theory. Linear algebra and multivariate calculus will be used frequently.

**Course content:** This course consists of two parts, the core and topics parts. All students must follow the core part of the course for 13 weeks (MT Weeks 1-10 and LT Weeks 1-3), and then select between one of two streams for 7 weeks (LT Weeks 4-10).

The core part of the course begins with a review of linear regression analysis. It proceeds with discussions on linear instrumental variable (IV) regression, generalised method of moments (GMM), panel data analysis, nonparametric methods, and treatment effect analysis. Then it discusses estimation and inference on general nonlinear models including various limited dependent variable models. It also covers basics of time series analysis. Finally, additional topics such as bootstrap, quantile regression, and machine learning are also covered.

In the second part of the course, students select to be examined in one of two streams [though students may attend the lectures of both streams if they wish].

Stream 1 discusses various macroeconomic applications of econometrics methods covered in the core part, multivariate time series analysis including vector autoregression and impulse response analysis, Bayesian methods, and related computational methods. Then it discusses nonstationary time series, cointegration, inference with long memory data, nonlinear time series analysis including GARCH, stochastic volatility, and threshold models, and introduction to frequency domain analysis. Stream 2 focuses on programme evaluation methods frequently used in applied microeconomics. It discusses issues arising in regression control, instrumental variables, differences-in-differences and fixed effects methods, regression discontinuity designs, and statistical inference. Throughout, the discussion are supported by many empirical applications.

**Teaching:** 30 hours of lectures and 15 hours of classes in the MT. 30 hours of lectures and 15 hours of classes in the LT.

30 hours of lectures and 15 hours of classes in the MT. 30 hours of lectures and 15 hours of classes in the LT. This course is delivered through a combination of classes and lectures totalling a minimum of 90 hours across Michaelmas Term and Lent Term. Attendance at lectures and classes is compulsory.

**Formative coursework:** Compulsory exercises are set for each class.

**Indicative reading:** Course material will be made available through the course Moodle page. Please note there is no set book for this course.

Recommended books are:

J. M. Wooldridge, *Econometric Analysis of Cross Section and Panel Data*, 2010

B. Hansen, *Econometrics*, 2022

J. Angrist and J. S. Pischke, *Mostly Harmless Econometrics*, 2009

F. Hayashi, *Econometrics*, 2000

T Amemiya, *Advanced Econometrics*, Harvard University Press, 1985;

P. J. Brockwell and R. A. Davis, *Time series: Theory and methods*, 2006

W. A. Fuller, *Introduction to Statistical Time Series*, 1976.

**Assessment:** Exam (100%, duration: 3 hours, reading time: 15 minutes) in the summer exam period.

## EC451

### Introductory Course for MSc EME

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Yike Wang, Prof Michele Piccione, Prof John Moore, Prof Javier Hidalgo

**Availability:** This course is compulsory on the MSc in Econometrics and Mathematical Economics. This course is not available as an outside option.

The course is split into three parts: Microeconomics, Macroeconomics and Econometrics.

Non-EME students wishing to take EC487 Advanced Microeconomics as part of their programme must attend Week 1 of the EC451 course, Microeconomics, and sit the EC451 Microeconomics examination.

Non-EME students wishing to take EC484 Econometric Analysis as part of their programme must attend Week 3 of the EC451 course, Econometrics, and sit the EC451 Econometrics examination.

Non-EME students are not permitted to attend Week 2 of the EC451 course, Macroeconomics.

#### **Course content: Microeconomics (Week 1):**

This section focuses on microeconomic theory and introduces the economic concepts of choice, preference, and utility, including a discussion of the revealed-preference approach. It describes the consumer's problem and investigates the properties of its solutions. It discusses how social preferences can sensibly be aggregated. The course will also cover some basic real analysis, correspondences, and fixed-point theorems.

#### **Macroeconomics (Week 2):**

The prequel of the advanced macroeconomics core course focuses on topics in modern macroeconomic theory, starting with basic national income accounting and the real-business cycle model. Then sticky prices. Followed by matching frictions in the labour market. Finally credit market imperfections.

#### **Econometrics (Week 3):**

Day 1-4 (Dr Yike Wang): This part introduces basic concepts and theory for mathematical statistics and probability. This part mostly focuses on linear regression model and covers the topics, such as (i) Conditional expectation and projection, (ii) Algebra of least squares, (iii) Finite sample theory, (iv) Maximum likelihood (v) Introduction to asymptotic theory, and (vi) Hypothesis testing. Also, some background mathematical results are reviewed.

Day 5 (Prof Hidalgo): Last day is devoted to introduction to MT part of EC484. Further concepts and results on convergence of variables are discussed.

**Teaching:** The course is taught in September. It consists of approximately 45 hours of lectures and an additional 22 hours of classes, across a 3-week period. Lectures and classes will be delivered online through a mix of interactive live sessions and pre-recorded content.

**Formative coursework:** After each lecture, some exercises will be handed to students. They will be solved during the classes.

**Indicative reading:** Prof Bruce Hansen's lectures note at University of Wisconsin-Madison (1st year PhD level), downloadable at: <https://www.ssc.wisc.edu/~bhansen/econometrics/>. <https://www.ssc.wisc.edu/~bhansen/probability/>.

(The first link is the main reference, and the second link is a background for the course.)

Rubinstein (2012) *Lecture Notes in Microeconomic Theory*.

Ljungqvist, Lars and Thomas J. Sargent (2012) *Recursive Macroeconomic Theory*.

Romer, David (2011) *Advanced Macroeconomics*.

**Assessment:** At the end of the course, students will be examined on all three modules, microeconomics, econometrics and macroeconomics.

Students from programmes other than MSc EME wishing to continue studying MSc EME core courses must achieve at least 40% in each subject exam.

## EC453

### Political Economy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Stephane Wolton

**Availability:** This course is available on the MSc in Econometrics and Mathematical Economics, MSc in Economics, MSc in Economics (2 Year Programme), MSc in Environmental Economics and Climate Change, MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University) and MSc in Political Science and Political Economy. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Students must have completed Introductory Course in Mathematics and Statistics (EC400).

In exceptional circumstances, students may take this course without EC400 provided they meet the necessary requirements and have received approval from the course conveners (via a face to face meeting), the MSc Economics Programme Director and their own Programme Director. Contact the Department of Economics for more information ([econ.msc@lse.ac.uk](mailto:econ.msc@lse.ac.uk)) regarding entry to this course.

Students should have completed courses in intermediate level microeconomics, macroeconomics and econometrics.

**Course content:** This course proposes a broad overview of seminal papers and recent advances in the growing field of Political Economy. The course covers both theoretical and empirical works. Each lecture is organized around a theme, with themes changing every year as a function of recent debates in the scholarly community and current problems in the world. In the academic year 2022-23, topics will include elections in developed and developing democracies, the political affect of media online and offline, interest groups, populism, democratic backsliding, discrimination, as well as several lectures on politics in autocracies. The course material will expand students' capacity to think about policy and about relevant issues at the intersection of economics and political science.

**Teaching:** 22 hours of lectures and 10 hours of seminars in the MT. 20 hours of lectures and 9 hours of seminars in the LT. 1 hour of seminars in the ST.

There will be a reading week in Week 6 of LT only (no lectures or classes that week).

This course is delivered through a combination of classes and lectures totalling a minimum of 60 hours across Michaelmas Term, Lent Term and Summer Term.

There will be a mock exam and a revision session in the first week of ST (on-campus if possible or online).

**Formative coursework:** At least two written assignment for handing in per term (assignment will include some work with data sets provided by the instructor).

**Indicative reading:** Most of the reading is from journal articles; lists will be supplied at the start of each term. Two books are of particular interest for students to get started: T Besley, *Principled Agents? Selection and Incentives in Politics*, Oxford University Press, 2005 and T Persson & G Tabellini, *Political Economics: Explaining Political Outcomes*, MIT Press, 2000.

**Assessment:** Assessment path 1

Exam (50%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

Essay (50%, 6000 words) in the ST.

Assessment path 2

Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.



Students taking MSc Economics must take Assessment path 1 and will be required to submit the extended essay at the beginning of the ST.

## EC465

### Economic Growth, Development, and Capitalism in Historical Perspective

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jeremiah Dittmar, Dr Neil Cummins

**Availability:** This course is available on the MSc in Econometrics and Mathematical Economics, MSc in Economic History, MSc in Economics and MSc in Economics (2 Year Programme).

This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Students must have completed Introductory Course in Mathematics and Statistics (EC400).

Students should also have completed courses in intermediate level microeconomics, macroeconomics, and econometrics.

In exceptional circumstances, students may take this course without EC400 provided they meet the necessary requirements and have received approval from the course conveners (via a face to face meeting), the MSc Economics Programme Director and their own Programme Director. Contact the Department of Economics for more information (econ.msc@lse.ac.uk) regarding entry to this course.

**Course content:** This course will provide a rigorous introduction to the analysis of long run economic growth and development.

The focus is on acquiring the necessary empirical skills to engage in advanced analysis of economic evidence, and to develop an understanding of how historical evidence can shape and inform economic theory. Topics at the forefront of economics and economic history will be covered. These include political economy, technological change, economic growth, education, demography, the economics of law and property rights, gender, culture, and the distribution of income. The emphasis will be on combining theory and data to evaluate fundamental ideas in economics concerning the determinants of well-being and the dynamics of market economies.

**Teaching:** 20 hours of lectures and 10 hours of seminars in the MT. 20 hours of lectures and 9 hours of seminars in the LT. 1 hour of seminars in the ST.

This course is delivered through a combination of classes and lectures totalling a minimum of 60 hours across Michaelmas Term, Lent Term, and Summer Term.

There will be a reading week in Week 6 of LT only (no lectures or classes that week)

This course is jointly delivered by the Economics and Economic History Department.

**Formative coursework:** Students will be expected to produce at least 1 presentation and 1 exercise in the MT and LT. The formative coursework will consist of a combination of student presentations, written exercises, data analysis, and problems.

**Indicative reading:** Most of the reading is from journal articles which appear on reading lists distributed at the start of each part of the course. However, the following references may serve as an introduction to material included in the syllabus: Nunn, "The Importance of History for Economic Development" (2009); Robinson and Acemoglu, "Why Nations Fail" (2012); Acemoglu, "Introduction to Modern Economic Growth" (Princeton, 2009); Hall and Jones, "The New Kaldor Facts: Ideas, Institutions, Population, and Human Capital" (2010); Mokyr, "Lever of Riches" (1988); Piketty (2013) "Capital in the Twenty-First Century"; Diamond (1997) "Guns, Germs and Steel".

**Assessment:** Exam (50%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

Essay (50%, 6000 words) in the ST.

The summative assessment consists of an exam that reviews and synthesises all course materials and an essay. The essay will

be a critical analytic essay providing an opportunity for original empirical research.

## EC475

### Quantitative Economics

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Michael Gmeiner (Michaelmas term)

Dr Xavier Jaravel (Lent term)

**Availability:** This course is available on the MSc in Econometrics and Mathematical Economics and MSc in Economics. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Students must have completed Introductory Course for MSc EME (EC451) and Introductory Course in Mathematics and Statistics (EC400).

Knowledge of econometric theory and applied econometrics is expected. Students must be prepared to read journal articles with difficult mathematical and statistical content.

**Course content:** The course will focus on going through modern quantitative papers which demonstrate the application of econometric techniques to modelling the behaviour of individual economic agents (households and firms) and economies. The first half of the course will focus on papers in the empirical literature on industrial organisation, labour economics, and a wide range of topics in applied micro-econometrics illustrating the challenges of identification in both structural and reduced form models. The focus of the content is on methods, however the papers covered as examples of those methods use data and study economic questions from a variety of countries and settings. A goal of the content is to provide a diverse view of economic research. The lectures will illustrate the interplay between models, data, and methods.

The second part of the course focuses on macroeconomic questions using data and tools from applied microeconomics. We cover four styles of empirical work: (1) "reduced-form" approaches (including difference-in-differences, event studies, instrumental variables, and Bartik research designs); (2) structural models; (3) "sufficient statistics" research designs, at the intersection of structural and reduced-form methods; and (4) machine learning techniques.

Topics covered include the effectiveness of fiscal stimulus, measurement of inflation, directed technical change, from trade, the macroeconomic impact of financial frictions over the business cycle, the macroeconomic impact of unemployment insurance, and the effect of Artificial Intelligence on the labour market.

**Teaching:** 20 hours of lectures and 10 hours of seminars in the MT. 20 hours of lectures and 9 hours of seminars in the LT. 1 hour of seminars in the ST.

There will be a reading week in Week 6 of LT only (no lectures or classes that week).

This course is delivered through a combination of classes and lectures totalling a minimum of 60 hours across Michaelmas Term, Lent Term and Summer Term.

**Formative coursework:** During Michaelmas term and Lent term, students will work on their essay and receive feedback from the instructors (defining the research question, choosing a research design, etc.). Formative assignments in Michaelmas term will involve a project proposal and referee reports on papers that are discussed in seminars. In Lent term, formative assignments will move students toward creating a draft of the paper and providing feedback to peers.

**Indicative reading:** Articles in economic journals will be assigned at the start of Michaelmas and Lent terms. The course will also draw on methodological topics covered in Wooldridge, *Econometric Analysis of Cross Section and Panel Data* (2nd edition, 2010), Greene, *Econometric Analysis* (7th edition, 2012), and Angrist and Pischke, *Mostly Harmless Econometrics* (2009).

**Assessment:** Exam (50%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

Essay (50%, 6000 words) in the ST.

## EC476

### Contracts and Organisations

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Gilat Levy, Prof Philippe Aghion

**Availability:** This course is available on the MSc in Econometrics and Mathematical Economics, MSc in Economics, MSc in Economics (2 Year Programme), MSc in Environmental Economics and Climate Change and MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Students on the MSc Econometrics and Mathematical Economics programme must have completed the Pre-sessional Course for MSc EME (EC451).

All other students must have completed the Introductory Course in Mathematics and Statistics (EC400).

In exceptional circumstances, students may take this course without EC400 provided they meet the necessary requirements and have received approval from the course conveners (via a face to face meeting), the MSc Economics Programme Director and their own Programme Director. Contact the Department of Economics for more information (econ.msc@lse.ac.uk) regarding entry to this course.

**Course content:** The course will cover topics from: social learning, reputation and career concerns, strategic information transmission, contract theory, incomplete contracts, the economics of moral hazard and adverse selection in strategic settings, dynamic theory of incentive contracts, optimal auctions and regulation, and the theory of mechanism design with multiple agents (multiple agents screening and common agency).

**Teaching:** 20 hours of lectures and 10 hours of seminars in the MT. 20 hours of lectures and 9 hours of seminars in the LT. 1 hour of seminars in the ST.

This course is delivered through a combination of classes and lectures totalling a minimum of 60 hours across Michaelmas Term, Lent Term, and Summer Term.

There will be a reading week in Week 6 of Lent Term only (no lectures or classes that week)

**Formative coursework:** Two marked assignments per term.

**Indicative reading:** No one book covers the entire syllabus; a list of references will be provided at the start of the course. The following textbooks provide a treatment of part of the material presented in the course: Jean-Jacques Laffont, *The Economics of Uncertainty and Information*, MIT Press; D Fudenberg & J Tirole, *Game Theory*, MIT Press; Jean-Jacques Laffont & Jean Tirole, *A Theory of Incentives in Procurement Regulations*, MIT Press; Bernard Salanié, *The Economics of Contracts: A Primer*, MIT Press, Bolton, P., and M. Dewatripont (2005), *Contract Theory*, MIT Press, Hart, O. (1995), *Firms, Contracts, and Financial Structure*, Oxford University Press.

**Assessment:** Assessment path 1

Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

Assessment path 2

Exam (50%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

Essay (50%, 6000 words) in the ST.

**MSc Econometrics and Mathematical Economics students must follow Assessment path 1.**

**Non-MSc Econometrics and Mathematical Economics students must follow Assessment path 2.**

## EC484

### Econometric Analysis

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Javier Hidalgo 32L.4.20 and Prof Taisuke Otsu 32L.4.25

**Availability:** This course is compulsory on the MSc in Econometrics and Mathematical Economics. This course is available on the MRes/PhD in Economics, MRes/PhD in Economics and Management and MSc in Applicable Mathematics. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Students must have completed Introductory Course for MSc EME (EC451).

EC451 takes place prior to the start of Michaelmas Term, please contact econ.msc@lse.ac.uk for more information.

**Course content:** This course gives an advanced treatment of the theory of estimation and inference for econometric models.

Part (a) Background; asymptotic statistical theory: modes of convergence, asymptotic unbiasedness, uniform integrability, stochastic orders of magnitude, convergence in distribution, central limit theorems, applications to linear regression, extensions to time series, consistency and asymptotic distribution of implicitly defined extremum estimators.

Part (b) General asymptotic theorems, nonlinear regression, quantile regression, nonparametric methods (kernel and series methods), generalized method of moments, conditional moment restriction, many and weak instruments, limited dependent variables, treatment effect, bootstrap, and time series.

**Teaching:** 20 hours of lectures and 10 hours of seminars in the MT. 20 hours of lectures and 9 hours of seminars in the LT. 1 hour of seminars in the ST.

There will be a reading week in Week 6 of LT only (no lectures or classes that week).

This course is delivered through a combination of classes and lectures totalling a minimum of 60 hours across Michaelmas Term, Lent Term and Summer Term.

**Formative coursework:** Two marked assignments per term.

**Indicative reading:** No one book covers the entire syllabus; a list of references will be provided at the start of the course, and lecture notes and relevant articles will be circulated.

**Assessment:** Exam (50%, duration: 2 hours, reading time: 15 minutes) in the January exam period.

Exam (50%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

## EC485

### Further Topics in Econometrics

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Javier Hidalgo, Dr Yike Wang, Dr Vassilis Hajivassiliou

**Availability:** This course is available on the MSc in Econometrics and Mathematical Economics. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Students must have completed Introductory Course for MSc EME (EC451).

In exceptional circumstances, students may take this course without EC451 provided they meet the necessary requirements and have received approval from the course conveners (via a face to face meeting), the MSc EME Programme Director and their own Programme Director. Contact the Department of Economics for more information (econ.msc@lse.ac.uk) regarding entry to this course.

**Course content:** The aim of the course is to introduce the student to topics at the frontier of econometric research of importance both at a theoretical and empirical level. The course consists of four series of ten lectures on specialised topics in econometrics. These lectures change from year to year. For the academic year 2022-2023, they will include: Bootstrap methods; nonparametric and semiparametric methods in econometrics; high dimensionalities and machine learning; and nonlinear dynamic panel data models.

**Teaching:** 20 hours of lectures in the MT. 20 hours of lectures in

the LT.

This course is delivered through lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. There are no classes.

**Indicative reading:** No one book covers the entire syllabus; lists of references will be provided and lecture notes circulated.

**Assessment:** Exam (50%, duration: 2 hours, reading time: 15 minutes) in the January exam period.

Exam (25%, duration: 1 hour, reading time: 15 minutes) in the summer exam period.

Essay (25%, 2000 words) in the ST.

- The January exam is based on Prof Hidalgo's lectures on bootstrap methods and those of Dr Hajivassiliou on panel data methods.
- The essay due in summer term is based on Dr Wang's teaching on high dimensionalities and machine learning, which provides an opportunity to critically review an academic paper.
- The summer exam is based on Prof Hidalgo's teaching on nonparametric and semiparametric methods.

## EC486

### Econometric Methods

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Pasquale Schiraldi 32L 4.22, Prof Alessandro Gavazza, 32L 4.21

**Availability:** This course is compulsory on the MSc in Economics and Management. This course is not available as an outside option.

**Course content:** This course aims to present the theory and practice of empirical research in economics. Beyond the theory, the course will put a substantial amount of effort in having the students work with Stata and other econometric software in analyzing actual data sets, reproducing and criticising results in previous work and learning the actual practice of econometrics as undertaken by the best applied economists, both in general (in MT) and specifically within the IO field (in the LT). Topics include: (MT) Ordinary Least Squares, hypothesis testing, omitted and added variables, measurement error, the role of controls, and functional form. Panel data, fixed and random effects. Instrumental Variables. The emphasis of this part is on the identification of causal effects, and applications in microeconomics (Labour Economics, Public Policy, IO, etc) are presented throughout. In LT you will learn the applications of many of these techniques to econometric questions in Industrial Organization, organizational economics and management.

**Teaching:** 20 hours of lectures and 8 hours of seminars in the MT. 20 hours of lectures and 10 hours of seminars in the LT. 2 hours of seminars in the ST.

**Formative coursework:** Students are required to complete answers to problem sets on a week by week basis.

**Indicative reading:** MT: James H. Stock and Mark W. Watson, Introduction to Econometrics; reading lists of chapters and journal articles will be supplied at the start of each term.

**Assessment:** Exam (65%, duration: 2 hours) in the summer exam period.

Take-home assessment (35%) in the LT.

## EC487

### Advanced Microeconomics

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Christopher Sandmann and Prof Balazs Szentes

**Availability:** This course is compulsory on the MSc in Econometrics and Mathematical Economics. This course is available on the MSc in Applicable Mathematics, MSc in

Economics and MSc in Economics (2 Year Programme). This course is available with permission as an outside option to students on other programmes where regulations permit. Students on other programmes must get permission from the course conveners to take this course.

**Pre-requisites:** Students must have completed Introductory Course for MSc EME (EC451).

EC451 takes place prior to the start of Michaelmas Term, please contact econ.msc@lse.ac.uk for more information.

**Course content:** The aim of this course is to: (i) introduce and develop the analytical tools of graduate level Microeconomics with a special emphasis on mathematical models; (ii) provide the students with a firm grounding in classical Microeconomic Theory as well as its modern development. Topics include: Consumer theory, producer theory, general equilibrium, welfare, choice under uncertainty, game theory, oligopoly, economics of information, topics in mechanism design, topics in behavioural economics.

**Teaching:** 20 hours of lectures and 10 hours of seminars in the MT. 20 hours of lectures and 9 hours of seminars in the LT. 1 hour of seminars in the ST.

This course is delivered through a combination of classes and lectures totalling a minimum of 60 hours across Michaelmas Term, Lent Term, and Summer Term.

There will be a reading week in Week 6 of LT only (no lectures or classes that week).

**Formative coursework:** Problem sets will be discussed in class and two marked assignments will be given in MT and LT.

**Indicative reading:** The main texts are A Rubinstein Lecture Notes in Economic Theory, Princeton University Press (with the most up-to-date version available for free download from the author's website) and Mas-Colell, Whinston & Green, Microeconomic Theory, OUP. Other sources include: D M Kreps, Microeconomic Foundations I: Choice and Competitive Markets, Princeton University Press; Fudenberg and Tirole, Game Theory, MIT Press.

**Assessment:** Exam (40%, duration: 2 hours, reading time: 15 minutes) in the January exam period.

Exam (40%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

Problem sets (20%) in the MT and LT.

Note that EC451 material will be covered on the exam.

## EC4B5 Half Unit

### Macroeconomics for MSc F&E

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Matthias Doepke

**Availability:** This course is available on the MSc in Finance and Economics and MSc in Finance and Economics (Work Placement Pathway). This course is not available as an outside option.

**Pre-requisites:** Students must have completed Introductory Course in Mathematics and Statistics (EC400).

**Course content:** This course will teach you the main characteristics of business cycle fluctuations with a special emphasis on what happens during severe economic crises. We will consider a range of different macroeconomic models to study business cycles. The course covers the Real Business Cycle model, the New-Keynesian model, models with frictions in labour and financial markets, agent-based models, the role of money, self-fulfilling beliefs, the role of monetary and fiscal policy (and in particular non-conventional monetary policy), and (un)sustainable sovereign debt. These models and policy studies will highlight important economic mechanisms that are relevant to analyse a range of past and current economic phenomena.

**Teaching:** 20 hours of lectures and 9 hours of seminars in the LT. 1 hour of seminars in the ST.

This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Lent Term and Summer Term.

There will be a reading week in Week 6 of LT only (no lectures or classes that week).



**Formative coursework:** Two marked assignments per term. Exercises are discussed in each class.

**Indicative reading:** Primary reading will be journal articles. A full list will be made available at the start of each term.

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

## EC4B6 Half Unit

### Microeconomics for MSc F&E

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Francesco Nava

**Availability:** This course is available on the MSc in Finance and Economics and MSc in Finance and Economics (Work Placement Pathway). This course is not available as an outside option.

**Pre-requisites:** Students must have completed Introductory Course in Mathematics and Statistics (EC400).

**Course content:** The aim of the course is to develop the basic tools for analysing problems of resource allocation used by economists working in research, government, and business. The course deals with positive and normative problems. It aims to include modern developments without being overly mathematical, and to develop a capacity to apply economic concepts to real-world problems. The course focuses on classical theories of market behaviour and strategic interaction. We begin by presenting foundations to utility maximization, by analysing the optimisation problems of price-taking consumers and firms, and by modelling market interactions and the formation of prices in perfectly competitive markets. Then we study models of decision making under uncertainty and game theoretic solution concepts. Novel developments in these fields are also discussed in lectures.

**Teaching:** 20 hours of lectures and 10 hours of seminars in the MT.

**Formative coursework:** Two marked assignments.

**Indicative reading:** The course will draw on a variety of texts, the main ones being:

- 1 J G Riley, *Essential Microeconomics*, Cambridge.
- 2 J R Green, A Mas-Colell & M D Whinston, *Microeconomic Theory*, Oxford.

More detailed readings will be given at the beginning of the course. Some notes will be provided where textbook coverage is inadequate.

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the January exam period.

## EH401 Half Unit

### Historical Analysis of Economic Change

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Leigh Gardner SAR 507 and Dr Anne Ruderman SAR 506

**Availability:** This course is compulsory on the MSc in Economic History, MSc in Economic History (Research), MSc in Global Economic History (Erasmus Mundus) and MSc in Political Economy of Late Development. This course is available on the MPhil/PhD in Economic History. This course is not available as an outside option.

**Course content:** The course provides an overview of the central themes and key theoretical questions in economic history and examines the ways in which economic historians collect, analyse and interpret evidence. Specific topics evolve to reflect recent research trends, but include a range of issues such as processes of economic development; culture and economic behaviour; the role of institutions; and welfare outcomes. The course approaches these topics by considering problems of knowledge and explanation in economic history, and introduces quantitative and qualitative approaches to obtaining, analysing, and interpreting

evidence. Lectures pair conceptual and theoretical reviews with historical case studies illustrating applied research on these topics.

**Teaching:** 20 hours of lectures and 9 hours of seminars in the MT. This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Michaelmas Term.

This course includes a reading week in Week 6 of Michaelmas Term.

**Formative coursework:** Students are expected to write one essay or equivalent pieces of written work during the term.

**Indicative reading:** D. North, *Institutions, Institutional Change and Economic Performance* (1990); A. Greif, *Institutions and the Path to the Modern Economy* (2006); K. Pomeranz, *The Great Divergence: China, Europe and the Making of the Modern World Economy* (2000); R. Allen, *The British Industrial Revolution in Global Perspective* (2009); D Rodrik (Ed), *In Search of Prosperity* (2003); E. Helpman, *The Mystery of Economic Growth* (2004); T Rawski (Ed), *Economics and the Historian* (1996); J. Tosh, *The Pursuit of History* (2nd Edition, 1991); D. Little, *Varieties of Social Explanation* (1991); Leah Boustan, Philip Ager and Katherine Eriksson "The Intergeneration Effects of a Large Wealth Shock: White Southerners after the Civil War", *American Economic Review*, 2021; Claudia Goldin, "A Grand Gender Convergence: Its Last Chapter", *American Economic Review*, 104, no.4 (2014): 1091-1119.

**Assessment:** Take-home assessment (100%) in the LT.

## EH402 Half Unit

### Quantitative Analysis in Economic History I

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Mohamed Saleh

**Availability:** This course is available on the MPhil/PhD in Economic History, MSc in Economic History, MSc in Economic History (Research), MSc in Financial History, MSc in Global Economic History (Erasmus Mundus) and MSc in Political Economy of Late Development. This course is not available as an outside option.

**Course content:** This course is concerned with how economic historians have used quantitative methods and with how researchers design and structure a research project. In terms of quantitative methods the emphasis is on the applied and practical rather than the theoretical and will range from the use of simple summary descriptive statistics to multiple regression. The course is concerned with the problems of analysing and interpreting quantitative historical evidence. It will consider topics such as sampling and statistical distributions, correlation, simple and multiple regression, specification problems, hypothesis testing, panel data analysis and instrumental variables, although the content may vary slightly from year to year. The course will also provide students with training in using an econometrics software package. An important component of the course is the deconstruction of historical articles that have used quantitative techniques.

**Teaching:** 9 hours of seminars and 20 hours of computer workshops in the MT.

This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Michaelmas Term.

This course has a reading week in Week 6 of Michaelmas Term

**Formative coursework:** Students will be expected to produce 1 essay in the MT.

**Indicative reading:**

- C H Feinstein and M Thomas, *Making History Count* (2002);
- P Hudson, *History by Numbers* (2002);
- C H Lee, *The Quantitative Approach to Economic History* (1977);
- G Hawthorn, *Plausible Words* (1991).

**Assessment:** Essay (80%, 3000 words) and in-class assessment (20%).



**EH404 Half Unit****India and the World Economy**

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Tirthankar Roy SAR 616

**Availability:** This course is available on the CEMS Exchange, MA in Asian and International History (LSE and NUS), MA in Modern History, MBA Exchange, MSc in Economic History, MSc in Economic History (Research), MSc in Empires, Colonialism and Globalisation, MSc in Financial History, MSc in Global Economic History (Erasmus Mundus), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for all students that apply, but that may not continue to be the case.

**Course content:** From the eighteenth century, the South Asia region played an important part in international transactions in goods, people, and money. The world economy, in turn, shaped potentials for economic growth in the region. The aim of the course is to impart an understanding of the global factors that shaped economic change in the South Asia region in the 18th through the early-20th century. It will also deal with the principal ways in which South Asia contributed to economic change in the rest of the world. The political context of globalization, especially imperialism and colonial policies, will be considered. The course will be divided into a set of topics, which together cover a large ground, but a selection from which will be discussed in the class. Lectures and seminars will centre on the readings assigned to each topic.

Topics to be covered: Introductory: India and the world economy in the eighteenth and nineteenth centuries - how each shaped the other; textiles in eighteenth century India: scale - organization - impact on global consumption and innovation - trade and territorial politics; nineteenth century market integration: de-industrialization and the artisans; nineteenth century market integration: Agricultural exports, land rights, and the peasantry - Trade and famines; Government finance in colonial setting: The drain controversy - public debt; overseas migration in the nineteenth century: Who went where, how many, and why - private gains and losses - social effects: slavery and indenture, women, nature of work and skill-formation - labour and non-labour migrants compared; foreign capital and industrialization; balance of payments and the monetary system; overview: Globalization and economic growth.

**Teaching:** 10 hours of lectures and 20 hours of seminars in the LT.

This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Lent Term.

This course includes a reading week in Week 6 of Lent Term.

**Formative coursework:** Students are expected to write one essay or equivalent pieces of written work.

**Indicative reading:**

- G. Balachandran, ed., *India and the World Economy 1850-1950* (2003);
- C. Bates and M. Carter, 'Sirdars as Intermediaries in Nineteenth-century Indian Ocean Indentured Labour Migration,' *Modern Asian Studies* (2017);
- L. Chaudhary, B. Gupta, T. Roy and A. Swamy, eds, *A New Economic History of Colonial India* (2015);
- D. Haynes, *Small Town Capitalism in Western India: Artisans, Merchants and the Making of the Informal Economy 1870-1960* (2012);
- P. Marshall, ed., *The Eighteenth Century in Indian History* (2004);
- T. Roy, *A Business History of India: Enterprise and the Emergence of Capitalism 1700-2015* (2018).

**Assessment:** Essay (100%, 5000 words) in the ST.

**EH409 Half Unit****Chinese Economic History: Culture, Institutions and Economic Growth**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Melanie Meng Xue SAR 612

**Availability:** This course is available on the MSc in Economic History, MSc in Economic History (Research), MSc in Financial History, MSc in Global Economic History (Erasmus Mundus), MSc in International and Asian History and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** Course content: The course provides a broad but selective survey of the deep determinants of economic development and economic growth in China. The course is based on cutting edge research --- both articles and book chapters --- on a number of topics, including (1) Geography, (2) Institutions, (3) States, (4) Culture, (5) Social Capital, (6) Gender Norms, (7) Human capital & Social Mobility, (8) Trade & Market Exchange, (9) Environment & Disasters. There will also be a crash course in statistics and econometrics.

**Teaching:** 20 hours of seminars in the LT.

Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students will be expected to produce 2 essays in the LT.

**Indicative reading:**

- Richard von Glahn, *The Economic History of China: From Antiquity to the Nineteenth Century* (Cambridge University Press), 2016;
- Kenneth Pomeranz, *The Great Divergence, China, Europe and the making of the modern world economy* (Princeton, New Jersey: Princeton UP), 2000;
- Roy Bin Wong, *China transformed: historical change and the limits of European experience* (Cornell University Press), 1997.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

**EH413 Half Unit****African Economic Development in Historical Perspective**

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Leigh Gardner SAR 507

**Availability:** This course is available on the CEMS Exchange, MBA Exchange, MSc in Economic History, MSc in Economic History (Research), MSc in Empires, Colonialism and Globalisation, MSc in Financial History, MSc in Global Economic History (Erasmus Mundus), MSc in International and World History (LSE & Columbia) and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for all students that apply, but that may not continue to be the case.

**Course content:** Many of Africa's current economic challenges, from persistent poverty to the weakness of state institutions, have deep historical roots. This course provides an introduction to the economic history of sub-Saharan Africa since the early modern period. Its overall aim is to bring Africa and Africans into global economic history, allowing students to understand how Africans contributed to that history, as well as how global changes have influenced the patterns of African development.

The course addresses a number of issues which are current in studies of African development, including:

- Globalization and development.
- Environmental challenges.
- The structure of institutions.

• Economic development and welfare outcomes  
Close attention is paid to the ways in which economic development is measured and assessed in different periods with the available data. Seminars address the diverse experiences of specific countries and regions in addition to broader trends.

**Teaching:** 20 hours of seminars in the LT.

This course is delivered through a combination of seminars and lectures totalling a minimum of 20 hours across Lent Term.

This course includes a reading week in Week 6 of Lent Term

**Formative coursework:** Students are required to complete one essay or equivalent during the term.

**Indicative reading:** Readings for this course reflect current trends in research on African economic history and development. For indicative work, please see the online textbook of the African Economic History Network, *This History of African Development*. For a general overview of African history over the period, see R.J. Reid, *A History of Modern Africa* (2009), J. Iliffe, *Africans: The History of a Continent* (1995).

**Assessment:** Essay (100%, 5000 words) in the ST.

## EH421 Half Unit

### Economic History of Colonialism

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Tirthankar Roy SAR 616 and Prof Leigh Gardner SAR 507

**Availability:** This course is available on the MSc in Economic History, MSc in Economic History (Research), MSc in Empires, Colonialism and Globalisation, MSc in Financial History, MSc in Global Economic History (Erasmus Mundus) and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for all students that apply, but that may not continue to be the case.

**Course content:** Debates about the effects of European colonial rule on the non-European world animated economic history scholarship since the 1850s when Karl Marx published essays on British rule in India in the *New York Daily Tribune*. The relationship between colonialism and economic development has an important place in a number of distinct literatures in economic history, including work on globalization, divergence, migration, global finance, environmental change, and the shaping of development policy after colonialism. The aim of the course is to introduce the key readings in these themes, build connections between the discourses, and lead students to an informed view of colonialism as a force in shaping the modern world.

The broad topics include, (a) trade and the origins of colonialism (b) institutions and governance; (c) connections forged through trade, investment, migration, and the transfer of knowledge of institutions and technologies, including informal empire; (d) growth of corporate enterprise such as companies, factories, and plantation complexes, and the connection between state power and private enterprise, (e) decolonization, proximity between indigenous business and nationalist politics, the changing power of expatriate capital, and the appeal of new developmental ideology in the interwar period, (f) environmental change, studying a scholarship that sees European empires, alternatively, as catastrophic in their impacts on the environment and as forerunners of governmental regulation of the commons. Seminars compare and contrast the experiences of Asia and Africa.

**Teaching:** 20 hours of seminars in the LT.

This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Lent Term.

This course includes a reading week in Week 6 of Lent Term.

**Formative coursework:** Students will be expected to complete an essay and an equivalent assignment during term.

**Indicative reading:** The primary reading for the course will be: Leigh Gardner and Tirthankar Roy, *Economic History of*

*Colonialism* (Bristol, 2020)

Other indicative readings include:

Acemoglu, D., Johnson, S. and Robinson, J. A. (2001), 'The Colonial Origins of Comparative Development: An Empirical Investigation', *American Economic Review*, 91(5), pp. 1369-1401.

C.A. Bayly (2008), *Indigenous and Colonial Origins of Comparative Economic Development*, World Bank Policy Working Paper #4474. <http://ideas.repec.org/p/wbk/wbrwps/4474.html>.

Stanley L. Engerman, Kenneth L. Sokoloff, 'Colonialism, Inequality, and Long-Run Paths of Development,' NBER Working Paper No. 11057, 2005. <http://www.nber.org/papers/w11057.pdf>

**Assessment:** Essay (100%, 5000 words) in the ST.

## EH426L Half Unit

### Quantitative Analysis in Economic History II

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Melanie Meng Xue

**Availability:** This course is available on the MSc in Economic History, MSc in Economic History (Research), MSc in Financial History, MSc in Global Economic History (Erasmus Mundus) and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Students enrolled for this course are expected to have completed at least introductory undergraduate courses in statistics and/or econometrics and economic theory. The course will begin with a revision of the main quantitative approaches but will not provide a comprehensive training in econometric methods or computer applications.

Please note: EH426L cannot be taken with EH426M.

**Course content:** The course will provide an overview of quantitative approaches in economic history mainly using cross-section and panel data. The course will examine the use of quantitative techniques through a critical discussion of their application in recent literature. Techniques discussed will include multiple regression analysis, regression diagnostics, instrumental variables, fixed and random effects, difference-in-difference analysis, regression discontinuity design, and more. The course is organised on a topic basis, with subjects chosen to illustrate particular theoretical, quantitative and methodological issues.

**Teaching:** 20 hours of seminars in the LT.

Students on this course will have a reading week in Week 6, in line with departmental policy

**Formative coursework:** Students are expected to write one essay or equivalent pieces of written work.

**Indicative reading:** There is no mandatory textbook for this course, but the brief overview of quantitative methods during the first four weeks will follow:

• Angrist, Joshua D., and Jörn-Steffen Pischke. "Mostly harmless econometrics." In *Mostly Harmless Econometrics* (Princeton University Press), 2008.

**Assessment:** Essay (100%, 5000 words).

## EH426M Half Unit Not available in 2022/23

### Quantitative Analysis in Economic History II

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Stefania Galli SAR 615

**Availability:** This course is available on the MSc in Economic History, MSc in Economic History (Research), MSc in Global Economic History (Erasmus Mundus) and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for

all students that apply, but that may not continue to be the case.

**Pre-requisites:** Students enrolled for this course are expected to have completed at least introductory undergraduate courses in statistics and/or econometrics and economic theory. The course will begin with a revision of the main quantitative approaches but will not provide a comprehensive training in econometric methods or computer applications.

Please note: EH426M cannot be taken with EH426L.

**Course content:** The course will provide an overview of quantitative approaches in economic history mainly using cross-section and panel data. The course will examine the use of quantitative techniques through critical discussion of their application in recent literature. Techniques discussed will include multiple regression analysis, regression diagnostics, instrumental variables, fixed and random effects, difference-in-difference analysis, regression discontinuity design, discrete choice models and limited dependent variables. The course is organised on a topic basis, with subjects chosen to illustrate particular theoretical, quantitative and methodological issues.

**Teaching:** 20 hours of seminars in the MT.

This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Michaelmas Term. This year, while we are planning for most classes and seminars to be delivered in-person, it is possible that some or all of this teaching may have to be delivered virtually. Lectures will either be recorded or given in the form of live webinars.

This course includes a reading week in Week 6 of Michaelmas Term.

**Formative coursework:** Students are expected to write one essay or equivalent pieces of written work.

**Indicative reading:** There is no mandatory textbook for this course, but the brief overview of quantitative methods during the first four weeks will follow:

- Wooldridge, J.M. (2009), *Introductory Econometrics: A Modern Approach*, International Student Edition.

Useful background readings include:

- J.L. Van Zanden, *The Long Road to the Industrial Revolution: The European Economy in a Global Perspective, 1000-1800* (Leiden, 2009);
- K.H. O'Rourke and J.G. Williamson, *Globalization and History: The Evolution of a Nineteenth-Century Atlantic Economy* (Cambridge MA, 1998);
- C. Goldin and L.F. Katz, *The race between education and technology* (Cambridge, MA, 2008);
- D. Greasley and L. Oxley (eds.), *Economics and History: Surveys in Cliometrics* (Oxford, 2011), 6).

**Assessment:** Essay (100%, 5000 words).

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## EH427 Half Unit

### Topics in Quantitative Analysis in Economic History

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jason Lennard SAR 608

**Availability:** This course is available on the MSc in Economic History, MSc in Economic History (Research), MSc in Financial History, MSc in Global Economic History (Erasmus Mundus) and MSc in Political Economy of Late Development. This course is not available as an outside option.

**Pre-requisites:** Students enrolled for this course are expected to have completed EH426 or the equivalent of undergraduate courses in econometrics and intermediate economic theory.

**Course content:** The course will provide an overview of quantitative approaches in economic history with a focus on time series data. The course will examine the use of quantitative methods through practical exercises and critical discussion of their application in recent literature. Techniques discussed will include filters, local projections, vector autoregressions, narrative identification, instrumental variables, textual analysis and principal

components analysis.

**Teaching:** 20 hours of seminars in the LT.

This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Lent Term.

This course includes a reading week in Week 6 of Lent Term.

**Formative coursework:** Students are expected to prepare a group presentation and an individual essay.

**Indicative reading:**

- Stock and Watson, *Introduction to Econometrics* (2020)
- Wooldridge, *Introductory Econometrics: A Modern Approach* (2009)

**Assessment:** Essay (100%, 5000 words) in the ST.

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## EH428 Half Unit Not available in 2022/23

### History of Economics: Making Political Economy into a Social Science

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr Patrick Wells

**Availability:** This course is available on the MRes/PhD in Accounting (AOI) (Accounting, Organisations and Institutions Track), MSc in Economic History, MSc in Economic History (Research), MSc in Economics and Philosophy, MSc in Global Economic History (Erasmus Mundus), MSc in International and World History (LSE & Columbia), MSc in Philosophy of the Social Sciences and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** The course aim is to understand how the nature of economics changed from the verbally argued accounts of political economy and moral philosophy in the 18th century to become a technical social science by the end of the 20th century. The course will explore the long-term changes over two hundred years in how economists came to know things about the economy by examining the history of their notion of the laws of economics, their analytical practices, and the evidence they used. Primary texts, chosen from a variety of European and American authors, will provide material for the study of these changes. Secondary literature will provide theoretical resources from history and philosophy of science to help analyse, understand and assess these changes in the nature of economics as a science.

**Teaching:** 20 hours of seminars in the MT.

Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students will be expected to write two essays or equivalent pieces of written work.

**Indicative reading:** The main domain of the course material is explained in "Economics" in T.M.Porter and D.Ross *The Cambridge History of Science, Vol 7, The Modern Social Sciences*, pp 275-305 (Cambridge University Press), while a key secondary text is Mary Morgan's "The world in the model: how economists work and think" (Cambridge University Press 2012).

A very readable introduction to the history of economics is Robert Heilbroner's "The Worldly Philosophers" (various editions, Penguin); a more detailed background text is Henry Spiegel's "The Growth of Economic Thought" (various editions, Duke University Press).

Full reading lists will be given out at the beginning of the course.

**Assessment:** Essay (100%, 5000 words) in the LT.

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## EH429 Half Unit

### History of Economics: Ideas, Policy and Performativity

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Mary S. Morgan SAR 609

**Availability:** This course is available on the MA in Modern History, MRes/PhD in Accounting (AOI) (Accounting, Organisations and

Institutions Track), MSc in Economic History, MSc in Economic History (Research), MSc in Economics and Philosophy, MSc in Financial History, MSc in Global Economic History (Erasmus Mundus), MSc in International and World History (LSE & Columbia), MSc in Philosophy of the Social Sciences and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for all students that apply, but that may not continue to be the case.

**Course content:** The course aim is to understand how economics has been used to change the world. It brings together the long tradition of analysis of economics as a policy science with more recent ideas about the performativity of economics. It draws on the literatures of economic history, history of economics, political economy and sociology of accounting and finance to explore the aims and methods used by economists to influence, shape and direct the economy. The focus of study will be on particular episodes from 20th century history in which economics features as a technical art that translates ideas through policy into action (e.g. the transition from colonial to independent economies; the Soviet and Cuban revolutions; and the reconstruction of depressed and damaged economies).

**Teaching:** 22 hours of lectures and seminars in the Lent Term. This course is delivered through a combination of classes, lectures, and, if possible, archival visits, totalling a minimum of 22 hours across Lent Term.

This course includes an archive visit in Week 6 of Lent Term.

**Formative coursework:** Students will be expected to write two essays or equivalent pieces of written work, and contribute reading notes to shared Moodle resources.

**Indicative reading:** Reading lists will be given out at the beginning of the course. Henry Spiegel's *The Growth of Economic Thought* (various editions, Duke University Press) provides a general background text to history of economics. T.M. Porter's *Trust in Numbers* (1995, Duke University Press) is an important item on the reading list that can be usefully read ahead of the course.

**Assessment:** Take-home assessment (100%) in the ST.

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## EH430

### Monetary and Financial History

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Natacha Postel-Vinay

**Availability:** This course is available on the MRes/PhD in Accounting (AOI) (Accounting, Organisations and Institutions Track), MSc in Economic History, MSc in Economic History (Research), MSc in Global Economic History (Erasmus Mundus) and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and demand is typically high. This may mean that you are not able to get a place on this course.

**Pre-requisites:** There are no specific pre-requisites for this course. Nevertheless, some preliminary background in introductory macroeconomics and introductory statistics could be useful.

**Course content:** Where does money come from? How did financial markets first develop and integrate? What has been the impact of financial markets on economic development, growth, and business cycle fluctuations? When did financial crises first arise, and how did they develop in the twentieth century, up to the subprime and Euro crises of 2008-2015 and the Covid-19 pandemic? This course offers an opportunity to delve into these questions and analyse the evolution of the role of money in Western economies over centuries, from the Middle Ages to the 2000s.

The first part of the course will allow students to acquire a broad overview of the origins of financial markets from 800 to the eve of World War 1. It will explore the creation of mints and central banks,

the role of finance in processes of long-run growth such as the Industrial Revolution, how financial bubbles and banking panics first arose, and how financial markets integrated in the 19C with the Gold Standard.

The second part of the course will start with a focus on the financial turmoil of the Great Depression, looking at the mechanisms leading to hyperinflation, bank failures, debt crises and capital flight on both sides of the Atlantic. It will then move on to analysing the evolution of financial institutions under Bretton Woods, sovereign debt crises, the 1990s bubbles, bank bailouts during the Great Recession in the US and in the Euro area, and demand management in high-debt worlds such as one affected by Covid-19. In the end, students will have a firm grasp of the evolution of financial markets over centuries up until now.

**Teaching:** 10 hours of lectures and 10 hours of seminars in the MT. 10 hours of lectures and 10 hours of seminars in the LT.

This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term.

This course includes a reading week in Week 6 of Michaelmas Term and week 6 of Lent Term.

**Formative coursework:** Students are expected to write two essays or equivalent pieces of written work.

**Indicative reading:**

- Aliber, R., & Kindleberger, Charles P. (2015). *Manias, panics and crashes : A history of financial crises* (Seventh ed.). Palgrave.
- Eichengreen, B. (2015). *Hall of mirrors: The Great Depression, the great recession, and the uses-and misuses-of history*. New York: Oxford University Press.
- Ferguson, N. (2009). *The ascent of money : A financial history of the world*. London: Penguin.
- Rajan, R. (2011). *Fault lines : How hidden fractures still threaten the world economy* (1st pbk. ed.). Princeton, N.J.: Princeton University Press.
- Gorton, G. (2012). *Misunderstanding financial crises : Why we don't see them coming*. New York: Oxford University Press.

**Assessment:** Essay (50%, 5000 words) in the MT.

Essay (50%, 5000 words) in the LT.

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## EH431 Half Unit

### Women in Economic History

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Anne Ruderman

**Availability:** This course is available on the MSc in Economic History, MSc in Economic History (Research), MSc in Financial History, MSc in Global Economic History (Erasmus Mundus) and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and demand is expected to be high. This may mean that you are unable to get a place on this course.

**Course content:** This course will explore the role of women in economic history, as economic actors, labor market participants and early founders of the discipline. As such, it will take a broad look at the economic activity of women, as well as the structures and institutions that have governed socioeconomic aspects of women's lives, from employment to marriage to savings and retirement. This course will consider the economic history of women from the Renaissance to the recent past, looking at differences and similarities between Europe, the Americas, Africa and Asia. It will look at themes such as women and work, invisible labor, women as productive and reproductive entities under slavery, female slave owners, medicine and women, the gendering of professions, and property rights. It will examine, for example, the dowry bond market in Renaissance Florence, female land-ownership in pre-colonial Gambia and the so-called "mental load" that professional women face in household management in the twenty-first century United States.



**Teaching:** 20 hours of seminars in the LT.

This course will be taught over 10 two-hour seminars in the Lent Term.

**Formative coursework:** Students will be expected to produce 1 annotated bibliography, 1 outline and 1 analysis of sources in the Lent Term.

**Indicative reading:**

- Hughes, Diane Owen. (1978) "From Brideprice to Dowry in Mediterranean Europe." *Journal of Family History* 3, no. 3: 262-96
- Ogilvie, Sheilagh. (2004). "How Does Social Capital Affect Women? Guilds and Communities in Early Modern Germany," *American Historical Review*, 109.2: 325-359
- Jones-Rogers, Stephanie (2019). *They Were Her Property: White Women as Slave Owners in the American South*, New Haven: Yale University Press
- Candido, Mariana P., and Eugénia Rodrigues (2015). "African Women's Access and Rights to Property in the Portuguese Empire." *African Economic History* 43: 1-18.
- Dublin, Thomas, (1994). *Transforming Women's Work: New England Lives in the Industrial Revolution*, Ithaca: Cornell University Press.
- Brinton, Mary (1993). *Women and the Economic Miracle: Gender and Work in Postwar Japan*, Berkeley: University of California Press.
- Khan, B. Zorina (1996) "Married Women's Property Laws and Female Commercial Activity: Evidence from United States Patent Records, 1790-1895," *Journal of Economic History*, 56, no. 2: 356-88.
- Daminger, Allison (2019) "The Cognitive Dimension of Household Labor," *American Sociological Review* 84, no.4: 609-633.

**Assessment:** Essay (100%, 5000 words) in the ST Week 1.

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## EH432 Half Unit

### Economic History and Geography: Advanced Topics and Methods

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Joan R Roses (SAR 5.15)

**Availability:** This course is available on the MSc in Economic History, MSc in Economic History (Research), MSc in Financial History, MSc in Global Economic History (Erasmus Mundus) and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Students should have completed courses in intermediate level econometrics.

Knowledge of spatial econometric packages like GIS is not necessary. The course will not provide a comprehensive training in econometric methods or computer applications.

**Course content:** The course aims to introduce the student to topics at the frontier of Historical Economic Geography research of importance both at a theoretical and empirical level. Historical Economic Geography explores how and why the location of economic activities changes across time and space. To do so, it combines methodologies from several social sciences including Economic History, Economic Geography, Human Geography, Economics and Econometrics.

The focus is on acquiring the necessary skills to engage in advanced analysis of historical economic geography evidence and understand how History and Geography can shape economic development. The course consists of nine two-hours seminars on specialised topics in historical economic geography and one preparatory research workshop. This course contents change from year to year following the recent developments in the discipline. The topics considered in this edition of the course are the following. 1) general problems of research with historical and spatial data; 2) the construction of historical-spatial data; 3) historical analysis of market integration: time-series and dynamic panels; 4) historical analysis of the spatial concentration of

economic activities: measurement and determinants; 5) historical and spatial analysis of factor markets; 6) historical analysis of the local labour markets; 7) natural experiments in Historical Economic Geography: policies and shocks; 8) the evolution and measurement of regional inequality; 9) historical analysis of the urban space.

**Teaching:** 20 hours of computer workshops in the LT.

**Formative coursework:** Students will produce several short reviews of research papers and participate in the research workshop with an original project. The reviews' objective is to familiarize the students with the different methodologies and prepare them for their research projects. The research workshop will help them design the project and discuss its methodology. All formative coursework will receive written or oral feedback.

**Indicative reading:**

- Ahlfeldt, G. M., Redding, S. J., Sturm, D. M., and Wolf, N. 2015. "The economics of density: Evidence from the Berlin Wall," *Econometrica*, vol. 83(6), 2127-2189.
- Bertazzini, M. 2022. "The Long-term Impact of Italian Road Construction in the Horn of Africa, 1920-2000," *Journal of Economic Geography*, vol. 22(1), pp. 181-214.
- Rosés, J. R., & Wolf, N. 2021. "Regional growth and inequality in the long-run: Europe, 1900-2015," *Oxford Review of Economic Policy*, 37(1), 17-48.
- Gibbons, S., H.G Overman and E. Patacchini 2015. "Spatial Methods," in Duranton, G, J.V. Henderson and W. Strange (eds) *Handbook of Urban and Regional Economics*, Vol 5a, Chapter 3, Elsevier
- Baum-Snow, N. and F. Ferreira 2015. "Causal Inference in Urban Economics," in Duranton, G, J.V. Henderson and W. Strange (eds) *Handbook of Urban and Regional Economics*, Vol 5a, Chapter 1, Elsevier.
- Gibbons, S., and Overman, H. G. (2012). "Mostly pointless spatial econometrics?," *Journal of regional Science*, vol. 52(2), 172-191.
- Corrado, L., and Fingleton, B. 2012. "Where is the economics in spatial econometrics?," *Journal of Regional Science*, vol. 52(2), 210-239.
- Kelly, M. (2019). "The standard errors of persistence," mimeo UCL.

**Assessment:** Project (100%, 5000 words) in the ST.

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## EH436 Half Unit Not available in 2022/23

### Economic History of the Early Modern New World (The Americas)

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Alejandra Irigoin, SAR 6.11

**Availability:** This course is available on the MSc in Economic History, MSc in Economic History (Research), MSc in Empires, Colonialism and Globalisation, MSc in Financial History, MSc in Global Economic History (Erasmus Mundus) and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). We hope to be able to provide places for all students that apply, but this may not be possible.

**Course content:** This course surveys the economic history of the expansion and interaction of Europeans in the Americas in the early modern period (1500-1820). It focuses on the role of the New World in the origin and development of the World Economy, modern Europe and Asia before modern economic growth. The course mirrors mainstream interpretations of economic development centred on European and Old World trajectories on the New World's, to explain the global Smithian growth of the region in the period. It also poses a reciprocal comparison for particular developments in North and South America, as an empirical test for theories of long run development based on institutional legacies of colonialism, culture and factor endowments.

Combining a thematic approach with a loose chronological

sequence, the course discusses topics such as: 1) the New World in Eurasia's Great Divergence, 2) Demographics and Living standards, 3) Factor Endowments and Agriculture, 4) The production of global commodities, 5) Labour institutions and markets in mining and agricultural commodities, 6) The world demand for sugar and silver; consumption and markets; 7) Trade, finance and commercial institutions over the Atlantic and the Pacific oceans, 8) Colonialism and European mercantilism overseas, 9) governance, war and state capacity in the sovereign states 10) The legacy of colonialism in the long run: the divergence within the New World by 1820s and the Great Divergence revisited. More specific topics are: the interaction with aboriginal societies and the establishment of market relations; the Columbian exchange and the transfer of knowledge to and from Europe; the slave trade; the scope for domestic and overseas markets, the colonial trade.

**Teaching:** 20 hours of seminars in the LT.

This year, while we are planning for most classes and seminars to be delivered in person, it is possible that some or all of this teaching may have to be delivered virtually. Lectures will either be recorded or given in the form of live webinars.

**Formative coursework:** Students are expected to write two essays or equivalent pieces of written work.

**Indicative reading:**

- Neal, L. and Willamson, J (2014). *The Cambridge history of capitalism: Volume I: The rise of capitalism : from ancient origins to 1848*. Cambridge, United Kingdom, Cambridge University Press.
- Bulmer-Thomas, V., et al. (2006). *The Cambridge economic history of Latin America*. Cambridge, Cambridge University Press.
- Elliott, J. (2009). *Spain, Europe and the Wider World, 1500-1800*. New Haven, Yale University press
- Engerman, S., & Gallman, Robert E. (1996). (1996). *The Cambridge Economic History of the United States* New York, Cambridge University Press
- Findlay, R. and K. O'Rourke (2009). *Power and Plenty, Trade, War and the World Economic in the second millenium*. Princeton, Princeton University Press.
- Lockhart, J. and S. Schwartz (1999 (1983)). *Early Latin America. A history of colonial Spanish America and Brazil*. Cambridge, Cambridge.
- Pomeranz, K. (2000). *The Great Divergence, China, Europe and the making of the modern world economy*. Princeton Princeton University Press.
- Frank, A. (1998). *ReOrient : Global Economy in the Asian Age*. Berkeley, University of California Press.
- Irigoien, A. (2018). *The New World and the Global Silver Economy*. *Global Economic History*. G. Riello and T. Roy. London Bloomsbury: 271-286
- de Zwart, P. and J. Van Zanden (2018). *The Origins of Globalization. World trade in the making of the Global Economy, 1500-1800*. Cambridge, Cambridge University Press.

**Additional reading:**

- AA.VV (2015). *The Cambridge World History: Volume 6Part 2: The Construction of a Global World, 1400-1800 CE*. Cambridge, Cambridge University Press.
- Irigoien, A (2018). "Global silver: Bullion or Specie? Supply and demand in the making of the early modern global economy." *LSE Economic History working papers*(285).
- Irigoien, A. and R. Grafe (2013). *Bounded leviathan: Fiscal constraints and financial development in the Early Modern Hispanic world Questioning Credible Commitment; Perspectives on the Rise of Financial Capitalism*. D. Coffman, A. Leonard and L. Neal. Cambridge, Cambridge University Press 199-227.
- Irigoien, M. (2009). "The end of the Silver era: the consequences of the breakdown of the Spanish silver peso standard in China and the US, 1780s- 1850s." *Journal of World History* 20(2): 207-243.
- Klein, H. S. (2010). *The Atlantic slave trade*. Cambridge New York, Cambridge University Press.
- Lamikiz, X. (2010). *Trade and Trust in the 18th century Atlantic World. Spanish Merchants and their overseas networks*. London The Royal Historical Society

- Leonard, A. and D. Pretel (2015). *The Caribbean and the Atlantic world economy: circuits of trade, money and knowledge, 1650-1914*. New York, NY, Palgrave Macmillan
- Mangan, J. (2003). *Trading Roles. Gender, ethnicity and the urban economy in Colonial Potosi*. Durham, Duke University Press.
- McCusker, J. (1978). *Money and Exchange in Europe and America, 1600-1775. A Handbook*. Chapel Hill, NC, North Carolina University Press.
- North, D. C. (1961). *The economic growth of the United States, 1790-1860*. Englewood Cliffs, N.J., Prentice-Hall.
- Pearce, A. (2007). *British trade with Spanish America, 1763-1808*. Liverpool Liverpool University Press.
- Tracy, J. D. (1990). *The rise of merchant empires: long-distance trade in the early modern world, 1350-1750*. Cambridge, Cambridge University Press.
- Tracy, J. D. (1991). *The political economy of merchant empires: state power and world trade, 1350-1750*. Cambridge, Cambridge University Press.
- Tutino, J. (2011). *Making a new world : Founding capitalism in the Bajio and Spanish North America* Durham NC, Duke University Press.
- Viotti da Costa, E. (2000). *The Brazilian Empire. Myths and Histories*. Chapel Hill, University of North Carolina Press.
- De Vries, J. (2010). "The limits of globalization in the early modern world." *The Economic History Review*. 63(3): 710-733.

**Assessment:** Essay (100%, 5000 words) in the ST.

## EH437

### History of Global Finance

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Olivier Accominotti

**Availability:** This course is compulsory on the MSc in Financial History. This course is not available as an outside option.

**Course content:** This course introduces students to the history of the global monetary and financial system. It examines the main changes in the architecture of global finance and in the governance of international monetary affairs from the very early times to the twenty-first century. The course explores the rise of international finance, the origins of financial globalization and de-globalization, and the causes and consequences of global financial instability for both advanced and emerging market economies. The course provides the necessary long-run, historical perspective to understand the most recent developments in the international monetary and financial system and the related policy debate. As part of this course, students will also design and conduct one research project in financial history drawing upon archival sources or historical data. The project will prepare students for their research dissertation.

**Teaching:** 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.

**Formative coursework:** Students will be expected to produce 2 essays in the MT and LT.

**Indicative reading:**

- Eichengreen, B. (2008). *Globalizing Capital: A History of the International Monetary System*. Princeton University Press.
- Eichengreen, B., Mehl, A., & Chitu, L. (2018). *How Global Currencies Work. Past, Present and Future*. Princeton University Press.
- Neal L. (2015). *A concise history of international finance*. Cambridge University Press.
- Reinhart C. & Rogoff K. (2009). *This Time is Different. Eight Centuries of Financial Folly*. Princeton University Press.
- Tooze, A. (2018). *Crashed: how a decade of financial crises changed the world*. Allen Lane.

**Assessment:** Exam (70%, duration: 2 hours) in the summer exam period.

Project (30%, 3500 words) in the LT.

## EH438 Half Unit History of Financial Markets

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Albrecht Ritschl

**Availability:** This course is available on the MSc in Financial History. This course is not available as an outside option.

**Pre-requisites:** Some knowledge of statistics is useful but not strictly required.

**Course content:** This course explores the historical evolution of financial markets from the early times to the present. It covers the origins of securitisation and the gradual spread of financial asset tradability in different parts of the world. We analyse the gradual deepening of financial markets with the emergence of major stock exchanges in the Early Modern period. We study the rise of stock markets and the emergence of secondary markets for sovereign debt from the 18th to the 20th century. With these financial innovations came financial bubbles, crises, and crashes. We delve into the ongoing debates about their causes and origins. The course provides a long run perspective on important questions about the efficiency of financial markets, their international integration as well as their regulation and de-regulation. It also presents a historical comparison of the emerging market crises of the late 20th century, as well as the financial crisis of 2008.

**Teaching:** 20 hours of seminars in the LT. 2 hours of seminars in the ST.

**Formative coursework:** Students will be expected to produce 1 presentation and 1 essay in the LT.

Students will be encouraged to form and work in groups, and to briefly present joint slide sets on the reading and the class question every week so as to continually obtain feedback. The formative essay topic will typically be chosen from one of the presentations and deepen one aspect further.

**Indicative reading:**

- Aliber, R., & Kindleberger, C. P. (2015). *Manias, panics and crashes: A history of financial crises*. Palgrave.
- De Roover, R. (1974). *Business, banking, and economic thought in late medieval and early modern Europe*. University of Chicago Press.
- Ferguson, N. (2008). *The ascent of money. A financial history of the world*. Penguin.
- Neal L. (2015). *A concise history of international finance*. Cambridge University Press.
- Rogoff, K. and C. Reinhart (2009). *This time is different: eight centuries of financial folly*. Princeton University Press.
- Talib, N.N. (2007). *Black Swan. The impact of the highly improbable*. Random House.

**Assessment:** Exam (100%, duration: 2 hours).

## EH439 Half Unit History of Banking Systems

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Natacha Postel-Vinay

**Availability:** This course is available on the MSc in Financial History. This course is not available as an outside option.

**Course content:** This course introduces students to problematics around the history of banking. It explores the rise of financial intermediaries over the centuries and how their role evolved from simple money changers to money creators via lending. Banks can sometimes fail; historical causes of these failures as well as macroeconomic consequences will be explored, going from the 19C through the Great Depression to the 21C. Countries have historically been aware of the central tension between the necessity to save a financial system from collapse and the imperative of no moral hazard created in the process. By looking at the evolution of crisis resolution and aspects of preventive regulation students will gain a deep understanding of the history of banking in the developed world.

**Teaching:** 20 hours of seminars in the LT.

**Formative coursework:** Students will be expected to produce 1 essay and 1 presentation in the LT.

**Indicative reading:**

- Tooze, A. (2018). *Crashed: How a Decade of Financial Crises Changed the World*. London: Penguin Books.
- Aliber, R., & Kindleberger, Charles P. (2015). *Manias, panics and crashes: A history of financial crises* (Seventh ed.). Palgrave.
- Straumann, T. (2019). *Debt, Crisis, and the Rise of Hitler*. Oxford University Press.
- Galbraith, J. K. (2009) [1954]. *The Great Crash 1929*. Penguin.
- Bordo, M., Eichengreen, B., Klingebiel, D., & Martinez Peria, M. S. (2001). "Is the crisis problem growing more severe?," *Economic policy*, 16(32), 52-82.

**Assessment:** Essay (100%, 5000 words) in the LT Week 10.

## EH446 Economic Development of East and Southeast Asia

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Kent Deng SAR 517

**Availability:** This course is available on the MA in Asian and International History (LSE and NUS), MRes/PhD in Quantitative Economic History, MSc in China in Comparative Perspective, MSc in Development Studies, MSc in Economic History, MSc in Economic History (Research), MSc in Empires, Colonialism and Globalisation, MSc in Global Economic History (Erasmus Mundus), MSc in Global Politics, MSc in International and Asian History and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for all students that apply, but that may not continue to be the case.

**Pre-requisites:** Knowledge of Asian history of the relevant period and region would be an advantage.

**Course content:** EH446 is, in nature, a guided reading course. Students will obtain in-depth knowledge of conditions and paths of economic growth and development in East Asia and Southeast Asia in past centuries, and become engaged in the ongoing scholarly debate.

The first part of the course looks at premodern/traditional economic performance, including resource endowments, institutions, technology and economic structures that evolved independently in Asia over time to support a large population with reasonable standards of living. The second part of the course examines early modern East Asia and Southeast Asia in the context of 'product-rich economies', and easy access to international trade, and Western colonisation of the region. The third part examines modern growth in East Asia and Southeast Asia, including the conditions and transformations in post-Opium War China, Meiji Japan, post-WWII 'Asian Tigers', ASEAN, China under post-Mao reforms, and 'new Asia' in the global economy today.

Main debates in scholarship are included as the course moves on.

**Teaching:** 10 hours of lectures and 10 hours of seminars in the MT. 10 hours of lectures and 10 hours of seminars in the LT. 1 hour of lectures in the ST.

This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term.

This course includes a reading week in Week 6 of Michaelmas Term and Week 6 of Lent Term.

**Formative coursework:** Students are expected to write two essays or equivalent pieces of written work.

**Indicative reading:**

- A G Frank, *ReOrient: Global Economy in the Asian Age* (1998);
- K Pomeranz, *The Great Divergence* (2000);



- J M Hobson *Multicultural Origins of the Global Economy* (2021);
- World Bank, *The East Asian Miracle* (1993);
- I Brown, *Economic Change in Southeast Asia* (1997).
- Rui H and P. Nolan, *Globalisation, Transition and Development in China* (2004).

**Assessment:** Exam (70%, duration: 2 hours) in the summer exam period.

Essay (30%, 3500 words).

## **EH452 Half Unit Not available in 2022/23** **Latin American Development and Economic History**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Alejandra Irigoin, SAR 611

**Availability:** This course is available on the MSc in Economic History, MSc in Economic History (Research), MSc in Empires, Colonialism and Globalisation, MSc in Global Economic History (Erasmus Mundus), MSc in History of International Relations, MSc in International and World History (LSE & Columbia), MSc in Political Economy of Late Development and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for all students that apply, but that may not continue to be the case.

**Course content:** The course will consider some of the major topics in the development and economic history of Latin America.

The topics to be explored will be the role of geography, the environment and factor endowments, the role of institutions and policies, problems of taxation, spending and representation in the capacities of the state and constitutional and political developments in the 19th and 20th century, the protracted character of Latin America's inequality, the 'curse' from natural resources dependence, the macroeconomics of industrialization and the political economic nature of Latin American populism. Using reciprocal comparisons with the US, South East Asia, between Latin American countries, and across time the course will revisit the current interpretations of Latin American development in the long run and will frame the analysis of particular issues of policy-making of the present into the economic historical context.

**Teaching:** 20 hours of seminars in the MT.

This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Michaelmas Term. This year, while we are planning for most classes and seminars to be delivered in-person, it is possible that some or all of this teaching may have to be delivered virtually. Lectures will either be recorded or given in the form of live webinars.

This course includes a reading week in Week 6 of Michaelmas Term.

**Formative coursework:** Students are required to write one essay or equivalent pieces of written work.

**Indicative reading:** V. Bulmer-Thomas, V (2014) *The economic history of Latin America since independence* 2nd ed Cambridge, Cambridge University Press. S. Edwards, 2010. *Left behind: Latin America and the false promise of populism*. Chicago: The University of Chicago Press. P. Franko, 2007. *The puzzle of Latin American economic development*. Lanham & Littlefield. J.L. Gallup, (2003) *Is geography destiny?: lessons from Latin America* Latin American development forum. Washington, DC, World Bank. Stein, Ernesto, Mariano Tommasi, Carlos G. Scartascini, and Pablo T. Spiller. 2008. *Policymaking in Latin America: how politics shapes policies*. Washington, D.C.: Inter-American Development Bank. Ocampo, JA & Ross, J (2011), *The Oxford Handbook of Latin American economics* (Oxford, Oxford University Press). Bertola, L & Ocampo, JA (2012), *The Economic Development of Latin America since Independence* (Oxford, Oxford University Press); Scartascini, Stein, GC & Tommasi, M (2010), *How*

*democracy Works: political institutions, actors and arenas in Latin American policy making* (Washington DC IADB); CH Blake, (2007) *Politics in Latin America* 2nd edition (Houghton Mifflin Company). V. Bulmer-Thomas, JH, Coatsworth, and R. Cortes Conde, (2006) *The Cambridge economic history of Latin America* Cambridge, Cambridge University Press. Vol. I & I; AA.VV (2003) *Inequality in Latin America and the Caribbean. Breaking with history?* (Washington IRDB); Edwards, Esquivel, G & Marquez, G (2007) *The Decline of Latin American Economics: growth, institutions and crises* (Chicago University of Chicago)

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

While we hope to be in a position to be able to offer in-person assessment, it remains possible that examination for this module will be online.

## **EH454 Not available in 2022/23** **Human Health in History**

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Eric Schneider SAR.5.18 and Prof Patrick Wallis SAR.5.11

**Availability:** This course is available on the MRes/PhD in Quantitative Economic History, MSc in Economic History, MSc in Economic History (Research), MSc in Empires, Colonialism and Globalisation, MSc in Global Economic History (Erasmus Mundus) and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This course explores how human health has changed over time and tracks how the environment, society, public health infrastructure, medical practice and health systems have influenced health. The course begins with a survey of how health has changed from the Neolithic era onwards. Subsequent thematic sets of seminars study the following topics in more detail:

- Health in the pre-Industrial world including discussion of the Black Death and American slavery.
- The epidemiological and health transition with weekly topics on the germ theory of disease, medical innovations, sanitation and the developmental origins of health.
- The development of health systems from the early modern period to the present.
- Combating epidemic disease with particular reference to smallpox, plague and AIDS.
- The influence of health on society and the economy including topics on health and economic growth, gender disparities in health and morbidity.

One of the focuses of the course will be critical engagement with the sources and methods that historians have used to reconstruct health history. Students will also complete a 5,000 word research paper based on primary sources or data on a health history topic as part of the summative assessment.

**Teaching:** 20 hours of seminars in the MT. 20 hours of seminars in the LT. 1 hour of seminars in the ST.

This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos.

This course includes a reading week in Week 6 of Michaelmas Term and Week 6 of Lent Term.

**Formative coursework:** Students will be expected to produce four essays or equivalent pieces of work. In MT this includes a group research project to prepare students for the individual research paper that forms part of the summative assessment.

**Indicative reading:** Floud, Roderick, Robert W. Fogel, Bernard Harris and Sok Chul Hong, *The Changing Body: Health, Nutrition, and Human Development in the Western World since 1700* (Cambridge, 2011).

Harrison, Mark, *Disease and the Modern World: 1500 to the*



Present (Cambridge, 2004).

Livi-Bacci, Massimo, *A Concise History of Population* (Chichester, 2012).

Almond, Douglas and Janet Currie, 'Killing Me Softly: The Fetal Origins Hypothesis', *The Journal of Economic Perspectives*, 25, no. 3 (2011), pp. 153-172.

Costa, Dora, 'Health and the Economy in the United States, from 1750 to the Present', NBER Working Paper, no. 19685 (2013).

Hays, J. N., *The Burdens of Disease: Epidemics and Human Response in Western History* (New Brunswick NJ, 1998).

Steckel, Richard H., 'Stature and the Standard of Living', *Journal of Economic Literature*, 33, no. 4 (1995), pp. 1903-1940.

Wallis, Patrick, 'Introduction: The Growth of the Early Modern Medical Economy', *Journal of Social History*, 49, no. 3 (2016), pp. 477-483.

**Assessment:** Exam (50%, duration: 2 hours) in the summer exam period.

Project (50%, 5000 words) in the LT.

The 5,000-word summative research project is an opportunity for students to conduct their own primary-source research into the history of health. Students can either use a primary source available as a dataset, or they can venture out to the archives to collect additional information as a basis for their project. The project must be historical (pre-1990) and cannot directly replicate studies in the literature using the same data. However, it can test another author's result using new sources or use the same sources to test a different question. The project can use quantitative or qualitative methods (or both) based on each student's preference.

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## EH457 Half Unit

### Living Standards since the Industrial Revolution: The British experience c.1750-2000

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Ian Gazeley SAR 6.05

**Availability:** This course is available on the MA in Modern History, MSc in Economic History, MSc in Economic History (Research), MSc in Financial History, MSc in Global Economic History (Erasmus Mundus) and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for all students that apply, but that may not continue to be the case.

**Course content:** This course examines living standards from roughly the industrial revolution until the millenium through the prism of the British experience. The gradual move from subsistence agriculture to advanced industrial production was accompanied by a move towards urban living and radical demographic and social change, which transformed the lives of the population within a few generations. The population of Western economies experienced an exponential increase in average real incomes, which was driven by technical progress. This transformed the living standards of the majority of the population from bare subsistence to plenty, and was accompanied by a growing role for the state in providing for those excluded from the benefits of economic progress. Over the course of these three hundred years, the path of average incomes in Western countries also diverged from those in Asia, creating profound global imbalances in income and wealth.

The course is organised roughly chronologically, but within this, it concentrates on particular aspects of living standards that have proved most controversial within the existing literature; either because of an imperfect historical record, differences in method or approach, or sometimes because of ideological differences. This course will explore topics relating to: the transformation of work; the progress of average incomes; the distribution of income and wealth; changes in food consumption and nutrition; the

relationship between demographic change and living standards; the transformation of the role of the state and the reasons for divergence in living standards across time and place. It will also explore the reasons why historians disagree about these topics.

**Teaching:** 20 hours of seminars in the LT.

This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Lent Term. This year, while we are planning for most classes and seminars to be delivered in-person, it is possible that some or all of this teaching may have to be delivered virtually. Lectures will either be recorded or given in the form of live webinars.

This course includes a reading week in Week 6 of Lent Term.

**Formative coursework:** Students will be expected to complete two essays or equivalent pieces of work.

**Indicative reading:** Allen, Robert., *The British Industrial Revolution in Global Perspective* (Cambridge 2009)

Atkinson, A.B. and Piketty, Thomas., *Top Incomes: A Global Perspective* (Oxford, 2014)

Flood, Roderick et al, *The Changing Body: Health, Nutrition and Human Development in the Western World since 1700* (Cambridge 2011)

Glennester, H, Hills, J, and Piachaud., D. *One Hundred Years of Poverty and Policy* (2004)

Goldin, Claudia and Katz, Lawrence F., *The Race between Education and Technology* (Harvard, 2010)

Muldrew, Craig., *Food, Energy and the Creation of Industriousness: Work and Material Culture in Agrarian England 1550-1780* (Cambridge 2011)

Scholliers, Peter and Vamagni, Vera., (ed) *Labour's Reward: Real Wages and Economic Change in 19th and 20th Century Europe* (1995)

Taylor, Arthur, J., (ed) *The Standard of Living in Britain in the Industrial Revolution* (1975)

Vernon, James., *Hunger: A Modern History* (Cambridge, 2004)

Williamson, Jefferey, G., *Did British Capitalism Breed Inequality?* (1985)

**Assessment:** Take-home assessment (90%) in the ST.

Class participation (10%) in the LT.

The online assessment for this course will be a Take Home Exam administered via Moodle. A review session will take place in Week 1 of the ST in preparation for this assessment. Assessment questions will be administered via Moodle in Week 2 of the ST. Students will choose 2 of 8 questions. Answers to questions will be submitted in Week 5 of the ST.

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## EH463 Half Unit

### The Long-Run Analysis of Firms and Industries

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Gerben Bakker SAR 509

**Availability:** This course is available on the MRes/PhD in Accounting (AOI) (Accounting, Organisations and Institutions Track), MSc in Accounting, Organisations and Institutions, MSc in Economic History, MSc in Economic History (Research), MSc in Financial History, MSc in Global Economic History (Erasmus Mundus) and MSc in Political Economy of Late Development.

This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and demand is typically high. This may mean that you are not able to get a place on this course.

**Course content:** This course comparatively explores the history of strategies, business organisations and industries since the nineteenth century. Different approaches to analyse this evolution are discussed, as well as the history of thinking about management and organisational structure and how this affected history itself. Introductory lecture(s) set the scene, discuss key concepts and various economic approaches to analyse the evolution of organisations. Subsequently the course looks at the origins of legal forms of organisation - such as the corporation,

the private limited liability company and the cooperative - at the development of organisational structures, at the history of thinking about them, and at evolution of the industries.

**Teaching:** 20 hours of seminars in the LT.

This course is delivered through a series of seminars totalling 20 hours across Lent Term.

This course includes a reading week in Week 6 of Lent Term.

**Formative coursework:** Students are expected to write two essays or equivalent pieces of written work.

**Indicative reading:**

- G. Boyce and S. Ville, *The Development of Modern Business* (2002);
- C. J. Schmitz, *The growth of big business in the United States and Western Europe, 1850-1939* (1993);
- S. Douma and H. Schreuder, *Economic Approaches to Organizations* (2002);
- A. Huczynski and D. Buchanan, 'Organizational Structures', part 4 in *Organizational Behaviour* (2001 or later edition);
- D. A. Wren, *The History of Management Thought* (5th ed. 2004);
- O. E. Williamson, *The economic institutions of capitalism. Firms, markets, relational contracting* (1985);
- A. D. Chandler, *Strategy and Structure: Chapters in the History of the American Industrial Enterprise* (1962);
- J. Sutton, *Technology and Market Structure: Theory and History* (1998);
- F. Knight, *Risk, Uncertainty and Profit* (1921);
- J. A. Schumpeter, "Can Capitalism Survive?" in his *Capitalism, Socialism and Democracy* (1942);
- L. Hannah, 'Marshall's "Trees" and the Global "Forest" in N. Lamoreaux, D. Raff and P. Temin, *Learning by Doing in Markets, Firms and Nations* (1999);
- J. M. Karpoff, "Public versus Private Initiative in Arctic Exploration: The Effects of Incentives and Organizational Structure," *Journal of Political Economy* 109 (2001);
- E. Hilt, "Incentives in Corporations: Evidence from the American Whaling Industry," *Journal of Law and Economics* 49 (2006);
- M. J. Lynskey and S. Yonekura, *Entrepreneurship and Organization* (2002).

**Assessment:** Take-home assessment (100%) in the ST.

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## **EH476 Not available in 2022/23**

### **The Economic History of War**

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Max-Stephan Schulze SAR 614

**Availability:** This course is available on the MRes/PhD in Quantitative Economic History, MSc in Economic History, MSc in Economic History (Research) and MSc in Global Economic History (Erasmus Mundus). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Students enrolled on this course are expected to have completed the equivalent of undergraduate survey courses on European history. Knowledge of introductory undergraduate level economics is a distinct advantage.

**Course content:** This course explores the economic history of war(s) from the late Middle Ages to the 20th century within a comparative framework. Key themes examined include: long-term preparation for war - from bullionism to autarchy; state formation and deformation; organising warfare - from Renaissance condottiere to security firms; resource mobilisation - finance, material inputs, human capital; resource allocation - production and consumption; human and economic consequences of war; post-war reconstructions. The historical cases studied include the Hundred Years War, the Thirty Years War, the European wars of the 18th century, the Napoleonic Wars, the American Civil War, the First and Second World Wars.

**Teaching:** 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.

There are no lectures on this course. Teaching will consist of 20

seminars of two-hours each in MT and LT; one revision session in LT. There will be pre-circulated papers for the seminars.

Students on this course will have a reading week in Week 6 of both MT and LT, in line with departmental policy.

**Formative coursework:** Three 2,000 word essays and one class presentation

**Indicative reading:** R. Bartlett, *The Making of Europe. Conquest, Colonization and Cultural Change, 950-1350* (1993).

S. Broadberry, & M. Harrison, (eds) *The Economics of World War I* (2005).

J. Brewer, *The sinews of Power: War, Money and the English State, 1688-1789* (1989).

R. Chickering & S. Foerster (eds), *Great War, Total War* (2000).

S. Foerster & J. Nagler (eds), *On the Road to Total War: The American Civil War and the German ars of Unification* (1997).

D. Diamond, *Guns, Germs and Steel: The Fates of Human Societies* (1997).

J.R. Hale, *War and Society in Renaissance Europe, 1450-1620* (1998).

G. Hardach, *The First World War, 1914-18* (1977).

M. Harrison (ed) *The Economics of World War II* (2000).

A.S. Milward, *War, Economy and Society 1939-45* (1987).

A. Offer, *The First World War. An Agrarian interpretation* (1989).

K. O'Rourke, 'The worldwide economic impact of the French Revolutionary and Napoleonic Wars, 1793-1815', *Journal of Global History* (2006) 1, pp123-149.

R. Overy, *Why the Allies Won* (2006).

G.Parker, *The Military Revolution: Military Innovation and the Rise of the West, 1500-1800* (1996).

D. Stevenson, *With Our Backs to the Wall: Victory and Defeat in 1918* (2011).

D. Stevenson, *Armaments and the Coming of War: Europe, 1904-1914* (1996).

H. Strachan, *Financing the First World War* (2004).

A. Tooze, *Wages of Destruction* (2006).

**Assessment:** Exam (100%, duration: 3 hours) in the summer exam period.

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## **EH482**

### **The Origins of the World Economy: Europe and Asia, 1000-1800**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Anne Ruderman SAR 506 and Prof Patrick Wallis SAR 511

**Availability:** This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in China in Comparative Perspective, MSc in Economic History, MSc in Economic History (Research), MSc in Empires, Colonialism and Globalisation, MSc in Global Economic History (Erasmus Mundus), MSc in International and Asian History and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for all students that apply, but that may not continue to be the case.

**Course content:** This course surveys long-term processes of growth and development in pre-modern Europe and the wider world. Its central question is how and why economic performance differed between differently structured societies and across societies at the same point in time. The course raises fundamental questions about the nature of pre-industrial societies and economies and it critically examines the numerous theories put forward to explain long-run economic change.

First, it asks if stagnation and poverty were normal conditions in pre-industrial societies and growth an aberration. Were societies 'Malthusian', and what kind of growth and development did they experience? Second, it addresses debates over the timing

and causes of Western economic growth and its connections with the region's expanding political and military power. Was British or European success from the 17th century the result of unique social, institutional, or cultural features? It focuses on the developments of markets and their integration, on the development of technology and on the extension of manufactory in a fundamentally agrarian world. Third, it explores the range of alternative development paths within Europe and in other regions of the world, such as premodern China and India, considering both regions' internal economic dynamics and the impact of interactions with European powers as contact grew over the course of the early modern period.

The course is not chronologically arranged but rather along core topics relevant in economic history. These are presented and discussed in an explicitly comparative way. Themes include: population, agriculture, technology, manufacturing, labour regimes, economic effects of legal, political, and constitutional structures; political economy; trade and market integration, money, finances and commercial institutions, and the causes and effects of the European expansion overseas.

**Teaching:** 10 hours of lectures and 10 hours of seminars in the MT. 10 hours of lectures and 10 hours of seminars in the LT. This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term.

This course includes a reading week in Week 6 of Michaelmas Term and Week 6 of Lent Term.

**Formative coursework:** Students are expected to write three essays or equivalent pieces of written work.

**Indicative reading:**

- J Abu-Lughod, *Before European Hegemony: The World System*;
- A G Frank, *ReORIENT: Global Economy in the Asian Age* (1998);
- P Hoffman, *Why Did Europe Conquer the World?* (2015);
- J E Inikori, *Africans and the Industrial Revolution in England* (2002);
- E L Jones, *Growth Recurring: Economic Change in World History* (2002);
- J Y Lin, *The Needham Puzzle: Why the Industrial Revolution Did Not Originate in China* (1995);
- Joel Mokyr, *The Lever of Riches* (1990);
- K G Persson, *An Economic History of Europe: Knowledge, Institutions and Growth, 600 to the Present* (2010);
- K Pomeranz, *The Great Divergence: China, Europe, and the Making of the Modern World Economy* (2000);
- J Rubin, *Rulers, Religion and Riches: Why the West Got Rich and the Middle East Did Not* (2017);
- HJ Voth and N Voigtlander, 'Malthusian Dynamism and the Rise of Europe: Make War, Not Love', *American Economic Review* (2009);
- J van Zanden, SG Carmichael, & T De Moor. *Capital Women - The European Marriage Pattern, Female Empowerment and Economic Development in Western Europe 1300-1800* (2019);
- J de Vries, 'The Limits of Globalization in the Early Modern World' *The Economic History Review, New Series*, 63, No. 3 (2010), pp. 710-33;
- B Wong & J L. Rosenthal, *Before and Beyond Divergence* (2014)

**Assessment:** Take-home assessment (100%) in the ST.

## EH483

### The Development and Integration of the World Economy in the 19th and 20th Centuries

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Albrecht Ritschl SAR 606 and Prof Juan Roses Vendoiro SAR 515

**Availability:** This course is available on the MA in Modern History, MSc in Accounting, Organisations and Institutions, MSc in Economic History, MSc in Economic History (Research), MSc in Empires, Colonialism and Globalisation, MSc in Global Economic

History (Erasmus Mundus), MSc in Global Politics and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for all students that apply but that may not continue to be the case.

**Course content:** This course aims to provide an overview of the development and integration of the world economy from 1800 to the present, giving an understanding of the origins of the challenges we face in the 21st century. The course raises fundamental questions about the sources of the unprecedented levels of economic growth in the last two centuries and the past and present challenges to economic development that have led to sharp divergences in income between countries and regions. The course explores the economic history at a global level, exploring developments in the western world as well as in Latin America, East and Southeast Asia, and Africa. Topics discussed will include fundamental transformations in economic experience, such as income and inequality, environmental change and the rise of population; sources of progress, such as technology, science, fiscal development; and explanations for divergent outcomes, for example human capital, economic policy, and management.

**Teaching:** 10 hours of lectures and 10 hours of seminars in the MT. 10 hours of lectures and 10 hours of seminars in the LT.

This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas Term and Lent Term.

This course includes a reading week in Week 6 of Michaelmas Term and Week 6 of Lent Term.

**Formative coursework:** Students are expected to write two essays or equivalent pieces of work.

**Indicative reading:** Broadberry, S. and O'Rourke, K.H. (eds.) (2010), *The Cambridge Economic History of Modern Europe*; Acemoglu, D., and Robinson, J.A. (2006), *Economic origins of dictatorship and democracy*; Livi-Bacci, M. (2001), *A Concise History of World Population*; Broadberry, S.N. (1998), "How did the United States and Germany Overtake Britain? A Sectoral Analysis of Comparative Productivity Levels, 1870-1990", *Journal of Economic History*; Hatton, T. and J. Williamson (1998), *The Age of Mass Migration*; Eichengreen, B. (1996), *Globalizing Capital*; Accominotti, O., and Flandreau, M. (2008), "Bilateral Treaties and the Most-Favored Nation Clause. The Myth of Trade Liberalization in the Nineteenth Century", *World Politics*; O'Rourke, K. and Williamson, J. (1999), *Globalization and History*; Harrison, M. (1988), "Resource Mobilization for the Second World War in the USA, UK, USSR, and Germany, 1938-45", *Economic History Review*; Eichengreen, B. and Hatton, T.J. (eds.), *Interwar Unemployment in International Perspective*; Eichengreen, B., and Sachs, J. (1985), "Exchange Rates and Economic Recovery in the 1930s", *Journal of Economic History*; Taylor, A.M. (1998), "On the Costs of Inward-Looking Development: Price Distortions, Growth, and Divergence in Latin America", *Journal of Economic History*.

**Assessment:** Take-home assessment (100%) in the ST.

## EH486 Half Unit Not available in 2022/23

### Shipping and Sea Power in Asian Waters, c 1600-1860

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Kent Deng SAR.5.17

**Availability:** This course is available on the MRes/PhD in Quantitative Economic History, MSc in Economic History, MSc in Economic History (Research), MSc in Empires, Colonialism and Globalisation, MSc in Global Economic History (Erasmus Mundus), MSc in International and World History (LSE & Columbia) and MSc in Political Economy of Late Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This course examines the development of shipping, sea power and maritime-related industries in East and Southeast Asia, c1600-1860.

Topics include: Introduction to theories and models. Sailing conditions and sea routes in Asian waters. Strategic importance of Asian waters in the global sense. Development of shipping technology. Emergence of naval capacity. Function and pattern of long-distance trade; formation of regional markets and networks; linkages to the home economy. Migration. Investments and returns. Role of governments. Impact of modern capitalism. Regional hegemony. The context of the process and impact of globalisation in Asia.

**Teaching:** 10 hours of lectures and 10 hours of seminars in the LT. 1 hour of lectures and 1 hour of seminars in the ST.

Taught during the LT. 10 weekly one hour lecture followed by one hour seminar in which student papers will be presented and discussed.

**Formative coursework:** Students are expected to write two essays or equivalent pieces of written work.

**Indicative reading:** K Bjork, 'The link that kept the Philippines Spanish: Mexican merchant interests and the Manila trade, 1571-1815' in *Journal of World History*, 1 (1998), 25B50; K N Chaudhuri, *The Trading World of Asia and the English East India Company* (1978); Gang Deng, *Chinese Maritime Activities and Socioeconomic Development c2100 b.c.1900 a.d.* (1997); Gang Deng, *Maritime Sector, Institutions and Sea Power of Premodern China* (1999); D Flynn & A Giraldez, 'Born with a "Silver Spoon": World Trade's Origins in 1571' in *Journal of World History*, Vol6, No 2 (1995); Yen-P'ing Hao, *The Commercial Revolution in Nineteenth-Century China: The Rise of Sino-Western Mercantile Capitalism* (1986); Yen-P'ing Hao, *The Compradore in Nineteenth-Century China: Bridge between East and West* (1970); L Levathes, *When China Ruled the Seas: The Treasure Fleet of the Dragon Throne, 1405-1433* (1994); W Schurz, *The Manila Galleon* (1985: originally 1938); A So, *The South China Silk District: Local Transformation and World-System Theory* (1986); M Tampoe, *Maritime Trade between China and the West* (1989).

**Assessment:** Exam (70%, duration: 2 hours) in the summer exam period.

Essay (30%, 2500 words).

## EH496

### Research Dissertation A: Contextualisation, Theory and Research Design

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Olivier Accominotti SAR 514

**Availability:** This course is compulsory on the MSc in Economic History (Research). This course is not available as an outside option.

This course is taken in combination with EH497.

**Course content:** The dissertation must draw upon the research training provided through the core courses for the MSc (Research) and the generic courses taken by the student, and present the results of an original enquiry into a carefully defined problem. Students are expected to show an ability to draw on relevant social scientific concepts, an understanding of the advanced literature in one or more areas of economic history, and of the nature of historical explanation and analysis. Where appropriate, students are also expected to show the ability to use relevant quantitative techniques for data collection and analysis. The dissertation is intended as preparation for a research degree. Students expecting to continue on the MPhil/PhD programme within the Department may write their MSc dissertation on a different topic from that on which they plan to research at MPhil/PhD level.

**Teaching:** Co-taught with EH497.

Starting in the first term, students will receive advice on choosing a topic and how to tackle it, both from the Department and, individually, from their supervisors. There will be several taught

sessions in Michaelmas Term for all students on the programme in addition to meetings with supervisors during the course of the year.

**Formative coursework:** Students are expected to complete a sequence of preparatory stages during the year. (1) The title must be approved by the student's supervisor; (2) an outline of the Essay must be submitted in Lent Term (3) a presentation at a dissertation workshop; (4) a one-page project summary and an extended draft by the end of the Summer Term. Supervisors will not normally provide comments on drafts submitted after that date.

**Assessment:** Dissertation (100%, 15000 words) post-summer term.

The final dissertation, is equivalent to two full modules (EH496 and EH497), and will be awarded two separate percentage marks. The first of these marks (EH496) will be based on the formulation of the dissertation topic, its historical and historiographical context (including critical literature survey), its creativity and originality, and overall presentation. The second mark (EH497) will relate to the student's research design and discussion of methods, their collection and evaluation of primary and secondary sources, and the quality of analysis of evidence and interpretation. The dissertation should not exceed 15,000 words, excluding tables, references and bibliography. Presentation must be in accordance with appropriate academic conventions as laid down in the MSc Handbook. Work that fails to meet appropriate academic standards of presentation, including English language, will be subject to a maximum deduction of 15% from the first percentage mark. Marks will be deducted for late submission in accordance with the guidelines laid down in the MSc student handbook.

## EH497

### Research Dissertation B: Implementation, Analysis and Contribution

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Olivier Accominotti SAR 514

**Availability:** This course is compulsory on the MSc in Economic History (Research). This course is not available as an outside option.

This course is taken in conjunction with EH496.

**Course content:** The dissertation must draw upon the research training provided through the core courses for the MSc (Research) and the generic courses taken by the student, and present the results of an original enquiry into a carefully defined problem. Students are expected to show an ability to draw on relevant social scientific concepts, an understanding of the advanced literature in one or more areas of economic history, and of the nature of historical explanation and analysis. Where appropriate, students are also expected to show the ability to use relevant quantitative techniques for data collection and analysis. The dissertation is intended as preparation for a research degree. Students expecting to continue on the MPhil/PhD programme within the Department may write their MSc dissertation on a different topic from that on which they plan to research at MPhil/PhD level.

**Teaching:** Starting in the first term, students will receive advice on choosing a topic and how to tackle it, both from the Department and, individually, from their supervisors. There will be several taught sessions in Michaelmas Term for all students on the programme in addition to meetings with supervisors during the course of the year.

**Formative coursework:** Students are expected to complete a sequence of preparatory stages during the year. (1) The title must be approved by the student's supervisor; (2) an outline of the Essay must be submitted in Lent Term (3) a presentation at a dissertation workshop; (4) a one-page project summary and an extended draft by the end of the Summer Term. Supervisors will not normally provide comments on drafts submitted after that date.

**Assessment:** Dissertation (100%, 15000 words) post-summer term.



The final dissertation, is equivalent to two full modules (EH496 and EH497), and will be awarded two separate percentage marks. The first of these marks (EH496) will be based on the formulation of the dissertation topic, its historical and historiographical context (including critical literature survey), its creativity and originality, and overall presentation. The second mark (EH497) will relate to the student's research design and discussion of methods, their collection and evaluation of primary and secondary sources, and the quality of analysis of evidence and interpretation. The dissertation should not exceed 15,000 words, excluding tables, references and bibliography. Presentation must be in accordance with appropriate academic conventions as laid down in the MSc Handbook. Work that fails to meet appropriate academic standards of presentation, including English language, will be subject to a maximum deduction of 15% from the first percentage mark. Marks will be deducted for late submission in accordance with the guidelines laid down in the MSc student handbook.

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## EH498 Half Unit Dissertation

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Olivier Accominotti SAR 514

**Availability:** This course is available on the MSc in Economic History, MSc in Global Economic History (Erasmus Mundus) and MSc in Political Economy of Late Development. This course is not available as an outside option.

**Course content:** The subject of the dissertation should relate broadly to one of the economic history taught courses taken by the student. It should be either a critical survey of a well-defined problem in the literature, or a small self-contained research project using primary evidence. It must demonstrate adequate knowledge of appropriate literature in Economic History and an ability to handle problems of evidence and explanation.

Students on the MSc in Political Economy of Late Development are encouraged to consider topics that relate to themes in development, but are still required to develop a clear historical perspective within their analysis.

Students on the MSc in Global Economic History are encouraged to consider topics that relate to themes in global economic history, broadly conceived.

**Teaching:** Starting in the first term, students will receive advice on choosing a topic and how to tackle it, both from the Department and, individually, from their supervisors. There will be several taught sessions in Michaelmas Term for all students on the programme in addition to meetings with supervisors during the course of the year.

**Formative coursework:** Students are expected to complete a sequence of preparatory stages during the year. (1) The title must be approved by the student's supervisor; (2) an outline of the Essay must be submitted in Lent Term (3) a one-page project summary and an extended draft by the end of the Summer Term. Supervisors will not normally provide comments on drafts submitted after that date.

**Assessment:** Dissertation (100%, 6000 words) post-summer term. The dissertation should be no longer than 6,000 words, excluding tables, references and bibliography. Marks will be deducted for late submission or excessive length.

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## EH499 Research Dissertation

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Olivier Accominotti SAR 514

**Availability:** This course is compulsory on the MSc in Financial History. This course is available on the MSc in Economic History, MSc in Global Economic History (Erasmus Mundus) and MSc

in Political Economy of Late Development. This course is not available as an outside option.

**Course content:** The dissertation should be an empirical study using primary source material to write on a topic of economic history. The topic should relate broadly to one of the economic history courses taken.

Students on the MSc in Political Economy of Late Development are encouraged to consider topics that relate to themes in development, but are still required to develop a clear historical perspective within their analysis.

Students on the MSc in Global Economic History (Erasmus Mundus) are encouraged to consider topics that relate to themes in global economic history, broadly conceived.

Students on the MSc in Financial History are encouraged to consider topics that relate to monetary and financial problems in an historical context.

**Teaching:** Starting in the first term, students will receive advice on choosing a topic and how to tackle it, both from the Department and, individually, from their supervisors. There will be several taught sessions in Michaelmas Term for all students on the programme in addition to meetings with supervisors during the course of the year.

**Formative coursework:** Students are expected to complete a sequence of preparatory stages during the year. (1) The title must be approved by the student's supervisor; (2) an outline of the Essay must be submitted in Lent Term (3) a one-page project summary and an extended draft by the end of the Summer Term. Supervisors will not normally provide comments on drafts submitted after that date.

**Assessment:** Dissertation (100%, 10000 words) post-summer term.

The dissertation should not exceed 10,000 words, excluding tables, references, and bibliography. The title must be approved in advance by the student's supervisor. Marks will be deducted for late submission or excessive length.

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## EU409

### Basic Economic Concepts for European Political Economy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Vassilis Monastiriotis

**Availability:** This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan) and MSc in Political Economy of Europe (LSE and Sciences Po). This course is not available as an outside option.

This course is for students with little economic background. Although this course is intended primarily for students studying on the MSc in Political Economy of Europe (including the double degrees with Sciences Po and Fudan), students from other programmes within the European Institute may also choose to follow this course.

**Course content:** This is a Moodle-based course offering a series of reading material and study guides on some basic economics concepts and theory that are relevant to discussions concerning the political economy of Europe that students will come across in their other courses during their MSc degree. The course is not assessed and there is no formal instruction. Students are encouraged to work in teams and to develop discussions on Moodle- which will be partially moderated by the Course Convenor. The material is designed so as to be accessible to students with no previous knowledge of economics but students with some

basic economics knowledge will also benefit from it. Example topics include: current account and budget deficits ("twin deficits"), inflation and unemployment ("Phillips Curve"), trade liberalisation and tariffs ("gains from trade"), competitiveness and unit labour costs ("internal devaluation"), and others.

**Teaching:** This is a Moodle-based course with no formal teaching. Students can arrange one-to-one sessions with the Course Convenor during Feedback Sessions/Office Hours. Depending on student demand, a limited number of 'EU409 Surgeries' can be arranged.

**Indicative reading:** J Stiglitz & J Driffill, *Economics*, Norton, 2000 (or later editions); P Krugman & M Obstfeld, *International Economics*, Addison Wesley, 2003.

**Assessment:** There is no examination for this course.

## EU410

### Interdisciplinary Research Methods and Design

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Jonathan White CBG.7.09

**Availability:** This course is compulsory on the MSc in Culture and Conflict in a Global Europe and MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po). This course is available on the MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan) and MSc in Political Economy of Europe (LSE and Sciences Po). This course is not available as an outside option.

**Course content:** This series of lectures and workshops offers an introduction to research methods and design for students on the MSc Culture and Conflict in a Global Europe programmes within the European Institute. Themes discussed include: methods in the social sciences and in the humanities; common problems of research design; advice on writing dissertations; advice on critical reading and interpretation of texts; an overview of comparative method and case-study research; an introduction to visual analysis, and an introduction to discourse analysis and qualitative coding. Each session will consist of short lecture elements followed by group work in which students with their different backgrounds will work together to solve specific problems of research design and complete exercises aimed to demonstrate application of different methods.

**Teaching:** This course is delivered via online and/or in-person teaching totalling a minimum of 10 hours spread across the Michaelmas Term. This course includes a reading week in Week 6 of the Michaelmas Term.

**Indicative reading:** Bob Hancké, *Intelligent Research Design: A guide for beginning researchers in the social sciences*, Oxford UP 2009.

**Assessment:** There is no examination for this course.

## EU421 Half Unit

### Policy-Making in the European Union

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Niina Vuolajarvi

**Availability:** This course is available on the MSc in Environmental Policy and Regulation, MSc in Environmental Policy, Technology and Health (Environmental Policy and Regulation) (LSE and Peking University), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po),

MSc in Media and Communications (Media and Communications Governance), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan), MSc in Political Economy of Europe (LSE and Sciences Po), MSc in Public Administration and Government (LSE and Peking University) and MSc in Public Policy and Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** A solid knowledge of the role and functions of EU institutions is required.

**Course content:** This course offers the theoretically informed study of the EU policy-making across a selection of key issue areas. The principal aim of the course is to provide a detailed knowledge of how national and EU institutions interact in European policy making. To achieve this, the course starts with a short summary of the actors and institutions governing the process of EU policy-making. The main part of the course analyses the evolving role of the EU and its policy-making dynamics in key policy areas such as the single market, regional policies, agricultural and environmental policies, immigration and asylum policies, social and employment policies, economic and monetary policies.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across Lent Term. This course includes a reading week in Week 6 of Lent Term, and a review session will be held at the start of the Summer Term to prepare for the online assessment.

**Formative coursework:** Students will be expected to submit two formative essays.

**Indicative reading:** H Wallace, M Pollack, & A Young, *Policy-Making in the European Union*; S Hix & B. Hoyland, *The Political System of the European Union*; M Pollack, *The Engines of Integration: Delegation, Agency and Agenda Setting in the European Union*; J J Richardson & S Mazey, *European Union: Power and Policy-making*.

**Assessment:** Online assessment (100%) in the ST.

The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

## EU430 Half Unit

### Europeanization: The Comparative Politics of Domestic Change

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Yaprak Gursoy CBG 7.04

**Availability:** This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan) and MSc in Political Economy of Europe (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** The course examines the effect of European Union membership on member states' policies, institutions and societies. The consequences of EU membership, as well as how and why we experience membership differently across our national political systems are increasingly important elements of the debate about the future of Europe. Crises of legitimacy, capability, and impact have been identified. Following this lead, this course evaluates the influence of European integration on member states, highlighting differences between policy mechanisms and sectors; institutional capacities and settings; and political (party and electoral) behaviour. The discussion and analysis is framed by the notion of 'Europeanization', to consider the linkages between the

European and national levels.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours across Michaelmas Term. This course includes a reading week in Week 6 of Michaelmas Term.

**Formative coursework:** Students will be expected to produce one formative essay (2000 words) and a presentation in the MT.

**Indicative reading:**

- Graziano, P. and Vink, M.P. (eds) (2006) *Europeanization: New Research Agendas*, Palgrave Macmillan;
- Exadaktylos, Claudio M. Radaelli (2012) *Research Design in European Studies: Establishing Causality in Europeanization* Palgrave;
- Bulmer, S. and Lesquesne, C. (eds) (2013) *The Member States of the European Union*, Oxford: Oxford University Press;
- Sanders, D (2012) *The Europeanization of National Politics?* Oxford University Press;
- K Featherstone & C Radaelli (Eds), *The Politics of Europeanization*; Oxford University Press, (2003);
- K Goetz & S Hix (Eds), *Europeanised Politics? European Integration and National Political Systems*, Frank Cass, (2001);
- M Green Cowles, J Caporaso & T Risse (Eds), *Transforming Europe: Europeanization and Domestic Change*, Ithaca, Cornell UP;
- F. Schimmelfennig and U. Sedelmeier (eds) (2005) *The Europeanization of Central and Eastern Europe*, Ithaca: Cornell University Press.

**Assessment:** Essay (100%, 5000 words) in the LT.

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## EU432 Half Unit

### The Philosophy of Europe

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Simon Glendinning CBG 7.01

**Availability:** This course is available on the CEMS Exchange, MA in Modern History, MBA Exchange, MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan) and MSc in Political Economy of Europe (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** In this course we will read and discuss texts that draw the history of Europe into relation with philosophy. In its most classical form the assertion of this relation belongs to an understanding of Europe's history as inseparable from the project of a life predicated on reason. Europe, insofar as its cultural identity is caught up with the Greek ideal of scientific rationality, is not simply the place where philosophy was first elaborated and developed. On the contrary, Europe first arises as a place only in and through the elaboration and development of philosophy. Of course, philosophy is, in that name, a European phenomenon - although one which concerns above all the question, in principle open to anyone, of what it means to be a human being as such. Equally, however, Europe is itself a philosophical phenomenon - its identity inseparable from the idea of a project that concerns rational animality as such, and hence humanity as a whole. The idea that Europe has a world-wide significance in virtue of its relation to philosophical thought is strikingly expressed in Kant's prediction of "a great political body of the future" emerging in Europe, a kind of league of nations, that will probably "legislate" - that is, at least serve as a guiding example - for all humanity. Indeed, the global "cosmopolitan existence" posited by Kant as the final end of world history is not just a philosopher's idea of humanity's collective political destiny: the very idea of a universal human community is essentially philosophical. On this view, the (particular) history of the peoples of "our continent" has a relation to the (universal) destiny - the liberation or emancipation - of humanity world-wide. This is not simply because of the hegemonic political and economic ambitions of imperialist Europeans, but the

world-wide movement of a cosmopolitan and humanist culture. Starting with Kant's classic essay on "Idea for a Universal History with a Cosmopolitan Purpose" we will turn to the way in which Europe is understood and elaborated within the post-Kantian tradition: in Hegel, Marx, Husserl, Valéry, Berlin, Fukuyama, and Derrida.

Although this course focuses on carefully selected philosophical texts, there is no expectation that students taking the course will have a background in philosophy.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across Michaelmas Term. This course includes a reading week in Week 6 of Michaelmas Term, and a review session will be held at the start of the Summer Term to prepare for the online assessment.

**Formative coursework:** Two essays of 2,000 words each

**Indicative reading:** Immanuel Kant 'Idea of Universal History with a Cosmopolitan Purpose', in *Political Writings*; Edmund Husserl 'The Vienna Lecture', in *The Crisis of European Sciences and Transcendental Phenomenology*; Paul Valéry, in *History and Politics*; Jacques Derrida, 'Of the Humanities and the Philosophical Discipline. The right to philosophy from the cosmopolitical point of view (the example of an international institution)' (online).

**Assessment:** Online assessment (100%) in the ST.

The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

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## EU437 Half Unit

### Europe Beyond Modernity

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Simon Glendinning CBG 7.01

**Availability:** This course is available on the CEMS Exchange, MBA Exchange, MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in International Relations (Research), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan), MSc in Political Economy of Europe (LSE and Sciences Po) and MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This course engages with the deepest roots and fundamental trajectory of the contemporary European world as identified by three major thinkers of the nineteenth and twentieth centuries: Nietzsche, Heidegger and Derrida. Taking up and problematising the claim made by Emmanuel Levinas that "Europe is the Bible and the Greeks", the course explores the idea that Europe today is a cultural and political movement in deconstruction, a movement beyond its own modern self-understanding which might be summarised by Nietzsche's madman's pronouncement of the death of God. As Derrida, a leading theorist of this conception puts it, "one should, more prudently, say "Greek, Christian and beyond" to conceive the formation of the contemporary European heritage. This suggestion not only makes it possible to acknowledge many other important cultural sources in this heritage (Judaic and Islamic at the very least) but also, and above all, directs us towards what, in Nietzsche's wake, can be identified as "the passage beyond" - the movement in which the European tradition "tends of itself to break with itself". There is no suggestion that the heritage and future of Europe are disconnected in this "passage beyond", and none of the authors explored in this course seek to reject the European heritage or want simply to destroy it. On the contrary, and always in its name, the attempt is made in their writings to effect a renewal of the European world which could propel it in a new direction beyond Enlightenment modernity. The key themes in this renewal will be explored in relation to a "beyond modernity" condition becoming visible in philosophy, politics, technology and religion.



Although this course focuses on carefully selected philosophical texts, there is no expectation that students taking the course will have a background in philosophy.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across Lent Term. This course includes a reading week in Week 6 of Lent Term, and a review session will be held at the start of the Summer Term to prepare for the online assessment.

**Formative coursework:** Two 2,000 word essays; seminar presentation.

**Indicative reading:**

- Friedrich Nietzsche, *Beyond Good and Evil*
- Martin Heidegger, *The Question Concerning Technology*
- Jacques Derrida, "Faith and Knowledge" in *Religion* (eds Derrida and Vattimo)
- Robert Pippin, *Modernism as a Philosophical Problem*.

**Assessment:** Online assessment (100%) in the ST.

The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

## EU440 Half Unit

### The Balkans in Europe: Transition, Democratisation, Integration

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Vassilis Monastiriotsis CBG 5.05

**Availability:** This course is available on the MSc in Conflict Studies, MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan) and MSc in Political Economy of Europe (LSE and Sciences Po). This course is available as an outside option to students on other programmes where regulations permit.

**Course content:** An examination of South East Europe from a political economy and international relations perspective, with particular emphasis on post-1989 developments. Topics include: The Balkans in Europe and Historical Legacies; the Dissolution of Yugoslavia; The Western Balkans and economic transition; the EU and the Balkans: regionalism and economic integration; Democratisation, state-building and Europeanisation in the Western Balkans; Conditionality and the mechanics of accession; the SEE2020 strategy and the structural reforms agenda; the Balkans and other external actors.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across Lent Term. This course includes a reading week in Week 6 of Lent Term, and a review session will be held at the start of the Summer Term to prepare for the online assessment.

**Formative coursework:** One 1,500 word essay.

**Indicative reading:**

- M. Todorova, *Imagining the Balkans*, Oxford University Press, 1997;
- M. Glenny, *Balkans 1804-1999. Nationalism, War and the Great Powers*, Granta Publishers, 1999;
- S Woodward, *Balkan Tragedy*, Brookings Institute, 1995;
- Lavigne M. (1999), *The Economics of Transition*, 2nd edition;
- Petrakos G. and Totev S. (eds) (2001), *The development of the Balkan region*, Aldershot; S. Ramet, *Thinking about Yugoslavia: Scholarly Debates about the Yugoslav Breakup and the Wars in Bosnia and Kosovo*, Cambridge University Press, 2005;
- Bartlett W. (2007), *Europe's Troubled Region: Economic Development, Institutional Reform, and Social Welfare in the Western Balkans*, Routledge, 160

- A. Elbasani, *European Integration and Transformation in the Western Balkans: Europeanization or business as usual?*, 160 Routledge, 2013;
- Anastasakis O., Sanfey P. and Watson M. (eds) (2013), *Defining a New Reform Agenda: paths to sustainable convergence in South East Europe*, South East European Studies at Oxford, St Antony's College, University of Oxford; EBRD (2013),
- *Stuck in Transition?*, Transition Report 2013, European Bank for Reconstruction and Development, London.

**Assessment:** Online assessment (100%) in the ST.

The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

## EU443 Half Unit

### European Models of Capitalism

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Robert Hancke CBG.6.09

**Availability:** This course is available on the MSc in China in Comparative Perspective, MSc in Global Politics, MSc in Human Resources and Organisations (International Employment Relations/CIPD), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan), MSc in Political Economy of Europe (LSE and Sciences Po), MSc in Public Administration and Government (LSE and Peking University) and MSc in Public Policy and Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** The course consists of three parts. In the first part we will discuss the basic arguments and methodological considerations of the Varieties of Capitalism literature and conduct a comparative analysis of the core issue areas in the political economy of contemporary capitalism: how capital, labour and product markets are structured. The second part will build on these thematic treatments to discuss the structure and dynamics of the main Western, Southern and Central European models of capitalism. In the final part of the course we will use comparative capitalism perspectives to discuss current political-economic problems such as climate change, automation, and themes proposed by students.

**Teaching:** This course will be delivered through a lecture followed by combined lecture/seminars totalling a minimum of 21 hours during Michaelmas Term. This course includes a reading week in Week 6 of Michaelmas Term.

**Formative coursework:** Students will write a short, 500 word essay every week on a key concept as part of a small group. Students will also develop their summative essay plan with the teacher late in Michaelmas term and early in Lent term.

**Indicative reading:**

- Peter A Hall & David Soskice (Eds), *Varieties of Capitalism: The Institutional Foundations of Competitiveness*. Oxford University Press, 2001;
- Hancké, Bob, Martin Rhodes and Mark Thatcher (eds.) 2007. *Beyond Varieties of Capitalism: Conflict, contradiction and complementarities in the European Economy*. (Oxford UP 2007) (henceforth HRT);
- Crouch, Colin, *Capitalist Diversity and Change*, Oxford University Press, 2005;
- Hancké, Bob (ed.), 2009, *Debating Varieties of Capitalism: A Reader*, Oxford UP.
- Wolfgang Streeck, (2011) *E Pluribus Unum? Varieties and Commonalities of Capitalism*, MPIfG Discussion Paper No. 10/12;
- Natasha van der Zwan (2014) *Making sense of financialization*, *Socio Economic Review*, 12: 99-129;
- Kathleen Thelen, (2014) *Varieties of Liberalization and the New Politics of Social Solidarity*, Cambridge University Press;
- Colin Hay, *Does Capitalism Still Come in Varieties?* Review of



International Political Economy, Volume 27, 2020. Benjamin Braun, Asset Management Capitalism as Corporate Governance Regime, pre-print, available online 2021

**Assessment:** Essay (100%, 5000 words) in the LT.

## EU446 Half Unit The Political Economy of European Monetary Integration

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Paul De Grauwe CBG 6.12

**Availability:** This course is available on the MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Human Resources and Organisations (International Employment Relations/CIPD), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan), MSc in Political Economy of Europe (LSE and Sciences Po) and MSc in Political Science and Political Economy. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** A basic understanding of macroeconomics is essential, which is why the auditing of the EU409 Moodle course is highly recommended.

**Course content:** The purpose of this course is to analyse the process of European monetary integration and its implications for the institutions of economic governance in the EU. There will be a strong emphasis on using the experience of the financial and economic crises since 2008 and the COVID-19 pandemic as sources of evidence to assess both the performance of EMU and the theories about monetary integration. We consider the political and economic rationale for the establishment of EMU. We study the theory of optimal currency areas and its relevance today. In particular, we study the incomplete nature of the Eurozone and how this incompleteness is a source of instability. Indicative questions addressed in this course include: how and why did the EU develop the EMU project? Did economic theories prepare us for the Euro area crisis of 2010-12? What are the challenges for member states in adjusting to the discipline of the 'Euro-zone'? How does the Euro affect the ability of member states to adjust to periods of crisis and to external shocks, in particular to a shock such as the COVID-19 pandemic? Is the sovereign debt crisis of 2010 indicative of imbalances within the EU and basic flaws in its institutional design? What are the collective action problems that explain the incompleteness of the monetary union? What is the role of the ECB in this process? Is a fiscal union necessary to make a monetary union sustainable in the long run?

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across Lent Term. This course includes a reading week in Week 6 of Lent Term, and a review session will be held at the start of the Summer Term to prepare for the online assessment.

**Formative coursework:** One 2,000-word essay and one group essay of up to 3,000 words.

**Indicative reading:**

- Paul De Grauwe (2022) *The Economics of Monetary Union* (Oxford University Press, 14th ed.);
- Kenneth Dyson and Kevin Featherstone (1999) *The Road to Maastricht*, OUP;
- Waltraud Schelkle (2017) *The Political Economy of Monetary Solidarity, Understanding the Euro Experiment*, Oxford University Press;
- Special issue (2006): 'Economic Governance in EMU Revisited', *Journal of Common Market Studies* vol.44, No.4 (November);
- Jean Pisani-Ferry (2014) *The Euro Crisis and Its Aftermath*, Oxford University Press.

**Assessment:** Online assessment (100%) in the ST.

The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time

and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

## EU447 Half Unit Democracy, Ideology and the European State

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Marta Lorimer

**Availability:** This course is available on the MA in Modern History, MSc in Comparative Politics, MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan), MSc in Political Economy of Europe (LSE and Sciences Po) and MSc in Political Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This course investigates various ways in which the State's authority to act has been underpinned in Europe, both ideologically and institutionally, in the modern period. It looks at how the State has been used to give expression to the democratic principle, and the ways this has been undermined or rejected.

The module aims to provide students with a deep analytical understanding of the changing role of the State in European society. There will be three parts: A) Theorising the political; B) Democracy in post-War Europe; and C) Contemporary European trends. The course will conclude with an overview on possible trajectories to come, under the heading 'post-ideological, post-democratic and post-statal? - Europe today and beyond'.

**Teaching:** 20 hours of seminars in Michaelmas Term. This course includes a reading week in Week 6 of Michaelmas Term.

A 2-hour review session will be held at the start of the Summer Term to prepare for the online assessment.

**Formative coursework:** One 2,000 word unassessed essay  
One 10-12 minute class presentation

**Indicative reading:**

- Quentin Skinner (1989) 'The State', in Ball and Hanson (eds.) *Political Innovation and Conceptual Change*;
- Peter Wagner (2008) *Modernity as Experience and Interpretation*;
- James Tully (2002) 'The Unfreedom of the Moderns', *Modern Law Review* 63;
- Margaret Canovan (2005) *The People*;
- Michael Freedon (1996) *Ideologies and Political Theory*;
- Claus Offe (1996) *Modernity and the State: East and West*;
- Chantal Mouffe (2005) *On the Political*;
- Frank Furedi (2005) *Politics of Fear: Beyond Left and Right*;
- Nina Eliasoph (1998) *Avoiding Politics*;
- Peter Mair (2006), 'Ruling the Void? The Hollowing of Western Democracy', *New Left Review* 42;
- Jonathan White (2019), *Politics of Last Resort: Governing by Emergency in the European Union* (Oxford UP).

**Assessment:** Online assessment (100%) in the ST.

The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

## EU449 Half Unit Not available in 2022/23 Emerging Markets, Political Transition and Economic Development in Central and Eastern Europe

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Abigail Innes CBG 6.03

**Availability:** This course is available on the MSc in European and

International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po), MSc in Political Science and Political Economy and MSc in The Global Political Economy of China and Europe (LSE and Fudan). This course is not available as an outside option.

**Pre-requisites:** EU409 Basic Economic Concepts for European Political Economy or equivalent.

**Course content:** This course applies concepts of political economy, economics and political science to its investigation of Central and Eastern Europe's development from post-communist transition, through EU accession to their condition as highly open, FDI-dependent markets within the European Single Market. Placing the region in the comparative context of both the EU15 and comparable emerging markets, the course investigates the ongoing challenges of political and institutional consolidation and the developmental consequences of the liberalization and the consumption and FDI-led growth model of the 1990s/2000s. The course examines the emerging strengths and persistent weaknesses of these political economies and considers their implications for the region's emerging varieties of capitalism, relative international competitiveness and political stability. It also considers the comparative political economy of the 'middle income trap', corruption and nationalist populism. The lectures aim to provide analytical frameworks and an overview of the major research findings and debates about systemic transformation, the influence of EU accession and the difficulties of consolidating democratic capitalism in open emerging markets in a globalised world. The seminars link key concepts with the empirical evidence arising from comparable cases.

**Teaching:** 10 hours of lectures and 15 hours of seminars in the LT. 1 hour of lectures in the ST.

Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** One 1500 word essay

**Indicative reading:**

- Hilary Appell and Mitchell Orenstein, (2018) *From Triumph to Crisis: Neoliberal economic Reform in Postcommunist Countries*, Cambridge University Press;
- Jan Drahoukoupil and Martin Myant (eds.) (2015) *Transition Economies after 2008: Responses to the Crisis in Russia and Eastern Europe*, Routledge.
- Rachel Epstein (2017) *Banking on Markets: The Transformation of Bank-State Ties in Europe and Beyond*, Oxford University Press;
- Nick Barr (ed.) (2005) *Labor Markets and Social Policy in Central and Eastern Europe: The Accession and Beyond*, Washington DC: The World Bank;
- Dorothee Bohle and Bela Greskovits (2012) *Capitalist Diversity on Europe's Periphery*, Ithaca: Cornell University Press;
- Hilary Appel (2011) *Tax Politics in Eastern Europe: Globalisation, Regional Integration and the Democratic Compromise*, Ann Arbor: The University of Michigan Press;
- H. Grabbe (2006); Alfred Stepan and Juan Linz (1996) *Problems of Democratic Transition and Consolidation: Southern Europe, South America and Post-Communist Europe*, London: Johns Hopkins University Press;
- Anna Grzymala-Busse (2007) *Rebuilding Leviathan: Party Competition and State Exploitation in Post-Communist Democracies*, Cambridge, New York: Cambridge University Press;
- Stephen Haggard and Robert R. Kaufmann, (2008) *Development, Democracy and Welfare States: Latin America, East Asia and Eastern Europe*, Princeton: Princeton University Press.
- Michael Ellman (2015) *Socialist Planning*, Cambridge University Press;
- J Kornai (1992) *The Socialist System: The Political Economy of Communism*, Princeton University Press. Journals often cited: *East European Politics and Society*, *Journal of Democracy*, *Economics of Transition and Europe-Asia Studies*.

The reading list above is intended to encourage students to explore a few texts that they feel will inspire them, rather than to feel obliged to somehow complete all of them before arrival (too

much!). These are relevant texts for the whole course and we will visit individual chapters in many of them as the course proceeds. The most useful background/preparatory reading that interested students can undertake for this course is to familiarise yourselves with the diverse historical political and economic developments of individual countries in the region from the communist era to the present day. This preparation will deepen the empirical knowledge you can deploy to critically judge the comparative theory with which the course then engages. In this respect Tony Judt's 'Postwar' is a particularly engaging text and Judt was unusual for writing with a deep knowledge of both Western and Central Europe alike.

**Assessment:** Essay (25%, 2000 words) in the LT.

Online assessment (75%) in the ST.

The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

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## EU450

### Engaging with Europe: Professional Skills

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Mareike Kleine CBG 6.07

**Availability:** This course is compulsory on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan) and MSc in Political Economy of Europe (LSE and Sciences Po). This course is available on the MSc in International Migration and Public Policy (LSE and Sciences Po). This course is not available as an outside option.

**Course content:** This innovative programme introduces European Institute students to professional skills for a successful career that engages with Europe. The course consists of a number of workshops, seminar series and interactive simulations from which students can choose. The aim of the course is that European Institute students leave LSE with a competitive CV and connections with alumni and professionals.

**Teaching:** EU450 sessions are offered in both the Michaelmas and Lent Terms. The teaching format and hours for each session will vary across the different workshops and seminars on offer. Details about how to sign up for a place on sessions of interest will be sent to students' LSE email accounts on a rolling basis throughout the Michaelmas and Lent Terms.

**PLEASE NOTE:** Students are **not** required to attend all workshops and seminars on offer and listed on the timetable. Students only need to attend those sessions for which they have signed up to attend and for which they have received a confirmed place.

**Formative coursework:** Formative work will vary based on the workshops attended.

**Assessment:** There is no examination for this course. Students will qualify for a certificate of participation for some workshops upon completion of formative work.

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## EU453 Half Unit

### The Political Economy of European Welfare States

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Jonathan Hopkin

**Availability:** This course is available on the MSc in European and International Public Policy, MSc in European and International

Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Human Resources and Organisations (International Employment Relations/CIPD), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan), MSc in Political Economy of Europe (LSE and Sciences Po) and MSc in Political Science and Political Economy. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** The aim of the course is to apply concepts of economics and political economy to social policies in European welfare states. The lectures establish the theoretical context, summarise the findings of quantitative case studies and discuss European experiences in the context of broader international experience. The seminars will further develop political-economic concepts, such as market and government failure, and apply them to qualitative case studies of welfare state arrangements in member states, considering in particular the role of social policy legislation and coordination at the EU level. The course will provide students with the conceptual and empirical background to enable them to answer questions such as: What does economic theory and political economy tell us about the design of welfare states? How do social policies in European welfare states reconcile equity and efficiency? What drives or stalls reform dynamics in member states? Is the EU gradually developing into a social union, through international mobility and the portability of social entitlements?

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across Lent Term. This course includes a reading week in Week 6 of Lent Term, and a review session will be held at the start of the Summer Term to prepare for the online assessment.

**Formative coursework:** One individual formative essay of 2,000 words.

**Indicative reading:**

- Barr, N. (2020) *The Economics of the Welfare State*, 6th ed., Oxford: Oxford UP;
- Pierson P. (ed) (2001) *The New Politics of the Welfare State*, Oxford: Oxford University Press

**Assessment:** Essay (25%, 2000 words) in the LT.

Online assessment (75%) in the ST.

The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

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## EU455 Half Unit

### Concepts in Political Economy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Robert Hancke CBG.6.02

**Availability:** This course is available on the MPhil/PhD in European Studies, MSc in Global Economic History (Erasmus Mundus), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan) and MSc in Political Economy of Europe (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** The aim of the course is to engage students with relevant concepts in political economy and their main applications in European studies. The course will anchor the degree in historical and current debates about the nature of political economy, the role of institutions and the pros and cons of different methodological approaches taken by political economists. The aim of the lectures is to outline key political economy concepts and their theoretical background while the seminars explore the uses and limits of the respective concepts through the systematic analysis of relevant research papers.

This course is particularly recommended for students who wish to pursue a research path in political economy, but also for those who have no background in political science and therefore not familiar

with conceptual debate. EU455 is also one of the three core course options for the MSc Political Economy of Europe, two of which must be chosen.

Among the topics covered are: concepts and theories in political economy; the role of ideas, interests and institutions; the tension between democracy and capitalism; rational choice versus behavioural political economy; two-level games; delegation to independent agents; accountability and legitimacy in policy-making; veto players and joint-decision traps; representation and partisanship.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across Michaelmas Term. This course includes a reading week in Week 6 of Michaelmas Term, and a review session will be held at the start of the Summer Term to prepare for the online assessment.

**Formative coursework:** One formative essay of 1,200 words on any seminar question. Another essay of 1,500 words will consist of the analysis of the research paper that is presented in class.

**Indicative reading:** Caporaso, J and Levine, D (1992) *Theories of Political Economy*, Cambridge; Olson, M (2000) *The Rise and Decline of Nations*, London: Yale University Press.

**Assessment:** Online assessment (100%) in the ST.

The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

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## EU457 Half Unit

### Culture and Security in Global Politics

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jennifer Jackson Preece CBG 7.05

**Availability:** This course is available on the MSc in Comparative Politics, MSc in Conflict Studies, MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Global Politics, MSc in Human Rights and MSc in Human Rights and Politics. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This course will explore the relationship between culture and (in)security with a particular focus on the (in)security dilemmas of minorities and migrants within a world of nation-states. In so doing, our discussion will draw upon a variety of theoretical perspectives within security studies.

**Teaching:** This course is delivered through a combination of seminars and workshops totalling a minimum of 28 hours across Michaelmas Term. This course includes a reading week in Week 6 of Michaelmas Term, and a review session will be held at the start of the Summer Term to prepare for the online assessment.

**Formative coursework:** Essay (2000 words) due in MT

**Indicative reading:**

- Z. Bauman, *Wasted Lives: Modernity and Its Outcasts*, 2003;
- B. Buzan, O. Weaver and J. de Wilde, *Security: A New Framework For Analysis*, 1998;
- J. Jackson-Preece, *Minority Rights: Between Diversity and Community*, 2005;
- W. Kymlicka, *Multicultural Odysseys: Navigating the New International Politics of Diversity*, 2009;
- J Mayall, *Nationalism and International Society*, 1990.

**Assessment:** Online assessment (100%) in the ST.

The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.



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## EU458 Half Unit

### Public Policy and Cultural Narratives in a Global Europe

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jennifer Jackson Preece CBG 7.05

**Availability:** This course is available on the MSc in Conflict Studies, MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in Human Rights, MSc in Human Rights and Politics, MSc in International Migration and Public Policy and MSc in International Migration and Public Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This course is concerned with cultural and identity politics in contemporary states. Taking a narrative approach, this course will examine competing representations of minorities and migrants. Europe will be a major focus. Nevertheless, students with interests and expertise outside of Europe should feel free to include this wider perspective in their seminar discussions and assignments.

**Teaching:** This course is delivered through a combination of seminars and workshops totalling a minimum of 21 hours across Lent Term. This course includes a reading week in Week 6 of Lent Term, and a review session will be held at the start of the Summer Term to prepare for the online assessment.

**Formative coursework:** Students are required to submit an essay (2000 words) in the LT.

**Indicative reading:**

- Z. Bauman, *Wasted Lives: Modernity and Its Outcasts*, 2003;
- B. Buzan, O. Weaver and J. de Wilde, *Security: A New Framework For Analysis*, 1998;
- J. Jackson-Preece, *Minority Rights: Between Diversity and Community*, 2005;
- W. Kymlicka, *Multicultural Citizenship*, 1995;
- C. K. Riessman, *Narrative Methods for the Human Sciences*, 2008;
- G. Rose, *Visual Methodologies: An Introduction to Researching With Visual Materials*, 2012.

A more detailed reading list is available from Dr Jackson-Preece.

**Assessment:** Online assessment (100%) in the ST.

The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

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## EU464 Half Unit

### International Migration: EU Policies and Politics

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Eiko Thielemann CBG 7.02

**Availability:** This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan) and MSc in Political Economy of Europe (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** A good knowledge of EU institutions and EU policy-making is required.

**Course content:** This course examines the management of 'unwanted migration' to Europe. In particular, it deals with the European Union's governance of migratory flows such as asylum seekers and irregular migrants whose immigration states often seek to prevent or discourage. As the willingness of sovereign states to advance global governance in the area of immigration policy remains very low and unilateral national policy-responses are limited in their effectiveness, interest in regional governance has grown. The European Union is without any doubt the front-runner in developing such regional governance initiatives.

The course provides an in-depth treatment of the origins, evolution and major policy issues within this policy field which has been the fastest growing EU policy area since the 1990s. The course will normally focus on the following three policy areas: (1) the emerging EU asylum and refugee determination system; (2) border management, detention and deportation; and (3) responsibility allocation (the 'Dublin system'), burden-sharing and solidarity.

Those taking the course will learn how to systematically examine the origins and impact of EU policy instruments and judgments by the European Courts. After completion, students will be able to answer questions such as: Why have Member States intensified cooperating on asylum and immigration issues? What is the relationship between international human rights law and EU law? Given the influence of the EU's supranational institutions, do the Member States still effectively control policies on asylum and immigration? Has EU policy-making lead to a convergence of "lowest common denominator" policies or to higher human rights standards in the Member States?

For their assessment, students will have the opportunity to conduct a policy case-study, allowing them to apply the analytical skills developed in this course to analyse a specific EU immigration policy of their choice.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across Lent Term. This course includes a reading week in Week 6 of Lent Term.

**Formative coursework:** A prospectus for the assessed research project (policy case study).

**Indicative reading:**

- Zaun N. (2019) *EU Asylum Policies: The Power of Strong Regulating States*, Palgrave;
- Chetail V. and P. De Bruycker (2016) (eds.), *Reforming the Common European Asylum System: The New European Refugee Law*, Brill;
- Peers, S (2016) *EU Justice and Home Affairs Law*, Oxford University Press;
- Geddes A and Boswell C (2010) *Migration and Mobility in the European Union*, Palgrave/Macmillan;
- Geddes A. (2008) *Immigration and European integration: Towards fortress Europe*, Manchester University Press;
- Thielemann E R (ed.) (2003) "European Burden-Sharing and Forced Migration", special issue of the *Journal of Refugee Studies*, Vol.16, No.3.

**Assessment:** Project (100%, 5000 words) in the ST.

The summative assessment takes the form of a research project (policy case study).

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## EU467 Half Unit Not available in 2022/23

### The Political Economy of the Neoliberal State

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Abigail Innes CBG 6.03

**Availability:** This course is available on the MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po) and MSc in The Global Political Economy of China and Europe (LSE and Fudan). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This course offers critical analysis of the neoliberal revolution of the last forty years: the tendency towards



the strong marketization of the state and the reformulation of the state's role in the wider political economy. The course focuses on the UK as the critical case: that which went furthest and longest with this reform process. The course begins by exploring the 'critical realist' perspective in the philosophy of science and how this highlights a shared quality between Soviet and neoliberal economics, namely their dependence on a closed-system ontology and epistemology of the political economy. As Pareto observed in the late 1890s the idealised market and the idealised social planner are formally identical. As these ideas moved from ideals to practical ideologies it turns out these affinities will come to the fore. To establish perspective the course compares the 'open-system ontologies' of the political economic orthodoxies that dominated policy-making in Europe in the post-war 'Golden Age' of growth, e.g. Keynesianism, Rehn Meidner, Ordoliberalism and Dirigisme, with the closed system ontologies of Stalinist and neoclassical economics.

As we move to explore the wider philosophical foundations of the neoliberal revolution we explore the public choice critique of the state and its adoption by parties of the New Right. Public choice theory is contrasted to the Leninist critique of 'bureaucracy' in a bourgeois state. We also consider the idealised constitution in both systems of thought: the ideal that the state will 'wither away' to produce a system of automatic economic efficiency free of conflict. On reflection we can see how strong the affinities between the materialist utopias are: they range from the shared assumptions of universal rationality (socialist or utilitarian), the impulse to erase political conflict and sociological complexity to create a blueprint that is good for all time to the asserted 'automaticity' of the political economy in the post-revolutionary world. The reforms of the last forty years are thus placed in their deeper philosophical context.

The second half of the course offers a theoretical and practical evaluation of neoliberal reforms within the UK. This evaluates the logic of reform in the state's main functions in the political economy: welfare, regulation and the management of future public risk. The course offers a consistent methodology for this analysis: it contrasts the 'first best world' neoclassical economics of the neoliberal agenda with the relatively critical, but still closed-system dependent reasoning of 'second-best world' neoclassical theory and we also apply the critical political economy of Soviet Communism for more systemic lessons. One of the historical ironies that emerges is that not only does neoliberalism share conceptual and ideological affinities with Marxism Leninism at the ontological and epistemological level, but in practical terms it also replicates a remarkable number of the pathologies of the Soviet planning system, from the central planning of private enterprises (via public sector outsourcing) to the dependence on quantification, metrics, target-setting and performance measurement and a rejection of relational, pluralist, tacit-knowledge based systems of government and organisation. The course closes by considering the political-system consequences of state transformation and indeed, policy and state failure. The findings of the course hold clear implications for emerging markets and less developed economies, where these reforms are also increasingly on the agenda, and where they pose particular risks.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across Lent Term. The teaching will be delivered this year through a combination of online and on-campus formats (or if required, online only). This course includes a reading week in Week 6 of Lent Term, and a review session will be held at the start of the Summer Term to prepare for the online assessment.

**Formative coursework:** Students will be expected to produce 1 essay and 1 presentation in the LT. Students write a short (1500 word) formative essay during the term, submitted within two weeks of their class presentation, and this is purely to enable the student to receive feedback on their understanding of the subject matter but also on their essay writing technique more generally. This means that students receive due preparatory help for the later summative work, which is also essay

based.

**Indicative reading:**

- Michael Ellman, *Socialist Planning*, (Cambridge University Press, 2014, 3rd Edition)
- Kenneth Jowitt, *The Leninist Extinction* (Berkeley, University of California Press, 2001)
- Abby Innes, *The limits of institutional convergence: why public sector outsourcing is less efficient than Soviet enterprise planning*, *Review of International Political Economy*, 6th July 2020,
- Tony Lawson, 'What is this 'school' called neoclassical economics?' *Cambridge Journal of Economics*, vol. 37, 2013: 947-983
- Paul Davidson, *Reality and Economic Theory*, *Journal of Post-Keynesian Economics*, June 1, 1996
- Deidre McCloskey, *The Trouble With Mathematics and Statistics in Economics*, *History of Economic Ideas*, Volume 13, (3) 2005: 85-202
- John Cassidy, *How Markets Fail* (London: Penguin Books, 2009)
- Patrick Dunleavy, *Democracy and Public Choice: Economic Explanations in Political Science*, (Harvester Wheatsheaf, 1991)
- Peter Self, *Government by the Market?* (Macmillan Press, 1993)
- Ruth Dixon and Christopher Hood, *A Government That Worked Better and Cost Less? Evaluating Three Decades of Reform and Change in UK Central Government* (Oxford: Oxford University Press, 2015)

**Assessment:** Online assessment (100%) in the ST.

Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

## EU468 Half Unit

### The Political Economy of Migration in Europe

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Angelo Martelli, CBG.6.04

**Availability:** This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan) and MSc in Political Economy of Europe (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** A basic understanding of economics and economic terms is highly recommended. Students who never had any teaching in economics should take the online Moodle Course EU409, and speak to the course convener.

**Course content:** This course on the Political Economy of Migration and Spatial Inequality is divided into three main sections. In the first part we rely on the main models used to explain the migration decision and explore what are the main economic effects of migration and its welfare state nexus. Subsequently we investigate the role played by public opinion and attitudes in the configuration of migration policies and support for redistribution. In the last part, we take up topical debates in the political economy of spatial inequality. From the rural-urban gap and the patterns of social mobility to the role of informality and insecurity. A G20 Simulation and the final two lectures on the need for a global migration response and climate-induced displacement will conclude the course. The course would deepen students' understanding of the role played by migration and spatial inequality in different phases of European integration and policy-making.

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 23.5 hours across Michaelmas Term. This course includes a reading week in Week 6 of the Michaelmas Term. In addition to standard lectures and

seminars, there will be a simulation of G-20 negotiations on migration near the end of Michaelmas Term, played over 2.5 hours. The simulation will see students working in teams to represent the interests of particular nations and international organisations involved in global migration governance. A review session will be held at the start of the Summer Term to prepare for the online assessment.

**Formative coursework:** Students will be expected to produce 1 presentation and 1 short formative essay (1500 words).

**Indicative reading:**

- Alesina et al (2019) "Immigration and Preferences for Redistribution in Europe", IZA Discussion paper
- Borjas G. (2014) "Immigration Economics", Harvard University Press
- Dustmann, C. (2003) "Return Migration, Wage Differentials, and the Optimal Migration Duration", *European Economic Review*, Vol. 47, pp. 353-367.
- Dustmann, C., Glitz A. & Frattini T. (2008) "The labour market impact of immigration." *Oxford Review of Economic Policy* 24.3: 477-494.
- Dustmann, C., & Frattini, T. (2014). "The fiscal effects of immigration to the UK". *The economic journal*, 124(580), F593-F643.
- Facchini, Giovanni. and Anna M. Mayda (2009), 'Does the welfare state affect individual attitudes towards immigrants: Evidence across countries', *Review of Economics and Statistics*, 91, 291-314.
- Hirschman. 1978. "Exit, Voice, and the State." *World Politics*
- Kanbur, R. and H. Rappoport (2005), "Migration selectivity and the evolution of spatial inequality", *Journal of Economic Geography*.
- Roy, A. D. (1951) "Some Thoughts on the Distribution of Earnings," *Oxford Economic Papers (New Series)*, 3, 135-146.

**Assessment:** Essay (25%, 2000 words) in the period between MT and LT.

Online assessment (75%) in the ST.

The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

## EU469 Half Unit

### The Political Economy of Finance in Europe

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Angelo Martelli

**Availability:** This course is available on the MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan) and MSc in Political Economy of Europe (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** A basic understanding of economics and economic terms is highly recommended. Students who never had any teaching in economics should consult the online course EU409 and talk to the course convener.

**Course content:** In the first half, the course gives students insights into the post-war evolution of finance, its regulation and its relationship to the other sectors of the economy. The historical evolution, continuities and innovations, will be explored in a comparative perspective. In the second half, we take up topical debates in the political economy of finance literature. Two questions run through the course: first, how does the international experience differ from or resonate with discernible trends in European countries and the experience of European integration? And how do non-financial actors (governments, transnational firms, middle-class households) support the rise of finance even though the risks involved are not well understood and hard to manage? The course would deepen students' understanding of the core courses in the Political Economy of Europe by making them aware of the role that finance played in different phases of post-

war history and in European integration.

**Teaching:**

- This course is delivered through a combination of lectures, seminars, and a simulation totalling a minimum of 26 hours across Lent Term.
- This course includes a reading week in Week 6 of Lent Term.
- We do a simulation of G-20 negotiations on financial regulation in week 10, which has been successfully tried and tested before with MPA students. Using the report of the G20 Eminent Persons Group report on Global Financial Governance – Making the Global Financial Systems Work for All – the simulation will see students working in teams to represent the interests of particular nations and international organisations involved in global financial governance.
- A review session will be held at the start of the Summer Term to prepare for the online assessment.

**Formative coursework:**

- Students will be expected to produce one (1200 word) essay in the LT.
- Students must write up a short report in preparation of the simulation game.

**Indicative reading:**

- Abdelal, Ravi (2007). *Capital rules. The construction of global finance.* Cambridge, MA and London, England: Harvard University Press
- Epstein, Rachel A. (2017). *Banking on markets: the transformation of bank-state ties in Europe and beyond* Oxford: Oxford University Press
- Kindleberger, Charles P., & Aliber, Robert Z. (2011). *Manias, panics and crashes. A history of financial crises (6th ed.)*. Houndmills, Basingstoke: Palgrave Macmillan (selected chapters)
- Krippner, Greta R. (2005). The financialization of the American economy. *Socio-economic review*, 3(2), 173-208.
- MacKenzie, Donald A. (2006). *An engine, not a camera: how financial models shape markets.* Cambridge, Mass., London: MIT Press.
- Reinhart, Carmen M., & Sbrancia, M. Belen (2015). Debt Liquidation. *Economic Policy (April)*, 291-333.
- Story, John, & Walter, Ingo (1997). *Political economy of financial integration in Europe: the battle of the systems.* Manchester: Manchester University Press.
- Woll, Cornelia (2014). *The power of inaction: bank bailouts in comparison.* Ithaca: Cornell University Press (selected case studies)

**Assessment:** Online assessment (100%) in the ST.

The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

## EU470

### How do we know? An introduction to research design and methods in political economy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Johann Basedow CBG 6.11 and Dr Angelo Martelli CBG 6.04

**Availability:** This course is compulsory on the MSc in Political Economy of Europe and MSc in Political Economy of Europe (LSE and Sciences Po). This course is available on the MSc in The Global Political Economy of China and Europe (LSE and Fudan). This course is not available as an outside option.

Available for other students in the European Institute with permission of the course convener. This course is not available as an outside option for other departments.

**Course content:** The course introduces students to research design and core methods in political economy. It raises awareness for ontological and epistemological challenges in political

economy and offers guidance on how to develop research questions. It further introduces students to the logic of case study research, most similar and most dissimilar research designs and offers an introduction into the logic of quantitative methods and notably regression analysis. The course takes the format of an interactive active lecture with theoretical and applied parts and group exercises. It is compulsory and unassessed for all students on MSc Political Economy of Europe and MSc Double Degree in the Political Economy of Europe (LSE & Sciences Po). The course is optional for students on the MSc Double Degree in the Global Political Economy of China and Europe (LSE & Fudan).

**Teaching:** 9 hours of lectures in the MT.

**Formative coursework:** This course is unassessed.

**Indicative reading:**

- George, Alexander, and Andrew Bennett. *Case Studies and Theory Development in the Social Sciences*. BCSIA Studies in International Security. Cambridge: MIT Press, 2005.
- Gerring, John. 2004. "What Is a Case Study and What Is It Good for?" *American Political Science Review* 98, 2 (May): 341-354.
- Hancké, Bob. *Intelligent Research Design: A Guide for Beginning Researchers in the Social Sciences*. Oxford: Oxford University Press, 2009.
- King, Gary, Robert Keohane, and Sidney Verba. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton: Princeton University Press, 1994.
- O'Neil, Weapons of Math destruction, Penguin, 2016.
- Przeworski, Adam, and Henry Teune. 1970. *The Logic of Comparative Social Inquiry*. New York: John Wiley & sons, Inc. pp. 3-46.
- Seawright, J. and Gerring, J., 2008. Case selection techniques in case study research: A menu of qualitative and quantitative options. *Political research quarterly*, 61(2), pp.294-308.
- Van Evera, S., 1997. *Guide to methods for students of political science*. Cornell University Press.

**Assessment:** This course is unassessed.

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## EU475 Half Unit

### Racial Diversity and Conflict in Europe: Identities, Religion, and Culture

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Eray Cayli

**Availability:** This course is available on the MSc in Comparative Politics, MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in Empires, Colonialism and Globalisation, MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in History of International Relations, MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in Social Anthropology (Religion in the Contemporary World) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** The question of racialisation figures prominently in contemporary notions and experiences of diversity and conflict in Europe. What might it mean to consider racialisation as a force that bears upon the very conceptual categories employed in imagining and practising diversity and conflict rather than only as a problem addressed through them? In this course, we will explore this question in relation to a series of key concepts including religiosity/secularism, minority/majority, native/migrant, nature/culture, and sex/gender (among others), which frame debates on identarian, religious, and cultural diversity and conflict in Europe today. Through weekly readings discussed collectively in class, we will unpack how such conceptual categories significant to diversity and conflict have been shaped by histories of racialisation through

(and at the interface of) colonialism, imperialism, nationalism, and nation-state formation. We will read journal articles and/or book chapters (a minimum of two per week) by scholars operating across and between the fields of anthropology, cultural studies, geography, political science, and history, and occasionally will also draw on filmic works. Each weekly reading/viewing will be briefly introduced by a student to facilitate discussion.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 30 hours across Lent Term. This course includes a reading week in Week 6 of Lent Term.

**Formative coursework:** There are two pieces of formative coursework designed to help students prepare for their summative essays:

1. Research question & long (500-word) abstract; submitted in reading week
2. Revised research question & essay draft (c. 1000 words long); presented orally in the final week of term

**Indicative reading:**

- Balibar, Etienne and Immanuel Wallerstein. 1992. *Race, Nation, Class*
- Brown, Wendy. 2008. *Regulating Aversion*
- Chidester, David. 2014. *Empire of Religion*
- Hage, Ghassan. 2017. *Is Racism an Environmental Threat?*
- Hall, Stuart. 2018. *Essential Essays, Volume 2: Identity and Diaspora*
- Hurd, Elizabeth Shakman. 2017. *Beyond Religious Freedom*
- Mamdani, Mahmoud. 2020. *Neither Settler Nor Native*
- Mignolo, Walter. 2011. *The Darker Side of Western Modernity*
- Sanchez, Melissa. 2019. *Queer Faith*
- Sharma, Nandita. 2020. *Home Rule*
- Stoler, Ann Laura. 2002. *Carnal Knowledge and Imperial Power*
- Wade, Peter. 2002. *160Race, Nature and Culture*

**Assessment:** Essay (100%, 5000 words) in the ST. Students will write a 5000-word essay based on a research question they will formulate in consultation with the instructor.

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## EU476 Half Unit

### Emotions and Memory in European Politics

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Yaprak Gürsoy

**Availability:** This course is available on the MA in Modern History, MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in History of International Relations, MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan), MSc in Political Economy of Europe (LSE and Sciences Po) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** Political and social actors frequently mobilize the memory of glorifying or traumatic events to make claims about the present. All socio-political groups have memories. Some of these memories make them proud while others they remember as humiliating or shameful. What are the different registers in which memory is considered to operate (e.g., personal, collective, social, cultural, top-down, bottom-up)? What is the relationship between memories and collective emotions? How do these collective emotions impact world politics? This course seeks answers to these questions and discusses the linkages between collective identities, emotions and memories by examining the memorialisation of traumatic events, such as wars, ethnic conflict and terrorist attacks in Europe and beyond.

The cases the course will consider include (but not limited to) the following:

- 1 The memorialisation of the World Wars, in particular, the First



World War in the UK and Turkey, as well as the Holocaust and the Second World War in Germany and wider Europe,  
 2 Memories and emotions surrounding ethnic tensions in Europe's regional conflicts, in particular the violent breakup of Yugoslavia and hostilities in the Eastern Mediterranean, involving Greece, Turkey and Cyprus,  
 3 Emotional responses to and memorialisation of the September 11 attacks in the USA and its European allies, and in comparison to reactions in the aftermath of the Madrid bombings in 2004.  
 Through an overview of these cases, the course will demonstrate the theoretical significance of memories and emotions in constituting collective identities and how they impact international relations and European foreign policy. The cases will also shed light on methodological questions and alternative approaches to the study of emotions and memory in politics. Students will be given the opportunity to investigate these or other cases from Europe in more depth through their formative and summative coursework.

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 25 hours across Michaelmas Term. This course includes a reading week in Week 6 of Michaelmas Term.

**Formative coursework:**

- Oral presentation in MT (15-20 minutes).
- Short essay (2000 words)

Students will receive guidance and feedback on their formative coursework in preparation for their summative submission.

**Indicative reading:** In addition to weekly readings, the following sources are likely to enhance the benefits derived from the course:

- Sara Ahmed, *Cultural Politics of Emotion*, 2004;
- Jenny Edkins, *Trauma and the Memory of Politics*, 2003;
- Paul Gilroy, *Postcolonial Melancholia*, 2006;
- Emma Hutchison, *Affective Communities in World Politics: Collective Emotions after Trauma*, 2016;
- Andrew A. G. Ross, *Mixed Emotions: Beyond Fear and Hatred in International Conflict*, 2014;
- Michael Rothberg, *Multidirectional Memory: Remembering the Holocaust in the Age of Decolonization*, 2009.

**Assessment:** Essay (100%, 5000 words) in the period between MT and LT.

Students will conduct independent research and write an essay on a topic they choose in consultation with the instructor.

## EU477 Half Unit

### Labour Markets and the Political Economy of Employment in Europe

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Vassilis Monastiriotis CBG 5.05

**Availability:** This course is available on the MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Human Resources and Organisations (International Employment Relations/ CIPD), MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan), MSc in Political Economy of Europe (LSE and Sciences Po), MSc in Political Science and Political Economy and MSc in Urban Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** A solid background in economics and knowledge of some basic calculus is required. Attendance of EU409 'Basic Economic Concepts for Political Economy' is highly recommended irrespective of background.

**Course content:** The course offers an analytical treatment of key labour market issues, from unemployment and wage determination to skill formation and labour market regulation,

within the context of processes of integration and governance in Europe. To do so, it combines a Labour Economics perspective on imperfect labour markets with a Political Economy perspective on EU institutions and policies. In the lectures, we address analytically policy-making questions on topics such as minimum wages, unions and collective bargaining, unemployment benefits, employment protection legislation, regulation of working hours, work-time subsidies (furlough), migration, and others. These topics are then linked in the seminars to the European policy-making context. Examples include: EMU, optimum currency area theory, wage flexibility and internal devaluation; structural unemployment, labour market reforms, the European Employment Strategy and flexicurity; skills shortages, activation policies, European education policy and labour mobility; crises (COVID), short-time work schemes and activation policies; and others.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across Michaelmas Term. This course includes a reading week in Week 6 of Michaelmas Term. A Help Session focusing on the student's summative essay will also be offered in the form of extended office hours in the second part of the Michaelmas Term.

**Formative coursework:** Students will be expected to produce 5 problem sets, 2 other pieces of coursework and 1 other piece of coursework in the MT.

Formative assessment comprises a weekly set of problem sets / exercises; brief oral presentations on pre-allocated readings in the seminars; submission of a draft / extended outline of the summative project, which students will develop with the teacher late in Michaelmas term.

**Indicative reading:**

- Boeri, Tito, and Jan Van Ours. *The economics of imperfect labor markets*. Princeton University Press, 2013.
- Ashiagbor, 160Diamond. 160The European Employment Strategy: Labour Market Regulation and New Governance, 160Oxford University Press, 2005.
- Esping-Andersen, Gøsta, and Marino Regini, eds. *Why deregulate labour markets?*. Oxford University Press, 2000.
- Schmid, Günther, and Bernard Gazier, eds. *The dynamics of full employment: Social integration through transitional labour markets*. Edward Elgar Publishing, 2002.
- Boeri, T., Castanheira, M., Faini, R. and Galasso, V. (eds.), 160Structural reforms without Prejudices, 160Oxford University Press, 2006.
- Caroleo, Floro Ernesto, and Sergio Destefanis. *The European Labour Market*. Physica-Verlag Heidelberg, 2006.
- Nowotny, Ewald, and Peter Mooslechner, eds. *The integration of European labour markets*. Edward Elgar Publishing, 2009.
- Rogowski, Ralf, ed. *The European social model and transitional labour markets: law and policy*. Ashgate Publishing, Ltd., 2008.
- Hancké, Bob. *Unions, central banks, and EMU: labour market institutions and monetary integration in Europe*. Oxford University Press, 2013.
- Layard, Richard, Stephen Nickell, and Richard Jackman. *Unemployment: macroeconomic performance and the labour market*. Oxford University Press, 2005.

**Assessment:** Project (100%, 5000 words) in the LT.

## EU478 Half Unit

### The Culture of European Politics

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Simon Glendinning CBG.7.01

**Availability:** This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political



Economy of Europe (LSE and Fudan), MSc in Political Economy of Europe (LSE and Sciences Po) and MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** Over the last three hundred years European societies have undergone a fundamental changeover from a traditional form, with a largely self-sufficient agrarian economy, into a modern, industrial and technological form based on international trade and telecommunication. This revolution developed in the seventeenth century first and only in Europe, but today, through processes of globalization that are, in some parts of the world, inseparable from colonialism, it has spread worldwide and increasingly dominates the entire planet. This course explores one of the basic dimensions of this unprecedented globalization: the culture of European politics.

We are used to speaking about globalization as a political-economic phenomenon, but its European origin makes it also an unavoidably cultural one. Europe's predominant cultural form – its double form, both Christian and secular – is not a neutral set-up, and other world cultures can find themselves alienated from and in revolt against everything that belongs to what might be called the Christianizing of the world, whether the forces in play are colonial, commercial, or ideological. International migrations and projects of European integration sharpen these concerns and add new ones. This is the background to our study of the culture of European politics, its history and heritage from ancient European empires, to the European Union and beyond.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across Lent Term. This course includes a reading week in Week 6 of Lent Term, and a review session will be held at the start of the Summer Term to prepare for the online assessment.

**Formative coursework:** 2 essays of 2000 words

**Indicative reading:**

- Norman Davies, 'Introduction' to *Europe: A History*
- Anthony Pagden (ed) *The Idea of Europe*
- Roger Scruton, *The West and the Rest*.

**Assessment:** Online assessment (100%) in the ST. The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

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## EU481 Half Unit

### The Future: Political Responses to a Challenge

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Marta Lorimer

**Availability:** This course is available on the MSc in Comparative Politics, MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in Global Politics, MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan), MSc in Political Economy of Europe (LSE and Sciences Po), MSc in Political Sociology and MSc in Public Policy and Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** The future is unknowable, but it can be made intelligible. It raises practical and conceptual problems, as well as reasons for conflict, but also promises to resolve contradictions. This course examines how the future is conceptualised in salient domains of contemporary politics, the implications arising for theory and practice, and the contestable assumptions on which perspectives rely. It investigates the methods by which the future is ordered, anticipated, and factored into the practice of government. The course begins historically, looking at the future as an emerging theme in eighteenth-century European Enlightenment thought, the socio-cultural developments that prompted this, and some of

the key features of its thematisation in the high-modern period. It goes on to examine future-oriented ideas, ideologies and practices as they arise in contemporary settings. Sessions move through the following themes: The Birth of the Future: Utopias in place and time; Sovereignty of the Living? Constitutional and political horizons; Socialism and the Future; Capitalism and the Future; In the Shadow of War; Debt, Accounting and other Practices of Quantification; Globalising and Privatising the Future: Climate change and generationalism; Planning for Emergency: Anticipation, pre-emption and preparation; In the Age of Algorithms and Tech; Democratising the Future. The course should provide students with a cross-disciplinary grasp of how present-day public affairs are shaped by the ways the future is conceived and acted upon.

**Teaching:** 20 hours of seminars in the Lent Term. This course includes a reading week in Week 6 of Lent Term.

A 2-hour review session will be held at the start of the Summer Term to prepare for the online assessment.

**Formative coursework:**

- One 1,500 word unassessed essay.
- A 10-12 minute class presentation.

**Indicative reading:**

- Nowotny, H. (2016), *The Cunning of Uncertainty* (Cambridge: Polity).
- Adam, B. & C. Groves (2007), *Future Matters: Action, Knowledge, Ethics* (Leiden: Brill).
- Innerarity, D. (2012), *The Future and its Enemies* (Stanford: Stanford UP).
- Beckert, J. (2016), *Imagined Futures: Fictional expectations and capitalist dynamics* (Harvard: Harvard UP).
- González-Ricoy, I. & A. Gosseries (2016), *Institutions for Future Generations* (Oxford: OUP).
- Koselleck, R. (2004), *Futures Past: On the Semantics of Historical Time* (NY: Columbia).
- Forrester, K. and S. Smith (eds) (2018), *Nature, Action and the Future: Political Thought and the Environment* (Cambridge: CUP).
- Thompson, D. (2010), 'Representing future generations: political presentism and democratic trusteeship', *Critical Review of International Social & Political Philosophy* 13 (1).
- Andersson, J. (2012), 'The Great Future Debate and the Struggle for the World', *American Historical Review* 117 (5).
- Urry, J. (2016), *What is the Future?* (Polity).
- White, J. (2017), 'Climate Change and the Generational Timescape', *Sociological Review* 65 (4).

**Assessment:** Online assessment (100%) in the ST.

The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

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## EU482 Half Unit

### Europe in World Trade

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Johann Basedow CBG 6.11

**Availability:** This course is available on the MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan) and MSc in Political Economy of Europe (LSE and Sciences Po). This course is not available as an outside option.

**Course content:** After decades of globalisation and trade liberalisation, the world economy faces significant protectionist challenges. The Ukraine War, Covid pandemic, the spread of populism and the US-China trade war all put considerable pressure on global value chains, the international trade regime and global governance. The purpose of this course is to provide students with the necessary knowledge to understand and analyse the EU's role in the global economy and evolving international trade

regime. It familiarises students with the workings of EU trade and foreign economic policy and the World Trade Organisation. It further introduces students to different substantive trade domains including goods and services trade, trade defence instruments and sanctions, the diffusion of free trade agreements, investment regulation and investor-to-state dispute settlement as well as sources of regulatory power in world markets known as 'Bursells effect'. It also dwells on the implications of the rise of new economic powers such as China and India for EU trade and foreign economic policy and the World Trade Organisation.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across Lent Term. This course includes a reading week in Week 6 of Lent Term, and a review session will be held at the start of the Summer Term to prepare for the online assessment.

**Formative coursework:** Students will be expected to produce 1 presentation and 1 essay in the LT.

**Indicative reading:**

- Gsthöhl, Sieglinde, De Bièvre, The Trade Policy of the European Union. Macmillan, Basingstoke, 2018.
- Hoekman, Bernard, and Michael Kosteci. The Political Economy of the World Trading System. 3rd ed. Oxford: Oxford University Press, 2009.
- Martin, Lisa, ed. The Oxford Handbook of the Political Economy of International Trade. Oxford University Press, 2015.
- Woolcock, Stephen. European Union Economic Diplomacy: The Role of the EU in External Economic Relations. Global Finance Series. Burlington: Ashgate, 2011.

**Assessment:** Online assessment (100%) in the ST. The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

## EU484 Half Unit

### Europe's Role in Global Migration Governance

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Natascha Zaun CBG 6.08

**Availability:** This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan) and MSc in Political Economy of Europe (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This course provides an overview of Europe's role in global migration governance. The course will address different aspects in this regard, including the externalisation of EU and European Member States' migration policies, bilateral and multilateral agreements with third countries, the perception and response of partner countries and regions as well as regional/international courts and Europe's cooperation with international organisations such as the International Organization for Migration (IOM) and the United Nations High Commissioner for Refugees (UNHCR). Students will be equipped with a variety of theories to analytically assess these areas of European activity, including theoretical frameworks such as venue-shopping, diffusion and securitisation.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across Michaelmas Term. This course includes a reading week in Week 6 of Michaelmas Term, and a review session will be held at the start of the Summer Term to prepare for the online assessment.

**Formative coursework:** Formative coursework consists in regular (i.e. weekly) participation in the Moodle debate, the preparation of a 10-minute presentation and the submission of one mock exam (answering two out of eight questions) in the MT.

**Indicative reading:**

- Arcosta Arcazo, D. and Geddes, A. (2014): Transnational diffusion or different models? Regional approaches to migration governance in the European Union and MERCOSUR. *European Journal of Migration and Law*, 16: 1, pp. 19-44.
- Betts, A./Milner, J. (2006): The externalisation of EU asylum policy: the position of African states. Oxford: COMPAS Working Paper No. 36.
- Czaika, M. and Hobolth, M. (2016): Do restrictive asylum and visa policies increase irregular migration into Europe? *European Union Politics*, 17: 3, pp. 345-365.
- Gammeloft-Hansen (2011): The externalisation of European migration control and the reach of international refugee law. The Hague: Brill.
- Greenhill, Kelly M. (2010): Weapons of mass migration: forced displacement, coercion and foreign policy. Ithaca: Cornell University Press.
- Lavenex, S. (2015): Multilevelling EU external governance: the role of international organizations in the diffusion of EU migration policies. *Journal of Ethnic and Migration Studies*, 42: 4, pp. 554-570.
- Lavenex, S. and Uçarer, E. (2003): Migration and the externalities of European integration, Lanham et al.: Lexington Books.
- Mau et al. (2015): The Global Mobility Divide: How visa policies have evolved over time. *Journal of Ethnic and Migration Studies*, 41: 8, pp. 1192-1213.
- Thouez, C. and Channac, F. (2006): Shaping international migration policy: The role of the regional consultative process. *West European Politics*, 29: 2, pp. 370-87.

**Assessment:** Online assessment (100%) in the ST. The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

## EU485 Half Unit

### Post-Conflict Justice and Reconciliation in Europe and Beyond

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Vesna Popovski

**Availability:** This course is available on the MSc in Conflict Studies, MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Gender, Peace and Security, MSc in International Migration and Public Policy and MSc in International Migration and Public Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** The pursuit of justice in the aftermath of mass atrocity and gross human rights violations has become a norm in a globalised post-Cold War world. It rests on the premise that states and societies ought to engage with the difficult past in order to transition from conflict to peace. Provisions including redress for human rights violations have now become the staple of peace-agreements, whether through retributive instruments such as war crimes trials or restorative instruments such as truth commissions and reparations. However, scholars and practitioners have simultaneously been confronted with the limitations of transitional justice. Instead of promoting peace and reconciliation, it has often had the opposite impact: it has further divided ethnic communities, distorted the truth about suffering, and traumatised rather than

dignified the victims. With a focus on Europe's contribution to global transitional justice norm and policy, this course examines how the pursuit of post-conflict justice is theorised and tackles the puzzle of its unintended effects on peace-building in post-conflict societies.

The course starts out by introducing transitional justice as a field study and practice, with a focus on the nature of contemporary violence to contextualise human rights violations for which justice is sought. The first part of the course relates the emergence of a global norm of transitional justice to the lessons from Europe's history, such as the legacies of the Nuremberg Trials and Germany's coming to terms with the Holocaust. The second part of the course is a comparative assessment of key mechanisms of transitional justice: international trials, truth and reconciliation commissions, and lustrations. It also engages with the role of art and social media in reckoning with past wrongs. These are illustrated with empirical examples from Europe and beyond. The third part addresses transitional justice as public policy with a focus on the European Union. In conclusion, the course addresses the question how we know and study the effects of transitional justice, and reflects critically on theorising, methods and data in transitional justice research.

The course engages with multi-disciplinary literature and approaches to transitional justice which have defined the emergence of this new field of study. The course provides a critical evaluation of theories of transitional justice and reconciliation, and draws implications for policy making.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across Lent Term. This course includes a reading week in Week 6 of Lent Term. The course will provide or mediate additional learning opportunities, such as research seminars on topics directly linked to the theme(s) covered in the course. These will serve to reinforce learning objectives by creating an opportunity for students to engage with core issues outside regular classes.

**Formative coursework:** Students will be expected to produce 1 presentation and 1 essay in the LT.

**Indicative reading:**

- Bakiner, Onur (2016) *Truth Commissions: Memory, Power, and Legitimacy* (Philadelphia: Pennsylvania University Press)
- Chinkin, Christine and Kaldor, Mary (2018) *International Law and New Wars* (Cambridge: Cambridge University Press)
- Cohen, Stanley (2000) *States of Denial: Knowing About Atrocities and Suffering* (Cambridge: Polity Press)
- Duyvesteyn, Isabelle and Angstrom, Jan (eds) (2005) *Rethinking the Nature of War* (London: Frank Cass)
- Heller, Kevin Jon (2011) *The Nuremberg Military Tribunals and the Origins of International Criminal Law* (Oxford: Oxford University Press).
- Hughes, James and Denisa Kostovicova (eds) (2018) *Rethinking Reconciliation and Transitional Justice After Conflict* (Abingdon: Routledge)
- Murphy, Colleen (2017) *The Conceptual Foundations of Transitional Justice* (Cambridge: Cambridge University Press)
- Orentlicher, Diane (2018) *Some Kind of Justice: The ICTY's Impact in Bosnia and Serbia* (Cambridge: Cambridge University Press)
- O'Rourke, Catherine (2013), *Gender Politics in Transitional Justice* (Abingdon: Routledge)
- Roht-Arriaza, Naomi, Mariezcurrena, Javier (eds) (2006) *Transitional Justice in the Twenty-First Century: Beyond Truth versus Justice* (Cambridge: Cambridge University Press).
- Sharp, Dustin N. (2018), *Rethinking Transitional Justice for the Twenty-First Century: Beyond the End of History* (Cambridge: Cambridge University Press)
- Shall, Rosalind, Waldorf, Lars, Hazan, Pierre (eds) (2010) *Localizing Transitional Justice: Interventions and Priorities after Mass Violence* (Stanford: Stanford University Press).
- Teitel, Ruti (2013) *Humanity's Law* (Oxford: Oxford University Press)

**Assessment:** Essay (100%, 5000 words) in the ST.

## EU486 Half Unit

### Imaging Violence, Imagining Europe

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Eray Cayli CBG 7.11

**Availability:** This course is available on the MSc in Culture and Conflict in a Global Europe and MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** Since the late 18th century, a growing body of European cultural production has focused on raising awareness about suffering by aestheticizing it. How has this production shaped customary understandings of the relationship between violence and culture and, in so doing, imagined Europe and Europeanness? Specifically, how has it informed widespread understandings of violence and culture being mutually antithetical, and imaginations of Europe and Europeanness premised upon this antithesis? What are the critical responses with which these understandings and imaginaries have been met, and how might they be entangled in the very object of their criticism due to their approach to the relations between power, ethics, and aesthetics? This course explores these questions through contemporary artistic practice, focusing especially on its responses to colonialism, racism, imperialism, patriarchy, and Anthropocene(s). The teaching format comprises seminars, requiring everyone to show up having read the weekly texts, having reflected on them and having prepared to discuss them at length during the seminar. As and when relevant and logistically possible, seminars may involve visits to museums and galleries in London.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 30 hours across Michaelmas Term. This course includes a reading week in Week 6 of Michaelmas Term.

**Formative coursework:** The formative component of coursework comprises the following:

- a research question and long abstract in preparation for essays, submitted at the end of reading week;
- a new and improved research question and long abstract in preparation for essays, presented orally and in person the final week of term.

In addition to the above, students are required to come to class every week having read the weekly texts and prepared to discuss them at length.

**Indicative reading:**

- Susan Sontag (1977) *On Photography*. New York: Picador.
- Paul Virilio (1989) *War and Cinema: The Logistics of Perception*. London and New York: Verso.
- John Taylor (1998) *Body Horror: Photojournalism, Catastrophe and War*. Manchester: Manchester University Press.
- Susan Sontag (2003) *Regarding the Pain of Others*. New York: Picador.
- Ariella Azoulay (2003) *Death's Showcase: The Power of Image in Contemporary Democracy*. Cambridge, MA: MIT Press.
- Ariella Azoulay (2008) *The Civil Contract of Photography*. New York: Zone Books.
- Susan Sliwinski (2011) *Human Rights in Camera*. Chicago: University of Chicago Press.
- Liam Kennedy and Caitlin Patrick (2014) *The Violence of the Image*. London: IB Tauris.
- Forensic Architecture (2014) *Forensis: The Architecture of Public Truth*. Berlin: Sternberg Press.
- Allen Feldman (2015) *Archives of the Insensible: Of War, Photopolitics, and Dead Memory*. Chicago, IL: University of Chicago Press.

**Assessment:** Essay (100%, 5000 words) in the LT.

**EU487 Half Unit****European Integration from a Global Governance Perspective**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Mareike Kleine CBG 6.07

**Availability:** This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan) and MSc in Political Economy of Europe (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Students who have little or no background in political science, international relations, public policy or related disciplines are strongly advised to take the EU4V9 Moodle course.

**Course content:** Distances on a world scale are shrinking through the emergence and thickening of networks of connection – a process commonly referred to as globalization. The process is far from complete, with Europe being highly integrated and other regions lagging behind. This course engages recent positive and normative scholarship in various disciplines on governance in and beyond Europe. Putting European integration in this global and comparative perspective promises to illuminate current public and scholarly debates about nature and future of European integration. We study these questions by posing four issues: the nature of globalization; its actors, institutions and processes; the form and scope of governance; and its normative implications. For each of these themes, European integration will serve as the principal case study to be discussed in light of developments in the rest of the world. The course will give students a conceptual and thematic overview of European integration as a phenomenon of global governance. There will be no descriptive introduction to specific global governance institutions or policy fields. Instead, the course revolves around current public and academic debates about European integration and global governance that are discussed from a political science and political economy vantage point, while also engaging recent positive and normative scholarship in Comparative Politics and Political Theory.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across Lent Term. This course includes a reading week in Week 6 of Lent Term.

**Formative coursework:** Students are required to submit a draft and a final non-assessed research paper outline in the LT.

**Indicative reading:**

- Weiss, Thomas G., and Rorden Wilkinson (eds.). 2018. *International Organization and Global Governance* (2nd edition). Oxon and New York: Routledge.
- Schneider, Christina J. 2017. The political economy of regional integration. *Annual Review of Political Science* 20: 229-248.
- Slaughter, Anne-Marie. 2004. *A New World Order*. Princeton: Princeton University Press, pp. 1-23.
- Rodrik, Dani. 2000. How Far Will International Economic Integration Go? *The Journal of Economic Perspectives* 14 (1): 177-186.
- Keohane, Robert O., Andrew Moravcsik, and Anne-Marie Slaughter. 2000. Legalized Dispute Resolution: Interstate and Transnational. *International Organization* 54 (3): 457-488.

**Assessment:** Essay (85%, 4000 words) in the ST. Critical evaluation (15%) in the LT.

The summative assessment consists of one 500-word critical summary of one session's required readings in light of a current news item. In addition, students submit by the beginning of the following term a 4,000 words research essay. Deadlines to be confirmed in class.

**EU488 Half Unit****European Policy-Making and International Cooperation**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Mareike Kleine CBG 6.07

**Availability:** This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan) and MSc in Political Economy of Europe (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Students who have little or no background in political science, international relations, public policy or related disciplines are strongly advised to take the EU4V9 Moodle course.

**Course content:** This course is an introduction to the causes and nature of regional integration in Europe and the EU's governance system. The topic is presented from a historical, social scientific and normative perspective. We critically examine various theories and current debates about the European Union by studying the process of regional integration through different decades and crises, its effects on its members and third states, and its constitutional character. The first part of this course analyzes different stages in the integration process and asks under what conditions states have delegated (or not) authority to EU institutions and other regional integration bodies. The second part discusses a number of big public policy questions that this transfer of authority raises. What are the consequences of the single market and currency on national institutions? What is their impact on other markets and currencies? How does the EU enforce its laws and how does its legal system compare with the legalization of world politics? What is the EU's role and power in world politics? We conclude by reflecting on current and future challenges to the EU, notably questions of its legitimacy, democratic quality and the populist challenge. At the end of this course students will have gained an overview of the process of European integration, political science theories of regional integration, the EU's governance system as a political order beyond the nation-state, as well as public and scholarly debates about the reality and ideal of European regional integration.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across Michaelmas Term. This course includes a reading week in Week 6 of Michaelmas Term.

**Formative coursework:** Students are required to submit a draft and a final non-assessed research paper outline in the MT. Deadline to be confirmed in class.

**Indicative reading:**

- Haas, Ernst B. 1961. *International Integration. The European and the Universal Process*. *International Organization* 15:3
- Moravcsik, A. (1998). *The Choice for Europe: Social Purpose and State Power from Messina to Maastricht*. Cornell University Press.
- Schneider, C. and Slantchev, B. (2018). The Domestic Politics of International Cooperation: Germany and the European Debt Crisis. In *International Organization*, 72(1), pp. 1-31.
- Hobolt, S. (2016). The Brexit Vote: A Divided Nation, A Divided Continent. In *Journal of European Public Policy*, 23(9), pp. 1259-1277.
- De Vries, C. (2018). *Euroscepticism and the Future of European Integration*. Oxford: OUP.
- Kleine, Mareike and Mark Pollack (2018). Liberal Intergovernmentalism and Its Critics. In *Journal of Common Market Studies* 56(7), pp. 1493-1509.

**Assessment:** Essay (85%, 4000 words) in the LT. Critical evaluation (15%) in the MT.



The summative assessment consists of one 500-word critical summary of one session's required readings in light of a current news item. In addition, students submit by the beginning of the following term a 4,000 words research essay. Deadlines to be confirmed in class.

## EU489 Half Unit Analytical Politics and Policymaking in Europe

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Christopher Anderson CBG 6.05

**Availability:** This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan) and MSc in Political Economy of Europe (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This course introduces students to governance in Europe at the national and European Union levels. This course has two objectives, one substantive and one methodological. First, students learn about politics and policymaking in European democracies and the European Union. Topics include the demand for and supply of policy options: e.g., public policy preferences, government formation and duration, direct democracy and accountability, and supranational policy coordination. Second, this course is intended to introduce students to a set of analytical and empirical tools and concepts for understanding how political institutions and political agents jointly generate public policy, and to apply these tools in examining political and policy outcomes in European states. Lessons about political decision making, institutions, and the policy making process will be understood from the perspective of decision makers – that is, an individual or organisation that develops strategy in order to advance policy change.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across Lent Term. This course includes a reading week in Week 6 of Lent Term, and a review session will be held at the start of the Summer Term to prepare for the online assessment.

**Formative coursework:** Students will be expected to produce 1 presentation in the LT.

### Indicative reading:

- Budge, Ian. 2019. *Politics: A Unified Introduction to How Democracy Works*. Routledge.
- Powell, G. Bingham. 2019. *Ideological Representation: Achieved and Astray: Elections, Institutions, and the Breakdown of Ideological Congruence in Parliamentary Democracies*. Cambridge University Press.
- Putnam, R. (1988). Diplomacy and domestic politics: the logic of two-level games. In *International Organizations*, 42(3), pp. 427-460.
- Tsebelis, G. (2002). *Veto Players: How Political Institutions Work*. Princeton University Press.
- Pollack, M. (2015). *Theorizing EU Policy-Making*. In Wallace et al. (Eds.). (2015). *Policy-making in the European Union*. Oxford: OUP.
- Moravcsik, A. (1998). *The Choice for Europe: Social Purpose and State Power from Messina to Maastricht*. Cornell University Press.
- Hagemann, S., Bailer, S. and Herzog, A. (2019) 'Signals to their parliaments?: Governments' use of votes and policy statements in the EU Council, *JCMS: Journal of Common Market Studies*, 57 (3), 634-650
- Boerzel, T., Hofmann, T. Panke, D. and Sprungk, K. (2010). *Obstinate and Inefficient: Why Member States Do Not Comply With European Law*. In *Comparative Political Studies*, 43(11), pp. 1363-1390.

- Schneider, C. and Slantchev, B. (2018). *The Domestic Politics of International Cooperation: Germany and the European Debt Crisis*. In *International Organization*, 72(1), pp. 1-31.
- Hobolt, S. (2016). *The Brexit Vote: A Divided Nation, A Divided Continent*. In *Journal of European Public Policy*, 23(9), pp. 1259-1277.
- De Vries, C. (2018). *Euroscepticism and the Future of European Integration*. Oxford: OUP.

**Assessment:** Online assessment (100%) in the ST.

The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

## EU490 Half Unit Evidence and Analysis in Policy-Making

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr Andrew Hunter

**Availability:** This course is compulsory on the MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi) and MSc in European and International Public Policy (LSE and Sciences Po). This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan) and MSc in Political Economy of Europe (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This course aims to provide students with the knowledge and skills to collect, analyse, and communicate evidence in order to evaluate policies and interventions by international organisations, the European Union or national and local governments, as well as to explore and analyse voters' responses to such interventions. Students become familiar with research methods that will allow them to critically appraise policy interventions from the decision-making to the implementation stage as well as with the practical skills to communicate their findings professionally and effectively. The course starts by familiarising students with the principles of social science research methods and causal inference. It then covers applied policy analysis, drawing on observational and experimental approaches to evidence and discussing a policy's effectiveness. For the final project, students are expected to demonstrate conceptual understanding and practical knowledge of the methods covered in the course.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across Michaelmas Term. This course includes a reading week in Week 6 of Michaelmas Term.

**Formative coursework:** One formative assessment (1,000 words or equivalent worksheet/ problem set) to demonstrate conceptual understanding and practical application of a method of analysis.

### Indicative reading:

- Abma, T.A. (2006). *The social relations of evaluation*. In Shaw, I., Greene, J., & Mark, M. (Eds.) (2006). *The SAGE Handbook of evaluation*. Sage: London.
- Bryson, J. (2007). *What to do when stakeholders matter. Stakeholder Identification and Analysis Techniques*. In *Public Management Review* 6(1), pp. 21-53.
- Chalmers, A. F. (1982). *What is this thing called science?* (2nd ed.) Open University Press.
- Dunning, T. (2012). *Natural Experiments in the Social Sciences – A Design-Based Approach*. Cambridge: CUP.
- Gerring, J. (2007). *Case Study Research: Principles And Practices*. Cambridge: CUP.

- Gilbert, N. (2008). *Researching Social Life*. London: Sage.
- Groves, R.M., F.J. Fowler, M.P. Couper, J.M. Lepkowski, E. Singer, and R. Tourangeau (2009) *Survey Methodology*, 2nd Edition. New York: Wiley and Sons
- Hancké, B. (2009). *Intelligent research design: a guide for beginning researchers in the social sciences*. Oxford University Press.
- Kellstedt, Paul M. and Guy D. Whitten. (2008) *The Fundamentals of Political Science Research*. Cambridge University Press.
- King, G., Keohane, R. O., & Verba, S. (1994). *Designing social inquiry: Scientific inference in qualitative research*. Princeton university press.
- Shaw, I., Greene, J., & Mark, M. (Eds.) (2006). *The SAGE Handbook of evaluation*. London: Sage.
- Versluis, E, Van Keulen, M. and Stephenson, P. (2011). *Analyzing the European Policy Process*. London: Palgrave.

**Assessment:** Project (100%, 5000 words) in the LT.

The summative assessment requires students to engage critically with the conceptual framework introduced in the course and demonstrate a good practical knowledge of the statistical software studied.

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## EU491 Half Unit

### Political Economy in Theory and History

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Johann Basedow CBG 6.11

**Availability:** This course is available on the MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan) and MSc in Political Economy of Europe (LSE and Sciences Po). This course is not available as an outside option.

**Course content:** This course aims to provide a comprehensive coverage and analytical understanding of the evolution of the political economies of Europe within the context of the process of European integration. The course tries to understand how the relation between state and economy in both Western Europe and Central and Eastern Europe has evolved over the post-war period. We look at how capitalism and democracy were reconciled in different European socio-economic models and what role European integration played in their evolution.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across Michaelmas Term. This course includes a reading week in Week 6 of Michaelmas Term, and a review session will be held at the start of the Summer Term to prepare for the online assessment.

**Formative coursework:** Students will be expected to produce 1 essay in the MT.

**Indicative reading:**

- Blyth M. (2013) *Austerity: the History of a Dangerous Idea*, Oxford: OUP [esp. ch's 1-3, an engaging and controversial book on a big question of our times]
- Dinan, D. (2014): *Europe Recast: A History of the European Union*, Houndmills: Palgrave Macmillan, 2nd ed. [JN30 D58 Course Coll.]. [a historical account of the beginnings that makes for a really good read]
- Dinan D. (2010), *Ever Closer Union: an introduction to European integration*, Palgrave MacMillan (4th edition) [Course collection HC241.2 D58]
- Durlauf S. and Blume L. (eds) (2008+), *The New Palgrave Dictionary of Economics Online* [see for instance entries by De Grauwe on monetary union, Gaspar and Issing on ECB monetary policy, Pelkmans on the single market, Swinbank on the CAP, etc.]
- Eichengreen B., *The European Economy since 1945: Coordinated Capitalism and Beyond*, Princeton University Press.
- Hall P. and Soskice D. (eds.) (2001): *Varieties of Capitalism: The institutional foundations of competitiveness*. Oxford University Press. [Introduction, a key text on the different combinations of institutions we find in European economies, an effective riposte to the claim that we all have to become the same because of globalisation]

- Majone, G. (2014) *Rethinking the Union of Europe Post-Crisis: Has Integration gone too far?*, Cambridge: CUP [One of the leading contributors to understanding of the trajectory of European integration raises awkward questions about the limits of integration]

- Wiener, Antje, and Thomas Diez. *European Integration Theory*. 2nd ed. Oxford: Oxford University Press, 2009.

**Assessment:** Online assessment (100%) in the ST.

The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

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## EU492 Half Unit

### Political Economy of Integration and Fragmentation in Europe

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Vassilis Monastiriotis

**Availability:** This course is available on the MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan) and MSc in Political Economy of Europe (LSE and Sciences Po). This course is not available as an outside option.

**Course content:** The course examines the politics and economics of policy formation in the EU, looking at two types of management issues: the management of crises (Eurozone, migration, Brexit, COVID-19) and the management of globalisation (new social risks, entrepreneurial discovery, trade relations, international investment, EU neighbourhood). It discusses key contemporary questions for the political economy of Europe, based on the concepts and empirical knowledge acquired in either EU455 or EU491; and brings students up to date with the key policy challenges facing the European (political) economy today.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across Lent Term. This course includes a reading week in Week 6 of Lent Term, and a review session will be held at the start of the Summer Term to prepare for the online assessment.

**Formative coursework:** Students will be expected to produce 1 essay and 1 other piece of coursework in the LT.

**Indicative reading:**

- Alesina A. and Giavazzi F. (2006) *The Future of Europe: Reform or Decline?*, Cambridge Mass.: MIT Press
- Bickerton, C. (2012) *European Integration: From Nation States to Member States*, Oxford: OUP
- Blyth M. (2013) *Austerity: the History of a Dangerous Idea*, Oxford: OUP
- De Grauwe P. (2014), *The Economics of Monetary Union*, Oxford University Press (10th edition)
- Dinan, D. (2004): *Europe Recast: A History of the European Union*, Houndmills: Palgrave Macmillan.
- Dinan D. (2010), *Ever Closer Union: an introduction to European integration*, Palgrave MacMillan (4th edition)
- Dyson K. and Featherstone K. (1999): *The Road to Maastricht, Introduction*, Oxford University Press.
- Eichengreen B. (2007), *The European Economy Since 1945: coordinated capitalism and beyond*, Princeton University Press
- Majone, G. (2014) *Rethinking the Union of Europe Post-Crisis: Has Integration gone too far?*, Cambridge: CUP

**Assessment:** Online assessment (100%) in the ST.

The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

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## EU495

### Applied Policy Project

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Christopher Anderson CBG 6.05

**Availability:** This course is available on the MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi) and MSc in European and International Public Policy (LSE and Sciences Po). This course is not available as an outside option.

**Pre-requisites:** Students must have completed Evidence and Analysis in Policy-Making (EU490).

The Applied Policy Project is available to students on the MSc European and International Public Policy who wish to research a current policy issue instead of submitting a dissertation.

**Course content:** Student will work on an applied policy project related to a public policy problem in lieu of a dissertation. This policy problem can be situated at the international, European, national, or sub-national level. Thematically, it can be related to a wide range of policy fields (e.g., international trade, social policy, environmental policy, or justice and home affairs and migration). The workshops will cover theories and the practice of policy-making as well as overviews of different styles and types of policy analysis writings and dissemination. Students will have regular meetings with their supervisors. While working on the Applied Policy Project, students will be able to draw on the methodological skills they acquire in EU490 (Evidence and Analysis in Policy-Making) and on the practical writing and communication skills taught in EU450 (Europe: Professional Skills). Students will produce a set of two applied policy papers: see below for details.

**Teaching:** This course is delivered through workshops totalling a minimum of 5 hours across both the Michaelmas and Lent Terms. Some of this teaching will be delivered through a combination of in-person and/or virtual help sessions with an assigned Supervisor, as well as student presentations. This course includes a reading week in Week 6 of the Michaelmas and Lent Terms

**Formative coursework:** Students will be expected to produce 1 condensed summary of the policy brief and 1 presentation in the LT.

**Indicative reading:** Useful preliminary reading:

Charles E. Lindblom and David K. Cohen, *Social Science and Social Problem Solving* (New Haven: Yale University Press, 1979);  
Martha S. Feldman, *Order Without Design: Information Production and Policy-making* (Stanford, CA: Stanford University Press, 1989);  
Ray Pawson, *Evidence-based Policy: A Realist Perspective* (London: Sage, 2006);  
Howard White, *Theory-based Impact Evaluation: Principles and Practice* (3ie, 2011);

**Assessment:** Policy brief (30%) in the ST.

Policy paper (70%) post-summer term.

The assessment consists of two parts:

1. A 3,000 word policy brief; policy advocacy for the solution to a specific policy problem in/for the real world (not a theoretical or empirical question suitable for a conventional academic dissertation)
2. A 7,000 word policy study; exploring policy options and engaging in policy analysis

## EU499

### Dissertation

**This information is for the 2022/23 session.**

**Teacher responsible:** All teachers of taught courses within the European Institute.

**Availability:** This course is compulsory on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe and MSc in

Political Economy of Europe (LSE and Sciences Po). This course is available on the MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi) and MSc in European and International Public Policy (LSE and Sciences Po). This course is not available as an outside option.

**Course content:** Students are required to write a 10,000-word dissertation on a topic within the field of their chosen programme. Those seeking further guidance on topic selection should approach their Academic Mentor in the first instance. A Dissertation Supervisor will be assigned later in the academic year after students have submitted a preliminary topic proposal and we endeavour to team students with Supervisors with a close area of interest. Students also retain the right to discuss their project with other faculty both within the EI and beyond in the LSE (through mentoring hours). The dissertation should be an account of original research, but can rely on secondary sources.

In preparation for the dissertation, students must submit a Preliminary Dissertation Topic Proposal, a Dissertation Prospectus and a Final Dissertation Topic Proposal, along with a research ethics review checklist. Students must submit all required documents to be able to submit the Dissertation. Students must also receive approval of their Final Dissertation Topic Approval Form before they are allowed to submit.

Students must attend the relevant methodology course for their programme, which will cover topics on how to conduct research and write a dissertation. Detailed information on timing, deadlines and presentation can be found in the EU499 Moodle page. Students are required to read any additional information relevant to their particular programme. Following this support in developing a well-thought out proposal and plan of action the student compiles the dissertation as an independent project over the summer.

**Teaching:**

- Students taking MSc in Political Economy of Europe and MSc in Political Economy of Europe (LSE and Sciences Po) are expected to attend EU470 How do we know? An Introduction to Research Design and Methods in Political Economy.
- Students taking MSc in Culture and Conflict in a Global Europe, MSc Culture and Conflict in a Global Europe (LSE and Sciences Po) are expected to attend EU410 Interdisciplinary Research Methods and Design.
- Students taking MSc in International Migration and Public Policy and MSc International Migration and Public Policy (LSE and Sciences Po) are expected to attend SO476 Researching Migration: Research Questions and Research Methods.
- Students taking MSc in European and International Public Policy, MSc in European and International Public Policy (Sciences Po) and MSc in European and International Public Policy (LSE and Bocconi) are required to take EU490 Evidence and Analysis in Policy-Making (or, with permission, MY452).

**Formative coursework:** A written essay (prospectus) of 2,000 words is required as part of the approval process.

**Assessment:** Dissertation (100%, 10000 words) post-summer term.

## EU4A1 Half Unit Not available in 2022/23

### The Politics and Policies of 'Brexit': The UK's changing relationship with the European Union

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Kevin Featherstone CBG 5.04 and Prof Antony Travers CBG.5.28

**Availability:** This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po) and MSc in The Global Political Economy of China and Europe (LSE and



Fudan). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This course examines the United Kingdom's departure from the European Union as an agenda of ongoing significance for both the UK and the EU27. With many issues under continuing review, it is an important focus for the UK and for the EU. To reflect the complexity of BREXIT, the course examines its politics and its policy implications as an episode and in the longer term.

The course begins with consideration of how BREXIT occurred: the history of a troubled relationship; the issue of EU membership in domestic party and electoral politics; and the course of the BREXIT negotiations themselves. BREXIT requires much adjustment in terms of governance and policies. The course examines these across a set of major policy agendas and discusses the implications for both the UK and for the EU27. With unresolved issues even after the UK's final departure from transitional arrangements, the discussion highlights the continuing significance of the BREXIT agenda for London and Brussels. The following is an indicative outline of topics covered.

- 'Europe' in Post-War British Politics: why the reluctant partner?
- The EU Issue in Party Politics
- The Brexit Divide in Electoral Politics
- Getting to a Deal/ No Deal: the two sides in the BREXIT negotiations
- Managing BREXIT and Beyond: the impact on Whitehall
- BREXIT and foreign and security policies
- BREXIT and migration
- BREXIT and The City
- BREXIT and the UK economy
- The US: 'BREXIT' and Europe.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across Michaelmas Term. The teaching will be delivered this year through a combination of online and on-campus formats (or if required, online only). This course includes a reading week in Week 6 of Michaelmas Term.

**Formative coursework:** An early formative essay will address a challenging interpretive question of a historical nature or of current political behaviour. Thereafter, group work/presentations will be part of the learning process for the the origination of an individual, extended policy paper (summative). The group work will have explored the issues and implications of a particular policy area; tutor support will be provided for the subsequent individual papers (design; coverage; sources; analytical frame).

**Indicative reading:**

- D. Dinan et al, eds. (2017) *The European Union in Crisis*; London: Palgrave.
- A. Geddes (2013) *Britain and the European Union*; London: Palgrave.
- B. Simms (2016) *Britain's Europe: A Thousand Years of Conflict and Cooperation*. London: Allen Lane.
- S. Wall (2008) *A Stranger in Europe: Britain and the EU from Thatcher to Blair*. Oxford: OUP.
- H. Young (1998) *This Blessed Polot: Britain and Europe from Churchill to Blair*. London: Macmillan.
- K. Armstrong (2017) *BREXIT Time: Leaving the EU -why, how and when?* Cambridge: Cambridge University Press.
- H. Clarke, M. Goodwin and P. Whiteley (2017) *BREXIT: Why Britain voted to leave the European Union*. Cambridge: Cambridge University Press.
- E. O. Eriksen and J. E. Fossum (2015) *The European Union's Non-Members: independence under hegemony?* London: Routledge.
- S. Hobolt (2016) 'The BREXIT vote: a divided nation, a divided continent', *Journal of European Public Policy*, 23, 9. And 'Debate Section': 'British exit from the EU - legal and political implications', in the same issue.
- L. Halligan and G. Lyons (2017), *Clean BREXIT: Why leaving the EU still makes sense*; London: Biteback Publishing.
- The LSE project: 'Generation BREXIT'.

**Assessment:** Project (100%, 5000 words) in the LT. The summative assessment for this course is a Policy Project

which requires students to prepare an extended analysis of a specific policy issue that has arisen from the 'BREXIT' process.

## EU4A2 Half Unit

### Globalisation, Conflict and Post-Conflict Reconstruction

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Vesna Popovski

**Availability:** This course is available on the MSc in Comparative Politics, MSc in Conflict Studies, MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Gender, Peace and Security, MSc in Global Politics, MSc in Human Rights, MSc in Human Rights and Politics, MSc in International Development and Humanitarian Emergencies, MSc in International Migration and Public Policy and MSc in International Migration and Public Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

Priority will be given to students on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE and SciencesPo), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and SciencesPo), MSc in European and International Public Policy & Politics (LSE and Bocconi) and MSc in Conflict Studies. This course has limited availability (is capped), and requires that students (regardless of Department or MSc programme) apply for access via the Graduate Course Choice process.

**Course content:** The course offers a theoretically informed account of the challenges faced by countries transitioning from conflict to peace in the era of globalisation, and examines them empirically in reference to examples from the Balkans, the Caucasus and the Middle East. The regions chosen are those which have experienced particular difficulties with a peaceful transition to democracy, market economy and integration in a multilateral system. The course will start with an introduction to theories of globalisation, a comparative analysis of the legacy of totalitarianism and authoritarianism and an overview of conflict analysis. The course is structured around three issue areas: political ideologies and state breakdown; transition economy and organised crime; post-totalitarian society. It looks at nationalism linked to global diasporas and fundamentalist networks, contemporary conflicts in the context of international intervention and externally-led state-building. The discussion of transition economy includes an introduction to transition strategies (privatisation, liberalisation and macro-economic stabilisation) and to perverse effects of illegal economic networks and organised crime stemming from the totalitarian past, the legacy of war economies and the impact of globalisation. The last block of questions investigates post-conflict reconstruction from the perspective of transitional justice, (un)civil societies and new minorities. While analysing these issues accompanied with relevant regional illustrations particular attention is made to grasp unique aspects of simultaneous transitions from war to peace and from totalitarianism to democracy in the context of globalisation. The course concludes by examining the European Union state-building policies in relation to critical approaches to post-conflict reconstruction.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across Michaelmas Term. This course includes a reading week in Week 6 of Michaelmas Term.

**Formative coursework:** All students are expected to produce one written essay and one short presentation on topics assigned to them.

**Indicative reading:**



- Mary Kaldor, *New and Old Wars: Organised Violence in a Global Era*, Polity, 1999;
- Vesna Bojicic-Dzelilovic, James Ker-Lindsay and Denisa Kostovicova (eds) *Civil Society and Transitions in the Western Balkans*, Palgrave Macmillan, 2013;
- Miles Kahler and Barbara F. Walter (eds) *Territoriality and Conflict in an Era of Globalization*, Cambridge University Press, 2009;
- Vera Mironova, *From Freedom Fighters to Jihadists: Human Resources of Non-State Armed Groups*, Oxford University Press, 2019;
- Anthony Giddens, *Runaway World: How Globalisation is Reshaping our Lives*, Profile, 2002;
- Ruti Teitel, *Humanity's Law*, Oxford University Press, 2011;
- Cohen Stanley, *States of Denial: Knowing About Atrocities and Suffering*, Polity, Malden, MA, Blackwell Publishers, 2001;
- Roger Mc Ginty, *Everyday Peace: How So-Called Ordinary People Can Disrupt Violent Conflict*, Oxford University Press 2021;
- Maria Koinova, *Diaspora Entrepreneurs and Contested States*, Oxford University Press, 2021.
- David Chandler, *International Statebuilding: The Rise of Post-Liberal Governance*, Routledge, 2010;
- Susan L. Woodward, *The Ideology of Failed States: Why Intervention Fails*, Cambridge University Press, 2017;
- Sarah Chayes, *Thieves of States: Why Corruption Threatens Global Security*, W.W. Norton & Company, 2015.

**Assessment:** Essay (100%, 5000 words) in the LT.

## EU4A3 Half Unit

### The Americas and Europe

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Cristobal Garibay-Petersen (CBG 7.06) and Prof Simon Glendinning (CBG 7.01)

**Availability:** This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in Culture and Society, MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in History of International Relations, MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan) and MSc in Political Economy of Europe (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This course examines the role played by the idea of the Americas in the European imaginary and examines 'Europe', in turn, from the American context. By looking into processes of colonisation, modernisation, globalisation, and decolonisation, the course investigates the assumptions upon which different conceptions of the Americas have been construed, and seeks to understand the political, socio-cultural, and philosophical implications of those conceptions both for Europe and for the Americas. The course adopts a hybrid approach by making use of both European and American perspectives, and critically engages dichotomies such as settler/settled, coloniser/colonised, domination/subjugation, and self/other, to better understand the Americas and Europe.

The course follows a chronological order by looking, first, at the way in which early European explorers incorporated the so-called New World into their predominantly Christian worldview. It then maps the subsequent transformations of what the Americas signified through the European Enlightenment, through the 19th and 20th centuries of modern industrial states, and into the time of geopolitics, all the while remaining attentive to the changing role of the American conception of Europe. In doing so, the course shows the significance of different ideas of the Americas for what Europe understands as its own history, i.e. world-history: from an idea generated by complex mechanisms of othering that placed

the Americas outside of European time and history to an idea that construes the Americas, with Europe at its side in notions such as 'the West', as the epicentre of hypermodern capitalism. The course borrows concepts and methodologies from a range of disciplines, including philosophy, cultural studies, history, geography, decolonial/postcolonial studies, politics, and anthropology. This course is not primarily concerned with any one specific nation (e.g. United States of America). Instead, it understands the Americas in a broad sense.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across Michaelmas Term. The teaching will be delivered this year through a combination of online and on-campus formats (or if required, online only). This course includes a reading week in Week 6 of Michaelmas Term, and a review session will be held at the start of the Summer Term to prepare for the online assessment.

**Formative coursework:** Students will be expected to produce 1 essay and 1 critical literature review in the MT.

Questions for the formative assessments will be provided by the course convenor.

Chosen literature for the critical review should be cleared with the course convenor.

**Indicative reading:**

- Anderson, J. et al. (Eds) *The End of the West? Crisis and Change in the Atlantic Order*. Cornell University Press, 2008.
- Bhabha, Homi K. *The Location of Culture*. Routledge, Abingdon, 1994.
- Cavell, Stanley. *This New Yet Unapproachable America*. University of Chicago Press, 2013.
- Chakrabarty, Dipesh. *Provincializing Europe: Postcolonial Thought and Historical Difference*. Princeton University Press, 2000.
- Condorcet. "The Influence of the American Revolution on Europe" in *Writings on The United States*. Penn State University Press, 2012.
- Craiutu, Aurelian & Isaac, Jeffrey (Eds) *America Through European Eyes*. Penn State University Press, 2009.
- Davis, Kathleen. *Periodization and Sovereignty*. University of Pennsylvania Press, 2007.
- Dussel, Enrique. *The Invention of the Americas: Eclipse of the Other and the Myth of Modernity*. Continuum, 1995.
- Fanon, Frantz. *The Wretched of the Earth*. Penguin, 2011.
- Hall, Stuart. *Essential Essays*, Vols. 1 & 2. Duke University Press, 2019.
- Huntington, Samuel. *The Clash of Civilisations and the Remaking of World Order*. Simon & Schuster, 1996.
- McGuire, Steven and Smith, Michael. *The European Union and the United States*. Red Globe-MacMillan Press, 2008.
- Spivak, Gayatri Chakravorty. *A Critique of Postcolonial Reason: Toward a History of the Vanishing Present*. Harvard University Press, 1999.
- Tocqueville, Alexis de. *Democracy in America*. University of Chicago Press, 2002.
- Valery, Paul. "America as a Projection of the European Mind" in *Reflections on the World Today*. Pantheon, 1948.

**Assessment:** Online assessment (100%) in the ST.

The online assessment for this course will be administered via Moodle. Questions will be made available at a set date/time and students will be given a set period in the ST to complete the answers to questions and upload their responses back into Moodle.

## EU4A4 Half Unit

### The Politics of Inequality and Redistribution

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Jonathan Hopkin

**Availability:** This course is available on the MSc in Comparative Politics, MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences

Po), MSc in Global Politics, MSc in Inequalities and Social Science, MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan), MSc in Political Economy of Europe (LSE and Sciences Po), MSc in Political Science and Political Economy, MSc in Public Administration and Government (LSE and Peking University) and MSc in Public Policy and Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This course provides an overview of the politics of inequality in the rich democracies. The objective is to explain why the distribution of wealth, income and opportunities differs so much between democratic countries with similar levels of economic development, particularly in Europe. The course draws largely on political science, although perspectives from other disciplines - such as economics and social policy - are brought in as appropriate. The focus is on understanding how institutions and policies redistribute resources in different ways across countries and over time. The course explains why welfare states emerged in the twentieth century and how welfare policies differ in different countries, the impact of labour market institutions, the redistributive implications of age, gender and ethnic differences, the role of competing economic and political ideologies, and the way inequality has been affected by structural changes to the global economy. The aim is to understand the striking differences in social cohesion and human development amongst the world's rich democracies.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 30 hours across Michaelmas Term. This course includes a reading week in Week 6 of Michaelmas Term.

**Formative coursework:** All students are expected to submit one non-assessed essay.

**Indicative reading:**

- Esping-Andersen, Gosta (1990), *The Three Worlds of Welfare Capitalism*. Cambridge: Polity Press
- Piketty, Thomas (2014), *Capital in the Twenty-First Century*. Cambridge: Belknap
- Savage, Mike (2021). *The Return of Inequality*. Cambridge: Harvard.

**Assessment:** Essay (100%, 5000 words) in the LT.

## EU4A5 Half Unit

### People and Politics in Europe

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Christopher Anderson CBG 6.05

**Availability:** This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan), MSc in Political Economy of Europe (LSE and Sciences Po) and MSc in Political Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** In this course, we will discuss how people engage with politics – what and how do Europeans think about politics (political attitudes and public opinion) and how and why do they participate in the political process (political behavior)? In addition, we will explore how a person's political opinions influence their political behavior. That is, we will explore how and why people participate in democratic politics, and how conventional and unconventional citizen participation influences the political process. We will concentrate primarily on the politics of Europe and will pay attention to older and newer democracies as well as the European Union.

**Teaching:** This course is delivered through a combination of

lectures and seminars totalling a minimum of 25 hours across Michaelmas Term. This course includes a reading week in Week 6 of Michaelmas Term.

**Formative coursework:** Students will be expected to produce 1 presentation, 1 other piece of coursework and 1 other piece of coursework in the MT.

The formative coursework will take the form of a research design outline (500 words), a brief oral presentation, and a reaction paper (500 words).

**Indicative reading:**

- Alesina, Alberto, Rafael Di Tella, and Robert MacCulloch. 2004. "Inequality and Happiness: Are Europeans and Americans Different?" *Journal of Public Economics* 88 (9–10): 2009–2042.
- Anderson, Christopher J. 2007. "The End of Economic Voting? Contingency Dilemmas and the Limits of Democratic Accountability." *Annual Review of Political Science* 10: 271–96.
- Anderson, Christopher J. 2009. "Nested Citizens: Macropolitics and Microbehavior in Comparative Politics." In *Comparative Politics: Rationality, Culture, and Structure*, ed. Mark I. Lichbach and Alan S. Zuckerman. New York: Cambridge University Press.
- Dalton, Russell J. 2013. *Citizen Politics: Public Opinion and Political Parties in Advanced Industrial Democracies*. London: Sage.
- Kumlin, Staffan. 2007. "The Welfare State: Values, Policy Preferences, and Performance Evaluations," in *Oxford Handbook of Political Behavior*, ed. Russell J. Dalton and Hans-Dieter Klingemann. New York: Oxford University Press.
- Svallfors, Stefan. 2006. *The Moral Economy of Class: Class and Attitudes in Comparative Perspective*. Palo Alto: Stanford University Press.

**Assessment:** Essay (100%, 5000 words) in the period between MT and LT.

## EU4A6 Half Unit

### Reconciliation and Crisis: Politics in Southern Europe

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Yaprak Gursoy CBG 7.04

**Availability:** This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan) and MSc in Political Economy of Europe (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is available with permission as an outside option to students on other programmes where regulations permit. The course will be capped and admission is not guaranteed.

**Course content:** When compared with their Northern counterparts, countries that lie on the Southern flank of Europe share different historical, political and socioeconomic trajectories. The interwar period that witnessed civil wars, authoritarianism and coups d'état transitioned into a more stable period through democratisation and EU membership in the 1970s-1990s. During this period, Portugal, Spain, Italy, Greece and Turkey (to varying extents) reconciled their long-lasting clashes between left and right politics, resettled debates over unitary versus federal structures and accommodated religious identities within politics. This phase of political resolution occurred decades later than other European countries that were also a part of the Western alliance during the Cold War. Yet, the domestic arrangements that brought about relative stability to domestic politics in Southern Europe faced a series of new crises in the past 15 years. The financial crisis of

2008 separated Southern European members from other EU countries, once again. As party systems changed and populist parties asserted new demands, local differences and calls for regional independence heightened. The arrival of refugees through the Mediterranean and land borders, as well as growing Euroscepticism, compounded these problems while the pandemic has added extra pressure to these crisis-ridden systems.

Taking into consideration the past and the present, this course investigates whether and to what extent Southern European countries are moving toward a new settlement. What lessons can be drawn from the period of reconciliation in the 1970s-90s? In what ways are the continuing problems the legacies of past conflicts? This course will seek answers to these questions by examining five Southern European countries through a comparative lens. While considering the unique dynamics of each country, common elements in their historical trajectories will be brought out by specifically examining the following issues: 1. the collapse of military regimes, and the process of democratisation and Europeanisation 2. economic crises and their political impact 3. rise of populist parties and party system change 4. regional governance, separatism and independence movements.

**Teaching:** 10 hours of lectures and 15 hours of seminars in the LT. This course is delivered through a combination of seminars and lectures totalling a minimum of 25 hours across Lent Term. This course includes a reading week in Week 6 of Lent Term.

**Formative coursework:** Students will be expected to produce 1 presentation and 1 essay in the LT. Students will lead the class discussion by presenting a topic and discussing the presentations of their classmates. In this way students will take active part in two weeks during the term and will work in pairs and teams. Additionally, students will write a short essay of 2000 words, answering one of the discussion questions listed in the course syllabus on one Southern European country. Both types of formative assessment will give the students an opportunity to explore at length topics that were discussed in class, citing the relevant literature and engaging in discussions in oral and written form.

Students will receive guidance and feedback on their formative coursework in preparation for their summative submission.

**Indicative reading:**

- Yaprak Gürsoy, *Between Military Rule and Democracy: Regime Consolidation in Greece, Turkey and Beyond*, 2017
- Leonardo Morlino and Francesco Raniolo, *The Impact of the Economic Crisis on Southern European Democracies*, 2017
- Donatella della Porta, Massimiliano Andretta, Tiago Fernandes, Eduardo Romanos, and Markos Vogiatzoglou, *Legacies and Memories in Movements: Justice and Democracy in Southern Europe*, 2018
- Robert M. Fishman, *Democratic Practice: Origins of the Iberian Divide in Political Inclusion*, 2019
- Anna Bosco and Susannah Verney (eds.), *The Politics of Polarisation in Southern Europe*, 2020
- Daniele Albertazzi and Davide Vampa, *Populism in Europe: Lessons from Umberto Bossi's Northern League*, 2021
- Caroline Gray, *Territorial Politics and the Party System in Spain: Continuity and Change Since the Financial Crisis*, 2021

**Assessment:** Essay (100%, 5000 words) in the period between LT and ST.

Students will conduct independent research through a comparative analysis of two countries in Southern Europe and write an essay on a topic relevant to the politics of these countries. Students will choose their topics in consultation with the instructor.

**Availability:** This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan) and MSc in Political Economy of Europe (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is available with permission as an outside option to students on other programmes where regulations permit. The course will be capped and admission is not guaranteed.

**Course content:** This course will explore mobility and borders as sites of contestation and focus on perspectives rising from the (everyday) practices of migration in Europe and beyond. Migration is part of human condition, however, in the contemporary media and political debates it is often approached through a framework of crises or a problem to be solved. Unlike this static approach to societies, this course takes distance from the normative lens of the nation-state and its control apparatus to the movement of people. It will introduce critiques of methodological nationalism, address issues of decolonisation and postcolonial condition in migration studies and examine mobility and rights as differentially accessed resources defined by global hierarchies.

The course is divided into two parts. The first part provides a historical and conceptual overview of the questions related to border regimes, modern state formation, and rights. We will examine the historical development of border regimes in Europe and in the USA, their relation to colonial legacies and control of labour force, and how these formations inform contemporary understandings of the movement of people. Then we move to explore the core concepts, such as race, ethnicity, and nation, examine critically the categories of migration, and acquire an understanding of the international legal agreements concerning the movement of people. After orientating in concepts and providing a framework for discussion, we will move to more empirical accounts of the contemporary movement of people discussing themes such as lived experiences of border crossings, citizenship and illegality, diasporic and borderland identities, boundaries of belonging across race, class, gender, sexuality and indigeneity, detention and deportations, and experiences of labour migration. Along the way, we will also discuss the ethical and political implications of researching (im)mobilities.

**Teaching:** 10 hours of lectures and 15 hours of seminars in the MT.

**Formative coursework:** Students will be expected to produce one essay of 1500 words in Week 8 of MT.

**Indicative reading:**

- 1 Shahram Khosravi (2010). 'Illegal' Traveller: An Auto-Ethnography of Borders. New York: Palgrave.
- 2 Andreas Wimmer and Nina Glick Schiller (2003). Methodological Nationalism, the Social Sciences, and the Study of Migration: An Essay in Historical Epistemology. *The International Migration Review*, Fall, 2003, Vol. 37.
- 3 Stuart Hall (2017). *The Fateful Triangle: Race, Ethnicity, Nation*. Harvard University Press.
- 4 Serhat Karakayali and Enrica Rigo (2010). "Mapping the European Space of Circulation", in De Genova, Nicholas and Nathalie Peutz (eds.), *The Deportation Regime*. Durham: Duke University Press.
- 5 Mae Ngai (2004). *Impossible subjects: Illegal immigrants and the making of modern America*. Princeton: Princeton University Press.
- 6 Seyla Benhabib (2020). "The End of the 1951 Refugee Convention? Dilemmas of Sovereignty, Territoriality, and Human Rights," *Jus Cogens*, 2: 75-100.
- 7 Cecilia Menjivar (2006). "Liminal Legality: Salvadoran and Guatemalan Immigrants' Lives in the United States." *American Journal of Sociology* 111 (4): 999-1037.
- 8 Audra Simpson (2014). *Mohawk interruptus: Political life across the borders of settler states*. Duke University
- 9 Jacqueline Nassy Brown (1998) "Black Liverpool, Black America,

## EU4A8 Half Unit

### Migration From Below: Theories and Lived Experiences of Borders

This information is for the 2022/23 session.

Teacher responsible: Dr Niina Vuolajarvi CBG 7.06



and the Gendering of Diasporic Space." *Cultural Anthropology*, vol. 13, no. 3, 291–325.

10 Nicholas De Genova (2002). *Migrant Illegality and Deportability in Everyday Life*. *Annual Review of Anthropology* 31: 419–447.

**Assessment:** Essay (50%, 1500 words) and essay (50%, 1500 words) in the LT.

## EU4C9

### Policy Incubator

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Angelo Martelli, CBG.6.04

**Availability:** This course is compulsory on the MSc in Political Economy of Europe (LSE and Fudan). This course is not available as an outside option.

**Course content:** Students will undertake a group project (in teams usually of 3 to 5 people) relating to a policy problem faced by an external organisation. Such organisations might be public sector bodies, companies operating in the public management or public policy sector, international organisations, think tanks and NGOs.

**Teaching:** This course is delivered through a combination of workshops and help sessions totalling a minimum of 5 hours across both the Michaelmas and Lent Terms. Some or all of this teaching will be delivered through a combination of in-person and/or group virtual help sessions with an assigned Policy Incubator Supervisor, and student group presentations. This course includes a reading week in Week 6 of the Michaelmas and Lent Terms.

**Formative coursework:** During the LT, students will present their project and policy proposals in a group presentation to a jury of policy incubator supervisors and institutions' representatives. Relevant alumni, members of faculty and/or visiting fellows will also be invited to attend for the purposes of providing feedback. Each group presentation will last 20 minutes with 20 minutes for questions and comments from the jury.

**Indicative reading:** Useful preliminary reading:

- Charles E. Lindblom and David K. Cohen, *Social Science and Social Problem Solving* (New Haven: Yale University Press, 1979);
- Martha S. Feldman, *Order Without Design: Information Production and Policy-making* (Stanford, CA: Stanford University Press, 1989);
- Ray Pawson, *Evidence-based Policy: A Realist Perspective* (London: Sage, 2006);
- Common Causes of Project Failure (London: OGC, 2004);
- Howard White, *Theory-based Impact Evaluation: Principles and Practice* (3ie, 2011);
- Curtis Cook, *Just Enough Project Management* (McGraw-Hill, 2004);
- J. E. McGrath and F. Tschan, 'Dynamics in Groups and Teams: Groups as Complex Action Systems',
- chapter three in M. S. Poole and A. H. Van de Ven (eds) *Handbook of Organizational Change and Innovation* (Oxford University Press, 2004).

**Assessment:** Policy brief (30%) in the LT.

Policy paper (70%) post-summer term.

Students are asked to present a group report in the form of a policy advocacy brief (3000 words, 30%). They will then, individually, submit a full policy report in which they discuss alternative policy options and evaluate their suggested policy solutions (7000 words, 70%).

## EU4V9

### Concepts in Political Science and Public Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Christopher Anderson CBG 6.05

**Availability:** This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global

Europe (LSE & Sciences Po), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan) and MSc in Political Economy of Europe (LSE and Sciences Po). This course is not available as an outside option.

Students from any MSc programme within the European Institute can follow the course. This course is for students with little background in European Politics and Policy-making.

**Course content:** This course, run online via Moodle, offers an informal introduction to basic concept of political science, public policy and adjacent fields by providing links to a number of resources such as introductory readings, background texts, news websites, academic journals, and external media sources such as podcasts. Students will also find material that will allow them to familiarize themselves with research design and the basic methodologies in political science and public policy. The main aim of this course is twofold: First, to provide some basic conceptual knowledge for European Institute students who have little or no background in political science, international relations, public policy or related disciplines. Second, to provide a resource to which students can return throughout their year at LSE, should they want to revise some concepts or look for data sources, for example when working on their dissertation or the applied policy project. Additional resources will be added to the Moodle page throughout the academic year. Students may also enrol on course sister Moodle course EU409 (Basic Concepts for Political Economy) if they are interested in learning more about specific concepts in economics.

**Teaching:** This is a Moodle-based course with no formal teaching. Students can arrange one-to-one sessions with the Course Convenor during Feedback Sessions/Office Hours. Depending on student demand, a limited number of 'EU4V9 Surgeries' may be arranged with the Course Convenor.

**Indicative reading:**

- Clark, W. R., Golder, M., & Golder, S. N. (2017). *Principles of comparative politics*. CQ Press.
  - Bale, T. (2013). *European politics: A comparative introduction*. Macmillan International Higher Education.
  - Barakso, M., Sabet, D. M., & Schaffner, B. (2013). *Understanding Political Science Research Methods: The Challenge of Inference*. Routledge.
  - Toshkov, D. 2016. *Research Design in Political Science*. Palgrave.
  - Hancké, B. (2009). *Intelligent research design: a guide for beginning researchers in the social sciences*. Oxford University Press.
  - Wallace, H., Pollack, M. A., & Young, A. R. (Eds.). (2015). *Policy-making in the European Union*. Oxford University Press, USA.
  - Hix, S. and Hoyland, B. (2011). *The Political System of the European Union*. Palgrave Macmillan.
  - Dinan, D. (2014). *Europe Recast*. Palgrave Macmillan.
- See the Moodle page for this course for lists of journals and other sources of information.

**Assessment:** There is no assessment for this course.

## FM402 Half Unit

### Financial Risk Analysis

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Kathy Yuan

**Availability:** This course is available on the Global MSc in Management, MSc in Accounting and Finance, MSc in Applicable Mathematics, MSc in Financial Mathematics, MSc in Risk and Finance, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan) and MSc in Statistics (Financial Statistics) (Research). This course is not available as an outside option.



Please note, Global MSc in Management (Accounting and Finance concentration only)

This course is available with permission on the Diploma in Accounting and Finance with the approval of the Programme Director.

This course is available to other students from the Departments of Economics, Mathematics, and Statistics where regulations permit.

**Pre-requisites:** The course assumes a basic knowledge of finance theory, statistics and mathematics (calculus, linear algebra).

**Course content:** This course aims to provide an overview of the main theoretical concepts underlying the analysis of financial risk and to show how these concepts can be implemented in practice in a variety of contexts. This course shares some topics with FM442 Quantitative Methods in Finance and Risk Analysis. The course will include a selection of:

- 1 Conceptual foundations: diversification, hedging and their limits
- 2 Fixed income securities
- 3 Options and dynamic replication
- 4 Value at Risk
- 5 Endogenous risk
- 6 Ideas from Behavioural Finance
- 7 Credit risk (ratings based models, structural models, reduced form models)
- 8 Credit derivatives

**Teaching:** 20 hours of lectures and 10 hours of classes in the MT.

**Formative coursework:** Students will be expected to produce 8 problem sets in the MT.

**Indicative reading:** Course readings will vary from year to year depending upon the topics covered. Useful references are M Crouhy, D Galai and R Mark, *Risk Management*, McGraw-Hill, 2001; P Jorion, *Value at Risk*, McGraw-Hill, 2007; J Hull, *Risk Management and Financial Institutions*, Prentice-Hall, 2015; J Hull, *Options, Futures and Other Derivatives*, Prentice-Hall, 2014 and D Duffie and K Singleton, *Credit Risk*, Princeton University Press, 2003.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

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## FM403

### Management and Regulation of Risk

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jon Danielsson and Professor Kathy Yuan

**Availability:** This course is compulsory on the MSc in Risk and Finance. This course is not available as an outside option.

**Course content:** This course is designed to expose students to the breadth of risk management thinking and approaches across different areas. The course is in two sections – Part 1 is taught by Dr Danielsson and Part 2 by Professor Yuan. These sections run concurrently and cover the following topics:

Dr Danielsson's part of the course covers important quantitative and statistical tools in applied finance. It studies financial market risk, with a particular focus on models for measuring, assessing, and managing financial risk. Students will be introduced to the application of these tools and the key properties of financial data through a set of computer-based homework assignments and classes.

The course aims to introduce quantitative concepts and techniques in many areas of finance. Sample topics include risk measures (e.g., Value-at-Risk and Expected Shortfall, including implementation and backtesting), univariate and multivariate volatility models, Monte Carlo Simulations, and associated topics in Econometrics. This list is meant to be representative, but topics may be added or removed. Recent stress events, such as the global crisis in 2008, Covid-19 in 2020 and Russia's invasion of Ukraine are used to illustrate the various methodologies presented in the course.

Implementing the models and tools in R is an essential part of the course. The weekly homework assignments are designed to guide

the students to all stages of the analytical process, from locating, downloading, and processing financial data to the implementation of the tools and interpretation of results. Students will have the opportunity to explore the databases available at the LSE and to become comfortable working with real data.

In Professor Yuan's part of the course, lectures are on the nature and the fragility of financial intermediation. It serves as a framework to understand the sources of risks in running of a financial institution. It covers the purpose of the risk management, institutional details of financial institutions and their special functions, models of financial institutions: H-T model of leverage and D-D model of liquidity transformation, models of liquidity and (inside/private) money creation by financial intermediations. In this part of the course, we cover also regulations of financial institutions.

**Teaching:** 60 hours of seminars in the MT.

**Formative coursework:** Students will be given weekly problem set assignments.

**Indicative reading:** For Dr Danielsson's section, no single text covers the course material. The relevant sections of the following readings would be appropriate for individual topics: Jon Danielsson (2011), *Financial Risk Forecasting*, as well as slides from [www.financialriskforecasting.com/slides/](http://www.financialriskforecasting.com/slides/).

J. Hull, *Risk Management and Financial Institutions*. 2nd Edition.; S Dawson, *Analysing Organisations* (Macmillan, 1996); S French, *Readings in Decision Analysis* (Chapman and Hall, 1989); C Hood & D K Jones, *Accident and Design* (UCL Press, 1996); Jorion *Value At Risk to 3rd Edition 2007* (McGraw Hill); M.Power. *Organized Uncertainty: Designing a World of Risk Management* (Oxford University Press, 2007); M.Fenton-O'Creevy, N.Nicholson, E.Soane and P. Willman, *Traders: Risks, Decisions, and Management in Financial Markets* (Oxford University Press, 2005); B A Turner & N F Pidgeon, *Man-made Disasters* (Butterworth-Heinemann, 1997). *The Economics of Climate Change: The Stern Review* (Cambridge University Press, 2007).

Lecture Notes

**Assessment:** Continuous assessment (100%).

One homework, group presentation, thesis and exam.

A substantial (10,000 word) thesis, due in August, is an integral part of the course and represents 50% of the assessment.

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## FM404 Half Unit

### Advanced Financial Economics

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Péter Kondor

**Availability:** This course is available on the MSc in Finance and Economics and MSc in Finance and Economics (Work Placement Pathway). This course is not available as an outside option.

**Pre-requisites:** Students must have completed Financial Economics (FM436).

**Course content:** Advanced Financial Economics provides an introduction to the academic side of Finance. The course touches upon various topics of active research ranging from frictions in asset markets derived from asymmetric information, illiquidity, decentralized trading or speculative bubbles to the interaction of corporate finance and the macroeconomy. The course is targeted to students who are interested in how abstract models can be used to understand better the causes and consequences of existing and potential problems in financial markets. Additional information can be found on Moodle (for current students).

**Teaching:** 30 hours of seminars in the LT.

There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

**Formative coursework:** Regular problem sets.

**Indicative reading:** Lecture notes will be provided, and journal articles will be required to be read.

**Assessment:** Continuous assessment (100%).

## FM405 Half Unit Fixed Income Securities and Credit Markets

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Peter Kondor

**Availability:** This course is available on the MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance and Economics, MSc in Finance and Economics (Work Placement Pathway), MSc in Finance and Private Equity and MSc in Finance and Private Equity (Work Placement Pathway). This course is not available as an outside option.

**Pre-requisites:** Students must have completed either Asset Markets (FM423) and Corporate Finance (FM422) or Financial Economics (FM436)

**Course content:**

- Interest rate modelling and derivatives
- Credit risk
- Credit derivatives and risk management

This course provides a thorough grounding in recent developments in fixed income securities pricing, hedging and portfolio management.

By the end of the course, the students will be familiar with the fixed income state of the art business practice and a variety of topics including (i) an analysis of the main products traded in the credit markets, such as government and corporate bonds, bond options, swaps, caps, floors, swaptions, callable, puttable and convertible bonds, and an analysis of the main credit derivatives such as total-return swaps, spread options and credit default swaps; (ii) the specific tools used in the industry practice to evaluate and hedge these products, which range from no-arbitrage trees and the calibration of yield curve derivatives to the main tools used to monitor and manage credit risk; (iii) the process of securitization, with particular reference to collateralized default obligations and mortgage-based securities.

**Teaching:** 30 hours of lectures in the LT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

**Indicative reading:** The primary source for this course is a comprehensive set of Lecture Notes, tutorials and case studies and the main reference is Pietro Veronesi: *Fixed Income Securities*, (Wiley 2010).

**Assessment:** Continuous assessment (100%).

## FM406 Half Unit Topics in Portfolio Management

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Michela Verardo

**Availability:** This course is available on the MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance and Economics, MSc in Finance and Economics (Work Placement Pathway), MSc in Finance and Private Equity and MSc in Finance and Private Equity (Work Placement Pathway). This course is not available as an outside option.

**Pre-requisites:** Students must have completed either Asset Markets (FM423) and Corporate Finance (FM422) or Financial Economics (FM436)

**Course content:**

- Portfolio optimization and the Black-Litterman model
- Dynamic Investment Strategies
- Selecting and Monitoring Portfolio Managers: Mutual funds and hedge funds
- Transactions Costs and Liquidity Risk

The course covers a wide range of topics in portfolio management, with a strong focus on empirical applications. The first part of the course reviews the basics of portfolio theory and develops the Black-Litterman approach to portfolio optimization. The second

part of the course introduces students to the implementation of several dynamic investment strategies and to the estimation of their performance; portfolio strategies include size, value, momentum, betting-against-beta, and quality-minus-junk. The third part of the course focuses on selecting and monitoring portfolio managers, with particular emphasis on the identification of selectivity, allocation, and timing skills for mutual funds and hedge funds. The last part of the course examines trading costs and liquidity risk, as well as their impact on the profitability of investment strategies. The course is based on recent empirical studies and applied exercises using financial data.

**Teaching:** 30 hours of lectures in the LT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

**Formative coursework:** Regular coursework will be completed, handed in and marked as part of formative assessment for this course.

**Indicative reading:** A study pack will include lecture notes and case studies. All relevant articles will be made available during the course. Useful references are: *Investments*, by Z. Bodie, A. Kane, and A. Marcus, McGraw-Hill Irwin; *Modern portfolio theory and investment analysis*, by E. J. Elton, M. J. Gruber, S. J. Brown, and W. N. Goetzmann, Wiley Press; *Modern investment management*, by Bob Litterman and the Quantitative Resource Group, GSAM, Wiley Press.

**Assessment:** Continuous assessment (100%) in the LT.

## FM407 Half Unit Mergers, Buyouts and Corporate Restructurings

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Vicente Cuñat

**Availability:** This course is available on the MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance and Private Equity and MSc in Finance and Private Equity (Work Placement Pathway). This course is not available as an outside option.

**Pre-requisites:** Students must have completed Asset Markets (FM423) and Corporate Finance (FM422).

**Course content:**

- Financial Analysis of Firms and Corporate Transactions
- Mergers, Acquisitions and Leveraged Buyouts
- Distress, Bankruptcy and Corporate Restructuring

This course covers advanced topics in Corporate Finance. It focuses on the strategy, valuation and execution of corporate deals. In particular, the first part of the course covers mergers, divestitures, partial-divestitures (e.g. equity carve outs) and leveraged buyouts. The second part of the course provides a framework of analysis for the resolution of financial distress and bankruptcy. Each of the topics introduced in this course covers both institutional details and results of relevant academic research. It is furthermore supported by case studies.

**Teaching:** 30 hours of seminars in the LT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

**Formative coursework:** Regular coursework will be completed, handed in and marked as part of formative assessment for this course.

**Indicative reading:** A course pack will be distributed that includes case studies as well as additional readings such as textbook chapters, and practitioner articles.

**Assessment:** Continuous assessment (100%) in the LT.

## FM408 Half Unit Not available in 2022/23 Financial Engineering

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jean-Pierre Zigrand

**Availability:** This course is available on the MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance (part-time), MSc in Finance and Economics, MSc in Finance and Economics (Work Placement Pathway), MSc in Finance and Private Equity and MSc in Finance and Private Equity (Work Placement Pathway). This course is not available as an outside option.

**Pre-requisites:** Students must have completed either Asset Markets (FM423 or FM423E) and Corporate Finance (FM422 or FM422E) or Financial Economics (FM436)

Students will be expected to show some familiarity with calculus (including stochastic calculus) and statistics

**Course content:** This course provides a thorough grounding in the theory and practice of financial engineering. The emphasis is on the application of derivatives pricing and hedging methodology to equity and volatility derivatives and to structured products.

The course aims to cover the basics in derivatives theory, and to apply them to a multitude of financial securities and structured products, with a special emphasis on recent products in the equity and volatility derivative worlds. We review selected case studies in order to gain a better understanding of their practical usage. We also implement the models numerically in R and VBA.

**Teaching:** 30 hours of lectures in the LT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

**Indicative reading:** Based on a set of extensive lecture notes. No one book covers the material of the entire course. Books recommended include *The Volatility Surface: A Practitioner's Guide*, 2nd Edition, by Jim Gatheral, and *The Volatility Smile* by Derman, Miller and Park. Background reading can be found in *Volatility: Practical Options Theory* by Adam Iqbal, *Derivatives Markets* by Robert McDonald or *Options, Futures and Other Derivatives* by John Hull.

**Assessment:** Continuous assessment (100%) in the LT.

## FM409 Half Unit Not available in 2022/23 Risk Management in Financial Markets

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Christian Julliard

**Availability:** This course is available on the MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance and Economics, MSc in Finance and Economics (Work Placement Pathway), MSc in Finance and Private Equity and MSc in Finance and Private Equity (Work Placement Pathway). This course is not available as an outside option.

**Pre-requisites:** Students must have completed either Asset Markets (FM423) and Corporate Finance (FM422) or Financial Economics (FM436)

**Course content:**

- Hedging in equity and fixed income markets
- Market Risk, Value at Risk and Expected Shortfall
- Endogenous Risk and Limits to Arbitrage
- Credit risk and structured products

The aim of this course is to offer an introduction to the analysis and management of risk within financial markets. The course develops a conceptual framework for thinking about financial risk and shows how these concepts are implemented in practice in a variety of contexts. First, the course offers an overview of risk management in the context of portfolios of fixed income securities and derivatives. Next, we discuss the implementation and the merits of Value at Risk measures. We will spend some time on

endogenous risk and limits to arbitrage. In the context of credit risk we will cover ratings based and structural models, as well as credit risk on portfolios and credit derivatives. A final topic covers regulation and the recent credit crisis. Throughout, the course spends a significant amount of time on practical applications of the theories that are introduced. Some limitations of current approaches are also discussed.

**Teaching:** 30 hours of lectures in the LT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

**Formative coursework:** Problem sets. In addition, students will have the opportunity to present the results of a case study to the class.

**Indicative reading:** Course readings will vary from year to year depending upon the topics covered. The main reference is: John C. Hull, *Risk Management and Financial Institutions*, Wiley, 2015, 4th edition.

Additional useful references are: Michel Crouhy, Dan Galai and Robert Mark, *Risk Management*, McGraw-Hill, 2001. Philippe Jorion, *Value at Risk*, McGraw-Hill, 2007, 3rd edition. Jon Danielsson, *Financial Risk Forecasting*, Wiley, 2011. John C. Hull, *Options, Futures and Other Derivatives*, Pearson, 2012, 8th edition. Darrell Duffie and Ken Singleton, *Credit Risk*, Princeton University Press, 2003.

**Assessment:** Continuous assessment (100%) in the LT.

## FM410 Half Unit Private Equity

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Ulf Axelson

**Availability:** This course is compulsory on the MSc in Finance and Private Equity and MSc in Finance and Private Equity (Work Placement Pathway). This course is not available as an outside option.

**Course content:**

- Evaluating and executing Private Equity Deals
- Business Plans, Venture Capital, and Entrepreneurial Finance
- Private Equity as an asset class and the private equity landscape

This course provides a thorough grounding in the theory and recent developments in the field of private equity.

Starting by examining how private equity funds are raised and structured the course will examine how private equity can be used in start-ups, in scaling-up cash flow businesses, and in restructuring firms facing financial distress. The course explores the link between private and venture capital on the one hand and public securities markets on the other. The course will examine the process through which private equity investors exit their investments. The course will also give a detailed analysis of the types of finance used in private equity and an evaluation of the short and long-run performance of private equity investments. The course will include an evaluation of the performance of different types of private equity investment and a comparison with other forms of ownership will be undertaken.

This course takes a rigorous theoretical examination of private equity. It also employs some case study teaching and is taught in conjunction with a range of practitioners in the field.

**Teaching:** 30 hours of lectures and 30 hours of seminars in the LT. This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

**Formative coursework:** Each week there will typically be a formative case study assignments (similar to summative cases). Students will also be given formative feedback on their class participation.

**Indicative reading:** Ulf Axelson, Tim Jenkinson, Per Strömberg, and Michael S. Weisbach. *Leverage and Pricing in Buyouts: An Empirical Analysis*. August 28, 2007; Steven N. Kaplan and Per

Strömberg. Leveraged Buyouts and Private Equity, Social Science Research Network, June 2008; Cendrowski, Harry. Private Equity: Governance and Operations Assessment. Hoboken: John Wiley & Sons. 2008; Lerner, Joshua. Venture Capital and Private Equity: A Casebook. New York: John Wiley & Sons. 2000; Acharya V V; Franks J R & Servaes H (2007) "Private Equity: Boom and Bust?" Journal of Applied Corporate Finance, 19(4), Fall 2007, 44-53.

**Assessment:** Continuous assessment (100%) in the LT.

## FM411

### Finance Work Placement and Assessment

**This information is for the 2022/23 session.**

**Teacher responsible:** MSc Academic Programme Director

**Availability:** This course is compulsory on the MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance and Economics (Work Placement Pathway) and MSc in Finance and Private Equity (Work Placement Pathway). This course is not available as an outside option.

This course must be taken in addition to the full 4 units of courses prescribed by the programme regulations. Completion of the work placement and assessment is a requirement for students to be eligible for graduation from the Work Placement Pathway.

**Pre-requisites:** The Finance Work Placement and Assessment is only available to students who are registered on the Work Placement Pathway for the following programmes: MSc in Finance (full-time), MSc in Finance and Private Equity or MSc in Finance and Economics. Students must complete the work placement and assessment in addition to four full units of courses, as described in the programme regulations.

**Course content:** There are no classes for this course. Students instead undertake a work placement during which they will be employed by an external company or institution. However, the work placement should be relevant to the topics studied during the student's academic modules, and be likely to build on and enhance topics studied during the year. Academic modules studied during the programme should also have a direct bearing on the role that a student will undertake on their placement. Students must hold a formal offer in writing of an appropriate work placement before approval will be granted to join the work placement pathway, and the aspects outlined above will be considered by the Department before approval to undertake a placement is granted. The student will be an employee of the relevant company or institution for the duration of the placement; they will be expected to undertake tasks as appropriate and all management of the placement will be undertaken by the employing institution or company. The course will be assessed by an essay which students are required to submit to the Department of Finance at the end of the placement.

**Teaching:** There will be no direct teaching for this course. Students will participate on a work placement which will be entirely delivered and managed by the company or institution with which they are employed. Students' learning and experience will be gained through participation in the placement as an employee of that company and they will be required to submit an assessed essay to the Department of Finance upon completion of the placement.

**Formative coursework:** There is no formative coursework for this course. Students will participate on a work placement which will be entirely delivered and managed by the company or institution with which they are employed. Students' learning and experience will be gained through participation in the placement as an employee of that company and they will be required to submit an assessed essay to the Department of Finance upon completion of the placement.

**Assessment:** Essay (100%, 2000 words) post-summer term. The assessment of the work placement will be on the basis of submission of a written piece of work following completion of the work placement. Students will be required to submit their work to the Department following completion of the placement. The essay will be required to be in the region of 2,000 words in which the student should describe:

- How the work placement built on or shed further light on the topics covered during the programme's academic modules, and/or how the elements of theory learned were applied in practice;
  - How topics covered in the academic modules were relevant to the student's role on the work placement;
  - How/whether the academic and pastoral aspects of the programme prepared students for their experiences in the workplace;
  - What the student feels they have learned from the placement.
- The essay submission will be marked on a Pass/Fail basis. Students will need to demonstrate that they have fully addressed the topics described above, evidenced with examples from their placement, to be eligible for a pass mark. Students enrolled on the work placement pathway must satisfactorily complete the work placement and assessment in order to be eligible for graduation from the work placement pathway.

## FM412 Half Unit

### Quantitative Security Analysis

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jean-Pierre Zigrand

**Availability:** This course is available on the Global MSc in Management, MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance (part-time), MSc in Finance and Economics, MSc in Finance and Economics (Work Placement Pathway), MSc in Finance and Private Equity, MSc in Finance and Private Equity (Work Placement Pathway) and MSc in Risk and Finance. This course is not available as an outside option. Global MSc in Management (Accounting and Finance concentration only).

This course is not available as an outside option

**Pre-requisites:** Some familiarity with finance and accounting.

**Course content:** This applied course uses theoretically well-founded quantitative analysis tools to uncover value in equity, debt, property, credit and volatility markets.

A simple fundamental valuation concept guides the student along a consistent, unified and logical thread in search of finding value in all of those markets.

Determining whether an asset class is of good or poor value also relies on an awareness of the macroeconomic and macrofinancial environment. Macroassets, such as fixed income and global equities markets, reflect this macro environment and are in turn required inputs into the valuation of both macro- and microassets. In this manner, we get by design a view that is coherent across markets.

For instance, the state of the macroeconomy (such as the phase of expansion and recession, the real estate cycle, the inflationary environment, the central bank rate setting policy, or the level of financial stability and risk) is shown to be mirrored in the nominal and real yield curves as well as in the macro risk-premia of the debt and equities markets that in turn trickle down to influence the value considerations of all of the micro-assets, including individual equities or credit.

Armed with these tools, we can then study how, in real life, style investors such as value, growth, quality or momentum approach the question of finding value from their own vantage points in the given macro environment. We cover colourful case studies, some of which possibly live, that include the detailed modelling of real-life corporate events via Excel spreadsheets based on the careful study of financial statements, balance sheets and analyst reports. Does management create or destroy value? Does growth create value, and how does one value growth? Is there a case for an activist restructuring of P&G? Is Amazon overpriced compared to other bricks and mortar retailers? Should Amazon be priced as a cloud provider? Is property overvalued? How would a value investor approach Intel, and would they buy Intel? Is value dead? How can value be complemented by quality? Is volatility overpriced?

Part I. Introduction. The challenge of active investing. The importance of NPV.



Part II. Valuation methodology.  
 Part III. Valuing macroassets: Global Yield Curves.  
 Part IV. Valuing macroassets: Diversified Equity Portfolios.  
 Part V. Methodology: RADR, DDM.  
 Part VI. Valuing macroassets: Property.  
 Part VII. Valuing microassets: Equities Valuation.  
 Part VIII. Valuing microassets: Case Studies in Value and Growth.  
 Part IX. Different Styles for Identifying Value in Individual Equities.  
 Part X. Valuing macroassets: Volatility

**Teaching:** 30 hours of seminars in the LT.

**Formative coursework:** Students will be expected to complete 2 group projects. In the first project, students study the historical performance of a chosen publicly traded company and analyse and value the equity on a forward-looking basis, evaluate its risks and make an investment recommendation. The second project requires the students to study and critically examine the investment decisions and style of a well-known value investor.

**Indicative reading: Books.**

- Greenwald, B, Kahn, J., P. Sonkin, M. van Biema, Value Investing: From Graham to Buffett and Beyond, Wiley Finance, 2004.

**Background reading:**

- Koller, T., M. Goedhard, and D. Wessels (McKinsey and Company), Valuation: Measuring and Managing the Value of Companies, Wiley, 2015.

**Numerous articles written by well-known practitioners and policy makers**

**Assessment:** Continuous assessment (100%) in the LT.

## FM413 Half Unit Fixed Income Markets

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Christian Julliard

**Availability:** This course is compulsory on the MSc in Financial Mathematics. This course is available on the Global MSc in Management, MSc in Accounting and Finance, MSc in Risk and Finance, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan) and MSc in Statistics (Financial Statistics) (Research). This course is not available as an outside option.

Global MSc in Management ('Accounting and Finance' and 'Finance' concentrations only).

This course is available with permission on the Diploma in Accounting and Finance with the approval of the Programme Director.

This course is available to other students from the Departments of Economics, Mathematics, and Statistics where regulations permit.

**Pre-requisites:** Students taking this course are expected to be familiar with the theory of asset evaluation at the level of FM429 Asset Markets A.

**Course content:** This advanced course is designed for students seeking an understanding of fixed income valuation and hedging methods, and a basic familiarity with the major fixed income markets and instruments.

By the end of the course, the students will be familiar with a variety of topics, including (i) the basic concepts of fixed-income instruments, such as yield, duration, convexity; (ii) the basic techniques to analyse and hedge fixed income products, such as "curve fitting", "bootstrapping", duration-based hedging and asset-liability management; (iii) the forces, or "factors", driving the variation in the entire spectrum of interest rates at different maturities; (iv) the main evaluation tools, which can be applied to evaluate a wide range of products (trees, no arbitrage trees, calibration and some continuous time models); (v) the main fixed income products such as government bonds, corporate bonds (convertible, callable, puttable), and their evaluation; (vi) plain vanilla interest derivatives (caps, floors and collars, swaps, swaptions, etc.) and their evaluation; (vii) mortgage backed securities and credit risk transfers; (viii) the analysis of the "destabilizing" effects related to the use of certain derivatives

written on fixed income instruments.

**Teaching:** 20 hours of lectures and 10 hours of seminars in the LT.

**Formative coursework:** Students will be expected to produce 10 problem sets in the LT.

**Indicative reading:** The primary source for this course is a comprehensive set of Lecture Notes, tutorials and case studies, and a reading pack containing chapters from the following books: Sundaresan, S. (2001), Fixed Income Markets and Their Derivatives, South Western College Publishing. Duffie, D and Singleton, K (2003), Credit Risk: Pricing, Management, and Measurement, Princeton: Princeton University Press (Princeton Series in Finance). Tuckman B. and A. Serrat (2011), Fixed Income Securities: Tools for Today's Markets, 3rd Edition, John Wiley & Sons. Veronesi, P. (2010), Fixed Income Securities: Valuation, Risk, and Risk Management, John Wiley & Sons.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

## FM414 Half Unit Corporate Investment and Financial Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Ashwini Agrawal

**Availability:** This course is available on the MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance and Private Equity and MSc in Finance and Private Equity (Work Placement Pathway). This course is not available as an outside option.

**Pre-requisites:** Students must have completed Asset Markets (FM423) and Corporate Finance (FM422).

**Course content:** This is a case-based course that is geared towards applying corporate finance and investment valuation tools in a variety of real-world settings. Particular emphasis will be placed upon understanding the strengths and limitations of academic approaches to solving real-world problems. We will also discuss when and how these tools are used in various professional settings such as private equity/investment banking, buy-side research, and consulting. Some of the topics that we will cover include:

- Valuation of venture-capital based startups
- Risk management and hedging international currency exposures
- Valuation techniques for private vs. public firms
- IPO pricing
- Determining optimal capital structure
- Working capital management

Weekly case studies will be assigned and discussed in class.

**Teaching:** 30 hours of seminars in the LT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

**Assessment:** Continuous assessment (100%) in the LT.

## FM421 Half Unit Applied Corporate Finance

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Cynthia Balloch

**Availability:** This course is available on the Global MSc in Management, MSc in Accounting and Finance, MSc in Econometrics and Mathematical Economics, MSc in Economics and Management, MSc in Finance and Economics, MSc in Finance and Economics (Work Placement Pathway) and MSc in Risk and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit. Students on the Global MSc in Management ('Accounting and Finance' and 'Finance' concentrations only), MSc in Econometrics

and Mathematics Economics, MSc Economics, MSc Economics (Two Year Programme), and MSc in Economics and Management may take this course only if they have fulfilled the compulsory prerequisites:

Students may only take this course if they have taken at least one of the following courses in **Michaelmas Term**: FM473M Financial Markets, FM474M Managerial Finance or FM431M Corporate Finance A. There will be no exceptions to this rule.

**Pre-requisites:** This is an advanced applied course and a thorough understanding of the major theoretical issues and concepts is required.

Students on the MSc in Econometrics and Mathematics Economics, MSc in Economics and Management, MSc in Management and Strategy may take this course if they have fulfilled the compulsory prerequisites. These students may only take this course if they have taken at least one of the following courses in Michaelmas Term: FM473M Finance I, FM474M Managerial Finance or FM431M Corporate Finance A.

**Course content:** The course will provide a thorough treatment of various topics within corporate finance, such as capital budgeting, financing decisions, and corporate valuation.

**Teaching:** 30 hours of seminars in the LT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

This course will be taught in two or three separate groups. Each group will meet for a single block of three hours once a week. Each student will be assigned to one group. Students will **not** be allowed to choose their groups or to switch groups.

The course requires weekly in-class activities and discussions. Students must prepare for class activities in advance. Attendance is required.

**Formative coursework:** Weekly assignments based on case studies will be assigned to students. They will receive feedback on their performance, and will also be provided suggested solutions.

**Indicative reading:** Course materials (lecture notes and case studies) will be provided to the students at the start of the course.

**Assessment:** Exam (90%, duration: 2 hours and 30 minutes) in the summer exam period.

Coursework (10%) in the LT.

## FM422

### Corporate Finance

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Dirk Jenter, Dr Kostas Zachariadis

**Availability:** This course is compulsory on the MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance and Private Equity and MSc in Finance and Private Equity (Work Placement Pathway). This course is not available as an outside option.

**Pre-requisites:** Aimed at people with a good undergraduate degree and good quantitative skills, with some knowledge of economics.

**Course content:** • Financing  
• Valuation

This core course provides a broad introduction to the key issues in corporate finance. The first half of the course, the Financing Module, investigates how companies should finance their activities by issuing securities (debt, equity and convertible claims) and the interaction of business policy with financial policy. The aim is to understand what factors determine optimal capital structure and how the interplay of these factors can affect financing decisions in a way that creates value. The second half of the course, the Valuation Module, covers firm and project valuation and establishes how companies should select among investable assets. The module focuses on fundamental valuation techniques based on discounting future cash flows. The course goes on to introduce further valuations methods, such as real options analysis, as well as key applications of valuation concepts to major

corporate decisions such as mergers and acquisitions and initial public offerings. The course interweaves key conceptual material with a series of cases.

**Teaching:** 60 hours of lectures in the MT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

**Formative coursework:** Regular homework will be completed, handed in and marked as part of formative assessment for this course.

**Indicative reading:** The recommended textbook for this course is Berk and DeMarzo, Corporate Finance. Other recommended readings from relevant journal articles will be included in a study pack.

**Assessment:** Continuous assessment (100%) in the MT.

## FM423

### Asset Markets

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Igor Makarov and TBC

**Availability:** This course is compulsory on the MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance and Private Equity and MSc in Finance and Private Equity (Work Placement Pathway). This course is not available as an outside option.

**Pre-requisites:** Aimed at people with a good undergraduate degree and good quantitative skills, with some knowledge of economics.

**Course content:** • Investments and Securities Valuation

• Portfolio choice and performance evaluation  
• Derivatives

The aim of the course is to familiarize students with the workings of financial markets, and equip them with the fundamental tools of asset valuation. The course will focus on the three main asset classes - fixed income, stocks, and derivatives - giving a unified perspective of modern valuation methods. The starting point will be the present value formula. The course will then proceed to fixed-income securities, focusing mainly on government bonds.

These will be valued off the term structure of interest rates, using the present value formula. The connection with the principle of no-arbitrage will be emphasized. The course will then move to stocks, starting with portfolio theory and then deriving the relation between risk and return (CAPM). The CAPM will provide a risk-adjusted discount rate that will be used to discount stocks' cash flows with the present value formula. Alternative pricing models such as the APT and multi-factor models will also be covered, and the models will be applied to issues of asset allocation and portfolio selection. The last topic will be derivatives, especially futures and options. After familiarizing students with the use of derivatives, the course will cover the main valuation methods (binomial model, Black-Scholes) emphasizing again the principle of no-arbitrage.

**Teaching:** 60 hours of lectures in the MT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

**Formative coursework:** Regular classworks will be completed, handed in and marked as part of formative assessment for this course.

**Indicative reading:** The organisation of topics of the course follows closely the treatment in Berk and DeMarzo, Corporate Finance, 5th Edition, Pearson International, and Bodie, Kane and Marcus, Investments, 12th Edition, McGraw Hill. Other recommended readings and case studies will be included in a study pack.

**Assessment:** Continuous assessment (100%) in the MT.

**FM429 Half Unit****Asset Markets A**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Georgy Chabakauri

**Availability:** This course is available on the Global MSc in Management, MSc in Accounting and Finance, MSc in Applicable Mathematics, MSc in Econometrics and Mathematical Economics, MSc in Economics, MSc in Economics (2 Year Programme), MSc in Financial Mathematics, MSc in Real Estate Economics and Finance, MSc in Risk and Finance, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan) and MSc in Statistics (Financial Statistics) (Research). This course is not available as an outside option.

Global MSc in Management (Accounting and Finance Concentration only)

This course is available with permission on the Diploma in Accounting and Finance with the approval of the Programme Director.

This course is available to other students from the Departments of Mathematics and Statistics where regulations permit.

This course cannot be combined with FM473 Financial Markets or FM474 Managerial Finance.

Outside students should consider the alternative option of FM473 Financial Markets or FM474 Managerial Finance.

**Pre-requisites:** Basic Mathematics and Statistics knowledge. The course is self-contained but it covers a broad set of topics. Some prior knowledge of economics, finance and accounting is advised.

**Course content:** This course aims to equip students with the fundamental concepts and tools underlying the asset markets side of modern finance. The course covers asset markets and valuation. The valuation of fixed-income securities is covered first, followed by the valuation of stocks, and derivatives such as futures and options. Concepts emphasized include the present-value formula, valuation by arbitrage, portfolio theory, the CAPM, market efficiency, and binomial and Black-Scholes models.

**Teaching:** 20 hours of lectures and 9 hours of seminars in the MT.

**Formative coursework:** Weekly problem sets covered in classes.

**Indicative reading:** J. Berk and P. DeMarzo, *Corporate Finance*, Pearson International Edition.

Z. Bodie, A. Kane and A. Marcus, *Investments*, 8th edition, McGraw Hill. ISBN:0-07-338237-X

Full details of reading will be specified in the Course Programme and Reading List which will be distributed at the first lecture.

**Assessment:** Exam (100%, duration: 1 hour and 30 minutes, reading time: 10 minutes) in the summer exam period.

**FM430 Not available in 2022/23****Corporate Finance and Asset Markets**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Georgy Chabakauri

**Availability:** This course is available on the MSc in Accounting and Finance, MSc in Applicable Mathematics, MSc in Econometrics and Mathematical Economics, MSc in Financial Mathematics, MSc in Real Estate Economics and Finance and MSc in Risk and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Basic Mathematics and Statistics knowledge. The course is self-contained but it covers a broad set of topics. Some prior knowledge of economics, finance and accounting is advised.

This course is a combination of two half-unit courses: FM429 Asset Markets A and FM431L Corporate Finance A.

This course cannot be combined with FM429 Asset Markets A, FM431 Corporate Finance A, FM473 Financial Markets or FM474 Managerial Finance.

**Course content:** This course aims to equip students with the fundamental concepts and tools underlying modern finance, both in the asset markets and the corporate finance side. Provides a

foundation for subsequent courses offered by the Department. In the Michaelmas Term, the course covers asset markets and valuation. The valuation of fixed-income securities is covered first, followed by the valuation of stocks, and derivatives such as futures and options. Concepts emphasized include the present-value formula, valuation by arbitrage, portfolio theory, the CAPM, market efficiency, and binomial and Black-Scholes models. In the Lent Term, the course covers corporate finance. This part starts with capital budgeting techniques, in relation to CAPM and other valuation instruments. The course then proceeds identifying the driving forces behind capital structure decisions and choices over debt and equity finance. Special consideration is given to the tax implications of those choices, the possible costs of financial distress, the incentive implications of financial decisions and the signalling impact of those for financial market participants. A final part of the course covers some specific topics in corporate finance: decision to go public, mergers and acquisitions and possibly (time permitting), dividend policy, corporate governance issues.

**Teaching:** 20 hours of lectures and 9 hours of seminars in the MT. 20 hours of lectures and 9 hours of seminars in the LT.

**Formative coursework:** Weekly problem sets covered in classes.

**Indicative reading:** J. Berk and P. DeMarzo, *Corporate Finance*, Pearson International Edition.

Z. Bodie, A. Kane and A. Marcus, *Investments*, 8th edition, McGraw Hill. ISBN:0-07-338237-X

Full details of reading will be specified in the Course Programme and Reading List which will be distributed at the first lecture.

**Assessment:** Exam (100%, duration: 3 hours, reading time: 15 minutes) in the summer exam period.

Please note this examination is the full unit version of the exams taken on FM429 Asset Markets A (H) and FM431 Corporate Finance A (H).

**FM431L Half Unit****Corporate Finance A**

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Ulf Axelson

**Availability:** This course is available on the Global MSc in Management, MSc in Accounting and Finance, MSc in Econometrics and Mathematical Economics and MSc in Risk and Finance. This course is not available as an outside option. Global MSc in Management ('Accounting and Finance' and 'Finance' concentrations only)

This course is available with permission on the Diploma in Accounting and Finance with the approval of the Programme Director.

This course is not available as an outside option.

Outside students should consider taking FM474L Managerial Finance as an alternative option.

This course cannot be combined with FM430 Corporate Finance and Asset Markets or FM474 Managerial Finance.

**Pre-requisites:** Basic Mathematics and Statistics knowledge. The course is self-contained but it covers a broad set of topics. Some prior knowledge of economics, finance and accounting is advised.

**Course content:** The course covers range of topics in corporate finance starting with capital budgeting techniques, in relation to CAPM and other valuation instruments. The course then proceeds identifying the driving forces behind capital structure decisions and choices over debt and equity finance. Special consideration is given to the tax implications of those choices, the possible costs of financial distress, the incentive implications of financial decisions and the signalling impact of those for financial market participants. A final part of the course covers some specific topics in corporate finance: decision to go public, mergers and acquisitions and start-up finance (time permitting).

**Teaching:** 20 hours of lectures and 9 hours of seminars in the LT.

**Formative coursework:** Students will be set weekly problem set assignments. Solutions and guidance will be provided during the



weekly seminar classes. The final seminar class, students will solve a formative mock exam. Students will receive individual feedback on the mock exam prior to the final exam.

**Indicative reading:** J. Berk and P. DeMarzo, *Corporate Finance*, Pearson International Edition. Full details of reading will be specified in the Course Programme and Reading List which will be distributed at the first lecture.

**Assessment:** Exam (100%, duration: 1 hour and 30 minutes, reading time: 10 minutes) in the summer exam period.

Please note this exam is the half unit version of the examination taken on FM430 Corporate Finance and Asset Markets. Any student who takes both FM429 and FM431 will be re-registered to sit the FM430 full-unit exam paper in Summer Term.

## FM431M Half Unit Corporate Finance A

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Angie Andrikogiannopoulou

**Availability:** This course is compulsory on the MSc in Economics and Management. This course is available on the Global MSc in Management, MSc in Accounting and Finance, MSc in Econometrics and Mathematical Economics, MSc in Economics, MSc in Economics (2 Year Programme) and MSc in Risk and Finance. This course is not available as an outside option. Global MSc in Management ('Accounting and Finance' and 'Finance' concentrations only).

This course is available with permission on the Diploma in Accounting and Finance with the approval of the Programme Director. This course is not available as an outside option. Outside students should consider taking FM474 Managerial Finance as an alternative option.

This course cannot be combined with FM430 Corporate Finance and Asset Markets or FM474 Managerial Finance.

**Pre-requisites:** Basic Mathematics and Statistics knowledge. The course is self-contained but it covers a broad set of topics. Some prior knowledge of economics, finance and accounting is advised.

**Course content:** The course covers range of topics in corporate finance starting with capital budgeting techniques, in relation to CAPM and other valuation instruments. The course then proceeds identifying the driving forces behind capital structure decisions and choices over debt and equity finance. Special consideration is given to the tax implications of those choices, the possible costs of financial distress, the incentive implications of financial decisions and the signalling impact of those for financial market participants. A final part of the course covers some specific topics in corporate finance: decision to go public, mergers and acquisitions and start-up finance (time permitting).

**Teaching:** 20 hours of lectures and 9 hours of seminars in the MT.

**Formative coursework:** Students will be set weekly problem set assignments. Solutions and guidance will be provided during the weekly seminar classes. The final seminar class, students will solve a formative mock exam. Students will receive individual feedback on the mock exam prior to the final exam.

**Indicative reading:** J. Berk and P. DeMarzo, *Corporate Finance*, Pearson International Edition. Full details of reading will be specified in the Course Programme and Reading List which will be distributed at the first lecture.

**Assessment:** Exam (100%, duration: 1 hour and 30 minutes, reading time: 10 minutes) in the summer exam period.

Please note this exam is the half unit version of the examination taken on FM430 Corporate Finance and Asset Markets. Any student who takes both FM429 and FM431 will be re-registered to sit the FM430 full-unit exam paper in Summer Term.

## FM436 Financial Economics

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Ian Martin and Prof Mike Burkart

**Availability:** This course is compulsory on the MRes/PhD in Accounting (EoA) (Economics of Accounting Track), MRes/PhD in Finance, MSc in Finance and Economics and MSc in Finance and Economics (Work Placement Pathway). This course is not available as an outside option.

**Pre-requisites:** Mathematical background at the level of the September Courses in Mathematics and Financial Economics Preparatory Course is assumed.

**Course content:** Financial Economics provides students with an in-depth introduction to the theories of asset pricing and corporate finance. The course analyses investors' behaviour, market equilibrium, the pricing of securities, the valuation of real assets, and capital structure choice. Topics in asset pricing will encompass portfolio choice, complete and incomplete markets, mean-variance portfolio theory and equilibrium asset pricing, pricing with no arbitrage, Black-Scholes and other contingent claims pricing models, and the behaviour of financial markets during crises. Topics in corporate finance will encompass valuation methods and financing decisions in the presence of taxation, agency frictions, and asymmetric information.

**Teaching:** 60 hours of lectures in the MT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

**Formative coursework:** Problem sets, covered in classes.

**Indicative reading:** Readings will be based on teaching notes and journal articles.

**Assessment:** Exam (100%, duration: 3 hours, reading time: 15 minutes) in the summer exam period.

## FM437 Financial Econometrics

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Linyan Zhu (Michaelmas Term)

Dr Christian Julliard (Lent Term)

**Availability:** This course is compulsory on the MSc in Finance and Economics and MSc in Finance and Economics (Work Placement Pathway). This course is not available as an outside option.

**Pre-requisites:** Mathematical background to the level of the course taught in September in the Economics Department (EC400) is assumed.

**Course content:** This course covers the techniques of empirical investigation in economics and finance. Students are introduced to recent empirical findings based on asset pricing and corporate finance models. The course includes a selection of the following topics: multivariate regression; maximum likelihood and methods of moments estimation; hypothesis testing; omitted variables and misspecification; asymptotic theory; measurement error and instrumental variables; time-series modelling; predictability of asset returns; event study analysis; econometric tests of the CAPM and multifactor models; volatility modelling; generalised method of moments estimation.

**Teaching:** 30 hours of lectures in the MT. 33 hours of lectures in the LT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

**Formative coursework:** Exercises are provided each week and they are discussed in class.

**Indicative reading:** The textbook for the Michaelmas Term is *Econometrics* by Bruce E. Hansen, available online. A complete



reading list is available at the beginning of session. Will be based on Greene, *Econometric Analysis*, Prentice-Hall; Campbell, Lo & MacKinlay, *The Econometrics of Financial Markets*, Princeton University Press; *Econometric Analysis of Cross Section and Panel Data*, J. Wooldridge; selected published articles.

**Assessment:** Exam (45%, duration: 2 hours) in the January exam period.

Exam (45%, duration: 2 hours, reading time: 10 minutes) in the summer exam period.

Coursework (10%) in the MT and LT.

## FM441 Half Unit Derivatives

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Rohit Rahi

**Availability:** This course is available on the Global MSc in Management, MSc in Accounting and Finance, MSc in Applicable Mathematics, MSc in Econometrics and Mathematical Economics, MSc in Financial Mathematics, MSc in Quantitative Methods for Risk Management, MSc in Risk and Finance, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan) and MSc in Statistics (Financial Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit. Global MSc in Management ('Accounting and Finance' and 'Finance' concentrations only).

**Pre-requisites:** This is an advanced course. Students will be expected to have a good grasp of probability theory and multivariate calculus. Prior knowledge of stochastic calculus is not required; the necessary tools will be introduced as part of the course.

**Course content:** The course provides a thorough grounding in the theory of derivatives pricing and hedging. Both discrete-time and continuous-time models will be covered, including a comprehensive treatment of the Black-Scholes model. A special feature of the course is its emphasis on the modern theory of no-arbitrage pricing using martingale methods. These methods will be applied to the pricing of equity options, forwards, futures and interest rate derivatives. The uses of derivatives in hedging and risk-management will be discussed as well.

**Teaching:** 20 hours of lectures and 10 hours of seminars in the LT.

**Formative coursework:** Weekly problem sets in classes (10).

**Indicative reading:** Teaching notes will be distributed. No one book covers the entire course, but the following is an excellent reference: John C Hull, *Options, Futures and Other Derivatives*.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

## FM442 Half Unit Quantitative Methods for Finance and Risk Analysis

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jon Danielsson

**Availability:** This course is available on the Global MSc in Management, MSc in Accounting and Finance, MSc in Applicable Mathematics, MSc in Econometrics and Mathematical Economics, MSc in Financial Mathematics, MSc in Quantitative Methods for Risk Management, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan) and MSc in Statistics (Financial Statistics) (Research). This course is not available as an outside option.

Global MSc in Management ('Accounting and Finance' and 'Finance' concentrations only).

This course is available to other students from the Departments of Economics, Mathematics, and Statistics where regulations permit.

**Pre-requisites:** A strong background in statistics and quantitative methods at the undergraduate level is required. Prior programming experience is helpful.

**Course content:** This graduate-level course covers important quantitative and statistical tools in applied finance. It studies financial markets risk, with a particular focus on models for measuring, assessing and managing financial risk. Students will be introduced to the application of these tools and the key properties of financial data through a set of computer-based homework assignments and classes.

The course aims to introduce quantitative concepts and techniques in many areas of finance. Sample topics include risk measures (e.g., Value-at-Risk and Expected Shortfall, including implementation and backtesting), univariate and multivariate volatility models, Monte Carlo Simulations, and associated topics in Econometrics. This list is meant to be representative, but topics may be added or removed. Recent stress events, such as the global crisis in 2008, Covid-19 in 2020 and Russia's invasion of Ukraine are used to illustrate the various methodologies presented in the course.

Implementing the models and tools in R is an essential part of the course. The homework assignments are designed to guide the students to all stages of the analytical process, from locating, downloading and processing financial data to the implementation of the tools and interpretation of results. Students will have the opportunity to explore the databases available at the LSE and to become comfortable working with real data.

**Teaching:** 20 hours of lectures and 10 hours of seminars in the MT.

**Indicative reading:** No single text covers the course material. The relevant sections of the following readings would be appropriate for individual topics: Jon Danielsson (2011), *Financial Risk Forecasting*, as well as slides from [www.financialriskforecasting.com/slides](http://www.financialriskforecasting.com/slides).

**Assessment:** Two homeworks, each 5 marks. Group presentation, 10 marks. Individual project, 50 marks. Exam 30 marks.

## FM445 Half Unit Portfolio Management

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Walker Ray

**Availability:** This course is available on the Global MSc in Management, MSc in Accounting and Finance, MSc in Econometrics and Mathematical Economics, MSc in Economics and Management, MSc in Financial Mathematics and MSc in Risk and Finance. This course is not available as an outside option. Global MSc in Management ('Accounting and Finance' and 'Finance' concentrations only).

This course is available to other students from the Departments of Economics, Mathematics, and Statistics where regulations permit. This course is not available as an outside option.

**Course content:** This course aims to cover the main topics in equity portfolio management. Some of the topics covered in the course include: Portfolio optimization techniques; Multi-factor models and their applications; Trading strategies; International portfolio management and currency hedging; Trading costs; Portfolio performance measurement and attribution; Style analysis; Mutual funds; Hedge funds. The course is based on a number of empirical applications and case studies, so that students can gain a better understanding of implementation issues related to managing an equity portfolio.

**Teaching:** 30 hours of seminars in the LT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

**Formative coursework:** Regular classworks will be completed, handed in and marked as part of formative assessment for this course. For the most part, the classwork is based on Excel

applications of the models and empirical studies covered in lectures.

**Indicative reading:** A study pack will include lecture notes and case studies. All relevant articles will be made available during the course. Useful references are *Modern portfolio theory and investment analysis*, by E. J. Elton, M. J. Gruber, S. J. Brown, and W. N. Goetzmann, Wiley Press; *Modern investment management*, by Bob Litterman and the Quantitative Resource Group, GSAM, Wiley Press; *Investments*, by Z. Bodie, A. Kane, and A. Marcus, McGraw-Hill Irwin.

**Assessment:** Exam (80%, duration: 2 hours, reading time: 10 minutes) in the summer exam period. Coursework (20%).

## FM447 Half Unit Global Financial Systems

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jon Danielsson

**Availability:** This course is available on the MSc in Accounting and Finance and MSc in Financial History. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is not open to students on the MSc Economics and Managements and students from the following departments: Economics, Finance, Mathematics, and Statistics

**Pre-requisites:** Students should have some background in economics, and be comfortable with formal arguments

**Course content:** This course examines the academic and policy debates on the operation of the global financial system. The course will aim to be topical, where the analysis of the issues will be based on economic arguments. The course begins with analysis of systemic risk, followed by an overview of important financial crises and key institutions. The role of cryptocurrencies, central bank digital currencies, fintec and artificial intelligence on the financial system will be discussed. Several theories of financial crises are then developed in some detail, and are assessed by reference to historical experience. The course concludes by analysis of the latest policy and regulatory developments (including Basel III and macroprudential regulations), monetary policy and interest rate normalization and their relationship with inequality, inflation, the current situation in the European Union, the role of China and the United States, and finally the impact of Covid-19 and Russia's invasion of Ukraine on the financial system.

**Teaching:** 20 hours of lectures and 10 hours of seminars in the MT.

**Formative coursework:** Students are expected to attempt the problem sets and essay questions set in the classes.

**Indicative reading:** Most material will be provided by the book *Global Financial Systems* ([www.globalfinancialsystems.org](http://www.globalfinancialsystems.org)), by Jon Danielsson, published by Pearson

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

## FM457 Not available in 2022/23 Applied Computational Finance

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr Alberto Pelliccioli

**Availability:** This course is available on the MSc in Accounting and Finance, MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance and Economics, MSc in Finance and Economics (Work Placement Pathway), MSc in Finance and Private Equity, MSc in Finance and Private Equity (Work Placement Pathway) and MSc in Quantitative Methods for Risk Management. This course is available with permission as an outside option to students on other programmes where

regulations permit.

FM457A is intended for students taking FM442 Quantitative Methods for Finance and Risk Analysis and FM404 Forecasting Financial Time Series.

FM457B is available to students on the MSc Finance (Full-time), MSc Finance and Private Equity, MSc Finance and Economics and MSc Risk and Finance programmes.

**Course content:** Applied Computational Finance is a non-assessed, optional course intended to provide a solid foundation in the R numerical programming package. It does not assume students have any prior programming knowledge. It is based on the R/RStudio environment and basic programming concepts, moving on to libraries, functions, plotting, source code management, how to import data locally and via internet APIs, basic analysis and big data techniques. The course uses practical problems in finance for illustration, like risk analysis, price forecasting and derivative pricing.

**Teaching:** FM457A: 10 hours of seminars in the MT.

FM457B: 10 hours of seminars in the MT.

**Indicative reading:** Teaching notes will be distributed.

**Assessment:** This is an additional, non-assessed computer course to supplement MSc level courses in the Department of Finance.

## FM458 Not available in 2022/23 Financial Economics Preparatory Course

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr Karamfil Todorov

**Availability:** This course is compulsory on the MSc in Finance and Economics. This course is not available as an outside option.

**Course content:** The aim of this course is to supplement the Economics pre-session course and provide students with the essential quantitative methods for the core Finance course FM436. The course will introduce foundational material essential to the study of both asset pricing in continuous time and corporate finance theory.

**Teaching:** 30 hours of lectures in the MT.

**Indicative reading:** Mikosch, *Elementary Stochastic Calculus* (1998), World Scientific; Shreve, *Stochastic Calculus for Finance I, II*

**Assessment:** No formal assessment. Students will sit a mock exam based upon the material to aid learning.

## FM471 Half Unit Sustainable Finance and Impact Investing

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Christopher Polk

**Availability:** This course is available on the CEMS Exchange, Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-Sciences Po), Double Master of Public Administration (LSE-University of Toronto), Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MSc in Accounting and Finance, MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance (part-time), MSc in Finance and Economics, MSc in Finance and Economics (Work Placement Pathway), MSc in Finance and Private Equity, MSc in Finance and Private Equity (Work Placement Pathway), MSc in Management (1 Year Programme), MSc in Risk and Finance, MSc in Social Innovation and Entrepreneurship, Master of Public Administration and Master of Public Policy. This course is not available as an outside option.

**Pre-requisites:** Students must take one of the following: FM423/FM423E Asset Markets, or FM436 Financial Economics, or FM429

Asset Markets A, or FM431M/FM431L Corporate Finance A, or FM473M/FM473L Financial Markets, or FM474M/FM474L Managerial Finance.

Students who can demonstrate comparable background in a graduate-level course may be granted an exemption from this requirement at the discretion of the course leader.

**Course content:** This course provides a conceptual foundation in sustainable finance and impact investing along with a clear understanding of the empirical facts associated with how sustainable finance and impact investing affect firm and fund performance. Using a blend of readings, lectures, cases, and discussions, participants will learn to critically assess the actions of investors and firms with regards to sustainable finance and impact investing, including both motivation and resulting consequences.

Topics addressed will include corporate ESG (Environmental, Social, and Governance) investing, climate finance, and various impact investing topics. Participants will take away from the course a solid understanding of 1) the evolution of sustainable finance and impact investing from niche field to mainstream; 2) the variety of ways in which sustainable finance and impact investing are implemented in practice, and 3) the tools, models and frameworks behind sustainable finance and impact investing.

**Teaching:** 30 hours of seminars in the LT.

**Formative coursework:** Case studies and homework assignments will help communicate and develop understanding of course concepts.

**Indicative reading:**

- Freeman, Ed, 1997, "Stakeholder Theory of the Modern Corporation", *Business Ethics*, 5th Edition, 38-48.
- Friedman, Milton, 1970, "A Friedman doctrine: The social responsibility of business is to increase its profits," *The New York Times Magazine*, September 13, 1970.
- Giglio, Stefano, Bryan Kelly and Johannes Stroebe, 2021, "Climate Finance", *Annual Review of Financial Economics* 13, 15-36.
- Pastor, Lubos, Robert F. Stambaugh, and Lucian Taylor, 2021, "Sustainable Investing in Equilibrium," *Journal of Financial Economics* 160:142-550-571.
- Pedersen, Shaun Fitzgibbons, and Lukasz Pomorski, 2021, "Responsible Investing: The ESG-efficient Frontier," *Journal of Financial Economics* 142:572-597.

**Assessment:** Continuous assessment (100%).

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## FM472 Half Unit International Finance

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Elisabetta Bertero

**Availability:** This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Accounting and Finance, MSc in Financial History and MSc in Management (1 Year Programme). This course is available with permission as an outside option to students on other programmes where regulations permit.

Students on the International Political Economy MSc, on the Master in Public Administration and on other MSc programmes are also welcome to choose this course provided they meet the pre-requisites below. These students need to sign up for the course on LfY first and then email the course leader with information on their economics and/or finance background and their motivation for choosing the course. The course leader will then approve their application on LSE for You. In the past students on the IPE MSc, MPA, MSc in Economic History, European Institute, Master of Science in Development Management, Master of Science in Economy, Risk and Society, Master of Science in Law and Accounting have enjoyed this course.

This course is not open to students from the following departments: Economics, Finance, Mathematics, and Statistics.

**Pre-requisites:** Some background in economics and / or finance.

Essential information for the compulsory research project and an overview of the course are provided during the first lecture and the first class in January 2023. Students interested in this course, whether already enrolled or exploring the course as a possible option, are required to attend both lecture and class during the first week of term.

**Course content:** The objective of the course is to equip students with the relevant academic research, techniques and analytical skills to interpret current developments in the fast-changing area of international finance, from the shifts in capital flows to the elektronification of forex trading, from the persisting dominance of the US dollar in the international monetary order to China's alleged exchange rate manipulations, from the development of cryptocurrencies to the turbulence in the oil market, from the rise in global imbalances to the Eurozone response to COVID-19.

This course approaches such key issues and topics in international finance using foreign exchange and exchange rates as a unifying theme. The foreign exchange market is the largest financial market, turning over every couple of weeks the equivalent of the yearly value of pre-C19 global GDP. It is also a unique market where prices are determined not only by the fundamentals of this asset class but also by government and central bank interventions.

Exchange rates are an open economy's most important price as they can affect the relative value of an entire economy.

This course provides a 360-degree perspective on exchange rates divided into four parts: theory, government policy, global risk and markets.

First, the course considers what finance and economic theory identify as the determinants of the relative price of two currencies. Macroeconomic, market microstructure and behavioural finance approaches are examined. Second, the course analyses governments' available policy choices to influence the level and volatility of the relative price of its currency and how these choices differ for higher income and lower income economies. Third, the course examines exchange rates as a source and conduit of global financial instability. Fourth, the course focuses on the risk and exposure for investors and firms arising from exchange rate market volatility. It examines the valuation of currency instruments and their use in strategies to hedge that exposure. It also analyses the structure, trading and organisation of the forex market and its central role in international finance.

The course incorporates theoretical, empirical, policy and institutional dimensions. The teaching approach emphasises the intuitions at the core of the quantitative aspects. It also discusses how the historical evolution of research in this area has resulted in the currently used theoretical frameworks.

**Teaching:** 20 hours of lectures and 10 hours of seminars in the LT.

**Formative coursework:** Students are required to undertake a group research project on a given topic in international finance.

**Indicative reading:** A selection of journal articles; background reading from a textbook such as Keith Pilbeam *International Finance* (Palgrave, 2013, 4th edition)

**Assessment:** Exam (80%, duration: 2 hours) in the summer exam period.

Research project (10%) and continuous assessment (10%) in the LT.

Continuous assessment takes the form of class preparation throughout the teaching term and is worth 10%.

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## FM473L Half Unit Financial Markets

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr James Clark

**Availability:** This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Financial History, MSc in Management and Strategy, MSc in Management of Information Systems and Digital Innovation, MSc in Real Estate Economics and Finance, MSc in

Regulation and Master of Public Policy. This course is available as an outside option to students on other programmes where regulations permit.

Students on the MSc in Accounting, Organisations and Institutions need permission from the Programme Director to enrol in this course.

Students on the Diploma in Accounting and Finance need permission from the Programme Director to enrol in this course.

This course is not open to students in the MSc Accounting and Finance and students from the following departments: Economics, Finance, Mathematics, and Statistics.

This course cannot be combined with FM429 Asset Markets A or FM430 Corporate Finance and Asset Markets.

**Pre-requisites:** The course assumes no previous knowledge of finance, economics, and statistics, and requires only basic knowledge of mathematics. However, the course is quantitative and students must be willing to learn and work with new concepts in mathematics and statistics. Course work will involve a significant amount of algebra and numerical exercises. Students should be comfortable with 'High School' level Mathematics and simple algebra, e.g., the ability to solve linear systems of two equations and two unknowns.

**Course content:** This course is a self-contained introduction to finance and it covers roughly the same topics as FM429. The course explores the way that firms and the capital market function to channel savings toward productive investments. From the investor's perspective it considers characteristics of the major financial contracts and the principles used in their valuation. It considers how investors should select their portfolios and the implications of this behaviour for pricing assets in stock and bond markets. It explores the question of whether stock markets are efficient in reflecting investors' information. It applies these insights to the firm's financial management decision of whether or not to invest in a risky project and how to select among alternative investments. In addition, the course also covers some core corporate finance questions, such as capital structure choices. The course is also related to FM474 (Managerial Finance): both are introductory courses in Finance. FM473 focuses mostly on understanding the workings of financial markets, the determination of asset prices, and the decisions made by financial investors. FM474 studies financial decisions from the perspective of firms (i.e., "Corporate Finance"). Although there is some small amount of overlap between FM473 and FM474, both courses can be taken simultaneously or sequentially, in any order.

**Teaching:** 30 hours of lectures in the LT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

There will be 10 three-hour sessions. Attendance is required.

This course is taught twice, in both Michaelmas and Lent Term. Students must either register for FM473M which is taught in Michaelmas Term, or FM473L which is taught in Lent Term.

**Indicative reading:** Brealey, Myers and Allen, Principles of Corporate Finance.

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

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## FM473M Half Unit Financial Markets

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Mike Burkart

**Availability:** This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Financial History, MSc in Management and Strategy, MSc in Real Estate Economics and Finance, MSc in Regulation and Master of Public Policy. This course is available as an outside option to students on other programmes where regulations permit.

Students on the MSc in Accounting, Organisations and Institutions need permission from the Programme Director to enrol in this course.

Students on the Diploma in Accounting and Finance need permission from the Programme Director to enrol in this course.

This course is not open to students in the MSc Accounting and Finance and students from the following departments: Economics, Finance, Mathematics, and Statistics.

This course cannot be combined with FM429 Asset Markets A or FM430 Corporate Finance and Asset Markets.

**Pre-requisites:** The course assumes no previous knowledge of finance, economics, and statistics, and requires only basic knowledge of mathematics. However, the course is quantitative and students must be willing to learn and work with new concepts in mathematics and statistics. Course work will involve a significant amount of algebra and numerical exercises. Students should be comfortable with 'High School' level Mathematics and simple algebra, e.g., the ability to solve linear systems of two equations and two unknowns.

**Course content:** This course is a self-contained introduction to finance and it covers roughly the same topics as FM429. The course explores the way that firms and the capital market function to channel savings toward productive investments. From the investor's perspective it considers characteristics of the major financial contracts and the principles used in their valuation. It considers how investors should select their portfolios and the implications of this behaviour for pricing assets in stock and bond markets. It explores the question of whether stock markets are efficient in reflecting investors' information. It applies these insights to the firm's financial management decision of whether or not to invest in a risky project and how to select among alternative investments. In addition, the course also covers some core corporate finance questions, such as capital structure choices. The course is also related to FM474 (Managerial Finance): both are introductory courses in Finance. FM473 focuses mostly on understanding the workings of financial markets, the determination of asset prices, and the decisions made by financial investors. FM474 studies financial decisions from the perspective of firms (i.e., "Corporate Finance"). Although there is some small amount of overlap between FM473 and FM474, both courses can be taken simultaneously or sequentially, in any order.

**Teaching:** 30 hours of lectures in the MT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive. There will be ten three-hour sessions. Attendance is required.

This course is taught twice, in both Michaelmas and Lent Term. Students must either register for FM473M which is taught in Michaelmas Term, or FM473L which is taught in Lent Term.

**Indicative reading:** Brealey, Myers and Allen, Principles of Corporate Finance.

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

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## FM474L Half Unit Managerial Finance

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Angie Andrikogiannopoulou

**Availability:** This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Accounting, Organisations and Institutions, MSc in Financial History, MSc in Management and Strategy, MSc in Management of Information Systems and Digital Innovation, MSc in Regulation and Master of Public Policy. This course is available as an outside option to students on other programmes where regulations permit.

This course is not open to students in the MSc Accounting and



Finance and students from the following departments: Economics, Finance, Mathematics, and Statistics.

Students on the Diploma in Accounting and Finance need permission from the Programme Director to enrol in this course. This course cannot be combined with FM430 Corporate Finance and Asset Markets or FM431 Corporate Finance A.

**Course content:** This course is a self-contained introduction to finance and it covers roughly the same topics as FM431. The aim of the course is to provide a comprehensive overview of firms' financial decision making. The course is designed to provide an applied and practical approach to finance, enabling the students to address topical issues that modern corporations face. In particular, the course builds on concepts such as valuation and capital structure theories, and applies those tools in a systematic and rigorous way to real-life financial management problems. After a brief introduction to financial markets, the course focuses on corporate finance and business valuation. Topics such as mergers and acquisitions and initial public offerings will also be covered. The course is also related to FM473 (Financial Markets): both are introductory courses in Finance. FM473 focuses mostly on understanding the workings of financial markets, the determination of asset prices, and the decisions made by financial investors. FM474 studies financial decisions from the perspective of firms (i.e., "Corporate Finance"). Although there is some small amount of overlap between FM473 and FM474, both courses can be taken simultaneously or sequentially, in any order.

**Teaching:** 30 hours of lectures in the LT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

This course will be taught in two or three separate groups. Each group will meet for a single block of three hours once a week. Each student will be assigned to one group. Students will not be allowed to choose their groups or to switch groups.

The course requires weekly in-class activities and discussions. Students must prepare for class activities in advance. Attendance is required.

**Formative coursework:** Weekly homeworks.

**Indicative reading:** Brealey, Myers and Allen, Principles of Corporate Finance.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

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## FM474M Half Unit Managerial Finance

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Huan Tang and TBC

**Availability:** This course is compulsory on the MSc in Management (1 Year Programme). This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Accounting, Organisations and Institutions, MSc in Financial History, MSc in Management and Strategy, MSc in Regulation and Master of Public Policy. This course is available as an outside option to students on other programmes where regulations permit.

This course is not open to students in the MSc Accounting and Finance and students from the following departments: Economics, Finance, Mathematics, and Statistics.

Students on the Diploma in Accounting and Finance need permission from the Programme Director to enrol in this course. This course cannot be combined with FM430 Corporate Finance and Asset Markets or FM431 Corporate Finance A.

**Course content:** This course is a self-contained introduction to finance and it covers roughly the same topics as FM431. The aim of the course is to provide a comprehensive overview of firms' financial decision making. The course is designed to provide an applied and practical approach to finance, enabling the students

to address topical issues that modern corporations face. In particular, the course builds on concepts such as valuation and capital structure theories, and applies those tools in a systematic and rigorous way to real-life financial management problems. After a brief introduction to financial markets, the course focuses on corporate finance and business valuation. Topics such as mergers and acquisitions and initial public offerings will also be covered. The course is also related to FM473 (Financial Markets): both are introductory courses in Finance. FM473 focuses mostly on understanding the workings of financial markets, the determination of asset prices, and the decisions made by financial investors. FM474 studies financial decisions from the perspective of firms (i.e., "Corporate Finance"). Although there is some small amount of overlap between FM473 and FM474, both courses can be taken simultaneously or sequentially, in any order.

**Teaching:** 30 hours of lectures in the MT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

This course will be taught in two separate groups. Each group will meet for a single block of three hours once a week. Each student will be assigned to one group. Students will not be allowed to choose their groups or to switch groups.

The course requires weekly in-class activities and discussions.

Students must prepare for class activities in advance. Attendance is required.

**Formative coursework:** Weekly homeworks.

**Indicative reading:** Brealey, Myers and Allen, Principles of Corporate Finance.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

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## FM476 Half Unit Entrepreneurial Finance

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Juanita Gonzalez-Urbe

**Availability:** This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Accounting and Finance, MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance (part-time), MSc in Finance and Economics, MSc in Finance and Economics (Work Placement Pathway), MSc in Finance and Private Equity, MSc in Finance and Private Equity (Work Placement Pathway), MSc in Management (1 Year Programme), MSc in Risk and Finance and MSc in Social Innovation and Entrepreneurship. This course is available with permission as an outside option to students on other programmes where regulations permit.

This half unit is capped with a capacity limit to the number of students registered on the course. A lottery process is undertaken to allocate places on units which are oversubscribed. Students are recommended to have clear alternatives in mind should they not be successful with an application for this capped half unit.

**Pre-requisites:** Basic Mathematics and Statistics knowledge.

N.B. - It is **mandatory** to attend the first week's classes in Lent Term in order to register for FM476 Entrepreneurial Finance.

Students who did not attend these classes will **not** be permitted to then join the course.

**Course content:** After introducing students to methods to assess business plans as well as methods to identify and value business ventures and growth opportunities in the opening part of the course, the bulk of the first half of the course concentrates on obtaining financial resources. It covers a broad set of instruments (venture capital, angel finance, crowdsourcing, venture debt) used by entrepreneurial firms and aims to help the student understand how the staged financing process of a new venture works, and to be able to assess when to raise financing and how to structure it. The second half of the course focuses on practical applications

in negotiation, development of a business plan, and evaluation of real-life ventures raising funding.

**Teaching:** 30 hours of lectures in the LT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

This course will be taught in three separate groups. There will be a joint one-hour session with all groups once a week and each group will have a separate additional two-hour session each week. Each student will be assigned a group at the beginning of the course and will continue with the same group for the rest of the term.

The course requires weekly in-class and out-of-class activities and discussions. Students must prepare for class activities in advance. There is a significant amount of in-term individual work, group work, and other activities. Attendance is required.

**Formative coursework:** All the work done in an out of the classroom will be assessed.

**Indicative reading:** Detailed course programmes and reading lists are distributed at the start of the course. The course pack include lecture notes and case studies for summative and formative assessments.

**Assessment:** Continuous assessment (100%).

Summative assessment will take the form of individual reports, group reports, business plan exercises and peer evaluations.

## FM477 Half Unit International Finance A

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr. Liliana Varela

**Availability:** This course is available on the MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance (part-time), MSc in Finance and Economics, MSc in Finance and Economics (Work Placement Pathway), MSc in Finance and Private Equity, MSc in Finance and Private Equity (Work Placement Pathway) and MSc in Risk and Finance. This course is not available as an outside option.

**Pre-requisites:** Students must have completed either: Asset Markets (FM423 or FM423E) and Corporate Finance (FM422 or FM422E); or Financial Economics (FM436); or Management and Regulation of Risk (FM403).

**Course content:** Following an introduction to the exchange rate market, the course will focus on key elements of international financial management, international risk exposure, hedging via FX derivatives (forwards, futures, options, and swap contracts), managing transaction and economic exposure, international portfolio investment. The course will next focus on exchange rate determination and forecasting, the international monetary system, balance of payments, crises in open economies and current issues of the global economy. Relevant concepts will be illustrated throughout via topical business and country cases.

**Teaching:** 30 hours of seminars in the LT.

The course will be taught in an interactive Harvard-style three-hour lecture block integrating lectures and classes.

**Formative coursework:** Weekly problem sets covering both theoretical methods and practical applications.

**Indicative reading:** Detailed course readings, cases, and slides will be distributed at the start of the course. Illustrative texts include: International Financial Management by C. S. Eun and B. G. Resnick, McGraw-Hill Education; 8th edition (2018), International Financial Management by G. Bekaert and R. Hodrick, Cambridge University Press; 3rd edition (2017) and Maurice Obstfeld and Kenneth Rogoff, Foundations of International Macroeconomics, The MIT Press (1996).

**Assessment:** Continuous assessment (100%) in the LT.

## FM478 Half Unit Not available in 2022/23 International Finance for MSc Finance and Economics, MSc Finance and MSc Finance & Private Equity - Dissertation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Liliana Varela

**Availability:** This course is available on the MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance (part-time), MSc in Finance and Economics, MSc in Finance and Economics (Work Placement Pathway), MSc in Finance and Private Equity and MSc in Finance and Private Equity (Work Placement Pathway). This course is not available as an outside option.

**Pre-requisites:** This is the dissertation course for FM477.

Students must have completed either Asset Markets (FM423 or FM423E) and Corporate Finance (FM422 or FM422E), or Financial Economics (FM436).

**Course content:** See entry for FM477

**Teaching:** 30 hours of seminars in the LT.

**Indicative reading:** Detailed course readings, cases, and slides will be distributed at the start of the course. Illustrative texts include: International Financial Management by C. S. Eun and B. G. Resnick, McGraw-Hill Education; 8th edition (2018), International Financial Management by G. Bekaert and R. Hodrick, Cambridge University Press; 3rd edition (2017) and Maurice Obstfeld and Kenneth Rogoff, Foundations of International Macroeconomics, The MIT Press (1996).

**Assessment:** Continuous assessment (100%) in the LT.

Assessment will include a 6,000 word dissertation on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. Submission deadline will be in Summer Term.

## FM481 Not available in 2022/23 Financial Econometrics for Research Students

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Christian Julliard  
Prof Alexey Onatskiy

**Availability:** This course is compulsory on the MRes/PhD in Finance. This course is available as an outside option to students on other programmes where regulations permit. Optional on MRes/PhD Economics.

**Pre-requisites:** Strong background in statistics and mathematics; some knowledge of Economics and Finance.

**Course content:** The Lent Term of FM481 is shared with FM404 Forecasting Financial Time Series.

Part 1 – Probability, Mathematical Statistics, and Asymptotic Theory, provides students with an understanding of basic concepts in probability and statistics with a view of eventual use for econometric analysis of financial data. Including Basic Probability Concepts, Random Variables, Selected Probability Distributions, Modes of Convergence, Properties of Estimators, Frequentist Hypothesis Testing and Bayesian Inference.

Part 2 - Theory and application of regression analysis, covers estimation and inference theory for regression models. The topics covered are least squares estimation, maximum likelihood estimation, instrumental variable estimation, and generalized method of moments estimation, with applications to linear models, many and weak instrument problems, limited dependent variable models, and panel data models.

Part 3 - The course provides a survey of the theory and application of time series methods in econometrics. The main objective of this course is to develop the skills needed to do empirical research in fields operating with time series data sets. The topics covered are: Hilbert spaces, projections, Wold theorems, ARMA models, Z-transform, convolution theorem, W-K prediction, Spectral

analysis; Structural VAR Models; State Space Representations; Models with time-varying coefficients and stochastic volatility; Nonlinear filtering (particle filters); Unit Roots, Spurious Regressions and Cointegration; Predictability.

**Teaching:** 22 hours of lectures in the MT. 22 hours of lectures in the LT.

**Formative coursework:** Weekly classwork and problem sets.

**Indicative reading:**

- Cameron and Trivedi: Microeconometrics. Methods and Applications.
- Campbell, Lo and MacKinlay: The Econometrics of Financial Markets
- Geweke: Contemporary Bayesian Econometrics and Statistics
- Gourieroux and Jasiak: Financial Econometrics: Problems, Models and Methods.
- Greene: Econometric Analysis.
- Johannes and Polson: Computational Methods for Bayesian Inference.
- Hamilton: Time-Series Analysis.
- Hayashi: Econometrics
- Roberts and Whited: "Endogeneity in Empirical Corporate Finance," Handbook of the Economics of Finance, vol. 2.
- Sargent, T., (1987), Macroeconomic Theory, chapters IX-XI.
- Wooldridge: Econometric Analysis of Cross-Section and Panel Data.

**Assessment:** Exam (100%, duration: 3 hours, reading time: 15 minutes) in the summer exam period.

## FM482

### Research paper in Finance

**This information is for the 2022/23 session.**

**Teacher responsible:** PhD Programme Director

**Availability:** This course is compulsory on the MRes/PhD in Finance. This course is not available as an outside option.

**Course content:** Students produce a research paper, between 6,000 and 8,000 words, related to the student's designated major field, to be submitted at the end of August.

**Teaching:** There are no direct teaching hours.

**Formative coursework:** Feedback on progress will be provided by the student's PhD Supervisor.

**Assessment:** Research paper (100%).

The research paper will be 6-8,000 words in length.

## FM4T1 Half Unit Not available in 2022/23

### Forecasting Financial Time Series - Dissertation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Christian Julliard

**Availability:** This course is available on the MSc in Economics, MSc in Economics (2 Year Programme), MSc in Finance and Economics and MSc in Finance and Economics (Work Placement Pathway). This course is not available as an outside option.

**Course content:** See entry for FM404

**Teaching:** See entry for FM404

**Assessment:** Dissertation (90%, 6000 words) in the ST. Coursework (10%).

6,000 word dissertation on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. Submission deadline is towards the end of Summer Term.

## FM4T2 Half Unit

### Applied Corporate Finance - Dissertation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Cynthia Balloch

**Availability:** This course is available on the MSc in Economics, MSc in Economics (2 Year Programme), MSc in Finance and Economics and MSc in Finance and Economics (Work Placement Pathway). This course is not available as an outside option.

**Course content:** See entry for FM421

**Teaching:** See entry for FM421

**Assessment:** Dissertation (90%, 6000 words) in the ST. Coursework (10%) in the LT.

The submission is a 6,000 word structured empirical project (90%), on a topic within the guidelines set out in the course. The dissertation option is to be chosen in only one half unit module and must be completed in line with the guidance issued by the course leader. The submission deadline for the project is in Summer Term, with a deadline to be set by the Department.

## FM4T4 Half Unit Not available in 2022/23

### Corporate Investment and Financial Policy - Dissertation

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Daniel Ferreira

**Availability:** This course is available on the MSc in Finance (full-time) and MSc in Finance (full-time) (Work Placement Pathway). This course is not available as an outside option.

**Course content:** See entry for FM414.

**Teaching:** See entry for FM414.

**Assessment:** Continuous assessment (100%) in the LT.

Assessment will include a 6,000 word dissertation on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. Submission deadline will be in Summer Term.

## FM4T5 Half Unit

### Portfolio Management - Dissertation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Walker Ray

**Availability:** This course is available on the MSc in Economics and MSc in Economics (2 Year Programme). This course is not available as an outside option.

**Course content:** See entry for FM445

**Teaching:** See entry for FM445

**Assessment:** Dissertation (80%, 6000 words) in the ST.

Coursework (20%) in the LT.

6,000 word dissertation (80%) on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. The submission deadline for the project is in Summer Term, with a deadline to be set by the Department.

## FM4T6 Half Unit Not available in 2022/23

### Topics in Portfolio Management - Dissertation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Michela Verardo

**Availability:** This course is available on the MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc

in Finance and Economics and MSc in Finance and Economics (Work Placement Pathway). This course is not available as an outside option.

**Course content:** See entry for FM406

**Teaching:** See entry for FM406

**Assessment:** Continuous assessment (100%) in the LT.

Assessment will include a 6,000 word dissertation on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. Submission deadline will be in Summer Term.

### FM4T8 Half Unit Not available in 2022/23 Financial Engineering - Dissertation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jean-Pierre Zigrand

**Availability:** This course is available on the MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance (part-time), MSc in Finance and Economics and MSc in Finance and Economics (Work Placement Pathway). This course is not available as an outside option.

**Course content:** See entry for FM408

**Teaching:** See entry for FM408

**Assessment:** Continuous assessment (100%) in the LT.

Assessment will include a 6,000 word dissertation on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. Submission deadline will be in Summer Term.

### FM4U1 Half Unit Fixed Income Markets - Dissertation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Christian Julliard

**Availability:** This course is available on the MSc in Economics and MSc in Economics (2 Year Programme). This course is not available as an outside option.

**Course content:** See entry for FM413

**Teaching:** See entry for FM413

**Assessment:** Dissertation (100%, 6000 words) in the ST.

6,000 word dissertation on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. The submission deadline for the project is in Summer Term, with a deadline to be set by the Department.

### FM4U2 Half Unit Not available in 2022/23 Quantitative Methods for Finance and Risk Analysis (Dissertation)

**This information is for the 2022/23 session.**

**Teacher responsible:** See FM442 Course Guide

**Availability:** This course is available on the MSc in Finance and Economics and MSc in Finance and Economics (Work Placement Pathway). This course is not available as an outside option.

**Course content:** See entry for FM442

**Teaching:** See entry for FM442

**Assessment:** Dissertation (80%, 6000 words) in the ST. Coursework (20%) in the MT.

6,000 word dissertation (80%) on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only

one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. Submission deadline is towards the end of Summer Term.

### FM4U4 Half Unit Not available in 2022/23 Quantitative Security Analysis - Dissertation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jean-Pierre Zigrand

**Availability:** This course is available on the MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance (part-time), MSc in Finance and Economics and MSc in Finance and Economics (Work Placement Pathway). This course is not available as an outside option.

**Course content:** See entry for FM412

**Teaching:** See entry for FM412

**Assessment:** Continuous assessment (100%) in the LT.

Assessment will include a 6,000 word dissertation on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. Submission deadline will be in Summer Term.

### FM4U5 Half Unit Not available in 2022/23 Fixed Income Securities and Credit Markets - Dissertation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Peter Kondor

**Availability:** This course is available on the MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance and Economics and MSc in Finance and Economics (Work Placement Pathway). This course is not available as an outside option.

**Course content:** See entry for FM405

**Teaching:** See entry for FM405

**Assessment:** Continuous assessment (100%) in the LT.

Assessment will include a 6,000 word dissertation on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. Submission deadline will be in Summer Term.

### FM4U7 Half Unit Not available in 2022/23 Mergers, Buyouts and Corporate Restructurings - Dissertation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Vicente Cufiñat

**Availability:** This course is available on the MSc in Finance (full-time) and MSc in Finance (full-time) (Work Placement Pathway). This course is not available as an outside option.

**Course content:** See entry for FM407

**Teaching:** See entry for FM407

**Assessment:** Continuous assessment (100%) in the LT.

Assessment will include a 6,000 word dissertation on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. Submission deadline will be in Summer Term.



## FM4U9 Half Unit Not available in 2022/23

### Risk Management in Financial Markets - Dissertation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Christian Julliard

**Availability:** This course is available on the MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance and Economics and MSc in Finance and Economics (Work Placement Pathway). This course is not available as an outside option.

**Course content:** See entry for FM409

**Teaching:** See entry for FM409

**Assessment:** Dissertation (90%, 6000 words) and coursework (5%) in the ST.

Presentation (5%).

6,000 word dissertation in lieu of examination (90%) on a topic to be agreed with the course teacher, and coursework (10%). The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. Submission deadline will be towards the end of Summer Term.

## GI402 Half Unit

### Gender, Knowledge and Research Practice

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Marsha Henry

**Availability:** This course is compulsory on the MPhil/PhD in Gender, MSc in Gender and MSc in Gender (Research). This course is available on the MSc in Culture and Society, MSc in Gender (Sexuality), MSc in Gender, Development and Globalisation, MSc in Gender, Media and Culture, MSc in Gender, Peace and Security, MSc in Gender, Policy and Inequalities and MSc in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit.

Please note the course may be limited to those taking GI402 as a core course depending on numbers.

**Course content:** This course introduces students to critical epistemological and methodological scholarship relevant for embarking on gender research at graduate and postgraduate level and beyond. The course provides a critique of 'mainstream knowledge' through an exploration of Black, queer, postcolonial and other intersectional feminist theories. In addition, the course offers an engagement with some of the practical, ethical and methodological challenges of conducting gender research and producing feminist knowledge through drawing on a variety of 'disciplinary' experiences and reflections. Finally, the course engages with decolonising and decentring initiatives and questions the place of Gender Studies as an interdisciplinary field. The course asks: what are the implications of producing research within, beyond and without the epistemic centres of global north feminism?

**Teaching:** This course runs in Michaelmas term. It contains both asynchronous and interactive teaching and learning elements. Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Proposal Essay (1500 words) in the MT.

**Indicative reading:** Patricia Hill Collins (2000) *Black Feminist Thought: Knowledge, Consciousness and the Politics of Empowerment*. New York: Routledge.

Sara Ahmed (2016) *Living a feminist life*. Duke University Press.  
Uma Narayan and Sandra Harding, eds (2000) *Decentering the Center: Philosophy for a Multicultural, Postcolonial and Feminist World*. Bloomington: Indiana University Press.

**Assessment:** Project (100%, 3000 words) in the LT.

The project includes one part research proposal and one part reflective essay.

## GI403 Half Unit

### Gender and Media Representation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Milo Bettocchi

**Availability:** This course is compulsory on the MSc in Gender, Media and Culture. This course is available on the CEMS Exchange, MBA Exchange, MPhil/PhD in Gender, MSc in Culture and Society, MSc in Gender, MSc in Gender (Research), MSc in Gender (Sexuality), MSc in Gender, Policy and Inequalities and MSc in Organisational and Social Psychology. This course is available as an outside option to students on other programmes where regulations permit.

This course will be capped at 40 students.

**Course content:** This course aims to enable students: to think critically about representations of gender in a range of different media; to apply a range of theoretical and methodological approaches to the study of the media and culture; to examine changing representations of gender in the context of wider social changes and to explore questions concerning the interpretation and use of different media formats and content. The course focuses on examples largely drawn from Anglo-American media and usually includes topics such as news media and gender; gendered approaches to contemporary cinema; celebrity culture; online environments and gender; and contemporary cultural representations of feminism. It critically explores the recent history of gender studies and feminist scholarship in relation to media content and considers questions of media representations of gender in relation to dimensions such as sexuality, class, race, age and (dis)ability.

Students will be expected to maintain familiarity with contemporary UK media, although there is opportunity to research and write on other national contexts.

**Teaching:** The course runs across the MT.

There will be a reading week in week 6 in line with department policy.

**Formative coursework:** A short essay to be submitted during MT.

**Indicative reading:**

- Carter C and Steiner L (eds) (2004) *Critical Readings: Media and Gender*
- Dyer, R. (2002) *The Matter of Images: Essays on Representation*.
- Gill, R. (2007) *Gender and the Media*
- Hall, S. (1997) *Representation: Cultural Representations and Signifying Practices*.
- Tasker, Y. and Negra, D. (eds) (2007) *Interrogating Postfeminism: Gender and the Politics of Popular Culture (Console-ing Passions)*.
- van Zoonen, L, (1994) *Feminist Media Studies*.
- Waters ,M (ed) (2011) *Women on Screen*.

**Assessment:** Essay (100%, 3000 words) in the LT.

## GI407 Not available in 2022/23

### Globalisation, Gender and Development

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Nazanin Shahrokni

**Availability:** This course is compulsory on the MSc in Gender, Development and Globalisation. This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MA in Modern History, MPhil/PhD in Gender, MSc in Development Management, MSc in Development Studies, MSc in Gender, MSc in Gender (Research), MSc in Gender (Sexuality), MSc in Gender, Policy and Inequalities, MSc in Human Rights and MSc in Human Rights and Politics. This course is available as an outside option to students on other programmes where regulations permit.

This course cannot be taken alongside GI409 Gender, Globalisation and Development: An Introduction, or GI420 Globalisation, Gender and Development: Theorising Policy and Practice.

This course will be capped at 30 students.

**Course content:** This course will provide students with a thorough knowledge of two key interconnected and intersecting literatures: gender and development and gender and globalisation. We begin by defining and theorising gender, development and globalisation and their operation in material spaces, policy and practice.

The first part of the course considers contemporary theories of globalisation and development and the differences that a gender perspective makes. A particular focus is on how globalisation is associated with widening social, spatial and gender inequalities. Specific reference is made to household inequalities, state policies, global care chain and migrant labourers, the emergence of the "global city," and "natural" disasters and pandemics, and their implications for social and gender inequalities. The final session brings the issues raised in the first part of the course to a conclusion by addressing some alternative visions of social change in the context of a globalised world.

The second half of the course is concerned with theorising policies and practice in the field of gender and international development. The course outlines key contributions to the analysis of power within public policy making processes and examines feminist visions of social change which draw on ideas about capabilities, empowerment, citizenship and gender justice to engage with these policy processes. This is explored in greater detail through case studies of feminist struggles over recognition, redistribution and representation as they play out in relation to particular policy issues, namely violence against women, microfinance, social protection, gender quotas and collective action.

**Teaching:** This course runs across both MT and LT. It contains both asynchronous and interactive teaching and learning elements. There will be a reading week in both terms in week 6 in line with departmental policy.

**Formative coursework:** Essay (1500 words) in the MT.

**Indicative reading:**

- Agarwal, B. (2016) *Gender Challenges* (Vol 1, 2 and 3). India: Oxford University Press.
- Benería, L., Berik, G and Floro, M. (2015) *Gender, Development and Globalization: Economics as if All people Mattered*, London: Routledge. (2nd Edition).
- Chant, S. (ed.) (2010) *International Handbook of Gender and Poverty: Concepts, Research, Policy*, Cheltenham: Edward Elgar.
- Cook, S. and Kabeer, N. (2010) *Social Protection as Development Strategy*, London: Routledge.
- Cornwall, A., Harrison, E. & Whitehead, A. (eds) (2007) *Feminisms in Development: contradictions, contestations, and challenges*, London: Zed Books.
- Cornwall, A., Edstrom, J. and Greig, A. eds. (2011) *Men and Development: Politicising Masculinities*, London: Zed Books.
- Devaki, J. and Elson, D. (2011) *Harvesting Feminist Knowledge for Public Policy*, IDRC, London: Sage
- Escobar, A. (2011) *Encountering Development: The Making and Unmaking of the Third World*, Princeton Princeton University Press
- Jaggar, A. (2014) *Gender and Global Justice*, Bristol: Polity
- Kabeer, N. (2001) *The Power to Chose. Bangladeshi women and labour market decisions in London and Dhaka*, London: Verso.
- Kabeer, N. (2003) *Gender Mainstreaming in Poverty Eradication and the Millennium Development Goals: a handbook for policy-makers and other stakeholders*, London: Commonwealth Secretariat.
- Marchand, M. and Runyan, A. (2011) *Gender and Global Restructuring*, second edition London: Routledge.
- Milanovic, B. (2016) *Global Inequality: A New Approach for the Age of Globalization*, Harvard: Harvard University Press
- Mirchandani, K. (2012) *Phone Clones. Authenticity Work in the Transnational Service Economy*, Ithaca: ILR Press.
- Ong, A. (2010) *Spirits of Resistance and capitalist Discipline*, 2nd Edition New York: Suny Press.
- Patel, R. (2010) *Working the Night Shift. Women in India's Call Centres*, Stanford: University Press.
- Perrons, D. (2004) *Globalization and Social Change*, London: Routledge.

- Spierings, N. (2015) *Women's employment in Muslim countries: patterns of diversity*. Basingstoke, Hampshire: Palgrave Macmillan.
- Selwyn, B. (2014) *The Global Development Crisis*, Cambridge: Polity Press.
- Stiglitz, J. (2015) *The Great Divide. Unequal Societies and What We Can Do About Them*, London: Penguin.
- Visvanathan, N. et.al. (2012) *The Women, Gender and Development Reader*, London: Zed Books.
- Walby, S. (2009) *Globalisation and inequalities: Complexity and contested modernities*. London: Sage Publications Ltd.
- Walby, S. (2011) *The future of feminism*. Cambridge: Polity Press. In addition a range of institutional reports will be referred to including for example
- IFPRI (2012) *Women's Empowerment in Agriculture Index*, Washington: International Food Policy Research Institute. Available at: <http://ebrary.ifpri.org/utils/getfile/collection/p15738coll2/id/126937/filename/127148.pdf>.
- ILO (2015) *World Employment and Social Outlook: The Changing Nature of Jobs*, Available at: [http://www.ilo.org/global/research/global-reports/weso/2015-changing-nature-of-jobs/WCMS\\_368626/lang-en/index.htm](http://www.ilo.org/global/research/global-reports/weso/2015-changing-nature-of-jobs/WCMS_368626/lang-en/index.htm)
- UNDP (2014) *Gender Equality Strategy 2014-2017*. Available at: <http://www.undp.org/content/undp/en/home/librarypage/womens-empowerment/gender-equality-strategy-2014-2017/>
- UNDP (2012) *Powerful Synergies: Gender Equality, Economic Development and Environmental Sustainability*. Available at: <http://www.undp.org/content/undp/en/home/librarypage/womens-empowerment/powerful-synergies/>
- UN Women (2015) *Progress of the World's Women. Transforming Economies, Realizing Rights*. Available at: <http://progress.unwomen.org/en/2015/>
- UNRISD (2015) *UNRISD Classics, Volume II: Gendered Dimensions of Development*. Available at: [http://www.unrisd.org/80256B3C005BCCF9/\(httpPublications\)/1585F4AEF409C253C1257E2700652AA8?OpenDocument](http://www.unrisd.org/80256B3C005BCCF9/(httpPublications)/1585F4AEF409C253C1257E2700652AA8?OpenDocument)
- UNDP (2015) *United Nations Sustainable Development Goals*, Geneva: The United Nations. Available at: [http://www.undp.org/content/dam/undp/library/corporate/brochure/SDGs\\_Booklet\\_Web\\_En.pdf](http://www.undp.org/content/dam/undp/library/corporate/brochure/SDGs_Booklet_Web_En.pdf) (Accessed: 4 May 2018).
- World Bank (2012) *World Development Report 2012: Gender Equality and Development*. Available at: <http://econ.worldbank.org/WBSITE/EXTERNAL/EXTDEC/EXTRESEARCH/EXTWDRS/EXTWDR2012/0,,contentMDK:22999750~menuPK:8154981~pagePK:64167689~piPK:64167673~theSitePK:7778063,00.html>

[Note this is an edited collection of classic articles – take a look at these – you may find some on the reading list – but also see the recently written introduction by Silke Staab and Shahra Razavi]

**Assessment:** Essay (50%, 3000 words) in the LT.

Essay (50%, 3000 words) in the ST.

## GI409 Half Unit

### Gender, Globalisation and Development: An Introduction

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Sharmila Parmanand

**Availability:** This course is compulsory on the MSc in Gender, Development and Globalisation. This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MPhil/PhD in Gender, MSc in Development Management, MSc in Development Studies, MSc in Empires, Colonialism and Globalisation, MSc in Environment and Development, MSc in Gender, MSc in Gender (Research), MSc in Gender (Sexuality), MSc in Gender, Peace and Security, MSc in Gender, Policy and Inequalities, MSc in Global Politics, MSc in Human Geography and Urban Studies (Research), MSc in

Human Resources and Organisations (International Employment Relations/CIPD), MSc in Human Rights, MSc in Human Rights and Politics, MSc in Inequalities and Social Science, MSc in Regional And Urban Planning Studies and MSc in Urban Policy (LSE and Sciences Po). This course is available as an outside option to students on other programmes where regulations permit. This course will be limited in space availability outside MSc Gender, Development and Globalisation.

**Course content:** This course will provide students with a knowledge of two key interconnected and intersecting literatures: gender and development and gender and globalisation. We begin by defining and theorising gender, development and globalisation and their operation in material spaces, policy and practice. The course considers gender approaches to development such as Women in Development (WID), Women and Development (WAD), and Gender and Development (GAD). A particular focus is on how global development is associated with widening social, spatial and gender inequalities, illustrated by case studies of global integration and uneven development. Specific reference is made to household inequalities, social protection programmes, and microfinance schemes. The final session brings the course to a conclusion by addressing some alternative visions of development and social change in the context of a globalised world.

**Teaching:** This course runs in the Michaelmas Term. It contains both asynchronous and interactive teaching and learning elements. There will be a reading week in week 6, in line with departmental policy.

**Formative coursework:** Essay (1500 words)

**Indicative reading:**

- Agarwal, B. (2016) *Gender Challenges* (Vol 1, 2 and 3). India: Oxford University Press.
  - Benería, L. Berik, G and Floro, M. (2015) *Gender, Development and Globalization: Economics as if All people Mattered*, London: Routledge. (2nd Edition).
  - Devaki, J and Elson, D (2011) *Harvesting Feminist Knowledge for Public Policy*, IDRC, London: Sage
  - Escobar, A. (2011) *Encountering Development: The Making and Unmaking of the Third World*, Princeton Princeton University Press
  - Marchand, M. and Runyan, A. (2011) *Gender and Global Restructuring*, second edition London: Routledge.
  - Milanovic, B. (2016) *Global Inequality: A New Approach for the Age of Globalization*, Harvard: Harvard University Pres
  - Mirchandani, K. (2012) *Phone Clones. Authenticity Work in the Transnational Service Economy*, Ithaca: ILR Press.
  - Perrons, D. (2004) *Globalization and Social Change*, London: Routledge.
  - Spierings, N. (2015) *Women's employment in Muslim countries : patterns of diversity*. Basingstoke, Hampshire : Palgrave Macmillan.
  - Selwyn, B. (2014) *The Global Development Crisis*, Cambridge: Polity Press.
  - Stiglitz, J. (2015) *The Great Divide. Unequal Societies and What We Can Do About Them*, London: Penguin.
  - Stiglitz, J. (2015) *The Great Divide. Unequal Societies and What We Can Do About Them*, London: Penguin.
  - Visvanathan, N. et.al. (2012) *The Women, Gender and Development Reader*, London: Zed Books.
  - Walby, S. (2009) *Globalisation and inequalities: Complexity and contested modernities*. London: Sage Publications Ltd.
  - Walby, S. (2011) *The future of feminism*. Cambridge: Polity Press.
- In addition a range of institutional reports will be referred to including for example:
- IFPRI (2012) *Women's Empowerment in Agriculture Index*, Washington: International Food Policy Research Institute. Available at: <http://ebrary.ifpri.org/utis/getfile/collection/p15738coll2/id/126937/filename/127148.pdf>
  - ILO (2015) *World Employment and Social Outlook: The Changing Nature of Jobs*, Available at: [http://www.ilo.org/global/research/global-reports/weso/2015-changing-nature-of-jobs/WCMS\\_368626/lang-en/index.htm](http://www.ilo.org/global/research/global-reports/weso/2015-changing-nature-of-jobs/WCMS_368626/lang-en/index.htm)
  - UNDP (2014) *Gender Equality Strategy 2014-2017*. Available

at: <http://www.undp.org/content/undp/en/home/librarypage/womens-empowerment/gender-equality-strategy-2014-2017/>

- UNDP (2012) *Powerful Synergies: Gender Equality, Economic Development and Environmental Sustainability*. Available at: <http://www.undp.org/content/undp/en/home/librarypage/womens-empowerment/powerful-synergies/>
- UN Women (2015) *Progress of the World's Women. Transforming Economies, Realizing Rights*. Available at: <http://progress.unwomen.org/en/2015/>
- UNDP (2015) *United Nations Sustainable Development Goals*, Geneva: The United Nations. Available at: [http://www.undp.org/content/dam/undp/library/corporate/brochure/SDGs\\_Booklet\\_Web\\_En.pdf](http://www.undp.org/content/dam/undp/library/corporate/brochure/SDGs_Booklet_Web_En.pdf)

**Assessment:** Essay (100%, 3000 words) in the LT.

## GI410 Half Unit

### Screening the 21st Century: Cinema and Cultural Critique

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Sadie Wearing, Pankhurst House.11.01C

**Availability:** This course is available on the MPhil/PhD in Gender, MSc in Culture and Society, MSc in Gender, MSc in Gender (Research), MSc in Gender (Sexuality) and MSc in Gender, Development and Globalisation. This course is available as an outside option to students on other programmes where regulations permit.

This course will be limited to 30 places.

**Pre-requisites:** Students need to have an awareness of and interest in contemporary cultural theory and film.

**Course content:** The aims of the course are to offer students the opportunity to critically explore contemporary international cinema as a site for the interrogation of contested contemporary social and political processes. The course links cinematic representations to the preoccupations of contemporary cultural theory in relation to themes such as, colonial/postcolonial memory, neo liberalism and cultural dislocations, ethics and subjectivity, gendered migration and gendered violence, environmental degradation and protest, sexuality and representation. The course introduces students to a range of international film and will develop the critical tools for the analysis of both mainstream and marginal (or marginalised) cultural productions. It explores a range of critical and theoretical writing on film considering questions such as cinema as oppositional practice, the emergence of transnational cinema, questions of representation, global spectatorship and 'witnessing' and the affective dimensions of cinema. Indicative films are: *Black Skin White Mask* (dir. Isaac Julien), *Waltz with Bashir* (dir. Ari Folman), *Cache* (dir. Michael Haneke), *The Road to Guantanamo* (dir. Michael Winterbottom), *Parasite* (dir. Bong Joon-Ho), *Portrait of a Lady on Fire* (dir. Céline Sciamma), *Dark Waters* (dir. Todd Haynes).

**Teaching:** This course runs in LT. It will be delivered using both asynchronous and interactive teaching and learning elements. There is a compulsory weekly film screening.

Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Essay (1500 words) including an element of film analysis in the LT.

**Indicative reading:**

- Downing, L. and Saxton, L. (2010) *Film and Ethics: foreclosed encounters*.
- Alexandra Juhasz and Alisa Lebow (2015) eds. *A Companion to Contemporary Documentary Film* Oxford: Wiley Blackwell eds
- Lorey Isabelle, (2015) *State of Insecurity* London, Verso
- Stephen Rust, Salma Monani and Sean Cubitt eds (2013) *Eco cinema Theory and Practice* New York: Routledge
- Appadurai, A. (1986) *Modernity at Large: cultural dimensions of globalization*.
- Pines, J. and Wilemen, P. (eds) (1989) *Questions of Third Cinema*.



- Hamid, Naficy (ed) (1999) *Home Exile Homeland: film, media and the politics of place*
- Shohat, E. and Stam, R. (2003) *Multiculturalism, Postcoloniality and Transnational Media*.
- Gayatri, G. (2005) *Impossible Desires: queer diasporas and South Asian public cultures*.
- Ezra, E. and Rowden, T. (eds) (2005) *Transnational Cinema: the film reader*.
- Kaplan, A. (2005) *Trauma Culture: the politics of terror and loss in media and literature*.
- Martin, M. (1995) *Cinemas of the Black Diaspora: diversity, dependence and oppositionality*.
- Butler, J. (2009) *Frames of War*.
- Imre, A., Marciniak, K. and O'Healy, A. (eds.) (2007) *Transnational Feminist Encounters in Film and Media*.

**Assessment:** Essay (100%, 3000 words) in the ST.

## GI411 Half Unit Not available in 2022/23

### Gender, Post/coloniality and Development: Critical Perspectives and New Directions

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Sumi Madhok Pankhurst House, 11.01G

**Availability:** This course is available on the MPhil/PhD in Gender, MSc in Development Management, MSc in Empires, Colonialism and Globalisation, MSc in Gender, MSc in Gender (Research), MSc in Gender (Sexuality), MSc in Gender, Development and Globalisation, MSc in Gender, Peace and Security and MSc in Gender, Policy and Inequalities. This course is available with permission as an outside option to students on other programmes where regulations permit.

The course is limited to 30 places.

**Pre-requisites:** While there are no specific requirements, it is preferred that students have a background in social science or the humanities.

**Course content:** The aim of this course is to introduce students to the growing body of scholarship that critically interrogates coloniality, gender and developmentalism at various postcolonial sites. It provides an opportunity for students to encounter and critically engage with canonical works within postcolonial and decolonial theories alongside those of gender and feminist theory in order to examine the historical and contemporary policy and practices in relation to gender and development. As such, the course combines a study of the historical/textual/cultural/political and philosophical in relation to and alongside the political-economic in order to explore questions of developmentalism, critical race theories, coloniality, decoloniality, subalternity, orientalism, representation, agency, neoliberalism, globalisation, human rights and humanitarianism. Finally, the course also introduces students to new directions in contemporary theoretical thinking that are either explicit critiques of postcolonial scholarship, i.e. texts such as 'Empire' and 'Ethics' or are critical engagements and even critical extensions of postcolonial thinking into new directions e.g. Transnationalism.

**Teaching:** This course runs in Michaelmas Term. It contains both asynchronous and interactive teaching and learning elements. In line with departmental policy, there is a reading week in week 6.

**Formative coursework:** A formative essay (1500 words).

**Indicative reading:** Fanon, Frantz. (1963) *The Wretched of the Earth*. New York: Grove Inc..

Rodney, Walter (1972) 'How Europe Underdeveloped Africa', Verso.  
Mohanty, Chandra Talpade. (2003) *Feminism Without Borders: Decolonizing Theory, Practising Solidarity*, Duke University Press, Durham.

Escobar, Arturo, (1995) *Encountering Development: The Making and Unmaking of the Third World*, Princeton, N.J, Princeton University Press.

Kapoor, Ilan, (2008) *The Postcolonial Politics of Development*, Routledge, London: New York; Mignolo, Walter, (2000), *Local*

*Histories/Global Designs: Coloniality, Subaltern Knowledges and Border Thinking*, Princeton University Press, Princeton, N.J.;

Said, Edward. (1985, 1995) 'Orientalism', Penguin, Harmondsworth,;

Spivak, Gayatri. Chakravorty (1999) *A Critique of Postcolonial Reason*, Harvard University Press.

Grewal, Inderpal and Caren Kaplan (1994) *Scattered Hegemonies. Mbembe, Achille 'Postcolony'*, University of California Press, Berkeley.

Mignolo, W.D. and Walsh, C.E., (2018) 'On Decoloniality: Concepts, analytics, praxis' Duke University Press. Moraña, M., Dussel, E.D. and Jáuregui, C.A. eds. (2008) *Coloniality at large: Latin America and the postcolonial debate*. Duke University Press.

Mahmood, S. (2005) *The Politics of Piety*, Princeton University Press.

**Assessment:** Essay (100%, 3000 words) in the LT.

## GI413 Half Unit

### Gender, Race and Militarisation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Marsha Henry

**Availability:** This course is available on the MPhil/PhD in Gender, MSc in Comparative Politics, MSc in Conflict Studies, MSc in Gender, MSc in Gender (Research), MSc in Gender (Sexuality), MSc in Gender, Development and Globalisation, MSc in Gender, Peace and Security, MSc in Gender, Policy and Inequalities, MSc in Human Rights, MSc in Human Rights and Politics, MSc in International Development and Humanitarian Emergencies and MSc in International Relations (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

This course will only have limited places available.

**Course content:** This course will provide students with a critical introduction to militarisation and its gendered and racialised basis and effects. Students will be introduced to theories of militarisation and martial politics; militarised masculinities and femininities; different geopolitical experiences of violence and war; 'diversity' issues within a variety of national militaries; racialised representations of gender and terror; the global colour -line and gendered division of labour in peacekeeping; and the global politics of peace and anti-militarism activities.

**Teaching:** This course runs in the Lent term. It contains both asynchronous and interactive teaching and learning elements. There will be a reading week in week 6 in line with departmental policy.

**Formative coursework:** Blog post (250-500 words) in the LT

**Indicative reading:**

- Cockburn, C. (2012) *Anti-militarism: political and gender dynamics of peace movements*, Palgrave.
- Sjoberg, L., and S. Via, eds. (2010) *Gender, war, and militarism: Feminist perspectives*. New York: Praeger Security International.
- Zillah Eisenstein. (2007). *Sexual Decoys: Gender, Race, and War in Imperial Democracy*. London, UK: Zed Books.
- Cynthia Enloe. (2000). *Maneuvers: The International Politics of Militarizing Women's Lives*. Berkeley, CA: University of California Press.
- Robin Riley and Naeem Inayatullah. (2006). *Interrogating Imperialism: Conversations on Gender, Race, and War*. New York, NY: Palgrave Macmillan.

**Assessment:** Project (100%, 3000 words) in the ST. This will be an essay-diary.



**GI414 Half Unit****Theorising Gender and Social Policy**

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Wendy Sigle PAN 11.01J

**Availability:** This course is compulsory on the MSc in Gender, Policy and Inequalities. This course is available as an outside option to students on other programmes where regulations permit. The course will be limited to 30 places.

**Course content:** This course aims to equip students with an understanding of how feminist scholars use theoretical and analytic concepts to engage with social policy issues and debates. The course provides an overview of mainstream theoretical explanations for the structure and evolution of welfare states, and feminist critiques and modifications of that literature. Students will develop an understanding of how key concepts like citizenship, work, and well-being have been conceptualized and applied in the academic literature to document and explain gendered inequalities. The use of gender as a category of analysis is examined and attention is paid to the potentially modifying effects of other social hierarchies such as race and class.

**Teaching:** This course runs in MT. It will be delivered using both asynchronous and interactive teaching and learning elements. There will be a reading week in week 6, in line with departmental policy.

**Formative coursework:** Group work: Each week, students work with a study group to discuss papers and to complete assignments (presentations, assessments of papers, answers to questions) in preparation for seminars. . Students are expected to submit a 1,500 formative exercise and a self-assessment (attached as a coversheet) during MT.

**Indicative reading:** Bacchi, C. (2017). Policies as gendering practices: Re-viewing categorical distinctions. *Journal of Women, Politics & Policy*, 38(1), 20-41.

Bletsas, A. and Beasley, C. (Eds) (2012). *Engaging with Carol Bacchi : Strategic Interventions and Exchanges*, Adelaide : The University of Adelaide Press.

Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 1241-1299.

Hearn, J., & Hobson, B. (2020). Gender, state and citizenships: Challenges and dilemmas in feminist theorizing. In T. Janoski , C. de Leon, J. Misra, & I. W. Martin (Eds.), *The New Handbook of Political Sociology*, pp. 153-190.

Fraser, N. (2016) Contradictions of capital and care, *New Left Review*, 100, 99–117.

Rai, S. M., Hoskyns, C., & Thomas, D. (2014). Depletion: The cost of social reproduction. *International Feminist Journal of Politics*, 16(1), 86-105.

Risman, B. J., & Davis, G. (2013). From sex roles to gender structure. *Current Sociology*, 61(5-6), 733-755.

Steidl, C. R., & Werum, R. (2019). If all you have is a hammer, everything looks like a nail: Operationalization matters. *Sociology Compass*, 13, Article e12727.

Waylen, G. (2017). Gendering Institutional Change. In *Oxford Research Encyclopedia of Politics*.

**Assessment:** Project (100%, 3000 words) in the ST.

The production of a final 3000 word report (due in ST: 90% of the final mark) with milestones including a progress report (due the last week of MT), a first draft (due in LT), and 500-1000 word peer review report (due in LT). Participation (completion of all milestones) contributes 5% of the final mark and the peer review, which is assessed, contributes 5%.

**GI415 Half Unit****Gender and European Welfare States**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Ania Plomien

**Availability:** This course is available on the MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Gender (Sexuality), MSc in Gender, Peace and Security, MSc in Gender, Policy and Inequalities, MSc in Inequalities and Social Science and MSc in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit. It is capped at 30 students.

**Course content:** The course investigates the ways in which gender is incorporated into national welfare states and the impact of national structures on the patterns and prevalence of gender inequalities. The course covers the theory and methodology of comparative studies and considers their applicability to the analysis of gender. It also considers feminist critiques of mainstream methodological approaches to the comparative study of social policies. The role of the European Union in the development of gendered policies and outcomes in EU countries provides the point of focus and interrogation. A number of key patterns of inequality and policy areas are studied, including: the organisation of caring services; migration; family policy; provisions for lone parents; the labour market and labour market policies; the practices and roles of men, especially regarding fatherhood; and fertility and aging. In looking at these areas students will be encouraged to compare and contrast different welfare systems and consider the particularism of national approaches.

**Teaching:** This course runs in LT. It will be delivered using both asynchronous and interactive teaching and learning elements. There will be a reading week in week 6 in line with departmental policy.

**Formative coursework:** Students will be asked to prepare seminar facilitation activities in group work and submit a formative piece of work (1500 words) during the LT.

**Indicative reading:** K.M. Anderson (2015) *Social Policy in the European Union*.

D. Béland and R. Mahon (2016) *Advanced Introduction to Social Policy*.

M. Daly (2020) *Gender Inequality and Welfare States in Europe*.

G. Esping-Andersen (2009) *The Incomplete Revolution: Adapting to Women's New Roles*.

S. Jaquot (2015) *Transformations in EU Gender Equality: From Emergence to Dismantling*.

J. Kantola and M. Lombardo (2017) *Gender and Political Analysis*.

R. Lister (2003) *Citizenship: Feminist Perspectives*, 2nd ed.

J. Lewis (2009) *Work-Family Balance, Gender and Policy*

**Assessment:** Essay (100%, 3000 words) in the ST.

**GI417 Half Unit****Feminist Population Politics**

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Wendy Sigle PAN 11.01J

**Availability:** This course is available on the MSc in Gender (Research), MSc in Gender (Sexuality), MSc in Gender, Development and Globalisation, MSc in Gender, Policy and Inequalities, MSc in Global Population Health and MSc in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit.

**Course content:** This course considers both the politics of knowledge production in population studies and the politics surrounding international and national population policies. Although population change cannot be described, understood, or responded to without taking into account the wider -- and profoundly gendered -- social, political and economic context,

feminist theory and gender theory have had relatively limited impact on population scholarship. This course explores the implications both theoretically and practically. Students will explore and evaluate the ways that feminist demographers and policy activists have sought to redress social and gender injustices. Moreover, they will be asked to consider how the integration of a feminist and gendered perspective might change the way research is carried out and used to inform policy.

**Teaching:** This course runs in LT. It will be delivered using both asynchronous and interactive teaching and learning elements. There will be a reading week in week 6, in line with departmental policy.

**Formative coursework:** Students will meet weekly with a study group to discuss papers and to complete assignments (presentations, assessments of papers, answers to questions) in preparation for seminars. .

Students are expected to submit a 1,500 formative exercise and a self-assessment (attached as a coversheet).

**Indicative reading:** Eberhardt, P., & Schwenk, H. (2010). Gender Knowledge in Migration Studies and in Practice. *Gender Knowledge and Knowledge Networks in International Political Economy*, 94.

Greenhalgh, S. (2012), On the Crafting of Population Knowledge. *Population and Development Review*, 38(1): 121–131

Intemann, K. (2010). Twenty-five years of feminist empiricism and standpoint theory: Where are we now? *Hypatia: A Journal of Feminist Philosophy* 25(4): 778-796.

Riley, N.E. and McCarthy, J. (2003) *Demography in the Age of the Postmodern*. Cambridge: Cambridge University Press. Thornton, A. (2001). The developmental paradigm, reading history sideways, and family change. *Demography* 38(4): 449-465.

Watkins, S.C. (1993) If all we knew about women was what we read in *Demography*, what would we know? *Demography* 30(4): 551-577.

**Assessment:** Project (100%) in the ST.

The production of a final 3000 word report (due in ST: 90% of the final mark) with milestones including a progress report, a first draft, and an assessed 1000 word peer review report (5% of the final mark). Full participation (completion of all of the milestones) contributes 5% of the final mark.

## GI418 Half Unit

### Feminist Economics and Policy: An Introduction

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Ania Plomien

**Availability:** This course is available on the MSc in Development Management, MSc in Development Studies, MSc in Gender, MSc in Gender (Research), MSc in Gender (Sexuality), MSc in Gender, Development and Globalisation, MSc in Gender, Policy and Inequalities and MSc in Human Resources and Organisations (International Employment Relations/CIPD). This course is available as an outside option to students on other programmes where regulations permit.

There will be 45 places available on this course.

**Pre-requisites:** The course is run by the Department of Gender Studies – an interdisciplinary department. One of the key objectives of the course is to bring a multi-perspectival approach to the understanding of economic processes and the role of policy in attaining economic equality and well-being. As economic processes have a profound influence on social life, gender relations and gender (in)equality, and vice versa, this course seeks to expose students interested in gender and economic issues to the work of Feminist Economists.

An interest in gender issues is essential and undergraduate level course in economics would be an advantage.

**Course content:** Recent decades have seen the emergence of gender equality as a key policy concern and Feminist Economics as a sub discipline. The purpose of the course is to engage with the theoretical foundations and intellectual contributions of Feminist Economics and to develop an analytical understandings

of gender issues with respect to economic processes and policies operating at macro and micro levels. At the macro level, the course explores the implications of contemporary economic and financial governance from a gender perspective, the gender bias in macroeconomic analyses, and the gendered impact of austerity policies and the Covid-19 pandemic. At the micro level, the course analyses the gender dynamics of household and labour market inequalities, engages with the economic foundations and explanations of gender inequality within employment and within the household, focusing on wage and productivity differences and the gender division between 'productive' and 'reproductive' work. Gender as economically significant marker of inequality is contextualised, where possible, in relation to race, social class, sexuality and migrant status. Attention is also paid to the way in which individual well-being is influenced by the level of development and transnational trade relations. Accordingly, the course seeks to bridge the macro-micro divide by drawing together the gendered critique of existing biases in economic thinking and to provide an analytical foundation for alternative approaches to policies that aim to contribute towards securing sustainable development and gender equal well-being.

**Teaching:** This course runs in LT. It will be delivered using both asynchronous and interactive teaching and learning elements. There will be a reading week in week 6 in line with departmental policy.

**Formative coursework:** Essay (1500 words) in the LT.

**Indicative reading:**

- Bargawi, H., Cozzi, G and Himmelweit, R. (2017) *Economics and Austerity in Europe: Gendered Impacts and Sustainable Alternatives*.
- Berik, G., Kongar, E. (2021) *The Routledge Handbook of Feminist Economics*.
- Ferber, M. and Nelson, J. (1993) *Beyond Economic Man: Feminist Theory and Economics*.
- Ferber, M. and Nelson, J. (2003) *Feminist Economics Today: Beyond Economic Man*.
- Folbre, N. (2009) *Greed, Lust and Gender: A History of Economic Ideas*.
- Gutiérrez, M. (2003) *Macro-Economics: Making Gender Matter*.
- Jacobsen, J. (2020) *Advanced Introduction to Feminist Economics*.
- Karamessini, M and Rubery, J. (2014) *Women and Austerity: The Economic Crisis and the Future for Gender Equality*.
- Peterson, J. and Lewis, M. (1999) *The Elgar Companion to Feminist Economics*.
- Perrons, D. (2021) *Is Austerity Gendered?* 160
- Pujol, M. (1992) *Feminism and Anti-Feminism in Early Economic Thought*.
- Zein-Elabdin, E.O. and Charushela, S. (2004) *Postcolonialism Meets Economics*.

**Assessment:** Essay (100%, 3000 words) in the ST.

## GI420 Half Unit

### Global Development and Its Discontents: Feminist Perspectives

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Nazanin Shahrokni

**Availability:** This course is compulsory on the MSc in Gender, Development and Globalisation. This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MSc in Development Management, MSc in Development Studies, MSc in Gender, MSc in Gender (Research), MSc in Gender (Sexuality), MSc in Gender, Peace and Security, MSc in Gender, Policy and Inequalities, MSc in Global Politics, MSc in Human Geography and Urban Studies (Research), MSc in Human Rights, MSc in Human Rights and Politics, MSc in Regional and Urban Planning Studies and MSc in Urban Policy (LSE and Sciences Po). This course is

available as an outside option to students on other programmes where regulations permit.

There will be 30 places available on this course, including for those students for whom it is compulsory.

**Course content:** This course engages with the relevant literature on globalisation and its discontents with a particular focus on feminist perspectives. Students will be provided with a thorough knowledge of the different modalities through which gender and other, related, axes of inequalities intersect with the complex processes of globalisation. Globalisation has simultaneously opened and closed spaces and possibilities, it has brought about both enabling and disabling effects, and it has worked through, built on, undermined and underlined various forms of inequality. To capture this complexity, this course focuses on global actors (i.e. networks, elites, and institutions) and sheds light on the three interconnected dimensions and processes of globalisation (economic, political, and cultural), paying particular attention to flows of capital, flows of people, and flows of ideas.

Specific reference is made to state policies and political institutions, migration and migrant labourers, the emergence of the "global city," and "natural" disasters and pandemics, and their implications for social and gender inequalities. Towards the end, we explore, in greater detail, counter-hegemonic movements and feminist struggles over recognition, redistribution and representation.

**Teaching:** This course runs in Lent Term. It contains both asynchronous and interactive teaching and learning elements. There will be a reading week in week 6 in line with departmental policy.

**Formative coursework:** One essay of 1500 words to be handed in midway through the LT.

**Indicative reading:**

- Benería, L., Deere, D. C., & Kabeer, N. (2012) 'Gender and International Migration: Globalization, Development, and Governance', *Feminist Economics*, 18(2), 1-33.
- Bonilla, Yarimar (2020) "The coloniality of disaster: Race, empire, and the temporal logics of emergency in Puerto Rico, USA." *Political Geography* 78: 102181.
- Brown, W. (1995) "Finding the Man in the State." Chapter 7 in *States of Injury*. Princeton: Princeton University Press, pp. 166-196.
- Chant, S. (ed.) (2010) *International Handbook of Gender and Poverty: Concepts, Research, Policy*, Cheltenham: Edward Elgar.
- Desai, M. (2010) The Messy Relationship Between Feminisms and Globalizations. *Gender and Society*, 21(6): 793-803.
- Esquivel, V. and C. Rodriguez-Enriquez (2020) 'The Beijing Platform for Action charted a future we will need to bring up: building feminist economic policy' *Gender and Development* Vol 28 (2): 281-298.
- Fraser, N. (1997) 'From redistribution to recognition? Dilemmas of justice in a 'postsocialist age' Chapter 1 in *Justice Interruptus*. Critical reflections on the 'postsocialist' condition London: Routledge.
- Freeman, C. (2001) Is Local: Global as feminine: masculine? *Rethinking the gender of globalisation*, *Signs* 26(4): 1007-1037.
- Menon, N. (2015). Fighting patriarchy and capitalism. *Journal of Contemporary African Studies*, 33(1), 3-11.
- Moghadam, V *Globalizing Women: Transnational Feminist Networks* Baltimore and London: Johns Hopkins University Press, 2005.
- Parrenas, Rhacel Salazar (2015) *Servants of Globalization: Migration and Domestic Work*, 2nd edition, Stanford: Stanford University Press.
- Perrons, D. (2004) *Globalization and Social Change*, London: Routledge.
- Sassen, D. (2005) "The global city: Introducing a concept" *The Brown Journal of World Affairs* 11 (2): 27-43.
- Sultana, Farhana (2014). "Gendering Climate Change: Geographical Insights" *The Professional Geographer* 66(3): 372-381.
- UN Women (2018) *Turning promises into action: Gender equality in the 2030 agenda for sustainable development* New York: UN

Women.

- Waylen, G. (2008) 'Transforming global governance: challenges and opportunities' in S.M.Rai and G.Waylen (eds) *Global Governance. Feminist Perspective* London: Palgrave Macmillan.

**Assessment:** Essay (100%, 3000 words) in the ST.

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## GI421 Half Unit Not available in 2022/23 Sexuality, Gender and Culture

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jacob Breslow and Professor Clare Hemmings

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time), MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in Culture and Society, MSc in Gender, MSc in Gender (Research), MSc in Gender (Sexuality), MSc in Gender, Development and Globalisation, MSc in Gender, Policy and Inequalities, MSc in Global Politics, MSc in Human Rights and Politics and University of Pennsylvania Law School LLM Visiting Students. This course is available as an outside option to students on other programmes where regulations permit.

This course is capped at 40 students.

**Pre-requisites:** Students wanting to take GI421 should provide a statement about their reasons for wanting to follow the course. This should include background in sexuality or gender studies, areas of related interest and experience, or other conceptual or theoretical grounding that might be relevant. GI421 is an interdisciplinary course with a high theory content, and students who do not provide evidence - e.g. prior courses in gender and/or sexuality, professional or political experience in related areas - of being at the appropriate level in this regard will not be admitted to the course.

**Course content:** 'Sexuality, Gender and Culture' introduces students to historical and theoretical components of the field, and explores case studies of the development of sexual cultures, identities and social movements from the late 19th century to the present. The course provides theoretical foundations in sexuality studies, incorporating intersectional, black feminist, postcolonial, queer, crip, trans, and critical race perspectives.

**Indicative topics include:** colonialism and sexuality, sexualisation of culture; transformation of intimacy; abortion and migration; transgender studies and bisexuality; queer theory and social movements. The course is interdisciplinary and demands a high level of student participation, but does not require a background in the field. It is also available as a first half of a full unit 'Transnational Sexual Politics'.

**Teaching:** This course runs during MT. It contains both asynchronous and interactive teaching and learning elements each week. It is taught alongside students from GI422.

There will be a reading week in week 6 in line with department policy.

**Formative coursework:** One 1500 word critical analysis to be submitted at the end of week 5.

**Indicative reading:**

- Jacqui Alexander (1994) 'Not Just (Any) Body Can Be a Citizen: The Politics of Law, Sexuality and Postcoloniality in Trinidad and Tobago and the Bahamas', *160Feminist Review* 16048: 5-23.160
- Susanne YP Choi and Ming Luo (2016) 'Performative Family: Homosexuality, Marriage and Intergenerational Dynamics in China', *British Journal of Sociology* 67(2): 260-280.
- Michel Foucault (1978) *The History of Sexuality: Vol 1* (New York: Pantheon)
- Clare Hemmings, ed. (2014) 'Sexuality Section', Mary Evans et al, eds, *Handbook of Feminist Theory* (London: Sage).
- Audre Lorde (1978 in 1993) 'The uses of the erotic: the erotic as power' in *The Lesbian and Gay Studies Reader* (London: Routledge)
- Ishita Pande (2012) 'Coming of Age: Law, Sex and Childhood in Late Colonial India', *Gender and History* 24(1): 205-230.



- Gayle Rubin (1984 in 1993) 'Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality', *The Lesbian and Gay Studies Reader* (London: Routledge).
- Laura Ann Stoler (1995) *Race and the Education of Desire* (Durham: Duke University Press).
- Susan Stryker and Talia M. Bettcher (eds.), (2016) "Trans/ Feminisms" [Special Issue] *Transgender Studies Quarterly* 3(1-2).
- H. Sharif 'Herukhuti' Williams (2016) 'Introduction to Afrocentric Decolonizing Kweer Theory and Epistemology of the Erotic', *Journal of Black Sexuality and Relationships* 2(4): 1-31.

**Assessment:** Essay (100%, 3000 words) in the LT.  
Assessment is due at the beginning of LT.

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## GI422

### Transnational Sexual Politics

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jacob Breslow and Prof Clare Hemmings

**Availability:** This course is compulsory on the MSc in Gender (Sexuality). This course is available on the LLM (extended part-time), LLM (full-time), MA in Modern History, MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in Gender, MSc in Gender (Research), MSc in Gender, Development and Globalisation, MSc in Gender, Peace and Security, MSc in Gender, Policy and Inequalities, MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Global Politics, MSc in Human Rights, MSc in Human Rights and Politics, MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po) and University of Pennsylvania Law School LLM Visiting Students. This course is available as an outside option to students on other programmes where regulations permit. This course is capped at 30 students.

**Course content:** 'Transnational Sexual Politics' takes a case-study approach to questions of sexuality, gender and culture (in the first term) and to sexuality in the contexts of globalization (in the second). The full unit considers a variety of ways in which sexuality is central to any understanding of the social world, and it explores queer methods for interrogating the world. It is an interdisciplinary course within which intersectional, black feminist, postcolonial, queer, crip, trans, and critical race perspectives are used to interpret particular sexual phenomena and contexts – rights, citizenship, fertility, representation, kinship, asylum and technology, for example. The course will allow a thorough grounding in sexuality and gender studies. Although it is interdisciplinary, it does not have a pre-requisite.

**Teaching:** This course runs across both MT and LT. It contains both asynchronous and interactive teaching and learning elements. There will be a reading week in week 6 in line with departmental policy.

**Formative coursework:** One 1500 word critical analysis to be submitted at the beginning of week 5 (MT); submission of draft abstract for conference presentation by the Friday of week 5 (LT).

**Indicative reading:**

- Jacqui Alexander (2006) *Gay Tourism: Culture and Context* (Binghamton, NY: Haworth Press).
- Clare Hemmings, ed. (2014) 'Sexuality Section', Mary Evans et al, eds, *Handbook of Feminist Theory* (London: Sage).
- Kamala Kempadoo (2004) *Sexing the Caribbean: Gender, Race and Sexual Labour* (New York: Routledge).
- Susanne YP Choi and Ming Luo (2016) 'Performative Family: Homosexuality, Marriage and Intergenerational Dynamics in China', *British Journal of Sociology* 16067(2): 260-280. 160
- Jasbir Puar (2007) *Terrorist Assemblages: Homonationalism in Queer Times* (Durham: Duke UP).
- Mitra Rastegar (2013) 'Emotional Attachments and Secular Imaginings: Western LGBTQ Activism on Iran', *GLQ* 19(1): 1-29.
- Diane Richardson (2000) 'Constructing Sexual Citizenship,

*Theorising Sexual Rights*', *Critical Social Policy* 20(1): 105-135.

- Laura Ann Stoler (1995) *Race and the Education of Desire* (Durham: Duke University Press).
- Susan Stryker and Talia M. Bettcher (eds.), (2016) "Trans/ Feminisms" [Special Issue] *Transgender Studies Quarterly* 3(1-2).
- H. Sharif 'Herukhuti' Williams (2016) 'Introduction to Afrocentric Decolonizing Kweer Theory and Epistemology of the Erotic', *Journal of Black Sexuality and Relationships* 2(4): 1-31.

**Assessment:** Essay (50%, 3000 words) in the ST.

Paper (30%) in the LT.

Critical evaluation (20%) in the MT.

The paper will be submitted for an online student conference at the end of LT, and will include the previous submission of a 300 word abstract.

The critical evaluation will be of a cultural event (virtual lecture; exhibition; performance; conference), and submitted at the end of MT (2000 words).

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## GI423 Half Unit Not available in 2022/23

### Globalisation and Sexuality

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jacob Breslow

**Availability:** This course is available on the MSc in Gender, MSc in Gender (Research), MSc in Gender (Sexuality), MSc in Gender, Development and Globalisation, MSc in Gender, Policy and Inequalities, MSc in Global Politics, MSc in Human Rights and MSc in Human Rights and Politics. This course is available as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Students wanting to take GI423 but who are not part of a listed degree programme should provide a statement about their reasons for wanting to follow the course. This should include background in sexuality or gender studies, areas of related interest and experience, or other conceptual or theoretical grounding that might be relevant. GI423 is an interdisciplinary course with a high theory content, and students who do not provide evidence - e.g. prior courses in gender and/or sexuality, professional or political experience in related areas - of being at the appropriate level in this regard will not be admitted to the course.

**Course content:** 'Globalisation and Sexuality' explores the importance of sexuality for global politics and society. Starting from the assumption that 'sexuality matters' in today's globalised world, the course considers histories, theories and contexts within which the role of sexuality is pivotal. Since sexual identities, rights and health are central to citizenship and to how nations and states relate to one another contemporarily, this course combines theory and case study to think through how as well as why sexuality has become so important. Students will be introduced to theories of sexual citizenship and rights, homonationalism and homophobia, affect and fantasy, sexuality and labour, and use these to explore topics such as sex tourism, reproductive technologies, lesbian and gay asylum, abortion, sexual violence and sexual cultures globally. The course is interdisciplinary and takes a transnational approach to sexuality and globalisation. Students will join existing students taking the full unit GI422 for lectures, but may have separate seminars.

**Teaching:** 15 hours of lectures and 10 hours of classes in the LT. Seminars precede lectures on the same day.

**Formative coursework:** An abstract of the student essay (up to 300 words) submitted on Friday of week 5, with written feedback; a detailed outline (up to 2000 words) of the essay to be submitted by Monday of week 9, with written and in person feedback in office hours before the end of term.

**Indicative reading:** Jacqui Alexander (2006) *Gay Tourism: Culture and Context* (Binghamton, NY: Haworth Press)  
Rutvica Andrijašević (2014) 'The Figure of the Trafficked Victim: Gender, Rights and Representation', *The Handbook of Feminist Theory* (London: Sage), pp. 359-373.

Sonia Corrêa et al (2008) *Sexuality, Health and Human Rights* (New



York: Routledge).

Paisley Currah, Richard Juang and Shannon Minter (2006) *Transgender Rights* (University of Minnesota Press).

Angela Davis (1981) 'Racism, Birth Control and Reproductive Rights', *Women, Race and Class* (New York: Vintage Books), pp. 202-221.

Fatima El-Tayeb (2012) "'Gays Who Cannot Properly be Gay": Queer Muslims in the Neoliberal European City', *European Journal of Women's Studies* 19.2: 79-95.

Clare Hemmings, ed. (2014) 'Sexuality Section', Mary Evans et al, eds, *Handbook of Feminist Theory* (London: Sage).

Jasbir Puar (2007) *Terrorist Assemblages: Homonationalism in Queer Times* (Durham: Duke UP);

Laura Ann Stoler (1995) *Race and the Education of Desire* (Durham: Duke University Press);

Susan Stryker and Talia M. Bettcher (eds.), (2016) "Trans/Feminisms" [Special Issue] *TSQ* 3(1-2).

Omise'eke Tinsley (2018) *Ezili's Mirrors: Imagining Black Queer Genders* (Durham: Duke UP).

**Assessment:** Essay (100%, 4000 words) in the ST. Final essay due Monday week 1 of summer term

## GI424 Half Unit

### Gender Theories: An Interdisciplinary Approach

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Sadie Wearing

**Availability:** This course is compulsory on the MPhil/PhD in Gender, MSc in Gender, MSc in Gender (Research), MSc in Gender (Sexuality), MSc in Gender, Development and Globalisation, MSc in Gender, Media and Culture, MSc in Gender, Peace and Security and MSc in Gender, Policy and Inequalities. This course is available on the MSc in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit.

**Course content:** The course aims to enable students to: become familiar with the fullest range of gender theories with particular attention to the intersections of gender, sexuality and race; develop a critical appreciation of these different theories of gender; use gender theories to inform their appreciation of existing work in their own disciplines and in an interdisciplinary context; use the analysis of gender as a basis for case study evaluation and research.

It is a half unit course which runs for 15 weeks. It begins with a review of the formative influences on the development of gender theory, including the sex/gender distinction, race and intersectionality, production/reproduction and social structures of gender, theories of power and the relations between the psyche and the social. Building on these foundations it enables students to consider the implications for analysis of a variety of sites and topics including post/coloniality, representation, affect, queer theory, nation, nationalism, and rights. The course considers the impact of gender analysis on key areas of social science investigation, and develops these with particular attention to location, ethics and the importance of global and transnational dimensions. Our expectation is that this course provides a thorough grounding for work across all other courses and for the dissertation module.

**Teaching:** This half-unit foundational course runs across all of MT and the first half of LT. It contains both asynchronous and interactive teaching and learning elements. In LT, the teaching ends just prior to Reading Week. The take-home assessment for the course happens during Reading Week of LT.

**Formative coursework:** Timed assessment to be written during the first term.

**Indicative reading:**

- Valerie Amos and Pratibha Parmar (1984) *Challenging Imperial Feminism*. *Feminist Review* 17: 3-19.
- Sedef Arat-Koç (2018) *Migrant and domestic care workers: Unfree labour, crises of social reproduction and the unsustainability of*

life under 'vagabond capitalism'. In Juanita Elias and Adrienne Roberts, eds. *Handbook on the International Political Economy of Gender*. Cheltenham: Edward Elgar Publishing.

- Judith Butler (1990) *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge.
- Kimberle Crenshaw (1989) *Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics*. *University of Chicago Legal Forum* 139-168.
- Sylvia Rivera Cusicanqui (2012) *Ch'ixinakax utxiwa: A Reflection on the Practices and Discourses of Decolonization*. *South Atlantic Quarterly* 111(1): 95-109.
- Michel Foucault (1976) *The History of Sexuality Volume 1: An Introduction*. New York: Pantheon Books.
- Gail Lewis (2017) *Questions of Presence*. *Feminist Review* 117: 1-19.
- Petrus Liu (2012) *Queer Human Rights in and Against China: Marxism and the Figuration of the Human*. *Social Text* 110 30(1): 71-89.
- Santa Cruz Feminist of Color Collective (2014) *Building on "the Edge of Each Other's Battles": A Feminist of Color Multidimensional Lens*. *Hypatia* 29(1): 23-40

**Assessment:** Exercise (100%) in the LT.

The exercise will be a fixed period timed assessment.

## GI425 Half Unit

### Introduction to Gender, Peace and Security

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Aiko Holvikivi

**Availability:** This course is compulsory on the MSc in Gender, Peace and Security. This course is available on the MSc in Conflict Studies, MSc in Gender, MSc in Gender (Sexuality), MSc in Gender, Development and Globalisation, MSc in Gender, Policy and Inequalities, MSc in Human Rights, MSc in Human Rights and Politics, MSc in Inequalities and Social Science, MSc in International Development and Humanitarian Emergencies and MSc in Media, Communication and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course will be limited to 30 places, including students registered on MSc Gender, Peace and Security.

**Course content:** This course provides a critical examination of gender, peace and security issues in conflict and post-conflict contexts. Specifically, the course focuses on the international Women, Peace and Security (WPS) agenda, which originated in UN Security Council Resolution 1325 (2000), followed by a series of subsequent resolutions to date. The course covers the main pillars of the WPS agenda, namely participation; protection from gendered violence; the prevention of conflict and violence; and gendered approaches to relief and recovery in conflict and post-conflict settings. The course examines a range of issues through a gender and feminist lens.

Topics include: gendered perspectives on war and peace; the socio-legal context of the Women, Peace and Security agenda; the history of Women, Peace and Security laws and policies; definitions and scope of gender-based and sexual violence in conflict; peace processes, peacekeeping and humanitarian assistance; and evaluation of a range of different critiques of the Women, Peace and Security agenda.

**Teaching:** This course runs in the Michaelmas Term. It contains both asynchronous and interactive teaching and learning elements. Students will have a reading week in Week 6 in line with departmental policy.

**Formative coursework:** Students will be expected to produce 1 essay in the MT.

**Indicative reading:**

- Basu, S., Kirby, P. & Shepherd, L.J. (eds) (2020) *New Directions in Women, Peace and Security*, Bristol University Press
- Cohn, C. (ed.) (2013) *Women and Wars*, Polity Press 160

- Coomaraswamy, R. (ed.) (2015) *Preventing Conflict, Transforming Justice, Securing the Peace: Global Study on the Implementation of United Nations Security Council Resolution 1325*, UN Women
- Davies, S.E. & True, J. (eds) (2018) *The Oxford Handbook of Women Peace and Security*, Oxford University Press
- Enloe, C. (2010), *Nimo's War, Emma's War: Making Feminist Sense of the Iraq War*, University of California Press
- Olonisakin, F., Barnes, K., & 160Ikpe, E. (eds) (2010) *Women, Peace and Security: Translating Policy into Practice*, Routledge
- Otto, D. and 160Heathcote, G. (eds) (2014) *Rethinking Peacekeeping, Gender Equality and Collective Security*, Palgrave

**Assessment:** Essay (100%, 3000 words) in the LT.  
Summative assessment to be submitted in the first week of LT.

## GI426 Half Unit Gender and Human Rights

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr SM Rodriguez and Professor Sumi Madhok

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time), MSc in Gender, MSc in Gender (Research), MSc in Gender (Sexuality), MSc in Gender, Development and Globalisation, MSc in Gender, Peace and Security, MSc in Gender, Policy and Inequalities, MSc in Human Rights, MSc in Human Rights and Politics, MSc in International Relations (Research) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit. The course is likely to have restricted space availability.

**Pre-requisites:** A background in the Humanities and/or the Social Sciences with a basic familiarity with human rights and/or gender studies.

**Course content:** This course will provide the students with a transnational and intersectional gender perspective on contemporary theories and practices of rights/human rights and humanitarianism. It brings together different sets of scholarship: gender theories, decolonial, queer and postcolonial scholarship, theoretical perspectives on human rights alongside with legal and policy perspectives - and will be of interest to students wanting to study the question of human rights in an interdisciplinary manner but also one that is crucially sutured to the question of gender. Consequently, the course will introduce students to key scholars: CLR James, Sylvia Wynter, Gayatri Spivak, Michel Rolph Trouillot, Ratna Kapur, Hannah Arendt, Audra Simpson, Walter Dignolo, Giorgio Agamben, Jacques Rancière, Judith Butler, Lila Abu Lughod, Wendy Brown among others while drawing attention to the evolution and working of international legal frameworks for securing women's rights and other marginal groups. The course will pay special attention to the struggles over 'humanity', 'civilisation' and 'indigeneity', as well as to tensions between citizenship rights and human rights, and the transformation of the former in the light of the latter. It will also focus on feminist demands and struggles over sexuality, sexual rights, bodily rights, culture, development and citizenship; over entitlements to material resources; to gendered protections in conflict; and on vulnerability and precarity under neoliberal economic and political regimes. The course is focused on encouraging critical thinking on human rights together with introducing students to alternative, decolonial and anti colonial perspectives on rights and human rights.

**Teaching:** This course runs in Lent Term. It contains both asynchronous and interactive teaching and learning elements. Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Formative essay assignment.

### Indicative reading:

- Trouillot, M.R., 1995. *Silencing the past: Power and the production of history*. Beacon Press.
- James, C.L.R., 2001. *The Black Jacobins: Toussaint L'Ouverture and the San Domingo Revolution*. Penguin UK.

- Sylvia Wynter: *On Being Human as Praxis*
- McKittrick K. (2015) ed. 'Sylvia Wynter: On Being Human as Praxis', Duke University Press.
- Lughod, L. (2013) 'Do Muslim Women Need Saving', Harvard University Press.
- Kapur, R., 2018. *Gender, Alterity and Human Rights: Freedom in a Fishbowl*. Edward Elgar Publishing., Giorgio. *Homo sacer: Sovereign power and bare life*. Stanford University Press, 1998.
- Arendt, Hannah. *The Origins of Totalitarianism*. Houghton Mifflin Harcourt, 1973.
- Balibar, Étienne. *Equaliberty: Political Essays*. Duke University Press, 2014.
- Fassin, D. (2012) 'Humanitarian Reason', Harvard University Press.
- Moyn, Samuel (2010) 'The Last Utopia', Columbia University Press.
- Correa, Sonia, Rosalind Petchesky and Richard Parker (2008) (eds.) *Sexuality, Health and Human Rights*, Routledge, New York.

**Assessment:** Essay (100%, 3000 words) in the ST.

## GI427 Half Unit Advanced Issues in Gender, Peace and Security

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Marsha Henry

**Availability:** This course is available on the MSc in Gender, Peace and Security. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Students must have completed Introduction to Gender, Peace and Security (GI425).

**Course content:** Advanced Issues in Gender, Peace and Security provides an in-depth examination of peace and security issues from a gender perspective. The course further explores issues emerging from, and beyond, the Women Peace and Security agenda (WPS) and specifically considers areas not covered in as much depth as in the prerequisite (GI425) course, including: 1) critical approaches to peace and security: feminist foreign policy; queer perspectives on conflict and post-conflict spaces; GPS in cultural perspective 2) understanding implementation: perspectives on national action plans; institutional gender work; and peace and security case studies 3) violence, masculinities and accountability: conflict-related gender-based violence; men, peace and security; and resistance and backlash. The course ends with a workshop.

**Teaching:** This course runs in Lent Term. It contains both asynchronous and interactive teaching and learning elements. Students will have a reading week in week 6 in line with departmental policy.

**Formative coursework:** Essay title and essay abstract for written feedback and to present at workshop. Students can present this work at a workshop at the end of term for verbal feedback. Students will be organised into panels and present to the full group and provide peer feedback to each other's work.

- Indicative reading:** Amiry, Suad (2007) *Sharon and My Mother in Law: Ramallah Diaries*, Knopf Doubleday.
- Cockburn, C, (2004) 'The Continuum of Violence: A Gender Perspective on War and Peace', in Wenona Giles and Jennifer Hyndman (eds), *Sites of Violence: Gender and Conflict Zones* (Los Angeles: University of California Press).
- Groarke, Margaret & Welty, Emily (eds). (2018) *Peace and Justice Studies* (Routledge).
- 'The Futures of Women, Peace and Security', (2016) special issue of *International Affairs*, eds Paul Kirby and Laura J. Shepherd (Vol. 92, No. 2, March).
- Hayes, Dina, Cahn, Naomi, Ni Aoláin, Fionnuoula & Valji, Nahla (eds). (2018) *Oxford Handbook of Gender and Conflict* (Oxford University Press).
- Väyrynen, Tarja, Parashar, Swati, Féron, Elise, Confortini, Catia

Cecilia (eds). (2021) Routledge Handbook of Feminist Peace Research (Routledge).

**Assessment:** Essay (100%, 3000 words) in the ST.

## GI428 Half Unit Bodies, Culture and Politics

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Leticia Sabsay

**Availability:** This course is available on the MSc in Gender, MSc in Gender (Research), MSc in Gender (Sexuality), MSc in Gender, Development and Globalisation and MSc in Gender, Policy and Inequalities. This course is available as an outside option to students on other programmes where regulations permit. This course is limited to 30 students.

**Course content:** 'Bodies, Culture and Politics' explores different constructions and understandings of gendered, racialised and sexualised bodies, with a focus on how these have been mobilised by transnational artistic and cultural practices and politics of resistance. Bodies have been at the centre of renewed debates in the light of the emergence of new critical approaches within the social sciences and the humanities and the developments of the natural sciences. Parallel to these debates, increasing attention has been paid to the significance of bodies in contemporary democratic politics. In the last decades, the uses of bodies and the arts in popular mobilisations and political activism have acquired renewed relevance, hand in hand with transnational dialogues and exchanges. Focusing on these trends, the course considers different theoretical approaches to bodies and embodiment (i.e. phenomenological, deconstructivist, materialist, psychoanalytic), and a set of related areas of inquiry, including the materiality of bodies, the differential value socially assigned to bodies, the affective dimension of embodiment, intersectional processes of racialisation, gendering and sexualisation, vulnerability, beauty ideals, and (dis)ability. These questions will inform our exploration of the imaginaries of the body mobilised by feminist and queer political art, activism, and cultural practices, as well as popular mobilisations and anti-racist and anti-austerity social movements, among others.

**Teaching:** The course runs across the LT.

In line with department policy, this course will have a reading week in week 6.

**Formative coursework:** Students will be expected to produce 1 project and 1 presentation in the LT.

**Indicative reading:**

- Ahmed, Sara (2006) *Queer Phenomenology*
- Braidotti, Rosi (1994) *Nomadic Subjects: Embodiment and Sexual Difference in Contemporary Feminist Theory*
- Butler, Judith (2014) *Notes Towards a Performative Theory of Assembly*
- Crimp, Douglas (2002) *Melancholia and Moralism: Essays on AIDS and Queer Politics*
- Franklin, Sarah, Celia Lury and Jackie Stacey (2000) *Global Nature, Global Culture*
- Griznik, Marina and Sefik Seki Tatlik (2014) *Necropolitics, Racialization, and Global Capitalism: Historicization of Biopolitics and Forensics of Politics, Art, and Life*
- Grosz, Elizabeth (1994) *Volatile Bodies: Towards a Corporeal Feminism*
- Pollock, Griselda (2013) *After-Affects/After-Images: Trauma and Aesthetic Transformation in the Virtual Feminist Museum*
- Salamon, Gayle (2010) *Assuming a Body: Transgender and Rhetoric of Materiality*
- Tate, Shirley (2015) *Black Women's Bodies and the Nation: Race, Gender and Culture*

**Assessment:** Essay (100%, 3000 words) in the ST.

## GI429 Half Unit

### Archival Interventions: Feminist, Queer and Decolonial Approaches

**This information is for the 2022/23 session.**

**Teacher responsible:** Clare Hemmings PAN

**Availability:** This course is available on the MSc in Empires, Colonialism and Globalisation, MSc in Gender, MSc in Gender (Research), MSc in Gender (Sexuality), MSc in Gender, Development and Globalisation, MSc in Gender, Peace and Security, MSc in Gender, Policy and Inequalities and MSc in Social Research Methods. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** The course is available for any MSc student at LSE, but students from outside the Dept of Gender Studies will need to seek permission to register. They will need provide a statement that shows a strong background in feminist, queer or post/decolonial theories, or a background in archives or library studies. These statements will be reviewed and entry cannot be guaranteed.

**Course content:** The course will foreground an interdisciplinary approach to the archive that provides students with skills to approach archival work for their own research, and embed them in the critical work on archives that characterises much of the secondary and theoretical literature in the field. The course introduces students to archives both close to home – the Hall Carpenter Archive and the Women's Library, both at LSE – and further afield – within London, the UK and transnationally, and online. It highlights the importance of archives for research in gender studies, and teaches some key methods for archival data management and engagement. It explores the importance of archives generated through social movements as well as or as a critique of e.g. national archives and asks students to think about how to generate their own archives. The course's critical perspective assumes that the prioritisation of sources and the gaps within archives are fundamental to the generation of knowledge: what is lost is as important as what is visible or what remains. Students will be introduced to work that highlights the colonial, racist, homophobic and sexist nature of some archiving practices (and dominant archives) and will be asked to think about the kinds of critiques that transform our archival legacy. Finally, the course will encourage students to experiment with archives, in order to expand what we think of as an archive and to intervene to transform 'archival space'. Drawing on work on 'the sensed archive', on memoir, fiction and visual art practice, the course considers ways of bringing archives to life.

The course will be divided into three parts. The first '**archival fabrications**' asks what an archive is, how feminist, queer and critical race theorists have generated them, and will explore some fundamental techniques and issues that archiving presents to students. This will allow for the development of some methodological training and will engage students on the question of sources and how to gather or interpret them. Students will be introduced to oral history, online and social movement archives as well as the curation and form of more institutionalised archives. The second, '**archival readings**' highlights the different world-views archives generate from a critical perspective, foregrounding issues of nationalism, memorialisation, sexism and heteronormativity within archives and their curation. It also encourages students to think about alternative ways of understanding and reading archives, focused on 'exploring the gaps' that are inevitably part of any archival project. What kinds of reading tactics have feminist, queer and/or postcolonial critics developed for intervening in archives and to what effect? How might these tactics be harnessed for students' own research? The final part, '**archival experiments**' introduces students to a range of creative, interdisciplinary methods that generate new archives from a critical perspective (and moving beyond critique). Students will be introduced to experiments that foreground alternative sources, orderings, collections and imaginings as a way of extending archival knowledge. For example, black feminist work on 'critical



fabulation' as a storytelling technique has been key to providing fuller archival knowledge of everyday lives; queer work on the sensed archive has extended the disciplinary range of archival sources; and feminist artists and activists have played with sources (and made others) in order to transform what we think of as past, present and future. Students will be asked to consider their own archival practice through all three parts of the course.

**Teaching:** This course runs in LT. There will be a reading week in week 6 in line with departmental policy.

**Formative coursework:** Students will visit an archive of their choice (online or in person) and narrate their experience of the archive. What work does the archive do? How is the archive organised? What happened when they visited? Based on their visit, they will identify a research question they will use as the basis of further exploration for the summative. The formative is a 1500 word piece (due by the beginning of week 7), and should include a detailed account of the archive itself, the encounter with the space and its organisation, the research that drew you to the archive, and what you are hoping to learn.

NB. Students will be given lots of support for this process - LSE archivists will come to the workshops to introduce students to the range of materials/sources at the School; students will be given a list of possible archives to visit in person or online; and they will have at least one workshop devoted to the needs of the formative, including the importance of identifying a research question going forward.

**Indicative reading:**

- Anjali Arondekar (2009) *For the Record: On Sexuality and the Colonial Archive in India* (Duke University Press).
- Jacques Derrida (1995) *Archive Fever: A Freudian Impression* (University of Chicago Press).
- *Feminist Review Journal* (2020) Special Issue on Feminist Archives
- Saijiya Hartman (2019) *Wayward Lives, Beautiful Experiments* (Norton)
- Julietta Singh (2018) *No Archive Will Restore You* (Punctum Books)

**Additional Initial Readings:**

- Antoinette Burton (2005) *Archival Stories: Facts, Fictions, and the Writing of History* (Duke University Press).
- Tina Camp (2004) *Other Germans: Black Germans and the Politics of Race, Gender and Memory in the Third Reich* (Michigan University Press)
- Hazel Carby (2018) *Imperial Intimacies: a Tale of Two Islands* (Durham: Duke University Press).
- Howard Chiang (2014) 'Archiving Peripheral Taiwan', *Radical History Review* (120): 204-225.
- Ann Cvetkovich (2009) 'Photographing objects: art as queer archival practice', *Lost and Found in Translation*
- Alexis Pauline Gumbs (2018) *M Archive: After the End of the World* (Durham: Duke University Press).
- Stuart Hall, "Constituting an Archive," *Third Text* 54 (2001).
- Clare Hemmings (2018) *Considering Emma Goldman: Feminist Political Ambivalence and the Imaginative Archive* (Durham: Duke University Press).
- Nadine Lake (2014) 'Black Lesbian Bodies: Reflections on a Queer South African Archive', *Africa Insight* 44(1); 69-83.
- Martin Manalansan (2014) 'The "Stuff" of Archives: Mess, Migration, and Queer Lives', *Radical History Review* (120): 94-107.
- Nayanika Mukerjee (2015) *The Spectral Wound: Sexual Violence, Public Memories and the Bangladesh War of 1971* (Durham: Duke University Press).
- Luisa Passerini (1996) *Autobiography of a Generation: Italy, 1968* (Hanover, NH: Wesleyan University Press).
- Tanya Tagaq (2018) *Split Tooth* (Viking)

**Assessment:** Project (100%, 3000 words) in the LT.

Based on the formative, students will present and critically engage the archive they have visited as their course project. The assessment will include an extended account of the archive, any visit(s) made, encounters with the materials and people in the archive and methods used to access materials. Students will be supported to identify a key research question for exploring the

archive (as part of their formative) and will be asked to critically assess the archive space from the perspective of that question. In line with the material and approaches covered in the course, students will also be encouraged (with close supervision) to integrate interdisciplinary and experiment approaches to the field. 3000 words split into background and archival encounter (part 1) and analysis (part 2) [1st Monday of ST, or Tuesday if a bank holiday]

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## GI430 Half Unit Not available in 2022/23 Intersectional Inequalities in the Agro-Food System

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Anouk Patel-Campillo PAN11.01.M

**Availability:** This course is available on the MSc in Gender, MSc in Gender, Development and Globalisation, MSc in Gender, Peace and Security and MSc in Gender, Policy and Inequalities. This course is available as an outside option to students on other programmes where regulations permit.

**Course content:** In the past decades, there has been unprecedented change in the ways in which food is produced, distributed, and consumed. Scholars have grappled to understand the nature of systemic change and capture the processes and mechanisms that characterize it to shed light on the impact that agro-food system restructuring has on people and places. This course takes an intersectional and interdisciplinary approach to the analysis of agro-food system restructuring across scale (world region, national and transnational), space (flows, circulation, (in)mobility), and place (household, farm/food processing factory, community) to highlight the ways in which transformations in/of the agro-food system reflect struggles over claims and governance mechanisms by economic actors, states, and civil society. In the first part of the course, the students will be introduced to (macro-level) causes and effects of agro-food system restructuring. The themes covered in this part of the course include trade and the corporate food regime to illustrate the ways in which globalization, neoliberalism and institutional architectures influence the geopolitics of the agro-food system while creating or maintaining macro-level and intersectional inequalities. The second part of the course advances a granular understanding of the lived experiences of individuals, households and communities whose re/productive activities are central to the agro-food system and whose lives and environs are most affected by these transformations. Some of the themes covered in this part of the course include household gender inequality, land grabbing, and extractivism, among others. The course will end by examining some alternative paradigms for a more just and equitable agro-food system.

**Teaching:** This course runs in LT. It will be delivered using both asynchronous and interactive teaching and learning elements. There will be a reading week in week 6 in line with departmental policy.

**Formative coursework:** Students will be expected to produce one 1500 word essay in the LT.

**Indicative reading:**

- Bradley, K. and Herrera, H., 2016. Decolonizing food justice: Naming, resisting, and researching colonizing forces in the movement. *Antipode*, 48(1), pp.97-114.
- Clapp, Jennifer. 2014. "Financialization, distance and global food politics." *Journal of Peasant Studies* 41 (5):797-814.
- Desmarais, A.A., 2003. The via campesina: Peasant women at the frontiers of food sovereignty. *Canadian Woman Studies*, 23(1).
- Kay, C. 2008. Reflections on Latin American Rural Studies in the Neoliberal Globalization Period: A New Rurality? *Development and Change* 39 (6):915-43.
- Kenney Lazar, Miles, Diana Suhardiman, and Michael B Dwyer. 2018. "State spaces of resistance: Industrial tree plantations and the struggle for land in Laos." *Antipode* 50 (5):1290-1310.



- Korovkin, T. 1997. Indigenous Peasant Struggles and the Capitalist Modernization of Agriculture: Chimborazo 1964-1991. *Latin American Perspectives* 24 (3):25-49.
- Lamb, Vanessa, Laura Schoenberger, Carl Middleton, and Borin Un. 2017. "Gendered eviction, protest and recovery: a feminist political ecology engagement with land grabbing in rural Cambodia." *The Journal of Peasant Studies* 44 (6):1215-1234.
- Lang, T., and M. Heasman. 2015. *Food Wars: The Global Battle for Mouths, Minds and Markets*. London: Verso.
- McMichael, P., 2013. *Food regimes and agrarian questions*. Fernwood Publishing.
- Nestle, M. (2013). *Food politics: How the food industry influences nutrition and health*. University of California Press.
- Neilson, J. and Pritchard, B., 2011. *Value chain struggles: Institutions and governance in the plantation districts of South India*. John Wiley & Sons.
- Park, Clara Mi Young. 2018. "'Our Lands are Our Lives': Gendered Experiences of Resistance to Land Grabbing in Rural Cambodia." *Feminist Economics*:1-24.
- Patel, Rajeev C. 2012. "Food sovereignty: power, gender, and the right to food." *PLoS medicine* 9 (6):e1001223.
- Radel, C., Schmook, B., McEvoy, J., Mendez, C. and Petrzalka, P., 2012. Labour migration and gendered agricultural relations: The feminization of agriculture in the ejidal sector of Calakmul, Mexico. *Journal of Agrarian Change*, 12(1), pp.98-119.

**Assessment:** Essay (100%, 3000 words) in the ST Week 1.

## GI499

### Dissertation - Independent Research Project

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Nazanin Shahrokni and faculty of Department of Gender Studies.

**Availability:** This course is compulsory on the MSc in Gender, MSc in Gender (Research), MSc in Gender (Sexuality), MSc in Gender, Development and Globalisation, MSc in Gender, Media and Culture, MSc in Gender, Peace and Security and MSc in Gender, Policy and Inequalities. This course is available on the MPhil/PhD in Gender. This course is not available as an outside option.

**Course content:** The Independent Research Project is a student-led module facilitating learning on how to conduct original research independently, with support to develop research ideas and to achieve research 'milestones' during development stages. The completion of the Independent Research Project module entails the following:

- Achievement of all 'milestones'/ development stages of your project throughout the academic year.
- Completion of GI499 Methodologies Series - attendance at all compulsory (varies between six to eight) and a minimum of three optional classes.
- Submission of a dissertation/independent study project, meeting departmental standards and requirements.

The Independent Research Project and resulting dissertation may be on any approved topic within the field of the MSc programme studied.

The 'methodologies series' provides introductory compulsory and optional workshops in the Michaelmas, Lent and Summer Terms designed to provide support for the conception, development and completion of the Independent Research Project. Students will be introduced to dissertation guidelines, common difficulties, ethical issues, basics in research practice, managing sources, the process of research and writing, and ways of creating research impact.

The sessions will consider challenges raised by quantitative and qualitative methods, and include examples from and approaches to policy research, interviewing, discourse analysis, oral histories, archival studies, and visual and media analysis. The workshops may vary and are taught within the Department of Gender Studies according to expertise, and will involve student participation.

**Teaching:** The 'methodologies series' involves a combination of compulsory and optional dissertation workshops spread across

the MT, LT and ST. It will be delivered using both asynchronous and interactive teaching and learning elements.

Students are provided supervision for the Independent Research Project during the LT and ST.

Students on this course will have a reading week in Week 6, in line with departmental policy.

#### Indicative reading:

- Ackely, B. and True, J. (2010) *Doing Feminist Research in Political and Social Science*, Houndmills, Basingstoke: Palgrave Macmillan.
- Badgett, Lee (2016) *The Public Professor: How to Use Your Research to Change the World*. NY: New York University Press.
- Belcher, W. L. (2009) *Writing Your Journal Article in 12 Weeks: A Guide to Academic Publishing Success*, Chicago, London: Chicago University Press.
- Biggam, J. (2017) *Succeeding with your Master's Dissertation: A Step-by-Step Handbook*, Maidenhead: Open University Press.
- Creswell, J. W, Creswell, J. D (2018) *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, California: Sage.
- Harding, Sandra G. (ed.) (2003) *The Feminist Standpoint Theory Reader: Intellectual and Political Controversies*. NY: Routledge.
- Hart, C (2005) *Doing your Masters Dissertation: Realising Your Potential as a Social Scientist*, London: Sage.
- Hesse-Biber, S. N., Leavey, P. L. (2007) *Feminist Research Practice: A Primer*, Thousand Oaks, London: Sage.
- Swetham, D., Swetman, R. (2000) *Writing Your Dissertation: How to Plan, Prepare and Present Your Work Successfully*, Oxford: How to Books.
- Weiss, Robert S. (1995) *Learning From Strangers: The Art and Method of Qualitative Interview Studies*. NY: The Free Press.

**Assessment:** Dissertation (100%, 10000 words) in August.

Additionally, in the LT students will submit milestone documents:

- (a) title or topic of research;
- (b) summary proposal including research question, methodological and analytical / theoretical approach;
- (c) and an annotated bibliography at the beginning of Summer Term.

## GV408 Half Unit Not available in 2022/23

### Contemporary Disputes about Justice

**This information is for the 2022/23 session.**

**Teacher responsible:** Bruno Leipold

**Availability:** This course is available on the MSc in Human Rights, MSc in Human Rights and Politics and MSc in Political Theory.

This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access and is capped at two groups) and demand is typically very high. Priority is given to students on the MSc in Political Theory; students from outside this programme may not get a place.

**Pre-requisites:** None, though some previous exposure to normative political theory may be an advantage.

**Course content:** The course offers a critical analysis of key debates about justice which have followed the publication of John Rawls's *A Theory of Justice* in 1971. The first part of the course focuses on Rawls's own theory of justice as fairness and critiques of that theory by liberals, feminists, socialists and critical race theorists. The second part of the course explores a number of alternative accounts of justice, such as Iris Marion Young's focus on injustice and oppression, and some of the egalitarian alternatives to Rawls's difference principle, such as Ronald Dworkin's equality of resources and Elizabeth Anderson's democratic equality. The final third of the course delves into various ways in which discussions of justice have been extended and applied. This includes discussion of whether principles of domestic justice apply globally; how we should understand historical injustice and what remedies and reparations are justified in light of those injustices; and what sort of economic systems could realise the demands of justice, such as a property-owning democracy and liberal socialism, as well as discussion of specific

economic institutions, such as workplace democracy and universal basic income.

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 15 hours in the Lent Term. Some or all of this teaching may be delivered through a combination of online and on-campus lectures and seminars. There will be a reading week in week 6 of the LT for private study and formative/summative assessment preparation.

**Formative coursework:** All students are expected to submit one formative (non-assessed) essay.

**Indicative reading:** J. Rawls, *A Theory of Justice*; Susan Moller Okin, *Justice, Gender and the Family*; Iris Marion Young, *Justice and the Politics of Difference*; Elizabeth Anderson 'What is the Point of Equality?' *Ethics*; Ronald Dworkin 'What is Equality? Part 2: Equality of Resources', *Philosophy and Public Affairs*; Charles Beitz, *Political Theory and International Relations*; Lea Ypi, *Global Justice & The Political Avant-Garde*; David Miller, *National Responsibility & Global Justice*; Laura Valentini, *Justice in a Globalized World*.

**Assessment:** Essay (100%, 4000 words).

## **GV432 Half Unit Government and Politics in China**

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Chun Lin

**Availability:** This course is available on the MA in Asian and International History (LSE and NUS), MSc in China in Comparative Perspective, MSc in Comparative Politics, MSc in Global Politics, MSc in International and Asian History and MSc in Political Economy of Europe (LSE and Fudan). This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at two groups. Priority will be given to students enrolled on the MSc in Comparative Politics and MSc in Global Politics.

**Course content:** Contemporary experiences and contradictions of socioeconomic and political transformations of China since 1949 and especially 1978; their rival explanations and interpretations: Often in comparison with other postcommunist transitions, other Asian states and other postcolonial and post-cold war national trajectories, our discussions cover the evolving historical, sociological, international and geopolitical contexts of Chinese development. We focus on changes: (re)configuration of the Chinese nation through revolutions and reforms, and the country's changing position in the world – social and political geography and demography; state power at all levels of governance, central-local interactions and semi-federalism; bureaucracy as tradition and as invention; political economy, market transition and global integration; social structure and organisation; class, ethnic, and gender relations; ideology, cultural politics, and issues concerning democracy and legitimacy; competing nationalisms; "one country, two systems" and the Taiwan question; national security and defence, the military, foreign policy involvement and global repositioning. Students are expected to gain extensive historical and empirical knowledge about the PRC, as well as an ability to tackle related social science conceptual and theoretical questions.

**Teaching:** This course will be delivered through a combination of seminars and lectures amounting to a minimum of 25 hours in the Michaelmas term. Week 6 is a reading week and dedicated to essay support.

**Formative coursework:** Students are required to give one seminar presentation, and to write one 1,500 word essay.

**Indicative reading:**

- J Gray, *Rebellions and Revolutions* (2003)
- M Meisner, *The Deng Xiaoping Era* (1996)
- C Bramall, *Chinese Economic Development* (2008)
- P Nolan, *Finance and the Real Economy* (2020)
- CK Lee, *Against the Law* (2007)
- S Helmann and E Perry, *Mao's Invisible Hand* (2011)
- V Shue and P Thornton, *To Govern China* (2017)

• T Saich, *From Rebel to Ruler* (2021)

• W Tang, *Populist Authoritarianism* (2016)

• K Brown, *China's Dream* (2018)

**Assessment:** Essay (100%, 4000 words).

## **GV439 Half Unit Government and Politics in Central and Eastern Europe**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Vesselin Dimitrov

**Availability:** This course is available on the MSc in Comparative Politics, MSc in Conflict Studies, MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi) and MSc in European and International Public Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and demand is typically very high. Priority is given to students on the listed programmes and students on other programmes may not get a place.

**Course content:** The course provides an analytical assessment of the transition from communism to liberal democracy in Central and Eastern Europe and integration with the European Union, including the Eurozone. The course offers an in-depth analysis of institutions, party systems, government and public administration, nationalism, and EU integration, including the Eurozone. Topics covered include: The Communist system. Constitution-making and the development of democratic party systems. Reform of executive institutions and public administration. (Mis)management of ethnic conflict: the case of Yugoslavia. Integration with the European Union, including the Eurozone.

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 32 hours in the Lent Term and Summer Term.

There will be a reading week in Week 6 of the LT for private study and formative/summative assessment preparation.

**Formative coursework:** Students are required to produce two essays in the Lent Term.

**Indicative reading:** V Dimitrov, K H Goetz and H Wollmann, *Governing after Communism: Institutions and Policymaking*; A Przeworski, *Democracy and the Market*; H Grabbe, *The EU's Transformative Power: Europeanization through Conditionality in Central and Eastern Europe*; J Elster et al, *Institutional Design in Post-Communist Societies*; R Taras (Ed), *Postcommunist Presidents*; R Crampton, *Eastern Europe in the Twentieth Century*, 2nd edn; S White, P G Lewis and J Batt (Eds), *Developments in Central and East European Politics* 5.

**Assessment:** Online assessment (100%) in the ST. Online assessment duration: 7 days in the ST.

## **GV441 Half Unit States and Markets**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr David Woodruff

**Availability:** This course is available on the MSc in Comparative Politics, MSc in Development Studies, MSc in Global Politics, MSc in Political Science and Political Economy, MSc in Public Administration and Government (LSE and Peking University) and MSc in Public Policy and Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 3 groups. Priority will be given to MSc Comparative Politics students.

**Course content:** To introduce politics students to basic economic

theorising; to discuss the nature of markets; review contemporary discussions regarding the role of the state in the economy; provide a comparison of the relationship of states and markets in different political settings and historical contexts. Indicative topics: The state and the institutional foundations of markets; states and markets in the Great Depression; domestic and international monetary institutions; varieties of capitalism and change in varieties of capitalism; economics and politics of market bubbles; politics and policy in the financial crisis of 2007-2009; the Eurozone crisis.

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 28 and a half hours in the Michaelmas Term.

There will be a reading week in Week 6 of the MT.

**Formative coursework:** All students are expected to submit one non-assessed essay.

**Indicative reading:** Block, Fred. "The Roles of the State in the Economy." *The Handbook of Economic Sociology*, edited by Neil J Smelser and Richard Swedberg, Princeton University Press, 1994, pp. 691–710.

Keynes, John Maynard. "The Means to Prosperity." *The Collected Writings of John Maynard Keynes*, edited by Elizabeth Johnson and Donald Moggridge, vol. VI, Cambridge University Press, 1978, pp. 335–66, doi:10.1017/UPO9781139524162.

Fourcade Gourinchas, Marion, and Sarah L. Babb. "The Rebirth of the Liberal Creed: Paths to Neoliberalism in Four Countries." *American Journal of Sociology*, vol. 108, no. 3, 2002, pp. 533–79, doi:10.1086/367922.

**Assessment:** Online assessment (100%) in January.

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## GV444 Half Unit Not available in 2022/23 Democracy and Development in Latin America

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Francisco Panizza

**Availability:** This course is available on the MSc in Comparative Politics and MSc in Global Politics. This course is available with permission as an outside option to students on other programmes where regulations permit.

Other postgraduate students may follow the course with permission. This course is capped at 2 groups. The deadline for applications is 17:00 on Tuesday 29 September 2020. You will be informed of the outcome by 17:00 on Wednesday 30 September 2020.

**Course content:** The course studies the relations between democracy, political institutions and economic development in contemporary Latin America. It aims at providing information and developing skills for independent analysis of the advances and setbacks of democracy and development in the region. Although due attention is given to country differences, the course approaches the study of democracy and development in the region thematically rather than on a country by country basis. The first five weeks focus on the study of democracy and political institutions. Topics to be covered include the condition of democracy, the nature of the state, presidentialism, parties and party systems, civil society and social movements and informal institutions. The second half of the course studies the economic development of the region since transition to democracy in the 1980s. It looks at the economic context of democratisation, the politics of neoliberal reform in the 1990s, attempts at alternative models of development in the early 21st century and the social and economic transformations of the region over the past decade.

**Teaching:** This course provides a combination of seminars and lectures totalling 20 hours in the Lent term and 2 hours in the Summer term. This year, some or all of this teaching will be delivered through a combination of online and on-campus lectures and seminars. There will be a reading week in Week 6 of the LT.

**Formative coursework:** All students are expected to submit one non-assessed essay and to make at least one seminar presentation, as well as contribute to group discussions.

**Indicative reading:** ECLAC, Preliminary Overview of the Economies of Latin America and the Caribbean 2020 ([www.cepal.org](http://www.cepal.org)); ECLAC Social Panorama of Latin America 2020 ([www.cepal.org](http://www.cepal.org)); Forewarker J and D. Treviso (eds) (2016) *Democracy and its Discontents in Latin America*. Grugel, J. and P. Ruggiero (2009) *Governance After Neoliberalism in Latin America* Helmen, G. and S. Levitsky (eds.) *Informal Institutions and Democracy. Lessons from Latin America*. Mainwaring S. (2018) *Party Systems in Latin America*; Mainwaring, S. and A. Perez Linan (2015) *Cross Currents in Latin America*, *Journal of Democracy* 26 (1); Panizza, F. (2009) *Contemporary Latin America: Development and Democracy Beyond the Washington Consensus*, Philip, G. and F. Panizza (2011) *The Triumph of Politics. The Return of the Left in Venezuela, Bolivia and Ecuador*; O'Donnell, G. (1994) 'Delegative Democracy' *Journal of Democracy* 5, 1; Schneider, B. R. (2013) *Hierarchical Capitalism in Latin America*.

**Assessment:** Exam (60%, duration: 2 hours) in the summer exam period.

Essay (30%) and class participation (10%) in the LT.

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## GV450 Half Unit Not available in 2022/23 European Politics: Comparative Analysis

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Vesselin Dimitrov, Prof Michael Bruter, Dr Eiko Thielemann, Dr Florian Foos

**Availability:** This course is available on the MSc in European Studies (Research), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi) and MSc in European and International Public Policy (LSE and Sciences Po). This course is available as an outside option to students on other programmes where regulations permit.

The deadline for applications is 17:00 on Tuesday 29 September 2020. You will be informed of the outcome by 17:00 on Wednesday 30 September 2020.

**Course content:** The course is intended to provide students with a systematic introduction to central conceptual and theoretical debates in the comparative analysis of politics and government in Europe. The core syllabus focuses on both traditional fields of comparative enquiry, such as the study of party competition and voting behaviour, and emerging fields of interest, such as national and European identities, and immigration. The course takes a thematic approach and places particular emphasis on the diverse experiences of liberal democracy in individual European countries. The main themes addressed include: Transformation of European politics; electoral behaviour and party systems; government formation and coalitions; regionalism and federalism; national and European identities; immigration.

**Teaching:** 15 hours of lectures and 18 hours of seminars in the MT.

There will be a reading week in Week 6 of the MT for private study and assessment preparation.

**Formative coursework:** All students are expected to submit one formative essay and make one seminar presentation.

**Indicative reading:** Readings include: T Bale, *European Politics: A Comparative Introduction*, 4th ed; M Gallagher et al, *Representative Government in Modern Europe*, 5th ed; P Heywood et al (Eds), *Developments in European Politics*; M Bruter, *Citizens of Europe*; S Hix and B Hoyland, *The Political System of the European Union*, 3rd edition; J Hayward & A Menon (Eds), *Governing Europe*; A Lijphart, *Patterns of Democracy*, 2nd ed; Y Deloye & M Bruter (Eds) *Encyclopaedia of European Elections*; K Shepsle & P Bonchek, *Analysing Politics*; G Cox, *Making Votes Count*; G Tsebelis, *Veto Players*.

**Assessment:** Essay (100%, 3000 words).

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## GV454 Half Unit Parties, Elections and Governments

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Torun Dewan

**Availability:** This course is available on the MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po) and MSc in Political Science and Political Economy. This course is available as an outside option to students on other programmes where regulations permit.

**Course content:** The course focuses on key topics in political science concerning voting and representation. Topics covered include:

- Party and Candidate Strategy
- The Role and Origins of Parties
- Government Formation and Termination
- Electoral Systems: Franchise, Ballot, and Allocation formulas
- Leadership
- Political Careers
- Government Accountability

Examples will be drawn from a wide range of democracies.

**Teaching:** This course is delivered through seminars totalling 20 hours across the Lent Term. There is a reading week in Week 6 of the LT.

**Formative coursework:** All students are expected to submit one non-assessed essay.

**Indicative reading:** The course is focussed mainly on journal articles. However the following books are relevant to some of the topics covered:

Gary Cox, *Making Votes Count* (1995); Gary Cox & Mathew McCubbins, *Setting the Agenda* (2005); George Tsebelis, *Veto Players* (2002); Kenneth Shepsle and Mark Bonchuck, *Analysing Politics* (1997); Tim Besley, *Principled Agents* (2005); John Aldrich, *Why Parties* (1995); Bruce Bueno de Mesquita, Alastair Smith, Randolph Siverson and James Morrow, *The Logic of Political Survival* (2003); Giovanni Sartori, *Comparative Constitutional Engineering* (1997); Michael Laver & Norman Schofield, *MultiParty Government: The Politics of Coalition in Europe* (1990).

**Assessment:** Essay (100%).

## GV467 Half Unit Introduction to Comparative Politics

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Mathias Poertner

**Availability:** This course is compulsory on the MSc in Comparative Politics. This course is available on the MSc in China in Comparative Perspective. This course is available with permission as an outside option to students on other programmes where regulations permit.

Students from the MSc in China in Comparative Perspective will be accepted onto the course if space permits.

**Course content:** This course serves as the 'core', compulsory course for the MSc in Comparative Politics and is intended to provide an overarching theoretical and methodological backdrop for all of the diverse course offerings available to students on this programme. The course introduces students to the field of Comparative Politics as represented in contemporary journals like *World Politics*, *Comparative Political Studies*, and *Comparative Studies in Society and History*, and among the various members of Faculty with Comparative Politics interests in the Government Department here at the LSE. Students examine the theoretical and methodological underpinnings of Comparative Politics, important critiques of these underpinnings, and diverse examples of 'best practice' in research and writing in this sub-field of the discipline of Political Science.

Lectures and seminar discussions focus both on important areas of research in comparative politics and methodological challenges

involved. Readings treat such variegated topics of inquiry and debate in comparative politics as democracy, ethnic conflict, civil society, and revolutions.

The course does not follow a 'great books' approach nor does it rely on a textbook. Instead, the course treats examples of real existing Comparative Politics as practiced - and published - by leading scholars in the field in recent years. These examples are chosen to cover diverse forms of comparison, diverse modes of analysis, diverse topic areas, and diverse countries and regions of the world.

Cutting across these forms of diversity are a set of questions that will be addressed throughout the course concerning the possibilities and limitations of various methods of comparative analysis for explaining observable patterns in politics.

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 30 hours in the Michaelmas Term. This course also includes a reading week in MT Week 6.

**Formative coursework:** One unassessed essay of roughly 1,500 words.

**Indicative reading:** Theda Skocpol, *States and Social Revolutions*. Hall, Peter A. 'Adapting Methodology to Ontology in Comparative Politics'. Doner, Richard F., Bryan K. Ritchie, and Dan Slater 'Systemic Vulnerability and the Origins of Developmental States: Northeast and Southeast Asia in Comparative Perspective'. David Collier and Henry Brady, *Rethinking Social Inquiry*.

**Assessment:** Essay (100%) in the LT.

## GV477 Half Unit Comparative Public Policy Change

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Michael Lerner

**Availability:** This course is available on the MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Public Administration and Government (LSE and Peking University), MSc in Public Policy and Administration and MSc in Regulation. This course is available with permission as an outside option to students on other programmes where regulations permit.

The course is capped at 2 groups.

**Pre-requisites:** Students should normally be taking GV4E9 Approaches and Issues in Public Policy and Administration or already have a good knowledge of comparative public policy. Waiving of these requirements will be at the discretion of the course teacher.

**Course content:** The course examines explanations of policy change using comparative methods.

The course will focus on cases in key policy domains (chosen according to the literature available and interest for wider analytical questions, as well as the expertise available), but any pair of two jurisdictions can be used as examples in the assessed essay. Key topics include social policy, education reform, and environmental policy.

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 20 hours across the Lent Term. This course includes a reading week in Week 6 of Lent Term.

**Formative coursework:** Students will write one unassessed essay during the term.

**Indicative reading:** There is no single textbook but the following are particularly useful introductions:

A Dodds, *Comparative Public Policy* (Basingstoke, Palgrave, 2018); Various authors, Special Issue: Twenty years of the Journal of Comparative Policy Analysis: Research and Practice, *Journal of Comparative Policy Analysis: Research and Practice*, Volume 20, Issue 1 (2018); and M Moran, M Rein, and RE Goodin (eds) *The Oxford Handbook of Public Policy* (2008).



**Assessment:** Essay (80%, 3000 words) in the ST.  
Class participation (20%) in the LT.

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## GV481 Half Unit

### Quantitative Analysis for Political Science

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Mathilde Emeriau

**Availability:** This course is compulsory on the MSc in Political Science and Political Economy. This course is available on the MRes/PhD in Political Science. This course is available with permission as an outside option to students on other programmes where regulations permit.

MSc Political Science and Political Economy students will be granted priority access as this is a compulsory course for their programme. Other postgraduates wanting to take the course (space permitting) require the permission of the teachers responsible.

**Course content:** The course provides an introduction to quantitative thinking in the field of political science. Its goal is to give students the tools to ask the right questions, be skeptical when appropriate, and distinguish between useful and misleading evidence. Students will be introduced to the basic toolkit of quantitative analysis, which includes hypothesis testing, regression, experiments, differences in differences, and regression discontinuity. Students will also learn how to use a statistical software program to organize and analyze data.

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 40 hours in the Michaelmas Term, with an additional 2 hours for a revision lecture in the Summer Term. There will be a reading week in Michaelmas Term Week 6.

**Formative coursework:** Two problem sets.

**Indicative reading:** Imai, K., & Bougher, L. D. (2021). *Quantitative Social Science: An Introduction in Stata*. Princeton University Press.

**Assessment:** Coursework (50%) in the LT.

Online assessment (50%) in the ST.

Online assessment duration: 7 days in the ST.

The coursework will consist of a data analysis exercise using Stata.

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## GV482 Half Unit

### Political Science and Political Economy: Current Issues

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Stephane Wolton

**Availability:** This course is compulsory on the MSc in Political Science and Political Economy. This course is available with permission as an outside option to students on other programmes where regulations permit.

MSc Political Science and Political Economy students will be granted priority access as this is a compulsory course on this programme. Other postgraduates wanting to take the course (space permitting) require the permission of the teachers responsible.

**Pre-requisites:** Students should either have attended GV4C8 and GV481 or equivalent courses. Knowledge of game theory at the level of GV4C8 and empirical method to the level of GV481 is required.

**Course content:** The course will cover four topics in political science and political economy. Each topic will be covered over two to three weeks. During these weeks, students will learn how game theory and empirical methods can be used to understand and think critically about pressing political issues. For the academic year 2022-23, the topics covered will be: 1) The critiques of democracy, 2) Populism, 3) Discrimination, 4) Autocracy or democracy?. During the lecture, students will be taught important papers on the

topics covered. Seminars will be of two sorts. Some seminars will consist of replication exercises (Weeks 1, 5, 8, 9, and 11). Others will be problem set based (Weeks 2, 3, 5, 7, and 10). All seminars will be related to topics viewed during the lectures.

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 40 hours across Lent Term (20 hours of lectures and 20 hours of seminars). There will also be a take-home mock exam and a two-hour revision lecture in the Summer Term.

There will be a reading week in LT Week 6.

**Formative coursework:** Students will hand in one problem set and one replication exercise before the reading week. There will also be a take-home mock exam in the Summer Term.

**Indicative reading:** Mostly journal articles. The reading list varies each year.

**Assessment:** Coursework (50%).

Online assessment (50%) in the ST.

The coursework will consist of a research project on a political science issue picked by the course convenor. Students will be provided with a dataset and will be asked to empirically investigate the question at hand. The online exam will consist of a problem question using game theory and an essay question (estimated amount of effort required for the online exam: 3 hours in a 24 hour-period, though there is no limit on how much time the student spends on the exam during the 24-hour period).

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## GV483 Half Unit

### Public Management Theory and Doctrine

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Martin Lodge

**Availability:** This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MSc in Development Management, MSc in Development Studies, MSc in Public Administration and Government (LSE and Peking University), MSc in Public Policy and Administration, MSc in Regulation and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and access cannot be guaranteed. Priority will be given to students on the programmes listed above.

**Course content:** The course offers an intensive introduction into key areas of public management with reference to both developed and lesser developed world contexts. Topics include administrative doctrine, implementation, organizational change and inertia, capacity building, performance-management, leadership, institution creation, transparency and risk management. Public management is treated as an interdisciplinary field of study, with a particular emphasis on the administrative practices and change as well as the critical analysis of practical arguments about Public Management.

**Teaching:** This course will be delivered through a combination of seminars and lectures, amounting to a minimum of 23 and a half hours across the Michaelmas term. This course includes a reading week in Week 6 of term.

**Formative coursework:** Students are expected to complete two formative essays.

**Indicative reading:** M Barzelay, *Public Management as a design-oriented profession discipline*, 2019; C Hood, *The Art of the State*, 1998; C Hood and M Lodge, *Politics of Public Service Bargains*, 2006; E. Ferlie, L. Lynn and C. Pollitt, *Oxford Handbook of Public Management*, 2005; C Hood and H Margetts, *Tools of Government in the Digital Age*, 2007; C Hood, *The Blame Game* (2010).

**Assessment:** Essay (60%, 2500 words) in the LT.

Blog post (40%) in the MT.

The blog would have a word limit of 1000 words, and would be due for submission at the end of Week 11 of MT.

**GV488****Law and Politics of Regulation**

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Martin Lodge

**Availability:** This course is compulsory on the MSc in Regulation. This course is not available as an outside option.

**Course content:** The course aims to give students an essential grounding in theories of regulation encountered in the legal, political science and law and economics literatures. It examines competing explanations of the origins, development and reform of regulation; the styles and processes of regulation; issues surrounding enforcement; the inter-organisational and international aspects of regulation; and questions of evaluation and accountability. Some specific cases will be explored through the medium of an additional practitioner seminar series, which will be led by experienced practitioners invited on a one-off basis.

**Teaching:** This course will be delivered through a combination of seminars and lectures, amounting to a minimum of 38 hours across the Michaelmas and Lent terms. This course includes a reading week in Week 6 of both terms.

**Formative coursework:** All students are expected to produce three written essays.

**Indicative reading:** R Baldwin, M Cave and M Lodge *Understanding Regulation* (2012); M Moran, *The British Regulatory State* (2003); K Yeung and M Lodge, *Algorithmic Regulation* (2019); C Hood, H Rothstein & R Baldwin, *The Government of Risk* (2001); J Black, M Lodge and M Thatcher, *Regulatory Innovation*, (2005); C Sunstein, *Risk and Reason* (2002); R. Baldwin, M. Cave and M. Lodge, *Oxford Handbook of Regulation* (2010); M Lodge and K Wegrich, *Managing Regulation* (2012); D. Carpenter and D. Moss, *Preventing Regulatory Capture* (2013).

**Assessment:** Essay (25%, 2500 words) and online assessment (75%) in the ST.

The summative assessment is composed of:

- Online assessment (75%, duration: 7 days) in ST.
- Individual research paper (25%, 2500 words), to be submitted in Week 1 of ST.

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**GV498 Half Unit**  
**Multiculturalism**

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Paul Apostolidis

**Availability:** This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po) and MSc in Political Theory. This course is available as an outside option to students on other programmes where regulations permit.

This course is capped at two groups.

**Course content:** This seminar explores diverse theoretical perspectives on political and ethical responses to contemporary multiculturalism and the many different forms of cultural politics. In part, we confront normative-philosophical issues concerning how to justify special rights for particular cultural groups with reference to certain principles of freedom, justice or the human need for 'recognition.' We consider immigrants' and other groups' demands for cultural preservation in light of European cosmopolitan ideals, and explore how those ideals may not only embrace cultural openness but also carry legacies of colonialism. The course also takes up questions regarding the meaning and effects of cultural politics in relation to political struggles for socioeconomic justice and against racial, gender and sexual domination. Through what practices of communication can different cultural groups approach mutual understanding in the aftermath of empire and colonisation? Does engaging in sexual and gender identity politics clash with or strengthen political

action against capitalist and racial power? Texts in the course's later phase combine political theory with empirical studies of indigenous, racial/ethnic minority, youth-subcultural and religious politics. These readings give us concrete grounds for addressing the course's key questions as well as examples of innovative methodological approaches to writing political theory.

**Teaching:** This course is delivered through a minimum of 20 hours of seminars in the Lent Term. There will be a reading week in Week 6 of the Lent Term.

**Formative coursework:** Students are invited to write one 1500 word formative essay, due no later than week 8.

**Indicative reading:** Charles Taylor, "The Politics of Recognition"; Will Kymlicka, "Multicultural Citizenship"; Iris Marion Young, "Polity and Group Difference"; Cristina Beltrán, "The Trouble with Unity: Latino Politics and the Creation of Identity"; Saba Mahmood, "Religious Reason and Secular Affect"; Glenn Coulthard, "Red Skin, White Masks"; Charles W. Mills, "Multiculturalism as/and/or Anti-Racism?"

**Assessment:** Essay (100%, 4000 words) in the ST.

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**GV499****Dissertation**

**This information is for the 2022/23 session.**

**Availability:** This course is compulsory on the MSc in Comparative Politics, MSc in Conflict Studies, MSc in Global Politics, MSc in Political Science and Political Economy, MSc in Political Theory, MSc in Public Administration and Government (LSE and Peking University), MSc in Public Policy and Administration and MSc in Regulation. This course is not available as an outside option.

**Course content:** A compulsory 10,000 word dissertation is required to be submitted as part of the assessment for each Government MSc programme. The dissertation is due by 5:00 pm on Tuesday 22 August 2023.

**Assessment:** Dissertation (100%, 10000 words) in August.

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**GV4A2 Half Unit Not available in 2022/23**  
**Citizens' Political Behaviour in Europe: Elections**  
**Public Opinion and Identities**

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Michael Bruter

**Availability:** This course is available on the MSc in Comparative Politics, MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Political Science and Political Economy, MSc in Public Administration and Government (LSE and Peking University) and MSc in Public Policy and Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 1 group. The deadline for applications is 12:00 noon on Friday 5 October 2018. You will be informed of the outcome by 12:00 noon on Monday 8 October.

Note that students from Masters or Doctoral programmes not listed above may still take the course subject to approval by the course convener.

**Pre-requisites:** In order to be accepted on the course, all students must submit a research project idea by the end of MT Week 2. The document should be around 1-2 pages in length and should at least do two things: first, indicating a course-related research topic and a specific research question and explain what makes it interesting, and second suggesting the methodology the student intends to use to answer this question empirically. You may, but are not obliged to include references from existing literature (which would be a good thing to do); please also include a mini-bibliography.

**Course content:** This course intends to familiarise students with the study of electoral psychology and political behaviour in Europe in a broad sense. The three main objects of study in political science are institutions, policies, and citizens, and the study of political behaviour and political psychology is the field that centres on the third. A very important part of political behaviour is electoral participation and vote choice. We will explore general models of voting behaviour, electoral psychology, and participation, as well as specific aspects such as extremist politics. We will look closely at public opinion, how it is formed and how it can be studied. In the final part of the course, special consideration is given to political identities and how they are related to political behaviour.

**Teaching:** 20 hours of seminars in the LT. 4 hours of seminars in the ST.

**Indicative reading:** Bruter, M. 2005 *Citizens of Europe?* Basingstoke: Palgrave.

LeDuc, L, Niemi, R, and Norris, P. 2010. *Comparing Democracies 3: Elections and Voting in the 21st Century*. London: Sage.

Van der Eijk, C, and Franklin, M. 2009. *Elections and Voters*. Basingstoke: Palgrave Macmillan.

Franklin, Mackie, et al. 1992. *Electoral Change*. Cambridge: Cambridge UP.

Bruter, M. and Harrison, S. 2009. *The Future of our Democracies?* Basingstoke: Palgrave.

Zaller, J. 1992. *The Nature and Origins of Mass Opinion*.

Cambridge: Cambridge University Press.

Harrison, S. and Bruter, M. *Mapping Extreme Right Ideology*. Basingstoke: Palgrave.

**Assessment:** Project (80%, 5000 words) in the ST.

Class participation (20%) in the LT.

One empirical research project on a topic relevant to the course and approved by the course co-ordinator with a word limit of 5,000 words (80%).

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## GV4A5 Half Unit

### International Migration and Immigration Management

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Eiko Thielemann

**Availability:** This course is available on the MSc in Comparative Politics, MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Global Politics, MSc in Human Resources and Organisations (International Employment Relations/CIPD), MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan), MSc in Political Economy of Europe (LSE and Sciences Po), MSc in Public Administration and Government (LSE and Peking University) and MSc in Public Policy and Administration. This course is not available as an outside option.

This course has limited availability and requires that students (regardless of Department or MSc programme) obtain permission from the teacher responsible via the 'LSE For You' capped course management system. This is a core course on the MSc International Migration and Public Policy. Priority will be given to students on that programme. Last year, very few students from other programmes could be accommodated on this course.

**Course content:** This course offers a theoretically informed account of the challenges posed by international migration and resulting policy responses. The focus is on the comparative analysis of immigration control policies in OECD countries. The course is structured in three parts. The first introduces a number of theoretical models that seek to explain the dynamics of international migration and migration control policies, addressing questions such as: Why do people migrate? Why do states accept migration? How effective are policies that aim to manage

migration? The second, comparative part deals with national public policy responses to the issue of asylum & refugees, 'illegal' migration & human trafficking and (legal) immigration. The final part focuses on the analysis of multilateral policy initiatives on migration management at the global, regional and bi-lateral level.

**Teaching:** This course is delivered through seminars and lectures totalling 25 hours in the Michaelmas Term, and 1 hour for a revision lecture in the Summer Term. There is a reading week in Week 6 of the Michaelmas Term.

**Formative coursework:** All students are expected to submit one non-assessed essay.

**Indicative reading:** There is no single textbook but the following texts are useful introductions:

- S Castle & M J Miller, *The Age of Migration*, 2019;
- A Betts and P Collier, *Refuge: Transforming a Broken Refugee System* 2018;
- A. Betts, *Global Migration Governance*, 2010;
- C Boswell, *European Migration Policies in Flux: Changing Patterns of Inclusion and Exclusion*, 2003;
- C Brettell, *Migration Theory: Talking Across the Disciplines*, 2000;
- M Baldwin-Edwards & M Schain, *The Politics of Immigration in Western Europe*, 1994;
- P Collier, *Exodus: How Migration is Changing our World*, 2015;
- W A Cornelius et al, *Controlling Immigration: A Global Perspective*, 2004;
- A Geddes, *The Politics of Migration and Immigration in Europe*, 2003;
- A Geddes, *Immigration and European Integration*, 2000;
- V Guiraudon & C Joppke, *Controlling a new migration world*, 2001;
- J F Hollifield, *Immigrants, Markets, and States: The Political Economy of Postwar Europe*, 1992;
- C Joppke, *Challenges to the Nation-State: Immigration in Western Europe and the United States*, 1998;
- G Loescher, *Beyond Charity: International Cooperation and the Global Refugee Crisis*, 1996;
- J Money, *Fences and Neighbours: The Political Geography of Immigration Control*, 1999;
- S Sassen, *Guests and Aliens*, 2000;
- D Thranhardt, *Europe, a New Immigration Continent*, 1994;
- A R Zolberg et al, *Escape from Violence: Conflict and the Refugee Crisis in the Developing World*, 1997.

**Assessment:** Online assessment (100%) in the ST.

Online assessment duration: 7 days in the ST.

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## GV4A8 Half Unit

### Political Violence and Terrorism

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof James Hughes

**Availability:** This course is available on the MSc in Conflict Studies. This course is available with permission as an outside option to students on other programmes where regulations permit.

Availability to students outside the MSc Conflict Studies is subject to space. This course is capped at two groups.

**Course content:** How can we distinguish legitimate resistance and political violence from terrorism? What is the relationship between war and terror? What distinguishes a combatant from non-combatant? Should we erode civil liberties and democratic values to fight terrorism? How do social scientists theorise about political violence and terrorism? This course attempts to answer these and similar questions by a comparative examination of the theories and ethics of political violence and the root causes, nature and types, and dynamics of violence. This course also evaluates different political and security policies and methods of conflict resolution as change agents. A number of case studies of historical and contemporary conflicts are examined to illustrate the theoretical and policy dilemmas. The course has two parts. Firstly, it examines definitions and concepts, the principles and efficacy of the laws and norms of armed conflict and ethical dilemmas in their application. We explore the causes and motivations for



engaging and not engaging in political violence. We examine the historical evolution of policies of counterinsurgency and counterterrorism from the colonial era to the present day. The effects of dealing with resistance, from coercive to cooperative approaches, is analysed, and the impact on the balance between security and liberty in democracies is mapped. Secondly, the course explores the key issues and debates through a number of case studies that analyse political violence and terrorism in democracies and non-democracies, including the insurgency and counterinsurgencies in Northern Ireland, Iraq, and Afghanistan, the transnational challenges posed by Islamist violence and forms of White Supremacist violence, and the relationship between war and genocide. Throughout the course comparisons will be made and lessons drawn from the performance of different regime types (colonial, democratic, and authoritarian) in managing political violence. This is a Moodle course.

**Teaching:** This course is delivered through a combination of seminars and lectures totalling 31 hours per group in the Michaelmas Term, including a one hour Q&A on the summative essay preparation. There will be a reading week in week 6 of the MT for private study and assessment preparation.

**Formative coursework:** One essay of 1,500 words, to be on a topic that differs from the summative essay. Students must also contribute to a team presentation.

**Indicative reading:** Tore Bjorgo ed. *Root Causes of Terrorism*, Routledge (2005); Andrew Silke ed. *Terrorists, Victims and Society, Psychological Perspectives on Terrorism and its Consequences*, Wiley (2003); David Whittaker, *The Terrorism Reader*, Routledge (3rd edn, 2007); Michael Walzer, *Just and Unjust Wars: A Moral Argument with Historical Illustrations*, Basic Books (1992); *Arguing about War*, Yale University Press (2004); Michael Ignatieff *The Lesser Evil. Political Ethics in an Age of Terror*, Edinburgh University Press (2005); James Hughes, *Chechnya from Nationalism to Jihad*, University of Pennsylvania Press (2008); Marc Sageman, *Understanding Terror Networks*, University of Pennsylvania Press (2004) and *Leaderless Jihad, Terror Networks in the Twenty-First Century*, University of Pennsylvania Press (2007), and *Misunderstanding Terrorism*, University of Pennsylvania Press (2016); Jeff Victoroff and Arie W. Kruglanski eds, *Psychology of Terrorism. Classic and Contemporary Insights*, Psychology Press (2009); Cas Mudde, *The Populist Radical Right: A Reader*, Routledge (2017).

**Assessment:** Essay (100%, 5000 words) in the LT.

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## GV4B6 Half Unit

### Kant's Political Philosophy

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Katrin Flikschuh

**Availability:** This course is available on the MSc in Political Theory. This course is available with permission as an outside option to students on other programmes where regulations permit. Optional for MSc Political Theory; open to others as an outside option on request.

This course is capped at 2 groups.

**Pre-requisites:** Some familiarity with either the history of political thought or with philosophy may be an advantage but is not strictly necessary. The course does not assume any prior exposure to Kant's political or philosophical writings. That said, Kant's writings are intellectually demanding; students should have an interest in engaging with political concepts at a fairly high level of abstraction.

**Course content:** This course offers an introduction to and critical appraisal of Immanuel Kant's political philosophy. Despite the enormous influence which Kant's moral philosophy has exerted on debates in contemporary liberal thinking, his political philosophy has until recently been largely ignored. This is beginning to change: Kant's political philosophy is beginning to be studied in its own right. Such study shows that his political thinking diverges in many of its central aspects from contemporary liberal thinking: the impact of Kant's thought upon the latter must, therefore, be re-

assessed. Through close reading and analysis of the primary texts, this course introduces students to Kant's distinctive approach to political thinking. Core texts will include selected passages from the Doctrine of Right (Part 1 of the *Metaphysics of Morals*); Kant's celebrated essay, 'On Perpetual Peace'; and his less well known, but no less important essay 'On the Common Saying: "This may be true in theory, but does it work in Practice"'. The analytic and substantive focus will be on three interrelated themes: Kant's idea of freedom as an idea of reason; his account and justification of individual property rights and related conception of state authority; and his cosmopolitan conception of justice. Although the analytic and philosophical focus will be on Kant's own political thinking, we shall compare and contrast Kant's position with contemporary Kantian liberalism wherever appropriate.

**Teaching:** This course provides a combination of seminars and lectures totalling 22 hours across the Lent and Summer terms. There will be a reading week in Week 6 of Lent term.

**Formative coursework:** Students are expected to come well prepared and take an active role in seminar discussion. Doing the weekly readings in advance of the seminars is essential for this course. Students are expected to write one formative essay (of up to 2500 words). The formative essay will be marked and commented on, but does not count towards formal assessment for this course.

**Indicative reading:** Kant, *The Metaphysics of Morals*, Part 1; Kant, *Groundwork of the Metaphysics of Morals*; M Timmons (ed.), *Kant's Metaphysical of Morals. Interpretative Essays*; Katrin Flikschuh, *Kant and Modern Political Philosophy*; Arthur Ripstein, *Force and Freedom*; Onora O'Neill, *Constructions of Reason*; Pauline Kleingeld, *Kant and Cosmopolitanism*; Stephen Darwall, *The Second-Person Standpoint*.

**Assessment:** Essay (100%, 5000 words).

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## GV4B7 Half Unit

### The Idea of Freedom

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Zeynep Pamuk

**Availability:** This course is available on the MSc in Human Rights, MSc in Human Rights and Politics and MSc in Political Theory. This course is not available as an outside option.

This course has a limited number of places (it is controlled access and is capped at two groups) and demand is typically very high. Priority is given to students on the MSc in Political Theory; students from outside this programme may not get a place.

**Pre-requisites:** Basic familiarity with concepts and methods in normative political theory.

**Course content:** The concept of freedom is often invoked in political life. Many policies and broader political agendas are justified in its name. Nearly all modern ideologies from liberalism to socialism and conservatism claim liberty as a central value. But what, exactly, does freedom mean? Is freedom best understood in terms of absence of interference or in terms of non-domination? Is one made unfree only when one's rights are violated? Does poverty constitute a constraint on freedom? Does wage-labour make workers unfree? And could citizens of an authoritarian regime be described as free? These are some of the questions addressed in this module. Depending on the particular year in which the module is taught, the approach taken may be either historical or contemporary-analytic or a combination of the two. Consequently, authors discussed may include key historical thinkers such as Hobbes, Locke, Rousseau, and Kant, as well as contemporary scholars such as Isaiah Berlin, Hannah Arendt, Charles Taylor, Philip Pettit, Nancy Hirschmann, Quentin Skinner, Amartya Sen, Martha Nussbaum and others. The overall aim of the course is to enable students to assess the quality and strength of different theorists' conceptions of freedom and to deploy those conceptions in the analysis and justification of some core institutions within the modern state.

**Teaching:** This course is delivered through 20 hours of seminars



in the Michaelmas Term. There will be a reading week in week 6 of the MT.

**Formative coursework:** All students are expected to submit one formative (non-assessed) essay.

**Indicative reading:** Isaiah Berlin, 'Two Concepts of Liberty' in Berlin, *Liberty* (edited by Henry Hardy); Hannah Arendt, 'Freedom and Politics', in Miller (ed.), *The Liberty Reader*; Gerald MacCallum, 'Negative and Positive Freedom', in *Philosophical Review*, 76 (1967); Nancy Hirschmann, *The Subject of Liberty*; Phillip Pettit, *A Theory of Freedom*; Robert Nozick, *Anarchy, State, and Utopia*; G. A. Cohen, 'Capitalism, Freedom and the Proletariat' in Miller (ed.) *The Liberty Reader*; John Stuart Mill, *On Liberty*; Jean-Jacques Rousseau, *The Social Contract*; Thomas Hobbes, *Leviathan*; John Locke, *Second Treatise of Government*.

**Assessment:** Essay (100%, 4000 words).

## GV4B8 Half Unit

### Civil Wars: Concepts and Cases

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr William Kissane

**Availability:** This course is available on the MSc in Comparative Politics, MSc in Conflict Studies, MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po) and MSc in Gender, Peace and Security. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** The course examines social science explanations of the origins, intractability and outcomes of civil wars. It does this through the comparative analysis of various cases. These cases may vary from year to year. Particular stress is on: Civil war and civilization. The concept of civil war. Patterns of civil war since 1945. Large N approaches. Decolonisation and democratisation as causes of civil war. The emergence of security dilemmas. Partition and civil war. The idea of global civil war.

**Teaching:** This course provides a combination of seminars and lectures totalling a minimum of 30 hours in the Lent Term. There will be a reading week in week 6 of the LT for private study and assessment preparation.

**Formative coursework:** All students are expected to submit one non-assessed essay of 1500 words.

**Indicative reading:** Bill Kissane, *Nations Torn Asunder*; *The Challenge of Civil War*, OUP 2016.

**Assessment:** Essay (100%, 3000 words) in the ST.

## GV4B9 Half Unit

### The Second Europe

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Vesselin Dimitrov

**Availability:** This course is available on the MSc in Comparative Politics, MSc in Conflict Studies, MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in European Studies (Research), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi) and MSc in European and International Public Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and demand is typically very high. Priority is given to students on the listed programmes and students on other programmes may not get a place.

**Course content:** The course explores the problems of delayed modernisation, problematic democratisation, conflictual nation-building and geopolitical insecurity in the European semi-periphery, including countries such as Russia, Poland, Spain, Italy,

Austria-Hungary, and Sweden. It analyses the socio-economic structures, political issues and problems shared by the European semi-periphery from the first wave of liberal globalisation and the emergence of mass politics in the late 19th century to European integration in the early 21st century. It analyses the strategies adopted by political elites and social classes in the face of modernisation, imperial decline, nationalism, and European integration.

Course topics include: The emergence of core and semi-periphery in Europe; Problems of economic modernisation; Political parties and ideologies; State nationalism, sub-state nationalism and problems of nation-state building; Religion: the socio-political power of the church; Ruling elites and structures of power; Fascism and varieties of right-wing authoritarianism in the 1920s and 1930s; Communism; Empire and EU integration.

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 32 hours in the Lent Term and Summer Term.

There will be a reading week in Week 6 of the LT for private study and assessment preparation.

**Formative coursework:** Students are required to submit one formative essay of 2000 words in the Lent Term.

**Indicative reading:** K Polanyi, *The Great Transformation: The Political and Economic Origins of Our Time* (Boston, 2001); M Mann, *The Sources of Social Power: Vol. 2, The Rise of Classes and Nation States, 1760-1914, Vol. 3, Global Empires and Revolution, 1890-1945, and Vol. 4, Globalizations, 1945-2011* (Cambridge, 2012-13); B Moore, *Social Origins of Dictatorship and Democracy* (Boston, 1967); E Hobsbawm, *The Age of Capital, 1848-1875* (London, 1975), *The Age of Empire, 1875-1914* (London, 1989), *Age of Extremes: The Short Twentieth Century, 1914-1991* (London, 1994), and *Nations and Nationalism since 1780* (Cambridge, 1992); D Lieven, *Empire* (London, 2000); N Stone, *Europe Transformed 1878-1919* (Oxford, 1999); J Zielonka, *Europe as Empire: The Nature of the Enlarged European Union* (Oxford, 2007).

**Assessment:** Essay (25%, 2500 words) and online assessment (75%) in the ST.

Online assessment duration: 7 days in the ST.

## GV4C8 Half Unit

### Game Theory for Political Science

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Rafael Hortala-Vallve

**Availability:** This course is compulsory on the MSc in Political Science and Political Economy. This course is available on the MSc in Public Administration and Government (LSE and Peking University) and MSc in Public Policy and Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

MSc Political Science and Political Economy students will be granted priority access as this is a compulsory course on the programme. Other postgraduates wanting to take the course (space permitting) require the permission of the teachers responsible.

**Course content:** Game theory provides a scientific approach to the study of social interactions which focusses on the strategic aspects of decision-making between two or more individuals or groups. This course will cover the basic elements of game theory and how they have been applied in the area of political science and political economy. The aim of the course is to provide a deeper understanding of game theoretic tools and to help you understand how these ideas have been developed and applied in the political science literature. The course will be divided into looking at static games where all players move simultaneously and the dynamic games where players move in sequence. We will also analyse simple settings where all information is known to all players (complete information) and then move to more complex settings where some information is not known to all players (incomplete information).

**Teaching:** This course provides a combination of seminars and lectures totalling 40 hours in the Michaelmas Term and 2 hours in the Summer Term. There will be a reading week in Week 6 of the MT.

**Formative coursework:** Weekly problem sets to be completed and discussed in class and a two hour mock exam in week 11 of MT.

**Indicative reading:** The core text for the course is M J Osborne, *An Introduction to Game Theory*, Oxford University Press 2004

**Assessment:** Exam (50%, duration: 2 hours) in the summer exam period.

Problem sets (50%) in the LT Week 1.

## GV4C9 Half Unit

### Globalization and Democratization in Southeast Asia

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof John Sidel

**Availability:** This course is available on the MSc in Comparative Politics, MSc in Conflict Studies, MSc in Development Management, MSc in Development Studies, MSc in Global Politics and MSc in Social Anthropology (Religion in the Contemporary World). This course is not available as an outside option.

This course is capped at 1 group.

**Course content:** This course focuses on the diverse processes of globalization and democratization observed in Southeast Asia over the past few decades. Special attention is paid to democracy in Indonesia and the Philippines, regression from democracy to military rule in Thailand and Myanmar, and 'creeping pluralism' and 'creeping constitutionalism' in Vietnam. The course examines important trends and developments accompanying globalization and democratization in the region - in government-business relations, in local politics, in civil society, in religious practices, in inter-communal relations, and in the organization and use of violence in politics. Throughout the course, the countries examined are treated as cases suitable for analysis and comparison in the light of the broader Comparative Politics and Global Politics literatures on globalization and democratization.

The course begins by situating globalization and democratization in Southeast Asia against a comparative historical and sociological backdrop, paying close attention to the variegated patterns of class, state, and religious formation in the region. The course compares patterns of globalization and democratization across the Philippines, Thailand, Indonesia, Myanmar, and Vietnam. Lectures, readings, and seminar discussions then turn to key trends accompanying globalization and democratization in Southeast Asia. The trends examined include populist challenges to established power structures; campaigns against 'corruption' and in support of 'the rule of law' and 'good governance'; social movements and struggles for popular empowerment; the democratization of religious practices and institutions; religious violence, and separatist mobilization. These trends are treated through comparative analysis of different cases within Southeast Asia and in the light of relevant theoretical literatures drawn from Comparative Politics and Global Politics.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours in the Michaelmas Term.

There will be a reading week in Week 6 of the MT.

**Formative coursework:** One non-assessed 1500-word essay.

**Indicative reading:** Teri L. Caraway and Michele Ford, *Labor and Politics in Indonesia* (Cambridge: Cambridge University Press, 2020); Nicole Curato (ed.), *A Duterte Reader: Critical Essays on Rodrigo Duterte's Early Presidency* (Ithaca, NY: Cornell University Southeast Asia Program, 2017); Renaud Egreteau, *Caretaking Democratization: The Military and Political Change in Myanmar* (Oxford: Oxford University Press, 2016); Federico Ferrara, *The Political Development of Modern Thailand* (Cambridge: Cambridge University Press, 2015); Michele Ford and Thomas B. Pepinsky

(eds.), *Beyond Oligarchy: Wealth, Power, and Contemporary Indonesian Politics* (Ithaca, NY: Cornell University Southeast Asia Program 2014); Benedict J. Tria Kervliet, *Speaking Out in Vietnam: Public Political Criticism in a Communist Party-Ruled Nation* (Ithaca, NY: Cornell University Press, 2019); Wataru Kusaka, *Moral Politics in the Philippines: Inequality, Democracy, and the Urban Poor* (Singapore: NUS Press, 2017); Michael J. Montesano, Terence Chong, and Mark Heng (eds.), *After the Coup: The National Council for Peace and Order Era and the Future of Thailand* (Singapore: Institute of Southeast Asian Studies, 2018); Thomas Power and Eve Warburton (eds.), *Democracy in Indonesia: From Stagnation to Regression?* (Singapore: Institute of Southeast Asian Studies, 2020); Francis Wade, *Myanmar's Enemy Within: Buddhist Violence and the Making of a Muslim 'Other'* (London: Zed Books, 2017).

**Assessment:** Essay (50%, 3000 words).

Online assessment (50%) in January.

Online assessment duration: 7 days in the January exam period (estimated amount of effort: 2 hours).

## GV4D3 Half Unit

### Local Power in an Era of Globalization, Democratization, and Decentralization

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof John Sidel

**Availability:** This course is available on the MSc in Comparative Politics, MSc in Conflict Studies, MSc in Development Studies and MSc in Global Politics. This course is not available as an outside option.

This course has limited availability, and it is necessary for students (regardless of Department or MSc programme) to obtain permission from the teacher responsible. The course is capped at 1 group.

**Course content:** Over the course of the past three decades, the inter-related processes of globalization, democratization, and decentralization are said to have generated new social forces and political freedoms in localities around the world. Market reforms and village elections in China, the end of Communist Party rule in Russia and Eastern Europe, and trends of (re)democratization in Asia, Africa, and Latin America have all offered new opportunities for local people to effect change in local politics around the world. Yet academic, journalistic, and policy accounts have highlighted the rise and resilience of 'local despotisms' – "authoritarian enclaves," "bosses", "caciques", "chiefs", "clans", "local strongmen", "mafias", "warlords" – in the midst of this reworking of market, electoral, and administrative circuitries. This course focuses on this phenomenon of what scholars have come to call 'subnational authoritarianism', and competing explanations for its emergence and entrenchment, the diversity of its manifestations, and various challenges mounted against its perpetuation.

The goals of the course are twofold. First, the course offers a critical examination of competing accounts of and explanations for the phenomenon of 'subnational authoritarianism' in the developing world. Second, the course helps students to think more carefully, critically, and creatively about local politics more broadly, and to do so with an eye towards the comparative analysis of local power structures rooted in local economies and societies.

The course begins with an examination of an emerging new political-science literature on 'subnational authoritarianism' and a more established body of scholarship on clientelism and machine politics. The course then turns to case studies in diverse settings, ranging from southern Italy to China, India, Indonesia, Nigeria, and Russia, and extending to cases of 'warlordism' in contexts such as contemporary Afghanistan, Iraq, Libya, and Somalia.

The readings allow students to examine and evaluate competing explanations for the rise and entrenchment of local bosses, chiefs, clans, and mafias, diverging descriptions of their modes of domination, and alternative accounts of their disappearance, evolution, or transformation in the face of economic, social, and

political change. Successive weeks also explore the links between constellations in local politics on the one hand, and patterns of economic development, ethnic conflict, and religious mobilization on the other. The final weeks of the course shift attention to the efforts to challenge entrenched local power structures and to create "countervailing power" through popular mobilization, political participation, and social empowerment in localities in diverse settings across the world.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 24 hours across the Lent and Summer Terms.

There will be a reading week in Week 6 of the LT.

**Formative coursework:** One non-assessed 1,500-word essay.

**Indicative reading:** Jacqueline Behrend and Laurence Whitehead (eds.), *Illiberal Practices: Territorial Variance within Large Federal Democracies* (Baltimore, MD: Johns Hopkins University Press, 2016); Ward Berenschot, *Riot Politics: Hindu-Muslim Violence and the Indian State* (London: C. Hurst, 2012); Judith Chubb, *Patronage, Power, and Poverty in Southern Italy: A Tale of Two Cities* (Cambridge: Cambridge University Press, 1982); Edward L. Gibson, *Boundary Control: Subnational Authoritarianism in Federal Democracies* (Cambridge: Cambridge University Press, 2013); Ben Hillman, *Patronage and Power: Local State Networks and Party-State Resilience in Rural China* (Stanford, CA: Stanford University Press, 2014); Kimberly Marten, *Warlords: Strong-Arm Brokers in Weak States* (Ithaca, NY: Cornell University Press, 2012); Wolfram Lacher, *Libya's Fragmentation: Structure and Process in Violent Conflict* (London: I.B. Tauris, 2020); Kelly McMann, *Economic Autonomy and Democracy: Hybrid Regimes in Russia and Kyrgyzstan* (Cambridge: Cambridge University Press, 2006); Gulnaz Sharafutdinova, *Political Consequences of Crony Capitalism inside Russia* (Notre Dame: Notre Dame University Press, 2010); Jane C. Schneider and Peter T. Schneider, *Reversible Destiny: Mafia, Antimafia, and the Struggle for Palermo* (Berkeley: University of California Press, 2003).

**Assessment:** Essay (50%, 3000 words).

Online assessment (50%) in the ST.

Online assessment duration: 7 days in the ST.

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## GV4D7 Half Unit Dilemmas of Equality

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Sarah Goff

**Availability:** This course is available on the MSc in Gender, MSc in Gender, Development and Globalisation, MSc in Gender, Policy and Inequalities, MSc in Human Rights, MSc in Human Rights and Politics, MSc in Inequalities and Social Science and MSc in Political Theory. This course is available with permission as an outside option to students on other programmes where regulations permit. This course has a limited number of places (it is controlled access) and demand is typically high. Priority is given to students in the MSc Political Theory programme, and students from outside this programme may not get a place.

This course is capped at 2 groups.

**Course content:** The course starts with the general questions of why equality matters and what is to be equalized. It then introduces some of the major debates in the contemporary egalitarian literature: equality of opportunity versus equality of outcome; luck egalitarianism versus relational equality; and equality versus sufficiency. Throughout the course, and particularly in the latter half, we consider concrete social problems and dilemmas faced by those who are committed to the ideal of equality. Topics covered this year include discrimination and policies that aim to reduce inequalities between social groups.

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 20 hours in the Michaelmas Term.

There will be a reading week in Week 6 of the MT for private study and assessment preparation.

**Formative coursework:** Students will submit a short formative essay (up to 1500 words) and will be given feedback on this before submitting their assessed coursework.

**Indicative reading:** Samantha Brennan, 'Feminist Ethics and Everyday Inequalities' *Hypatia* 24, 2009; Derek Parfit, 'Equality and Priority' *Ratio* 10, 1997; Ronald Dworkin, *Sovereign Virtue: The Theory and Practice of Equality* (Harvard University Press, 2000); Amartya Sen, *Development as Freedom* (Oxford University Press, 1999); Elizabeth Anderson, 'What is the Point of Equality?' *Ethics* 109, 1999; Harry Frankfurt, 'The Moral Irrelevance of Equality' *Public Affairs Quarterly* (2000); and Deborah Hellman, *When is Discrimination Wrong?* (Harvard University Press, 2011).

**Assessment:** Essay (100%, 4500 words).

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## GV4E1 Half Unit Comparative Democratization in a Global Age

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr William Kissane

**Availability:** This course is available on the MSc in Comparative Politics, MSc in Conflict Studies and MSc in Global Politics.

This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** To introduce students to the fundamental political science debates about the phenomenon of democratization, to explore the explanatory strength of key paradigms, and to compare distinct modes of democratization. Specific topics are: Definitions of democratization and democratic consolidation; waves of democratization; capitalist development and democratization; elite transitions; post-civil war democracy; hybrid regimes; democratic backsliding; the current crisis of democracy.

**Teaching:** This course provides a combination of seminars and lectures totalling a minimum of 30 hours in the Michaelmas Term. There will be a reading week in Week 6 of the MT for private study and assessment preparation.

**Formative coursework:** All students are expected to submit one non-assessed essay of 1500 words.

**Indicative reading:** D Potter et al, *Democratization*; J. Grugel, *Democratization*; Rueschmeyer, Stephens and Stephens, *Capitalist Development and Democracy*; J Linz and A S Stepan, *Problems of Democratic Transition and Consolidation*.

**Assessment:** Essay (100%, 3000 words) in the LT.

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## GV4E2 Half Unit Capitalism and Democracy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr David Woodruff and Prof Jonathan Hopkin

**Availability:** This course is available on the MSc in Comparative Politics, MSc in Global Politics, MSc in Political Science and Political Economy and MSc in Political Theory. This course is available with permission as an outside option to students on other programmes where regulations permit.

Available as an outside option for students on other programmes with the teachers' consent. This course is capped at 3 groups.

**Course content:** Compatibility and incompatibility of capitalism and democracy; Constitutional restraints on economic policymaking in central banking and property rights; Democracy and economic inequality; World context and the compatibility of democracy and capitalism; Democracy and economic crisis. This course examines the uneasy interaction between the two dominant concepts underpinning political and economic institutions in advanced industrial societies. It addresses in particular questions about the relationship of capitalism to democracy, both conceptually and empirically. We consider whether democracy undermines or supports capitalism, focusing on policies relating



to central banking, redistribution, and property rights. We also examine how capitalism may undermine or sustain democracy and whether contemporary international circumstances heighten the tension between democracy and capitalism.

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 30 hours in the Lent Term.

There will be a reading week in Week 6 of the LT.

**Formative coursework:** All students are expected to submit one non-assessed essay.

**Indicative reading:** Schumpeter, *Capitalism, Socialism, and Democracy*. Holmes, 'Precommitment and the Paradox of Democracy'. Mill, *Considerations on Representative Government*. Kalecki, 'Political Aspects of Full Employment'. Lohmann, 'An Information Rationale for the Power of Special Interests'. McNamara, 'Rational Fictions: Central Bank Independence and the Social Logic of Delegation'. Beard, *An Economic Interpretation of the Constitution of the United States*. Kenworthy and Pontusson, 'Rising Inequality and the Politics of Redistribution in Affluent Countries'.

**Assessment:** Online assessment (100%) in the ST.

## GV4E3 Half Unit

### Statebuilding and Self-Determination in Eastern Europe and Eurasia

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof James Hughes

**Availability:** This course is available on the MSc in Conflict Studies. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at two groups. The course is available with permission as an outside option subject to space (and where regulations permit).

**Course content:** This course provides a theoretically informed assessment and critique of the current debates on the concepts of state-building and self-determination, focusing on a range of conflict cases in Eastern Europe and Eurasia. It seeks to explain why some state-building projects and claims to self-determination and secession have succeeded while others are failing or have failed to achieve international recognition, or are otherwise seen as problematical cases. The concepts lie at the intersection of politics and law, and the focus in this course is on the politics and policies. The first two weeks deal with the conceptual debates and theories and practices in state-building and self-determination, examining the collapse of the Soviet Union and Yugoslavia and the associated violent conflicts. The concepts are located in a context of historical development during and after the Cold War, their relationship to democracy and nationalism, and the changes after the collapse of communism. The rest of the course explores the diverse applications of the concepts in weekly case studies drawn from the former Soviet space and former Yugoslavia. The cases include violent conflicts over self-determination and secession, the management of multiethnicity in statebuilding, and the role of international institutions and external intervention in statebuilding and self-determination. The cases considered include many of the so-called "frozen conflicts" and several of the wars in the region: Chechnya, Kosovo, Bosnia-Herzegovina, Crimea and Eastern Ukraine, Georgia, Nagorno-Karabagh, Estonia and Latvia. As an LSE Moodle course, most of the weekly essential readings are available online.

**Teaching:** This course provides a combination of seminars and lectures totalling 31 hours per group in the Lent Term (including a 1 hour session for a Q&A on preparation of the summative essay). There will be a reading week in LT Week 6.

**Formative coursework:** One essay of 1,500 words, to be on a topic that differs from the summative essay. Students must also contribute to a team presentation.

**Indicative reading:** Hurst Hannum, *Autonomy, Sovereignty, and*

*Self-Determination: The Accommodation of Conflicting Rights*. Rev. ed. University of Pennsylvania Press, 1996; Jörg Fisch, *The Right of Self-Determination of Peoples: The Domestication of an Illusion*. Cambridge University Press, 2015; Fernando R. Teson, *The Theory of Self-Determination*. Cambridge University Press, 2017; Philip G. Roeder and Donald Rothchild eds, *Sustainable Peace. Power and Democracy after Civil Wars*, Cornell University Press, 2005; Timothy D. Sisk, *Statebuilding: Consolidating Peace after Civil War*. Polity, 2013; Roland Paris, and Timothy D. Sisk, *The Dilemmas of Statebuilding: Confronting the Contradictions of Postwar Peace Operations*. Routledge, 2009; James Hughes, Chechnya. *From Nationalism to Jihad*, University of Pennsylvania Press, 2007; James Hughes & Gwendolyn Sasse (Eds), *Ethnicity and Territory in the Former Soviet Union*, Routledge, 2001; Christoph Zurcher, *The Post-Soviet Wars: Rebellion, Ethnic Conflict, and Nationhood in the Caucasus*, New York University Press, 2007; David Chandler, *Empire in Denial. The Politics of State-Building*, Pluto, 2006; Roberto Belloni, *State building and international intervention in Bosnia*, Routledge, 2007; Marc Weller, *Contested Statehood: Kosovo's Struggle for Independence*. Oxford University Press, 2009; Marc Weller, *Settling Self-Determination Disputes: Complex Power-Sharing in Theory and Practice*. Nijhoff, 2008; Gwendolyn Sasse, *The Crimea Question. Identity, Transition and Conflict*, Harvard University Press, 2007.

**Assessment:** Essay (100%, 5000 words).

to be submitted early in the Summer Term.

## GV4E8 Half Unit

### Power Sharing and Institutional Design in Divided Societies

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Paul Mitchell CBG 3.30

**Availability:** This course is available on the MSc in Comparative Politics, MSc in Conflict Studies, MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Global Politics and MSc in Political Science and Political Economy. This course is available with permission as an outside option to students on other programmes where regulations permit.

Priority will be given to students on the MSc in Conflict Studies. This course is capped at 1 group.

**Course content:** The internal resolution of serious ethnic and national conflicts almost inevitably involves some form of power sharing and/or power division (autonomy and federation). While power sharing is often invoked in normative and comparative accounts of conflict resolution, it is less frequently systematically examined. Conflict and Institutional Design (CID) is a comparative analysis of the making, maintenance and too often breaking of power sharing agreements. When and how are peace agreements negotiated? What type of power-sharing and federal designs are available? Under what conditions is power sharing likely to help contain conflict, and when does it fail? The course will pay particular attention to what happens after a power-sharing agreement is reached. The institutional focus will include analysis of electoral system design for divided societies, the dynamics of electoral and party competition within ethnic segmentation and consociational governance (power-sharing constitutions, executives, legislatures and federations). Why do some power-sharing regimes succeed while others fail?

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 35 hours in Lent Term. There will be a reading week in Week 6 of the LT.

**Formative coursework:** Two briefing papers on pre-selected key concepts/cases.

**Indicative reading:** Lijphart, Arend (2008). *Thinking about Democracy: Power Sharing and Majority Rule in Theory and Practice*. London: Routledge.



Casperson, Nina (2017). *Peace Agreements*. London: Polity.

Cederman, Lars-Erik et al. (2013) *Inequality, Grievances and Civil War*. Cambridge: Cambridge UP.

McCulloch, Alison and John McGarry (2017, eds) *Power-Sharing: Empirical and Normative Challenges*. London: Routledge.

Phebe Marr and Ibrahim Al-Marashi (2017), *The Modern History of Iraq*, Boulder, CO: Westview Press (esp chpts 10.11 and 12).

Anderson, Liam (2016), 'Ethnofederalism and the Management of Ethnic Conflict: Assessing the Alternatives', *Publius: The Journal of Federalism*, 46:1.

Griffiths, Ryan and Louis Wasser (2019), 'Does Violent Secessionism Work?', *Journal of Conflict Resolution* 63(5): 1310-1336.

Noel, Sid (2005, ed), *From Power Sharing to Democracy*. Montreal: McGill-Queen's University Press.

Norris, Pippa (2008). *Driving Democracy: Do Power-Sharing Institutions Work?* Cambridge University Press.

Gallagher, Michael and Paul Mitchell (2008, eds), *The Politics of Electoral Systems*. Oxford: Oxford University Press.

Reilly, Benjamin (2001). *Democracy in Divided Societies: Electoral Engineering for Conflict Management*. Oxford UP.

Birbir, Johanna Kristin (2007). *Ethnicity and Electoral Politics*. Cambridge University Press.

**Assessment:** Essay (100%, 5000 words) in the ST.

The research essay will be on a topic of your choice. Having said that the topic will be discussed between each of you and myself and I must approve the topic. The research paper should ideally examine a research question using relevant concepts and theories, and must have an empirical dimension that is relevant to the themes of the course. 'Empirical' is understood in the broadest sense: your material could be a case study set in an appropriate theoretical framework, it could examine a theme with comparative case studies, it could be quantitative or qualitative. Whatever is deemed appropriate to the research question at hand. Bear in mind though that broad surveys are generally not a good idea. After all 5000 words is about half the standard size of a journal article. Much more advice about the essay will be given as the course progresses both collectively and in individual meetings with each of you. One of the aims in asking participants to write a paper is to help you to think about research questions and appropriate research design. Thus we are aiming at more than a traditional essay (which largely summarizes what significant others have said), and to begin to make the transition towards 'postgraduate research' in which you help develop new insights and/or new empirical knowledge. This should also help you when approaching the planning and writing of your MSc dissertation. Since you will be working on something that really interests you I hope that this will be an enjoyable experience.

## GV4E9

### Approaches and Issues in Public Policy and Administration

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Daniel Berliner

**Availability:** This course is compulsory on the MSc in Public Administration and Government (LSE and Peking University) and MSc in Public Policy and Administration. This course is not available as an outside option.

**Course content:** The course is designed to introduce MSc students to major issues in understanding public administration and policy. Students will be divided into two to four classes, depending on the number of students taking the course. 18 of the lectures will reflect the topics to be covered in the weekly classes (18 plus 1 revision class) addressing key themes in Public Policy and Public Administration. Some of the lectures may be given by other colleagues teaching on the MSc degree as well as by outside speakers. 2 lectures and classes will cover dissertation writing (for GV499) in the field of public policy and administration.

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 40 hours across the Michaelmas, Lent and Summer Terms. This course includes reading weeks in Week 6 of both the MT and LT terms.

**Formative coursework:** Two formative essays, one in the Michaelmas Term and one in the Lent Term.

**Indicative reading:** Christoph Knill and Jale Tosun (2020) *Public Policy*; Paul Cairney (2019) *Understanding Public Policy*; Merilee Grindle (2012) *Jobs for the Boys*; B Guy Peters (2018) *Politics of Bureaucracy* (7th edn); David L Weimer and Aidan R Vining (2016) *Policy analysis: Concepts and practice*; Steve Balla, Martin Lodge and Edward C Page (eds) (2015) *Oxford Handbook on the Classics of Public Policy*.

**Assessment:** Essay (25%, 3000 words) in the LT.

Online assessment (75%) in the ST.

Online assessment duration: 7 days in the ST.

## GV4F2 Half Unit

### Popular Politics in the Middle East

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof John Chalcraft

**Availability:** This course is available on the MSc in Comparative Politics, MSc in Conflict Studies and MSc in Global Politics.

This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 3 groups.

**Course content:** The course explores the role of popular politics in the making of the contemporary Middle East and North Africa. The primary focus is on the Arab world but reference is also made to Iran, Israel and Turkey. We study the origins, course and consequences of popular protest, social and political movements, uprisings and revolutions in the region. We ask how a wide variety of subaltern social groups have challenged subordination and brought about new social relations. Our cases are drawn from the early twentieth century to the present. Common topics include the Iranian revolution of 1979, everyday forms of resistance, the first intifada in the Occupied Palestinian Territories (1987-1991), social justice and labour movements, Islamic activism, the Arab uprisings of 2011 and the Rojava Revolution. The course draws on critical, historically-minded and Gramscian approaches, aims to grasp the role of active subjectivity and leadership in context, and evaluates the ways in which a wide variety of movements have aimed to bring about change, and how they have succeeded and/or failed to do so.

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 25 hours in Lent Term. Week 6 of the LT is a reading week.

**Formative coursework:** In order to develop essay skills and obtain feedback outside of formal assessment, students will complete a 2,000 word formative essay on which they will receive feedback as to overall standard, argument, evidence, structure and style. Students will choose one essay from a list of titles. To prepare for the 5,000 word essay, students will submit for approval a proposed title and a two-page handout summarising the question or puzzle that their essay will address. A seminar will also be held as a workshop to assist students prior to the final submission of their 5,000 word essay.

**Indicative reading:** Abrahamian, Ervand. *Iran between Two Revolutions* (Princeton University Press, 1982); Achcar, Gilbert. *The People Want*. (Saqi Books 2012); Bayat, Asef. *Street Politics: Poor People's Movements in Iran* (Columbia University Press, 1997); Beinlin, Chalcraft, John. *Popular Politics in the Making of the Modern Middle East* (Cambridge University Press, 2016); Cronin, Stephanie. *Subalterns and Social Protest* (Routledge, 2007); Kurzman, Charles. *The Unthinkable Revolution in Iran* (Harvard University Press, 2004); Swedenburg, Ted. *Memories of Revolt: The 1936-1939 Rebellion and the Palestinian National Past* (Fayetteville: University of Arkansas Press, 2003); Tripp, Charles, *The Power and the People* (Cambridge: CUP, 2013).

**Assessment:** Essay (100%, 5000 words).

## GV4F4 Half Unit

### Policy Advice in Theory and Practice

**This information is for the 2022/23 session.**

**Teacher responsible:** Rehan Jamil

**Availability:** This course is available on the MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in Public Administration and Government (LSE and Peking University) and MSc in Public Policy and Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 3 groups.

**Course content:** Many masters graduates in public policy and administration go on to work in organizations that produce or consume policy advice. With this in mind, this course will look at how policy advice is produced and used. It has three objectives: to introduce students to a range of theoretical and empirical scholarship on the issues involved in producing and using policy advice; to develop practical policy analysis and communication skills required of policy advisors; and to expose students to practitioners who produce and use policy advice. Students will develop their policy analysis and communication skills by critically analysing the theoretical scholarship on policy advice, the science-policy link, and research impact. Moreover, we will apply this analysis to real-world cases during the seminars, in group presentations and exercises, and in the formative and assessed coursework.

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 25 hours across Lent Term. This course includes a reading week in Week 6 of Lent Term.

**Formative coursework:** One formative essay (2,000 words), one group presentation, and a mock examination.

**Indicative reading:** Bardach, Eugene (2009) *A Practical Guide for Policy Analysis*, Third Edition. Washington, DC: CQ Press.

Stone, D.A., (2002). *Policy paradox: The art of political decision making*, New York: Norton.

Scott, C. and Baehler, K. (2010) *Adding Value to Policy Analysis and Advice*, Sydney: University of New South Wales Press

Weimer, David L. and Vining, Aidan R. (2005) *Policy Analysis: Concepts and Practice*, Fourth Edition. Upper Saddle River, NJ: Pearson.

**Assessment:** Project (50%, 2500 words).

Online assessment (50%) in the ST.

Online assessment duration: 7 days in the ST.

## GV4F5 Half Unit

### Advanced Study of Key Political Thinkers

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Lea Ypi

**Availability:** This course is available on the MA in Modern History and MSc in Political Theory. This course is available as an outside option to students on other programmes where regulations permit. This course is capped at 1 group.

**Pre-requisites:** An advanced undergraduate course in the History of Political Thought or Political Philosophy, or following consultation with the course teacher.

**Course content:** This course provides an opportunity to study the works of Machiavelli in-depth. It will focus on themes in his political theory: human nature, morality and politics, the role of the prince, the analysis of *virtu* and *gloria*, the conception of the state and the idea of Machiavellian democracy. We will situate Machiavelli's arguments in their political and theoretical context, as well as exploring both how subsequent theorists understood and employed his ideas, and the major contemporary critical debates in Machiavelli's scholarship. The seminar will therefore blend intellectual history and political theory.

**Teaching:** This course is delivered through seminars totalling

a minimum of 20 hours in the Michaelmas Term. There will be a reading week in Week 6 of the MT for private study and assessment preparation.

**Formative coursework:** Students will be encouraged to submit one formative extended essay plan of no more than 1500 words. This will form the basis of the final summative assessment. The course leader will provide written feedback on this plan, and provide the opportunity for a one-to-one meeting to discuss the plan, but will not provide a numerical grade or classification for it.

**Indicative reading:** Machiavelli, *The Prince*, ed. Q. Skinner, trans. R. Price (Cambridge, 1988).

Machiavelli, *Discourses on Livy*, ed. J.C. and P. Bondanella (Oxford, 2003) or ed. B. Crick (Penguin, 1970).

John McCormick, *Machiavellian Democracy*, (Princeton: Princeton University Press), Introduction, Ch 1 and Ch. 3

John M. Najemi (ed.) *The Cambridge Companion to Machiavelli* (Cambridge: Cambridge University Press, 2010).

Skinner, Q., *Visions of Politics, Volume II: Renaissance Virtues* (Cambridge: Cambridge University Press, 2002). Ch. 6 and 7.

**Assessment:** Essay (80%, 4000 words) and continuous assessment (20%).

## GV4F8 Half Unit

### Institutions and Global Trade

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Stephanie Rickard

**Availability:** This course is available on the MSc in Comparative Politics, MSc in Political Science and Political Economy and Master of Public Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is open to all students enrolled on MSc programmes in the Department of Government, with permission, as well as to students enrolled on the Master of Public Policy.

**Course content:** This course examines the role institutions play in global trade. Theories from both economics and political science are used to understand how formal institutions shape states' trade policies. Both domestic and international institutions influence countries' trade policies. Therefore, this course examines domestic political institutions, such as electoral systems, as well as international institutions, such as the World Trade Organization.

**Teaching:** This course provides a minimum of 30 hours of lectures and seminars in the Lent Term. There will be a reading week in LT Week 6 for private study and assessment preparation.

**Formative coursework:** Students will be asked to complete weekly writing assignments.

**Indicative reading:** Rose, Andrew K. (2004) Do We Really Know That the WTO Increases Trade? *American Economic Review* 94(1): 98-114; Rickard, Stephanie (2010) Democratic Differences: Electoral Institutions and Compliance with GATT/WTO Agreements. *European Journal of International Relations*; Baldwin, Robert (1989) *The Political Economy of Trade Policy*. *Journal of Economic Perspectives*.

**Assessment:** Essay (100%, 4000 words) in the ST.

## GV4F9 Half Unit Not available in 2022/23

### The Challenges of Governance in sub-Saharan Africa

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr George Ofosu

**Availability:** This course is available on the MSc in Comparative Politics, MSc in Conflict Studies, MSc in Gender, Peace and Security and MSc in Global Politics. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at one group.

**Course content:** This course introduces students to some of the major arguments, hypotheses and debates in the literature on politics in Sub-Saharan Africa (SSA). The material will cover the period between the end of the colonial period to the contemporary era. The course will help students develop the skills to be more intelligent consumers of the extant literature on politics in SSA. The primary questions that motivate the course are: (a) to what extent are political outcomes in contemporary Africa a consequence of its history, society, and geography? (b) Why are state structures and institutions weak in Africa compared to most other regions? (c) Why did (do?) African leaders choose growth-killing policies, (d) What is the role of ethnicity in Africa's economic and political development? (e) (Under what conditions) Are multiparty elections better for good governance in sub-Saharan Africa?

To this end, the course is structured into four parts. In the first part, we take a tour of Africa's recent political history, examining pre-colonial structures, the impact of the slave trade and colonialism on the politics, societies, and economies of post-colonial states. We then consider the social and political forces that shape African countries' forms of government and the structure and capacity of their states. In the third part, we briefly survey the determinants of Africa's economic development, focusing specifically on policy choices, legal systems, natural resources and the ambivalent role of foreign aid. The fourth part is devoted to Africa's democratic experiment focusing on the issues of political parties, election fraud and violence, transparency initiatives, and political representation in Africa.

Political scientists have sought to address these and other research questions using varied methodological approaches. Accordingly, the scholarly literature we will review draws on quantitative, historical, and qualitative methods—though students will not need any prior specialized training to understand the debates and questions raised in them. Also, because many developments in African politics cannot be understood in isolation from African societies or their historical context, this course augments political science research with work by journalists, historians, economists, and anthropologists.

**Teaching:** For 2021-22, some or all of this course will be delivered through a combination of online and on-campus lectures and seminars. Students should expect a minimum of 20 hours teaching in the Lent Term. Students will also be encouraged to participate in smaller, peer group-only meetings in advance of the seminars to discuss and prepare the week's topic. There will be a reading week in week 6 of the LT for private study and assessment preparation.

**Formative coursework:** Students will be required to complete one formative essay (1,500 words).

**Indicative reading:** Rodney, W. (1981). *How Europe underdeveloped Africa*. Washington, D.C., Howard University Press, Hyden, Goran. *African Politics in Comparative Perspective*, Cambridge: Cambridge University Press, 2006; Bratton, M. & Van de Walle N., *Democratic Experiments in Africa*, New York, Cambridge University Press, 1997; Jackson, R. and Rosberg C., *Personal Rule: Theory and Practice in Africa*, *Comparative Politics* 16:4, 1984. Posner D., *Institutions and Ethnic Politics in Africa*, New York: Cambridge University Press, 2005; Clapham C., *Africa and the International System*, New York, Cambridge University Press, 1996; Englebert P., *State Legitimacy and Development in Africa* Boulder: Lynne Rienner, 2000; Rotberg R, and Gisselquist R., *The Index of African Governance*, Cambridge, World Peace Foundation, 2009; Herbst J., *States and Power in Africa: Comparative Lessons in Authority and Control*, Princeton: Princeton University Press, 2000; Bates R., *Markets and States in Tropical Africa*, Berkeley: University of California Press, 1981.

**Assessment:** Essay (80%, 4000 words) in May. Class participation (20%).

## GV4G1 Half Unit

### Applied Quantitative Methods for Public Policy and Political Science

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Valentino Larcinese

**Availability:** This course is available on the MRes/PhD in Political Science, MSc in Comparative Politics, MSc in Conflict Studies, MSc in Political Science and Political Economy, MSc in Public Administration and Government (LSE and Peking University), MSc in Public Policy and Administration and MSc in Regulation. This course is available with permission as an outside option to students on other programmes where regulations permit.

Please note: this course is **available to all MSc and MRes students from the Government department**. Students from other departments are also welcome but should request permission from the teacher.

**Pre-requisites:** A good knowledge of statistics and of the generalized linear model at the level of MY452.

**Course content:** This course provides an introduction to current empirical research in political science with a focus on methods for causal inference. The weekly meetings consist of a mix of lectures and tutorials. The lectures will present the techniques and illustrate their applications by making extensive use of the most up-to-date empirical literature. The tutorials will give feedback on formative work and will provide an opportunity to learn how to apply the methods with the statistical software Stata. After reviewing the rationale for simple OLS estimation, particularly focussing on the conditions for a causal interpretation of the coefficients, the course will cover instrumental variables, panel data, differences-in-differences, regression discontinuity and several applications to political science. Students will be stimulated to think in experimental terms and the main theme will be how to replicate or get close to the experimental ideal of natural sciences by using non-experimental observational data.

**Teaching:** This course is delivered through a minimum of 30 hours of lectures and tutorials in the Lent Term. There will be a reading week in Week 6 of Lent Term.

**Formative coursework:** There will be two pieces of formative work to be submitted to the lecturer.

**Indicative reading:** Most readings will be journal articles. The main references for the methods will be:

- Thad Dunning: *Natural experiments in the social sciences*, Cambridge University Press 2012.
- Angrist & Pischke: *Mostly Harmless Econometrics*, Princeton University Press 2009.
- Stock & Watson: *Introduction to Econometrics*, Pearson 2007 (Second edition).

**Assessment:** Project (60%, 5000 words) in the LT and ST.

Online assessment (40%) in the ST.

The project includes a presentation element.

Online assessment duration: 7 days in the ST.

## GV4G4 Half Unit

### Comparative Conflict Analysis

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof James Hughes, Dr William Kissane and Dr Paul Mitchell

**Availability:** This course is compulsory on the MSc in Conflict Studies. This course is not available as an outside option. Compulsory core course for, and entry restricted to, MSc Conflict Studies students only. It is capped at 4 groups.

**Course content:** What is intra-state conflict? How should we investigate and measure political violence? What causes national and ethnic conflict and other forms of political violence and why does it take particular forms? What are the most effective means of conflict resolution? This course will introduce students to the core theoretical debates on intra-state conflict and political



violence by analysing the major research in the field. The course is structured around three categories of analysis and explanation: causation, dynamics and outcomes. Central themes include: the nature of ethnic conflict, the role of legitimacy in political violence, contentious politics and control regimes; the causes, dynamics and consequences of civil war; self-determination and secession; top-down and bottom-up methods for conflict management and reconciliation, including external intervention, the role of civil society, and institutional designs. The course offers students the opportunity to engage with the main methodological approaches to the study of conflict, including critical case studies, process tracing, small n and large n research, which will enhance their skills for the dissertation. In the weekly lectures and seminars the themes will be explored through a mix of theory-based readings and works which provide in-depth case studies.

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 30 hours in the Michaelmas Term. There will be a reading week in MT Week 6.

**Formative coursework:** Students are required to complete one formative essay of 2,000 words.

**Indicative reading:** Charles Tilly (2003) *The Politics of Collective Violence*, Cambridge: CUP;  
Paul Collier and Nicholas Sambanis eds (2005), *Understanding Civil War*, The World Bank, Vols 1-2;  
Stathis N. Kalyvas (2006) *The Logic of Violence in Civil War*, Cambridge, CUP;  
Philip G. Roeder, and Donald Rothchild (2005) *Sustainable Peace. Power and Democracy after Civil Wars*, Ithaca, Cornell University Press, 2005;  
Arend Lijphart (2008) *Thinking about Democracy: Power Sharing and Majority Rule in Theory and Practice*. Abingdon: Routledge;  
Sid Noel ed (2005) *From Power-Sharing to Democracy. Post-Conflict Institutions in Ethnically Divided Societies*. London: McGill-Queens University Press;  
Hurst Hannum *Autonomy (2011 Rev edn). Autonomy, Sovereignty, and Self-Determination: The Accommodation of Conflicting Rights*. Philadelphia. University of Pennsylvania Press;  
James Fearon and David Laitin (2003) 'Ethnicity, Insurgency and Civil War', *American Political Science Review*, 97, 1.: 75-90;  
David Laitin (2007). *Nations, States and Violence*. Oxford, OUP;  
Paul Collier (2009) *War, Guns & Votes: Democracy in Dangerous Places* New York: Harper;  
Bill Kissane (2016). *Nations Torn Asunder: the Challenge of Civil War*. Oxford: Oxford University Press;  
Mats Berdal and David Malone eds (2000) *Greed and Grievance. Economic Agendas in Civil Wars*, Rienner;  
Karen Ballentine and Jake Sherman (2003) *The Political Economy of Armed Conflict. Beyond Greed and Grievance*, Rienner;  
Donald Horowitz (1985) *Ethnic Groups in Conflict*, Berkeley, University of California Press;  
James Hughes (2007) *Chechnya. From Nationalism to Jihad*, Philadelphia, University of Pennsylvania Press;  
I. Lustick (1993). *Unsettled states, disputed lands : Britain and Ireland, France and Algeria, Israel and the West Bank-Gaza*. Ithaca, N.Y. : Cornell University Press;  
Ashutosh Varshney (2003) *Ethnic Conflict and Civic Life: Hindus and Muslims in India* New Haven: Yale University Press;  
Jeremy Weinstein (2006) *Inside Rebellion: the Politics of Insurgent Violence* Cambridge: CUP;  
Marianne Heiberg, Brendan O'Leary and John Tirman eds (2007). *Terror, Insurgency and the State: Ending Protracted Conflicts*. Philadelphia: University of Pennsylvania Press.  
James Hughes and Denisa Kostovicova eds (2018). *Rethinking Reconciliation and Transitional Justice after Conflict*. Abingdon: Routledge.

**Assessment:** Online assessment (100%) in January.  
Online assessment duration: 7 days in the January exam period (estimated amount of effort: 2 hours).

## GV4G7 Half Unit Marx and Marxism

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Lea Ypi

**Availability:** This course is available on the MA in Modern History and MSc in Political Theory. This course is available as an outside option to students on other programmes where regulations permit. This course is capped at 2 groups.

**Course content:** This course will try to develop an analysis of what we might call 'moral socialism' by engaging with authors who have developed the links between the thought of Kant and Marx and with one of the lesser known developments of Marxism in the 20th century: the Austro-Marxist school of thought. Together the group of thinkers associated to the Austro-Marxist movement provided one of the most original developments of Marx's theory by trying to combine aspects of Kant's moral philosophy with Karl Marx's critique of society. We will start with introductory sessions on the relationship between Kant and Marx and the historical context of Austro-Marxism. We will then each week explore different themes relevant to Austro-Marxist thought: from Max Adler's analysis of the social a priori to Otto Bauer's discussion of the nationalities problem, from Karl Renner's analysis of legal institutions to Rudolf Hilferding's analysis of finance capital. We will also cover the thought of Friedrich Adler and Otto Neurath and engage with criticisms of their theories by contrasting them with alternative Marxist analyses developed at the same time such as those of Lukacs, Lenin or Rosa Luxemburg. The focus throughout will be on understanding and assessing the Austro-Marxist's complex arguments. The course should be of interest to MSc students taking existing courses on liberalism and justice but also to students in Law, IR, Sociology, and International History.

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 20 hours in the Michaelmas Term. This course includes a reading week in MT Week 6.

**Formative coursework:** One formative essay of around 2,000 words.

**Indicative reading:** Bottomore, Tom, and Patrick Goode. *Austro-Marxism*. Oxford: Clarendon Press, 1978.

Rabinbach, Anson. *The Austrian Socialist Experiment: Social Democracy and Austromarxism, 1918-1934*. Boulder: Westview Press, 1985.

Blum, Mark E., and Smaldone, William (eds.) *Austro-Marxism: The Ideology of Unity*. Leiden: Brill, 2016.

**Assessment:** Essay (100%, 4000 words).

## GV4H1 Half Unit Chinese Political Thought

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Leigh Jenco

**Availability:** This course is available on the MSc in China in Comparative Perspective and MSc in Political Theory. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at one group. **Priority will be given to students enrolled on the MSc in Political Theory.**

**Pre-requisites:** A specialist background in political theory is strongly recommended.

**Course content:** This course will introduce students to recurring debates and concepts within Chinese political thought. We focus on the germinal texts of the Warring States period (circa 400 BCE), such as the *Analects of Confucius* and the *Dao De Jing* of Laozi. Reading texts in translation, we will critically examine the variety of normative frameworks that have structured political thinking in early China, with a particular focus on the relationship between personal agency and political outcomes. This is NOT a history course; its broader goal is to help students use Chinese thought



to think critically and creatively about political and social life in general and not just in "Chinese" contexts. This course is suitable for students interested in political theory, philosophical approaches to politics, Chinese studies, and/or the history of political thought. Readings are entirely in English and NO prior knowledge of Chinese language or history is required.

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 20 hours in the Michaelmas Term. This course includes a reading week in Week 6 of the MT.

**Formative coursework:** One formative essay of 1500 words maximum, excluding footnotes and bibliography, on an assigned topic.

**Indicative reading:** Ivanhoe, Philip J. *Readings in Classical Chinese Philosophy*. Edited by Philip J. Ivanhoe and Bryan W. Van Norden. 2nd ed. Hackett Pub Co, 2006.

Selections from De Bary, Wm. Theodore, and Richard John Lufrano. *Sources of Chinese Tradition*. Vol. 2, From 1600 Through The Twentieth Century. New York: Columbia University Press, 2000.

**Assessment:** Essay (80%, 3000 words) in the LT. Class participation (20%) in the MT.

The class participation element will be assessed via one group project and quality of contribution to seminar discussion.

### GV4H3 Half Unit

#### Feminist Political Theory

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Sarah Goff

**Availability:** This course is available on the MPhil/PhD in Gender, MSc in Gender, MSc in Gender (Research), MSc in Gender, Development and Globalisation, MSc in Gender, Policy and Inequalities and MSc in Political Theory. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and demand is typically high. Priority is given to students in the MSc Political Theory programme.

**Course content:** This course covers some of the central debates in contemporary feminist political theory, with a particular emphasis on the legacy and usefulness of liberalism. The course focuses on debates and differences within feminist political theory, rather than justifications for, or defences of, feminist political theory. Among the problems raised are conceptions of the individual and individual autonomy; the relative invisibility of gender issues in mainstream literature on justice and equality; the tendency to conceive of equality in sex-blind terms; the tendency to presume a universally applicable set of norms. We consider the theoretical debates in relation to a number of contemporary political issues. Topics likely to be addressed include: feminism and contract, individualism and autonomy, equality and the politics of difference, marriage and feminist perspectives on trans issues.

**Teaching:** This course provides a combination of seminars and lectures totalling 20 hours in the LT. There will be a reading week in LT Week 6.

**Formative coursework:** Students will submit a short formative essay (up to 1500 words) and will be given feedback on this before submitting their assessed coursework.

**Indicative reading:** Simone de Beauvoir (1949) *The Second Sex*; Susan Moller Okin 'Forty Acres and a Mule for Women' *Politics, Philosophy & Economics* (2005); Carole Pateman (1988) *The Sexual Contract*; Iris M Young (1990) *Justice and the Politics of Difference*; Anne Phillips (1995) *The Politics of Presence*; Clare Chambers (2017) *Against Marriage: An Egalitarian Defence of the Marriage-Free State*; Serene Khader (2018) *Decolonizing Universalism: Towards a Transnational Feminist Ethic*; Talia Mae Bettcher 'Evil deceivers and make-believers: Transphobic violence and the politics of illusion' *Hypatia* (2007).

**Assessment:** Essay (100%, 4000 words).

### GV4H4 Half Unit

#### Foundations of Political Theory

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Kai Spiekermann and Dr Zeynep Pamuk

**Availability:** This course is compulsory on the MSc in Political Theory. This course is not available as an outside option.

**Course content:** This course provides an introduction to the philosophical and methodological foundations of political theory. It aims to give participants a conceptual toolbox that can be brought to bear on many different substantive problems and research questions in political theory and neighbouring fields. The course introduces some central methodological debates in contemporary political theory, explores the links between political theory and related disciplines, and familiarises students with different approaches to political theorising.

**Teaching:** This course provides a combination of lectures, seminars, and other activities totalling 25 hours in Michaelmas Term.

There will be a reading week in MT Week 6.

**Formative coursework:** Students will be expected to produce 1 essay in the MT.

**Indicative reading:** David Leopold and Marc Stears (eds.) (2008) *Political Theory: Methods and Approaches* (Oxford: Oxford University Press); Adrian Blau (ed.) (2017) *Methods in Analytical Political Theory* (Cambridge: Cambridge University Press); John S. Dryzek, Bonnie Honig and Anne Phillips (eds.) (2008) *The Oxford Handbook of Political Theory* (Oxford: Oxford University Press); Robert E. Goodin and Philip Pettit (eds.) (1993) *A Companion to Contemporary Political Philosophy* (Oxford: Blackwell); Keith Dowding (2015) *The Philosophy and Methods of Political Science* (Palgrave).

**Assessment:** Essay (100%, 3000 words) in the LT.

### GV4H5 Half Unit

#### The Political Philosophy of Environmental Change

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Kai Spiekermann

**Availability:** This course is available on the MSc in Environment and Development, MSc in Environmental Policy and Regulation and MSc in Political Theory. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This course analyses political and philosophical questions arising in the context of environmental change, especially climate change. The approach will be interdisciplinary. While the focus is on normative-philosophical issues, we will also make use of positive-analytical and empirical literature, potentially considering issues such as overpopulation, food and water scarcity, deforestation, desertification and the loss of biodiversity. Some of the questions to be discussed are: How should we balance the interests of current and future generations? How does climate change affect our obligations towards the global poor? How do we make policy decisions if the effects are uncertain but potentially severe? Are we individually or collectively responsible for causing climate change, and what follows from this? How do we relate to the environment and what precisely is valuable about preserving it?

**Teaching:** This course is delivered through a combination of lectures and seminars totalling 30 hours in the Lent Term. There will be a reading week in LT Week 6.

**Formative coursework:** Students will submit a short formative essay (up to 1500 words) and will be given feedback on this before submitting their assessed coursework.

**Indicative reading:** John Broome (2012) *Climate Matters: Ethics in a Warming World*, New York (W.W. Norton);

Stephen Gardiner, Simon Caney, Dale Jamieson and Henry Shue, eds. (2010) *Climate Ethics: Essential Readings*, Oxford (Oxford University Press);

Denis G. Arnold, ed. (2011) *The ethics of global climate change*, Cambridge (Cambridge University Press);

Stephen M. Gardiner (2011) *A Perfect Moral Storm: The Ethical Tragedy of Climate Change*, Oxford (OUP);

Intergovernmental Panel on Climate Change (2021-2) Sixth Assessment Report, Available at [www.ipcc.ch](http://www.ipcc.ch).

**Assessment:** Essay (100%, 4000 words).

## **GV4H6 Half Unit**

### **Behavioural Political Economy**

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Rafael Hortala-Vallve

**Availability:** This course is available on the MSc in Political Science and Political Economy. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** It is required that students have some familiarity with formal models (game theory) and basic statistical concepts.

**Course content:** In this course we will introduce behavioural concepts and use them at explaining decisions of politicians, candidates for political office, voters, lobbyists, and other actors in the political and policymaking arena. The focus of the course will be academic but we will also visit the recent development by public policy practitioners – both the UK and the US have behavioural insights teams working closely with the executive branch.

We will analyse different political phenomena that do not perfectly fit our rational choice models. We will cover issues such as turnout in large elections, populist policies, framing of public policies to influence public opinion, attribution of blame to politicians, opt-in/opt-out policies and paternalism in policy recommendations, etc. By introducing insights from psychology to our classical political economy models we will study the effects of social, cognitive, and emotional factors on political decisions. Parallel to this formal analysis we will also introduce experimental methods.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 24 hours in the Lent Term. There will be a reading week in LT Week 6.

**Formative coursework:** A presentation on the topic of your summative essay to be delivered in an extra session in LT Week 9.

**Indicative reading:** Berggren, N (2011), "Time for behavioural political economy? An analysis of articles in behavioural economics", mimeo

De Rooij, E (2009), "Field Experiments on Political Behavior and Collective Action", *Annual Review of Political Science*

Druckman, J (2006), "The growth and Development of Experimental Research in Political Science", *American Political Science Review*

Druckman, J, D Green, J Kuklinski, and A Lupia (2011), *Cambridge handbook of Experimental Political Science*, Cambridge University Press

Kagel, J and A Roth (1995), *Handbook of Experimental Economics*, Princeton University Press

McDermot, R (2002), "Experimental Methods in Political Science", *Annual Review of Political Science*

Morton, R and K Williams (2010), *Experimental Political Science and the study of causality: from nature to the lab*, Cambridge University Press

Palfrey, T (2009), "Laboratory experiments in Political Economy", *Annual Review of Political Science*

Thaler, RH and CR Sunstein (2009), *Nudge: improving decisions about health, wealth and happiness*, Yale University Press

Wilson, R (2011), "The contribution of behavioural economics to political science", *Annual Review of Political Science*

**Assessment:** Essay (50%, 3000 words) and take-home assessment (50%) in the ST.

Each student is required to submit an essay (3000 words including

footnotes and appendix) in Week 1 of Summer Term composed of two parts: the analysis of a behavioural aspect in a political economy situation and a novel experimental design proposal related to it. This essay will count for 50% of the final mark. The remaining 50% will be assessed by means of a take home exam.

## **GV4J4 Half Unit Not available in 2022/23**

### **Citizen Representation and Democracy in the European Union**

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Sara Hobolt

**Availability:** This course is available on the MSc in Comparative Politics, MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Global Politics, MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Sciences Po) and MSc in The Global Political Economy of China and Europe (LSE and Fudan). This course is available with permission as an outside option to students on other programmes where regulations permit. This course is capped at 1 group.

**Course content:** This course offers the theoretically and empirically informed study of citizen representation in the European Union. The principal aim of the course is to develop a better understanding of the functioning of democracy in the European Union and provide the analytical tools to evaluate proposals for reform to alleviate the Union's so-called 'democratic deficit'. This course will examine both how citizens are represented in the European Union and how the EU shapes democratic politics in the member states. The first part of the course assesses pathways of representation and accountability in the European Union, focusing on representation of citizens' interests in the Council, Commission and the European Parliament as well other avenues for citizen influence, such as referendums and the Citizens' Initiative. The second part of the course examines political conflict over European integration at the domestic level, focusing on the role of European integration in national politics and public opinion, including the study of Euroscepticism and Brexit. The final part of the course evaluates different proposals for reform with the aim of strengthening democracy and representation in the EU, and students will have the opportunity to develop their own reform proposal.

**Teaching:** This course is delivered through seminars (20 hours in Michaelmas and 2 hours in Summer Terms). This course includes a reading week in Week 6 of MT. This year, some or all of this teaching may be delivered through a combination of online and on-campus seminars.

**Formative coursework:** One formative essay (1,750 words)

**Indicative reading:** C De Vries (2018) *Euroscepticism and the Future of European Integration* (Oxford University Press); C De Vries, D Hobolt, S-O Proksch and J Slapin (2021) *Foundations of European Politics* (Oxford University Press); S Hix, A Noury and G Roland (2007) *Democratic Politics in the European Parliament* (Cambridge University Press); S Hobolt and J Tilley (2014) *Blaming Europe: Responsibility Without Accountability in the European Union* (Oxford University Press); L McLaren (2006) *Identity, interests and attitudes to European integration* (Palgrave Macmillan); G Marks and M Steenbergen, (2004) *European Integration and Political Conflict* (Cambridge University Press); F Scharpf (1999) *Governing in Europe: Effective and Democratic?* (Oxford University Press).

**Assessment:** Exam (75%, duration: 2 hours) in the summer exam period.

Essay (25%, 2500 words) in the LT.

## GV4J6 Half Unit Not available in 2022/23 Game Theory for Research

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Stephane Wolton

**Availability:** This course is available on the MRes/PhD in Political Science and MSc in Political Science and Political Economy.

This course is available with permission as an outside option to students on other programmes where regulations permit.

The deadline for applications is 17:00 on Tuesday 1 October 2019.

You will be informed of the outcome by 17:00 on Wednesday 2 October 2019.

**Pre-requisites:** Knowledge of game theory at the level of GV4C8 is required.

**Course content:** This course will help students think about the way game theory is applied to research in political science and political economy. Each week, students will study one working paper using game theory. Each lecture will have a substantive and a technical part. There will be an in-depth discussion of the paper (substantive part) and the lecturer will cover the main proofs of the paper on the board (technical part).

**Teaching:** 21 hours of lectures and 1 hour of lectures in the MT. There will be 1 introductory 1 hour lecture in Week 1, and then 6 lectures of three hours, each covering a different paper, in weeks 2-5 and weeks 7 and 8. In week 11, there will be a three-hour lecture where students will present a research project using game theory.

**Formative coursework:** Students will meet with the instructor to discuss their research project twice during the MT.

**Indicative reading:** Two useful (but advanced) game theory textbooks are:

- Game Theory. Drew Fudenberg and Jean Tirole. MIT Press (1991).
- Game Theory. Michael Maschler, Eilon Solan, and Shmuel Zamir. Cambridge University Press (2013).

A reading list of the papers reviewed in the first six lectures will be provided at the beginning of the term.

**Assessment:** Presentation (50%) and essay (50%) in the MT Week 11.

Students will be assessed on a class presentation on a research project of their choosing which involves game theory (weight 50%) and on writing a referee report on one of the papers covered in the lectures (weight 50%).

## GV4J7 Introduction to Political Science and Political Economy

**This information is for the 2022/23 session.**

**Teacher responsible:** Emiel Awad

**Availability:** This course is available on the MSc in Political Science and Political Economy. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is strongly recommended for MSc Political Economy and Political Science students. It is available for students from other programmes with permission of the instructor.

**Course content:** The aim of this pre-session course is to provide students with the essential background for the study of political economy in political science. It is specially tailored to prepare students for the core courses in the MSc PSPE programme, but can be of use for any student interested in the field.

One part of the course will focus on the mathematical concepts used in the rest of the MSc. PSPE. This part of the course will cover key concepts in algebra (definition of function, derivation, limits), maximization problems (constrained and unconstrained), and some notions of probability (Bayes' rule, random variables). In parallel, five sessions will be dedicated to introducing Stata to MSc. students. This part of the course will cover basic commands

and some more advanced ones, which will be used in the rest of the MSc. PSPE.

**Teaching:** This course provides 20 hours of introductory sessions at the beginning of the Michaelmas Term. Ten hours are devoted to mathematical foundations. The remaining hours will be devoted to an introduction to Stata.

Please note that all the teaching for this course will take place in Michaelmas Term Week 0 (19-23 September 2022).

**Indicative reading:** There is no required reading for this course.

## GV4J8 Half Unit Middle East Politics in Transnational Perspective

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof John Chalcraft

**Availability:** This course is available on the MSc in Comparative Politics, MSc in Conflict Studies, MSc in Global Politics and MSc in Political Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This course offers an advanced introduction to the politics of the Middle East and North Africa in transnational perspective. It takes a critical, sociological, historically-informed, and qualitative approach. It focuses on cross-border forms of resistance and subaltern activism. We study such topics as transnational revolutionary movements, Third World national liberation, popular movements on the Arabian peninsula, feminism, Salafi-Wahhabism, human rights advocacy, and transnational Palestinian activism. Students will develop an advanced introductory understanding of the transnational politics of the region.

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 25 hours in the Michaelmas Term. There will be a reading week in Week 6 of Michaelmas Term.

**Formative coursework:** Students will be expected to produce 1 essay in the MT.

**Indicative reading:** Abdelrahman, Maha. 2007. 'The Nationalization of the Human Rights Debate in Egypt', *Nations and Nationalism*, 13(2), pp. 285–300; Abu-Lughod, Lila. 2013. *Do Muslim Women Need Saving?* Cambridge MA: Harvard University Press; Chalcraft, John. 2016. *Popular Politics in the Making of the Modern Middle East*. Cambridge University Press; Farquhar, Michael. 2017. *Circuits of Faith: Migration, Education and the Wahhabi Mission*. Stanford: Stanford University Press; Featherstone, David. 2012. *Solidarity: Hidden Histories and Geographies of Internationalism*. London: Zed Books; Gill, Stephen. 2000. 'Towards a Post-Modern Prince? The Battle in Seattle as a Moment in the New Politics of Globalisation'. *Millennium*, 29, 1: 131-40; Moghadam, V. M. 2012. 'Global Social Movements and Transnational Advocacy'. In *The Wiley-Blackwell Companion to Political Sociology* John Wiley and Sons, pp. 408-420; Perugini, Nicola and Neve Gordon. 2015. *The Human Right to Dominate*. Oxford: Oxford University Press; Prashad, Vijay. 2007. *The Darker Nations: A People's History of the Third World*. New York: New Press; Pratt, Nicola. 2007. 'The Queen Boat case in Egypt: sexuality, national security and state sovereignty' *Review of International Studies* (2007), 33, 129–144; Tarrow, Sidney. 2001. 'Transnational Politics: Contention and Institutions in International Politics' *Annual Review of Political Science* 2001 4:1, 1-20.

**Assessment:** Essay (100%, 5000 words) in the LT.



**GV4J9 Half Unit Not available in 2022/23****Populism**

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Francisco Panizza

**Availability:** This course is available on the MSc in Comparative Politics. This course is available with permission as an outside option to students on other programmes where regulations permit. The course is capped at two groups. It will be made available as an outside option to students in the MSc programme in Conflict Studies and the MSc programme in Global Politics. The deadline for applications is 17:00 on Tuesday 29 September 2020. You will be informed of the outcome by 17:00 on Wednesday 30 September 2020.

**Course content:** The course studies populism from a conceptual and comparative perspective. Given the highly contested nature of populism, the first weeks will look in depth to different theories of populism, including ideational, strategic and performative understandings of populism. It will then move to explore the cultural and socio-economic conditions of emergence of populism, the relation between populism and democracy and the relations between populism, political systems and popular movements. The last three lectures will seek to apply the conceptual tools presented in the first part of the course to regional and country case studies. Among the topics to be explored are: what do we talk about when we talk about populism? Populism as a "thin ideology" and as a political strategy; populism as a mode of political identification; the cultural and socio-economic causes of populism; populism and democracy; populism and political systems; populism and grassroots movements; and varieties of populism across different regions of the world.

**Teaching:** This course provides a combination of seminars and lectures totalling 25 hours in the Lent Term. This year, some or all of this teaching will be delivered through a combination of online and on-campus lectures and seminars. There will be a reading week in LT Week 6.

**Formative coursework:** Students will be expected to produce 1 essay in the LT.

One essay to be submitted in LT. The formative essay will offer an outline of the final essay - including key indicative reading. The feedback will be used in two ways: 1) to guide students' critical thinking in line with course learning outcomes; 2) to guide students on the key aspect of formatting an academic argument using literature and critical debate. Students will also be encouraged to reflect upon their learning from the presentation and use this to refine their summative essay.

**Indicative reading: Priority Readings**

- C. Rovira Kaltwasser, P. Taggart, P. Ostiguy and P. Ochoa-Espejo (eds.) Oxford Handbook on Populism Oxford, Oxford University Press, 2017.
- K. A. Hawkins, R. E. Carlin, L. Littway and C. Rovira Kaltwasser, The Ideational Approach to Populism, London: Routledge, 2018.
- Pippa Norris and Ronald Inglehart, Cultural Backlash. Trump, Brexit and Authoritarian Populism, Cambridge, Cambridge University Press, 2019.
- M. Canovan, M. "Trust the People". Populism and the two faces of democracy. Political Studies 47 (11) 1999
- M. Kazin. The Populist Persuasion. An American History. Ithaca and London: Cornell University Press, 1998
- E. Laclau. On Populism Reason, London: Verso, 2005
- C. Mudde and Cristóbal Rovira Kaltwasser (eds.) Populism in Europe and the Americas. Threat or Corrective to Democracy? Cambridge: Cambridge University Press, 2012.

**Further Readings**

- Benjamin Moffitt. 160 The Global Rise of Populism. 160 Performance, Political Style and Representation. Stamford Ca.: Stamford University Press, 2016.
- Roger Eatwell and Matthew Goodwin, National Populism. The Revolt Against Liberal Democracy, London: Pelican, 2018
- Chantal Mouffe. For a Left Populism, London: Verso 2018. C. de la Torre (ed) The Promise and Perils of Populism: 160 Lexington, Kentucky, University Press of Kentucky, 2015.

- Jan-Werner Müller. What is Populism? 160 Princeton: Princeton University Press, 2016.
- Yannis Stavrakakis and Giorgios Katsambekis (2014) "Left-wing Populism in the European Periphery- The Case of Syriza" Journal of Political Ideologies 19 (2) 2014.

**Assessment:** Essay (90%, 4000 words) in the ST. In-class assessment (10%) in the LT.

The in-class assessment (10%) consists of a student-led seminar based on a presentation of 15-20 minutes, followed by a structured discussion of the issues raised by the lecture and the presentation.

**GV4K1 Half Unit****Opening Government: Transparency, Accountability, and Participation**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Daniel Berliner

**Availability:** This course is available on the MSc in Comparative Politics, MSc in Development Management, MSc in Development Studies, MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Global Politics, MSc in Political Science and Political Economy, MSc in Public Administration and Government (LSE and Peking University), MSc in Public Policy and Administration and Master of Public Policy. This course is available as an outside option to students on other programmes where regulations permit. This course has a limited number of places (it is controlled access) and demand is typically very high.

This course is capped at 2 groups.

**Course content:** Is "sunlight the best disinfectant"? Can information empower citizens to hold their government accountable? Can greater public participation and deliberation improve policymaking? How have information technologies been used to enable civic engagement? What are the relationships between transparency, participation, accountability, and corruption?

This course will familiarise students with the theory and practice of transparency, accountability, and public participation in government; enabling them to critically address these questions and engage meaningfully in fast-moving contemporary policy debates. Policy innovations based on transparency, participation, and deliberation are increasingly suggested as potential solutions to contemporary crises of government legitimacy and performance, making such critical understanding more crucial than ever.

The course will offer a grounding in theories of democracy, representation, and accountability, as well as debates over the merits of different types of policy innovations that are often called "open government" or "democratic innovations." The course will also enable students to evaluate the role played by different forms of information in political systems, as well as to critically assess the theories of change, assumptions, and evidence bases behind these initiatives.

The course has a global scope, focusing on applications in both developed and developing countries as well as at a global level; and on policy types including freedom of information, disclosure-based regulation, participatory budgeting, citizens' assemblies, crowdsourced policymaking, "civic tech," open data, campaign finance and asset disclosures, and applications of transparency and participation to sectors like extractive industries, the environment, and public health.

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 30 hours in the Lent Term. There will be a Reading Week in Week 6 of LT.

**Formative coursework:** Students will be expected to produce one formative essay of 1,000 words in the LT.

**Indicative reading:**

- Fung, Archon, and Erik Olin Wright. 2001. "Deepening democracy:



- Innovations in empowered participatory governance." *Politics & Society* 29(1): 5-41.
- Fox, Jonathan A. "Social accountability: what does the evidence really say?" *World Development* 72 (2015): 346-361.
  - Stasavage, David. 2004. "Open-door or closed-door? Transparency in domestic and international bargaining." *International Organization* 58(4): 667-703.
  - Tan, Yeling. 2014. "Transparency without democracy: The unexpected effects of China's environmental disclosure policy." *Governance* 27(1): 37-62.
  - Berliner, Daniel. 2014. "The political origins of transparency." *The Journal of Politics*, 76(2), 479-491.
  - Gonçalves, Sónia. "The effects of participatory budgeting on municipal expenditures and infant mortality in Brazil." *World Development* 53 (2014): 94-110.
  - Worthy, Ben. 2015. "The impact of open data in the UK: Complex, unpredictable, and political." *Public Administration*, 93(3), 788-805.
  - De Fine Licht, Jenny, Daniel Naurin, Peter Esaiasson, and Mikael Gilljam. 2014. "When does transparency generate legitimacy? Experimenting on a context bound relationship." *Governance* 27(1): 111-134.
  - Farrell, David M., and Jane Suiter. 2019. *Reimagining Democracy: Lessons in Deliberative Democracy from the Irish Front Line*. Cornell University Press.
  - Hale, Thomas. 2008. "Transparency, accountability, and global governance." *Global Governance* 14: 73.
- Assessment:** Essay (100%, 4000 words) in the ST.  
The essay component will be a research essay of 4000 words, due in the ST.

## GV4K2 Half Unit Postcolonial and Comparative Political Theory

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Leigh Jenco

**Availability:** This course is available on the MSc in Global Politics and MSc in Political Theory. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at two groups. **Priority will be given to students enrolled on the MSc in Political Theory programme.**

**Course content:** This course will examine the consequences of, and responses to, the historic domination of Euro-American forms of knowledge in the field of political theory. Situating political theory as one of many disciplines that reinforce the cultural imperialism of colonial orders, the course will consider how postcolonial theorists have diagnosed this form of epistemic imperialism. We will go on to discuss how recent attempts at forging a "comparative political theory" might (or might not) productively engage more diverse forms of thinking for the purpose of making our conversations about political life more truly global, rather than parochially "Western." The course will provide students with the vocabulary and conceptual tools to navigate this difficult theoretical terrain, through a focus on a close reading of key texts. We focus in particular on how historical narratives and uses of the past complicate the attempt to overcome Eurocentrism. This course will be of interest to students of political theory, intellectual history, and the history of political and social thought.

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 20 hours in the Lent Term. There will be a reading week in LT Week 6.

**Formative coursework:** Students will be expected to produce 1 essay (1500 words maximum excluding footnotes and bibliography) in the LT.

**Indicative reading:**

- Nandy, Ashis. 1988. *The Intimate Enemy: Loss and Recovery of Self Under Colonialism*. New Delhi: Oxford University Press.
- Chakrabarty, Dipesh. 2000. *Provincializing Europe: Postcolonial*

*Thought and Historical Difference*. Princeton: Princeton University Press.

- Idris, Murad, Leigh K Jenco, and Megan C. Thomas, eds. 2019. *The Oxford Handbook of Comparative Political Theory*. New York: Oxford University Press.
- Euben, Roxanne L. 2006. *Journeys to the Other Shore*. Princeton: Princeton University Press.
- Chen, Kuan-Hsing. 2010. *Asia as Method: Toward Deimperialization*. Durham [NC]: Duke University Press.
- Jenco, Leigh. 2015. *Changing Referents: Learning Across Space and Time in China and the West*. New York: Oxford University Press.
- Hokari, Minoru. 2011. *Gurindji Journey: A Japanese Historian in the Outback*. Honolulu: University of Hawaii Press.
- Dallmayr, Fred. 2004. "Beyond Monologue: For a Comparative Political Theory." *Perspectives on Politics* 2 (2): 124-44.

**Assessment:** Essay (80%, 3500 words) in the ST.

Class participation (20%) in the LT.

## GV4K4 Half Unit The Politics of Globalization

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Mathias Koenig-Archibugi

**Availability:** This course is compulsory on the MSc in Global Politics. This course is available with permission as an outside option to students on other programmes where regulations permit. Students on the MSc Global Politics are guaranteed access; compatibly with this provision, the course is capped at two groups. **Course content:** This is the core course of the MSc Global Politics. It aims at enabling students to assess the extent of continuity and transformation in key areas of global politics.

The course will analyse how globalization shapes and in turn is shaped by, politics within countries, between countries and beyond countries. It will introduce the main approaches to the study of globalization and examine how it affects patterns of conflict, cooperation and competition between a range of politically relevant actors, including governments, political parties and citizens: great powers: intergovernmental and nongovernmental organisations: global companies and other non-state groups. These patterns of patterns of conflict, cooperation and competition will be illustrated with examples drawn from a variety of policy domains, such as security, economy, environment, health, and migration. The course will also assess the challenges to and opportunities for democracy in a global age.

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 25 hours in the Michaelmas Term. There will be a reading week in week 6 of the MT for private study and assessment preparation.

**Formative coursework:** All students are expected to produce one written essay plus one short presentation in the MT on topics assigned to them.

**Indicative reading:** Held, David, Anthony McGrew, David Goldblatt and Jonathan Perraton (1999), *Global Transformations*, Cambridge: Polity Press.

Scholte, Jan Aart (2005). *Globalization: A critical introduction*. Second edition. Houndmills Basingstoke: Palgrave.

Acharya, Amitav (2017): *After Liberal Hegemony: The Advent of a Multiplex World Order*. *Ethics & International Affairs* 32: 3. 271-285.  
Paxton, Pamela, Melanie M. Hughes, and Jennifer L. Green (2006) "The international women's movement and women's political representation, 1893-2003." *American Sociological Review* 71, 898-920.

Amitav Acharya (2016) 'Idea-shift': how ideas from the rest are reshaping global order, *Third World Quarterly*, 37, 1156-1170.

Zürn, Michael (2016) Survey Article: Four Models of a Global Order with Cosmopolitan Intent: An Empirical Assessment. *Journal of Political Philosophy*, 24, pp.88-119.

Hooghe, Liesbet, and Gary Marks (2017) "Cleavage theory meets Europe's crises: Lipset, Rokkan, and the transnational cleavage."

Journal of European Public Policy 25, 1-27.

Xuetong, Yan (2020) "Bipolar rivalry in the early digital age." The Chinese Journal of International Politics 13, 313-341.

Lim, Adelyn (2016) "Transnational Organizing and Feminist Politics of Difference and Solidarity: The Mobilization of Domestic Workers in Hong Kong" Asian Studies Review, 40 (1): 70-88.

Fairfield, Tasha (2015) "Structural power in comparative political economy: perspectives from policy formulation in Latin America." Business and Politics 17, 411-441.

Wilson, Kalpana (2017) "Worlds beyond the political? Post-development approaches in practices of transnational solidarity activism." Third World Quarterly 38, 1-19.

Go, Julian. "Fanon's postcolonial cosmopolitanism." European Journal of Social Theory 16, no. 2 (2013): 208-225.

Bai, Tongdong. Tian Xia: A Confucian Model of State Identity and Global Governance, in Challenges of Globalization and Prospects for an Inter-civilizational World Order, edited by Ino Rossi, Springer 2020.

A reading list with further readings will be provided at the beginning of the teaching term.

**Assessment:** Essay (100%, 4000 words) in the LT.

## **GV4K5 Half Unit Not available in 2022/23** **Being Truly Human - Personality Justice and Being**

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Paul Kelly CRB 4.18

**Availability:** This course is available on the MSc in Political Theory. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This course is designed to offer a detailed and critical reading of a series of important texts in the development of political theory in the early and mid Twentieth Century - the period prior to the post World War II triumph of Political Liberalism. These texts have an increasing importance in light of the challenge to the hegemony of Liberal political ideas associated with but not exclusively exemplified by John Rawls. Each of the texts and thinkers will be read in their own right as opposed to being seen as part of a 'tradition' or School. However, they overlap in that they each address the idea of the person, subject or individual that has come to dominate both Post World War II Human Rights Discourse and the ethical or moral individualism that is supposed to underpin liberal political theory. Each thinker attempts to address the importance of the person from a different ideological, political theological and philosophical perspective in order to salvage the significance of the human subject from the dominance of bureaucratic modernity and its political structures. By reading these texts we will uncover the resources of traditions of political and ethical discourse that have been obscured by the dominance of an 'ethically thin' liberal discourse. We will look at thinkers who have offered radical challenges to Marxism, Phenomenology and Existentialism, but at the same time not obscuring their distinctive voices by casting their thought under the shadow of some familiar and received debates. The course will consider the claims of the person including the 'separateness of persons' the ideas of Personalism and Humanism which feature in some debates about human rights. The course will also address how these concepts of personality and subjectivity connect with political concepts of the person and the status of political outsiders, especially migrants, immigrants, refugees and the dispossessed and the fundamental ethical political challenge of why we should care about the oppressed?

**Teaching:** 4 hours of seminars in the MT.

The course will be taught as a seminar with structured reading and summary presentations that all should prepare weekly on the basis of the teaching. Each session will begin with a 15-20 min mini lecture/talk to introduce the text and context and then to summarise student raised issues that form the basis of the class

discussion.

**Formative coursework:** Students are required to submit one report outline as preparation for their Assessment Essay. It is on the basis of this work that the title and scope of Summative Assessment Essays will be approved.

**Indicative reading:**

- Rosa Luxemburg Reform or Revolution and other Writings
- Edith Stein On the Problem of Empathy
- Edith Stein Philosophy of Psychology and the Humanities
- Simone De Beauvoir Philosophical Writings
- Simone De Beauvoir The Second Sex
- Simone Weil Oppression and Liberty
- Simone Weil The Need for Roots
- Simone Weil Selected Writings
- Hannah Arendt The Origins of Totalitarianism
- Hannah Arendt On Revolution
- Hannah Arendt Thinking Without a Banister

**Assessment:** Essay (100%, 5000 words) in the LT Week 1.

## **GV4K6 Half Unit Not available in 2022/23** **The Challenge of Political Theology in some Twentieth Century Political Theory**

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Paul Kelly CRB 4.18

**Availability:** This course is available on the MSc in Political Theory. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This course will address what has come to be known as the problem of Political Theology. Although the idea has gone in and out of fashion throughout the twentieth century it remains a major and underlying challenge to political theory as exemplified most recently in thinkers like Martin Haggelund (2019). Although the course does not explore a single historical tradition of debate we will explore the ways the Political-Theological challenge has shaped the way in which political philosophy and theory has developed. The fundamental issue at the heart of the political theological challenge is the relationship between the claims of politics and the claims of higher authority to determine the scope of the claims of the political. This can take the form of the ways in which fundamental political concepts are shaped by theological ideas or the way in which a higher claim of the good (philosophical, ethical as well as theological) shapes the scope of political thinking and agency. We will explore a number of major texts which can be seen as a response to this challenge in seeking to represent modernist political theory as a passage through contested claims about value, belonging and the nature, purpose and meaning of history. The texts discussed provide different perspectives on the challenge of political theology and different pathways that have been obscured by the dominant voice of liberal political theory as the political discourse of modernity. The course will also offer a chance to consider some of the most important books in twentieth century European political theory at a time when the self-confidence of anglo-american political theory is in decline but where no new candidate discourse appears to be making a claim for hegemony. The course will require students to read across the required texts but will also allow specialisation on an individual thinker of issue in their assessment. The thinkers covered in the course include Schmitt, Heidegger, Popper, Hayek, Rawls, MacIntyre, Cavell and Shklar.

**Teaching:** 20 hours of seminars in the LT.

**Formative coursework:** Students will be expected to produce 1 exercise in the LT.

**Indicative reading:**

- Carl Schmitt Political Theology
- Carl Schmitt The Concept of the Political
- Martin Heidegger Being and Time
- Martin Heidegger Basic Writings - selections
- Karl Popper The Open Society and its Enemies

- F.A. Hayek *The Constitution of Liberty*
- John Rawls *Political Liberalism*
- Alasdair MacIntyre *After Virtue*
- Stanley Cavell *The Claim of Reason*
- Judith Shklar *The Faces of Injustice*

**Assessment:** Essay (100%, 5000 words) in the ST.

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## GV4K7 Half Unit

### Conflict and Cooperation: Key Debates

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Omar McDoom

**Availability:** This course is available on the MSc in Comparative Politics, MSc in Conflict Studies, MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in Global Politics and MSc in Political Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is capped at two groups. Priority will first be given to students enrolled on the programmes listed above in the Department of Government, then other masters programmes in the Department of Government, then the programmes listed above in other Departments, and finally other masters programmes by other Departments.

**Course content:** This course is structured around a series of distinct debates that broadly relate to the theme of conflict and cooperation. The debates may be normative or empirical in nature and the course scope is purposely broad to allow the choice of debates to evolve over time and to reflect the evolution in the scholarly literature of salient issues relating to conflict and cooperation.

Debates envisaged for the course may be considered either foundational (more likely to persist over time) and topical (more likely to change over time).

Foundational debates may include:

- Should governments be permitted to restrict civil liberties in the name of security?
- What role, if any, does inequality play in the onset of political violence?
- Should multiculturalism be preserved and promoted in plural societies?
- How may we distinguish between terrorist organizations and liberation movements?

Topical debates may include:

- How effective has non-violent resistance been in achieving political change?
- What are the forces driving the resurgence of nationalism and populism in the world today?
- What role can Big Data play in preventing and predicting violent conflict?
- What institutional solutions have worked to keep the peace in post-conflict societies?
- When is it permissible to kill civilians for a political cause?
- What is the relationship between ethnic diversity and social cohesion in plural societies?

**Teaching:** This course provides a minimum of 20 hours of seminars in the Michaelmas Term. There will also be a reading week in MT Week 6.

**Formative coursework:** Students will be expected to produce 1 piece of coursework in the MT.

Formative assessment involves an annotated bibliography (of 1000 words) evaluating 3-6 sources, which will then be used in the summative long essay.

**Indicative reading:**

- Conor Gearty: *Liberty and Security*
- Chandran Kukathas: *Are There Any Cultural Rights?* 160
- Al Qaeda: A statement from Al Qaeda regarding the mandates of the heroes and the legality of the 160 operations in New York and Washington
- Robert Putnam: *E Pluribus Unum: Diversity and Community in the*

*Twenty-first Century*

- Robert Pape: *Dying to win: the strategic logic of suicide terrorism*
- Joseph Carens: *Aliens and Citizens: The Case for Open Borders*
- Donald Horowitz: *Ethnic groups in conflict*, Chapter 4
- Daniel Byman: *Why Drones Work: The Case for Washington's Weapon of Choice*
- Roland Paris: *The 'Responsibility to Protect' and the Structural Problems of Preventive Humanitarian Intervention*

**Assessment:** Essay (80%, 3000 words).

Class participation (20%) in the MT.

The summative long essay will address one of the course debates. The question will be set by the instructor. The classroom participation will include contributions to an online discussion forum.

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## GV4K8 Half Unit

### Global Public Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Mathias Koenig-Archibugi

**Availability:** This course is available on the MSc in Global Politics.

This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. The course is capped at one seminar group and admission is not guaranteed.

**Course content:** The course examines the process and outcomes of policy-making at the global level. Students can choose an area of specialization from a range of global policy issues, with a focus on those addressed by the Sustainable Development Goals (SDGs) set by the United Nations. Examples of policy areas covered in the course are environmental governance, with a focus on the protection of forests; global health governance, with a focus on tackling communicable diseases; the promotion of workers' rights in the global economy; the elimination of gender-based discrimination and violence; and the fight against tax avoidance and illicit financial flows. The course considers a range of modes of policy-making, from classic intergovernmental cooperation to novel forms of governance beyond the state such as transgovernmental networks, multistakeholder initiatives, and regulation by non-state actors. The sessions cover the following topics: 1. What are "global", "public" and "policy"? Does global public policy exist? 2. Who are the targets of global public policy and what are their interests? 3. How to assess the performance of global public policy: output criteria. 4. How to assess the performance of global public policy: input and throughput criteria. 5. Which types and combinations of actors develop global public policies and how does it matter? 6. How are global "problems" framed and interpreted, and how does this affect their solution? 7. Do the delegation of authority and the legalization of global public policy affect its outcomes? 8. What role does deliberation and experimentation play in global policy initiatives? 9. What are the consequences of fragmentation and competition in the overall architecture of global public policy? 10. What are the prospects for building a global polity?

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 25 hours in the Lent Term. There will be a reading week in week 6 of the LT for private study and assessment preparation.

**Formative coursework:** Students will be expected to produce 1 essay and 1 presentation in the LT.

- Indicative reading:** Koenig-Archibugi, M. (2002) 'Mapping Global Governance', in D. Held and A. McGrew (eds) *Governing Globalisation*. Cambridge: Polity Press.
- Koenig-Archibugi, M. (2010) *Understanding the Global Dimensions of Policy*, *Global Policy*, Vol. 1(1): 16-28.
- Stone D. (2020) *Making Global Policy*, Cambridge University Press.
- Peinhardt, C. and Sandler, T. (2015) *Transnational Cooperation: An*

Issue-Based Approach. Oxford University Press.  
 Hale, T. and D. Held, eds (2017) *Beyond Gridlock*. Cambridge: Polity.  
 Acharya, A., ed. (2016) *Why Govern? Rethinking Demand and Progress in Global Governance*. Cambridge University Press.  
 De Búrca, G. (2017). Human rights experimentalism. *American Journal of International Law*, 111(2), 277-316.  
 Carpenter, R. C. "Women, children and other vulnerable groups": gender, strategic frames and the protection of civilians as a transnational issue." *International Studies Quarterly* 49, no. 2 (2005): 295-334.

**Assessment:** Essay (100%, 4000 words) in the ST.

## GV4L1 Half Unit

### Analytical Approaches to British Politics

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Torun Dewan

**Availability:** This course is available on the MSc in Political Science and Political Economy. This course is available with permission as an outside option to students on other programmes where regulations permit.

The course is designed primarily for students on the MSc PSPE with the relevant training in quantitative methods and some game theory. It will also be available to students from other programmes with the relevant skill, space permitting.

**Pre-requisites:** The course is primarily for students on the MSc Political Science and Political Economy; students fulfilling the core requirements of the programme (completion of GV4C8 and GV481) will be eligible. Other students can be accepted if they have similar quantitative skills to students who have completed the first term of the PSPE programme, space permitting.

**Course content:** Strøm (2000) argues that the conceptual essence of Parliamentary government is a "historical evolution" – an accident of 19th century Britain that spread to other parts of the world. Recent analytical political science has shed light on Britain's political development and how its institutions function, using game theoretic modelling, rational choice narratives, and quantitative data. The course covers this literature and takes an analytical approach to topics such as: the historical development of British institutions and Imperial governance; the emergence and impact of Government-vs-Opposition; the historical development of the British party system; the causes and consequence of franchise extension; the Cabinet and its conventions; and the composition of the Executive and Parliament over time.

**Teaching:** 15 hours of lectures and 20 hours of seminars in the LT. 1 hour and 30 minutes of lectures in the ST.

There will be a reading week in LT Week 6.

**Formative coursework:** One formative piece of work of 1500 words to be handed in at the end of reading week.

**Indicative reading:**

- Cox, G. (1987) *The Efficient Secret*, Cambridge University Press
- Berlinski, S., Dewan, T, and Dowding K. (2012) *Accounting for Ministers: Scandal and Survival in British Government 1945-2007*, Cambridge University Press
- Mclean, I (2002) *Rational Choice and British Politics: An Analysis of Rhetoric from and Manipulation from Peel to Blair*, Oxford University Press
- Schonhardt-Bailey, C (2006) *From the Corn Laws to Free Trade: Interests, Ideas and Institutions in Historical Perspective*, MIT Press

**Assessment:** Online assessment (100%) in the ST.  
 Online assessment duration: 7 days in the ST.

## GV4L2 Half Unit

### The Politics and Policy of Climate Change and Sustainability

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Michael Lerner CBG 4.21

**Availability:** This course is available on the MSc in Comparative Politics, MSc in Political Science and Political Economy, MSc in Public Administration and Government (LSE and Peking University), MSc in Public Policy and Administration and MSc in Regulation. This course is not available as an outside option. This course has a limited number of places (it is controlled access) and demand is typically very high. This course is capped at 1 group.

**Pre-requisites:** A basic understanding of the physical science of climate change would be advantageous.

**Course content:** This course introduces students to the political dynamics underlying environmental governance and investigates the ways in which politics and policy shape the pace of sustainable transitions, attempts to mitigate climate change, and the struggle to adapt to a more uncertain climate.

The course provides a survey of core and emerging topics in environmental politics and policy, such as climate obstruction, environmental authoritarianism, and the governance of geoengineering. A unifying theme of the course will be its frequent attention to the political economy of climate (in)action. The course will also offer foundational instruction in the use of the comparative method to describe and explain variation in environmental politics. This course focuses primarily, but not exclusively, on domestic environmental politics in advanced industrialized democracies.

**Teaching:** 10 hours of lectures and 15 hours of seminars in the LT. There will also be two supplementary recorded lectures on 1) the comparative method and 2) concepts and measurement in political science.

There will be a reading week in Week 6 of the Lent Term.

**Formative coursework:** Students will be expected to produce 1 piece of coursework in the LT.

**Indicative reading:**

- Bernstein, Steven, and Matthew Hoffmann. "Climate politics, metaphors and the fractal carbon trap." *Nature Climate Change* 9.12 (2019): 919-925.
- Seto, Karen C., et al. "Carbon lock-in: Types, causes, and policy implications." *Annual Review of Environment and Resources* 41 (2016): 425-452.
- Parris, Thomas M., and Robert W. Kates. "Characterizing a sustainability transition: Goals, targets, trends, and driving forces." *Proceedings of the National Academy of Sciences* 100.14 (2003): 8068-8073.
- Meckling, Jonas. "Oppose, Support, or Hedge? Distributional Effects, Regulatory Pressure, and Business Strategy in Environmental Politics." *Global Environmental Politics* 15.2 (2015): 19-37.
- Stroup, Sarah S., and Wendy H. Wong. *The Authority Trap*. Cornell University Press (2017). Chapter 1.
- Finnegan, Jared J. "Institutions, climate change, and the foundations of long-term policymaking." *Comparative Political Studies* (2022).
- Baldwin, Elizabeth, Sanya Carley, and Sean Nicholson-Crotty. "Why do countries emulate each other's policies? A global study of renewable energy policy diffusion." *World Development* 120 (2019): 29-45.
- Stokes, Leah C. *Short Circuiting Policy: Interest Groups and the Battle over Clean Energy and Climate Policy in the American States*. Oxford University Press (2020). Chapter 1.

**Assessment:** Blog post (20%) in the ST.

Policy report (80%) in the ST.

Students will write two blog posts (one in the first five weeks of the term, one in the last five weeks of the term, 9 opportunities total), of which one will be submitted for assessment (750 words). The assessed policy report will have a word limit of 3000 words.



**GV4L3 Half Unit****Data Science Applications in Politics Research**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Melissa Sands

**Availability:** This course is available on the MSc in Development Management, MSc in Development Studies, MSc in Global Politics, MSc in Political Science and Political Economy, MSc in Public Administration and Government (LSE and Peking University) and MSc in Public Policy and Administration. This course is not available as an outside option.

This course is capped at 1 group. Priority will be given to students enrolled on programmes in the Department of Government.

**Pre-requisites:** Quantitative Analysis for Political Science (GV481), Introduction to Quantitative Analysis (MY451), or equivalent.

**Course content:** This course introduces students to the latest empirical research and covers different applications of novel and "big" data in political science. Themes include causality and credibility, administrative and open data, media, social media, and search data, and text and image data. Students will be introduced to the set of questions that each type of data can help answer. The course situates the "big data" revolution within the broader context of political science and policy research and discusses some of the promises and pitfalls of digital innovations and new data science methods, with an emphasis on the importance of ensuring the integrity of the research process from start to finish.

**Teaching:** 15 hours of lectures and 15 hours of seminars in the LT. There will be a reading week in Week 6 of the Lent Term.

**Formative coursework:** Students will be expected to produce 1 presentation and 1 problem sets in the LT.

Presentation is a brief (10-15) overview and critique of one published research paper of the student's choice, selected from a menu of options.

**Indicative reading:**

- Brady, Henry E. "The challenge of big data and data science." *Annual Review of Political Science* 22 (2019): 297-323.
- Titiunik, Rocío. "Can big data solve the fundamental problem of causal inference?." *PS: Political Science & Politics* 48, no. 1 (2015): 75-79.
- Carlitz, Ruth D., and Rachael McLellan. "Open Data from Authoritarian Regimes: New Opportunities, New Challenges." *Perspectives on Politics* 19, no. 1 (2021): 160-170.
- King, Gary, Jennifer Pan, and Margaret E. Roberts. "How the Chinese government fabricates social media posts for strategic distraction, not engaged argument." *American political science review* 111.3 (2017): 484-501.
- Chen, M. Keith, and Ryne Rohla. "The effect of partisanship and political advertising on close family ties." *Science* 360, no. 6392 (2018): 1020-1024.
- Nickerson DW, Rogers T. 2014. Political campaigns and big data. *Journal of Economic Perspectives* 28(2):51-73
- Lerman, Amy E., and Vesla Weaver. "Staying out of sight? Concentrated policing and local political action." *The ANNALS of the American Academy of Political and Social Science* 651, no. 1 (2014): 202-219.
- Vomfell, L., Stewart, N. Officer bias, over-patrolling and ethnic disparities in stop and search. *Nat Hum Behav* 5, 566-575 (2021)
- Law, Tina, and Joscha Legewie. "Urban data science." *Emerging Trends in the Social and Behavioral Sciences: An Interdisciplinary, Searchable, and Linkable Resource* (2015): 1-12.

**Assessment:** Coursework (80%, 3000 words) in the ST.

Problem sets (20%) in the LT.

The coursework would comprise a replication exercise, where students replicate and extend the analysis of one published research paper.

**GV4L5 Half Unit****Politics, Gender, and Development**

**This information is for the 2022/23 session.**

**Teacher responsible:** Nirvikar Jassal

**Availability:** This course is available on the MSc in Comparative Politics, MSc in Conflict Studies, MSc in Global Politics, MSc in Political Science and Political Economy, MSc in Public Administration and Government (LSE and Peking University), MSc in Public Policy and Administration and MSc in Regulation. This course is available with permission as an outside option to students on other programmes where regulations permit.

Priority will be given to students on the programmes listed above.

**Pre-requisites:** Familiarity with basic research design and statistics is necessary.

**Course content:** While political science scholarship on gender may often focus on disparities between men and women in terms of political participation, the way inequalities in other domains such as (a) health, (b) education, (c) criminal justice, and (d) the bureaucracy intersect with politics may sometimes be overlooked. This course provides a survey of empirical social science research on gender over the past 20-years primarily from development economics and political science from a range of countries, including those in the Global South. Some of the topics that the course will cover include: how does the representation of women in political institutions affect development? Why do women remain underrepresented in state bureaucracies? Are there any state policies that can serve to reduce gender-based violence or improve women's access to property rights? Broadly, the class explores research related to why and where disparities persist between men and women, as well as what kind of interventions – adopted by governments, NGOs, and other agencies – mitigate these gaps, as well as make public institutions more equitable and inclusive.

**Teaching:** 20 hours of seminars in the LT.

There will be a reading week in Week 6 of the Lent Term.

**Formative coursework:** Students will be expected to produce 1 essay at the end of the term on an original research question related to politics, gender and development.

**Indicative reading:**

- Chattopadhyay, Raghavendra, and Esther Duflo. 2004. "Women as Policy Makers: Evidence from a Randomized Policy Experiment in India." *Econometrica* 72 (5): 1409-43. <https://doi.org/10.1111/j.1468-0262.2004.00539.x>.
- Iversen, Torben, and Frances Rosenbluth. 2006. "The Political Economy of Gender: Explaining Cross-National Variation in the Gender Division of Labor and the Gender Voting Gap." *American Journal of Political Science* 50 (1): 1-19. <https://doi.org/10.1111/j.1540-5907.2006.00166.x>.
- Alesina, Alberto, Paola Giuliano, and Nathan Nunn. 2013. "On the Origins of Gender Roles: Women and the Plough \*." *The Quarterly Journal of Economics* 128 (2): 469-530. <https://doi.org/10.1093/qje/qjt005>.
- Mendelberg, Tali, Christopher F. Karpowitz, and Nicholas Goedert. 2014. "Does Descriptive Representation Facilitate Women's Distinctive Voice? How Gender Composition and Decision Rules Affect Deliberation." *American Journal of Political Science* 58 (2): 291-306.
- Schwindt-Bayer, Leslie A. 2006. "Still Supermadres? Gender and the Policy Priorities of Latin American Legislators." *American Journal of Political Science* 50 (3): 570-85.
- Carrell, Scott E., Marianne E. Page, and James E. West. 2010. "Sex and Science: How Professor Gender Perpetuates the Gender Gap." *The Quarterly Journal of Economics* 125 (3): 1101-44.

**Assessment:** Essay (100%, 4000 words) in the ST.

The summative assessment comprises one final take-home essay on an original research question.

Students will be able to answer their original research question using any social science methodology discussed in class, qualitative research, or any other technique discussed with the convener.

## GV4L6 Half Unit

### Political Economy of Inequality

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Pavithra Suryanarayan

**Availability:** This course is available on the MSc in Political Science and Political Economy, MSc in Public Administration and Government (LSE and Peking University), MSc in Public Policy and Administration and MSc in Regulation. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** At the heart of the study of politics is a question about who gets what and when. Consequently, inequality features as a central theme in the discipline. Scholars have studied how inequality shapes democratization, redistribution, voting behaviour, and how the institutions of welfare and taxation in turn shape inequality. More recently, scholars have started to pay attention to how inequality across and within ethnicities, races, and gender may matter to political outcomes. The centrality of inequality is reflected in the significant increase in quantity and quality of research on this subject over the past two decades. In this course we will cover the following topics:

- Normative foundations and conceptual complexities involved in the study of inequality
- Measures of inequality
- Inequality in a comparative perspective: evolution over time and across countries
- Economic explanations for the changing patterns of inequality over the past two centuries globalization, technological change
- Historical institutions and the persistence of Inequality
- The political economy of redistribution Taxation, redistribution and the growth of welfare state
- Identity politics and redistribution – class, status, ethnicity/race and gender
- Beyond economic inequality: inequality in welfare, happiness and health
- Educational inequality, mobility and politics
- The constraints to addressing inequality: global market integration, state capacity and Robinhood Paradox.

**Teaching:** 25 hours of seminars in the MT.

There will be a reading week in MT Week 6.

Weekly classes will last 2.5 hours with a lecture component that will vary each week. Earlier in the term as we engage with definitions, concepts and measurement the lectures will comprise around 30-45 mins of class time. Later in the term, the lectures will provide a broad overview of the topic and set the terms of the seminar discussion and will likely run for around 15-20 mins of class time. The professor will tape the lecture component of the class for students.

**Formative coursework:** Students will be expected to produce 1 essay in the MT.

The formative coursework comprises a 1000-word response essay written for the week that the student serves as a discussant in class. The lecturer will assign which week the student will write about.

**Indicative reading:**

- Ansell, B.W., 2010. *From the Ballot to the Blackboard: The Redistributive Political Economy of Education*, Cambridge: Cambridge University Press.
- Roemer, J.E. et al., 2009. *The Oxford Handbook of Economic Inequality*. 1st ed., Oxford: Oxford University Press.
- Atkinson, Anthony B, and François Bourguignon, 2000. *Handbook of Income Distribution*. Vol. 1, Oxford: Elsevier Science & Technology.

**Assessment:** Essay (80%, 4000 words) in the period between MT and LT.

Proposal (20%) in the MT.

The summative assessment comprises:

1 a 250-word proposal for the final essay and the in class presentation will be folded into the formative assessment and will be used as a way to provide feedback on the final project. It is to ensure that students are on track to complete their final essay on

time.

2 a 4000-word final essay at the end of the MT, based on a topic on inequality.

## GV4L7 Half Unit

### Political Participation and Representation in Latin America

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Mathias Poertner CBG 3.34

**Availability:** This course is available on the MSc in Comparative Politics, MSc in Development Management, MSc in Development Studies, MSc in Global Politics, MSc in Political Science and Political Economy, MSc in Public Administration and Government (LSE and Peking University) and MSc in Public Policy and Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

Priority will be given to students on the programmes listed above.

**Course content:** Latin America has long been the center of dynamic political, social, and economic change. The region has suffered some of the most repressive political regimes, highest degrees of economic inequality, and worst organized crime. Yet Latin America has also been the focus of some of the most innovative experiments in democratic participation and social mobilization.

This course surveys key topics related to political representation and participation in the region. The first five weeks focus on key moments of political representation and participation in twentieth and twenty-first century Latin America, going from the emergence of mass politics in the 1930s and 1940s to the collapse of democracies in the 1960s and 1970s, the return to democracy in the 1980s, and more recent processes of democratic consolidation and economic liberalization. The second half of the course then explores specific topics of political participation and representation in more detail. Here, the course will focus on the role of social movement organizations (e.g., labour unions and indigenous movements) and political parties for representation, the formation of political attitudes and voting behaviour, the emergence and demise of partisanship, the inclusion and representation of crucial social identities (such as ethnicity, gender, and class), specific party-voter linkages, and participatory institutions in the context of the recent inclusionary turn in the region.

This course will offer a grounding in underlying institutional and behavioural theories behind political representation and participation, as well the broader political and economic context in twentieth and twenty-first century Latin America. Students will gain empirical knowledge on the region's politics, a deeper theoretical understanding of issues of political representation and participation, as well as crucial analytical skills.

**Tentative outline of weekly topics:**

- 1 Overview & Introduction
- 2 The Emergence of Mass Politics
- 3 Democratic Breakdown
- 4 Democratization
- 5 Neoliberalism under Democratic Rule
- 6 Popular Interests: Labour, the Rural Sector, and Indigenous Movements
- 7 Political Parties and Partisanship
- 8 Party-Voter Linkages: Ethnicity, Gender, and Class
- 9 Party-Voter Linkages: Clientelism
- 10 The Inclusionary Turn and Participatory Institutions

**Teaching:** 20 hours of seminars in the LT.

This course is delivered through seminars totalling a minimum of 20 hours in the Lent Term.

Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students will be expected to produce 1 piece of coursework in the LT.

An annotated bibliography (1000 words) evaluating 3-6 sources which will be used in the summative long essay.

**Indicative reading:**

- Collier, Ruth Berins and David Collier. 1991. *Shaping the Political Arena: Critical Junctures, the Labor Movement, and Regime Dynamics in Latin America*. Princeton: Princeton University Press, excerpts.
- Collier, Ruth Berins and Samuel Handlin, eds. 2009. *Reorganizing Popular Politics: Participation and the New Interest Regime in Latin America*. University Park: The Pennsylvania State University Press, excerpts.
- Hagopian, Frances. 2009. "Parties and Voters in Emerging Democracies." In Carles Boix and Susan C. Stokes, eds., *The Oxford Handbook of Comparative Politics*. Oxford: Oxford University Press.
- Holland, Alisha and Brian Palmer-Rubin. 2015. "Beyond the Machines: Clientelist Brokers and Interest Organizations in Latin America." *Comparative Political Studies* 48(9): 1186-1223.
- Kapiszewski, Diana, Steven Levitsky, and Deborah J. Yashar, eds., 2021. *The Inclusionary Turn in Latin American Democracies*. Cambridge: Cambridge University Press, excerpts.
- Lupu, Noam. 2014. "Brand Dilution and the Breakdown of Political Parties in Latin America." *World Politics* 66(4): 561-602.
- Madrid, Raúl. 2008. "The Rise of Ethnopolitics in Latin America" *World Politics* 60(3): 475-508.
- Magaloni, Beatriz. 2006. *Voting for Autocracy: Hegemonic Party Survival and its Demise in Mexico*. Cambridge: Cambridge University Press, pp. 1-43.
- Poertner, Mathias. 2020. "The Organizational Voter: Support for New Parties in Young Democracies." *American Journal of Political Science*, forthcoming.
- Stokes, Susan, Thad Dunning, Marcelo Nazareno, and Valeria Brusco. 2013. *Brokers, Voters, and Clientelism: The Puzzle of Distributive Politics*. New York: Cambridge University Press, pp. 3-26.
- Yashar, Deborah. 2006. "Indigenous Politics in the Andes: Changing Patterns of Recognition, Reform, and Representation," In Scott Mainwaring, Ana María Bejarano, and Eduardo Pizarro Leongómez, eds., *The Crisis of Democratic Representation in the Andes*. Stanford: Stanford University Press, pp. 257-294.

**Assessment:** Essay (80%, 2500 words) in the period between LT and ST.

Presentation (20%) in the LT.

- **Classroom participation & country reporting (20%):** In addition to active participation in class, students are responsible for ongoing reporting about politics in one Latin American country, assigned in Week 1, throughout the course of the semester. Students will be responsible for following the news on "their" country every week. Once during the semester, each student will give a current event report on "their" country. This brief (5 minutes) presentation should describe one of the major political events that have affected "their" country within the last six months.

- **A summative essay (80%):** 160a critical research essay addressing one of the course topics (2500 words)

## GV4M6 Half Unit

### Modern African Political Philosophy

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Katrin Flikschuh

**Availability:** This course is available on the MSc in Political Theory. This course is not available as an outside option.

This course is capped at one group.

**Pre-requisites:** This course assumes no particular pre-requisites aside from intellectual curiosity about non-Western traditions of thought. Some prior exposure to either political theory or philosophy will be an advantage.

**Course content:** This course introduces students to post-independent African philosophical and political thinking. The

chief objective of the course is to get students to engage with the intellectual heritage of the African continent and critically to re-think historically ingrained misperceptions about its peoples and cultures. Please note that this course focuses on modern African philosophy and political theory. The orientation is not anthropological or developmental; nor is this a course in 'post-colonial studies' more broadly conceived. There will be three broad blocks:

1. Methodology: 'What is African Philosophy?' We will examine the development from an oral to a written tradition and the particular methodological challenges involved. We will assess the prefix 'African': is such a geographical and/or cultural scope restriction consistent with the very idea of 'philosophy'? If there is a distinctly 'African' philosophy, does this in turn challenge the universalising assumption of 'Western' philosophy? If there is 'African' philosophy as well as there being 'Western' philosophy, then what is 'philosophy'?

2. Substantive Issues: 'Personhood, Agency, and Community'. We will discuss African thinkers' claims to the distinctiveness of African cultures' metaphysical and moral conceptions of self and society, and how these in turn impact conceptions of moral and political agency. We will compare and contrast Western individualist conceptions of the person with communal African conceptions; we will consider the idea of ancestral existence as a form of moral life after death; we will compare and contrast conceptions of individual freedom, destiny, and communal responsibility. Throughout, we will ask whether divergent conceptions of moral personhood are coherently possible or whether we should seek to strive for convergence towards a universal norm.

3. Implications: We shall ask how African thinkers conceive their social and political contexts and how their views do or do not cohere with Western thinking about African developmental challenges. Given their colonial origins, are current state structures in Africa morally and politically viable? Are human rights discourses truly universal, or are they excessively individualistic and insufficiently cognisant of the value of community? Are current aid and development premised on adequate background assumptions about modern African politics, or do they need to be revised?

**Teaching:** This course provides a combination of seminars and lectures totalling 20 hours in the Michaelmas term. There will be a reading week in Week 6 of Michaelmas term.

**Formative coursework:** Students will be expected to produce 1 formative essay in the MT.

Formative assessment will consist of an essay of maximally 2500 words in length. A list of essay questions will be made available by Week 3 of MT. Students may design their own essay questions, if they prefer to do so. However, they must clear their proposed essay question with the course convener beforehand. Course work must be submitted by the end of Week 7. The essay will be read and commented on. It will be assigned a guide-mark but will not form part of the summative assessment. Essays substantially above 2500 words will not be read.

**Indicative reading:** Anthony Kwame Appiah, *In My Father's House. Africa in the Philosophy of Culture* (OUP 1992).

Kwame Gyekye, *Tradition and Modernity. Philosophical Reflections on the Africa Experience* (OUP 1997).

Barry Hallen, *A Short History of African Philosophy* (Indiana University Press 2002).

Paulin Hountondji, *African Philosophy: Myth and Reality* (Indiana University Press, 1996).

Teodros Kiros (ed.) *Explorations in Africa Political Thought* (Routledge 2001).

V.Y. Mudimbe, *The Invention of Africa. Gnosis, Philosophy, and the Order of Knowledge* (Indiana University Press 1988).

Kwasi Wiredu, *Philosophy and an African Culture* (CUP 1980).

Kwasi Wiredu (ed.), *A Companion to African Philosophy* (Blackwell 2006).

Lee Brown (ed.) *African Philosophy* (OUP 2006).

Placide Temples, *Bantu Philosophy*, 1945.

Paulin Hountondji, *The Struggle for Meaning* (Ohio State University

Press 2002)

Kwasi Wiredu, *Cultural Universals and Particulars* (CUP 1996).  
Odera Oruka, *Sage Philosophy*, 1990.

Emmanuel Chukwudi Eze, *On Reason. Rationality in a World of Cultural Conflict and Racism* (Duke University Press 2008).

**Assessment:** Essay (100%, 5000 words).

The assessed work for this course consists of one extended essay of 5000 words due at the beginning of Lent term, on a course topic either chosen from the list of essay questions or designed by the student him or herself in consultation with the course convener.

Students are permitted to use their formative essay as a basis for their assessed essay. However, the assessed essay must advance substantially beyond the argument made in the formative essay; students must not submit the same work twice. The assessed essay must be submitted electronically to the Departmental Office. The submitted essay will undergo a plagiarism check, including self-plagiarism. Plagiarism is a serious academic offence which, if proven, will likely incur the penalty of official course failure. Late submissions will incur penalties in the form of mark deduction.

## GY400 Half Unit

### The Economics of Urbanisation

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof John Henderson Stc.506b

**Availability:** This course is available on the MPhil/PhD in Economic Geography, MSc in Environment and Development, MSc in Environmental Economics and Climate Change, MSc in Environmental Policy, Technology and Health (Environment and Development) (LSE and Peking University), MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University), MSc in Geographic Data Science, MSc in Local Economic Development, MSc in Regional And Urban Planning Studies, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development.

This course is available as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** No specific LSE course requirements. At a minimum, students should have an analytical course in micro-economics (or equivalent) and a basic statistics or econometrics course.

**Course content:** This MSc course will offer students the opportunity to learn some of the conceptual foundations and empirical regularities involved in studying why countries urbanise, the nature of structural and spatial transformation involved in the urbanisation process and the development of systems of cities. Complementing this will be a study of the internal spatial transformation of cities, the evolution of the location of production activities, the formation and role of slums, and the evolution of land market regulations and property right assignments. Critical to understanding these processes will be learning about the role of regulation and political processes, as well as policy initiatives, in shaping outcomes. The course will also examine the current process of urbanisation in Asia and Africa in the various special contexts of different regions and countries, drawing from lessons of the past as experienced in Latin America and parts of the developed world.

**Teaching:** 20 hours of lectures and 20 hours of seminars in the LT. The first three weeks of seminars will involve a review of basic statistical methods to help prepare students for class and lecture material.

**Formative coursework:** Students will be expected to produce 1 piece of coursework in the LT.

**Indicative reading:** Duranton G. (2008), 'Viewpoint: From cities to productivity and growth in developing countries', *Canadian Journal of Economics*, Vol. 41, No. 3, 689-736

Ghani E, S. O'Connell and E. Rossi-Hansberg (2014) 'The Spatial Development of India,' *Journal of Regional Science*, forthcoming  
Henderson, J.V. T. Regan, and A. J. Venables (2017) "Building the city: urban transition and institutional frictions," SERC and CERP

working paper

Bertaud A and J Brueckner (2005) 'Analyzing building height restrictions: predicted impacts and welfare costs' *Regional Science and Urban Economics*, 35, 109-125

Donaldson D, (2017) 'Railroads of the Raj' *American Economic Review*, forthcoming

Galiani S. and E. Scharrodsky (2011), 'The dynamics of land titling regularization and market development', *United Nations University – World Institute for Development Economic Research*, Working Paper No. 2011/88.

**Assessment:** Presentation (30%) in the LT.

Take-home assessment (70%) in the ST.

## GY403 Half Unit

### Contemporary Debates in Human Geography

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Murray Low STC S512

**Availability:** This course is compulsory on the MPhil/PhD in Human Geography and Urban Studies and MSc in Human Geography and Urban Studies (Research). This course is available on the MSc in Development Management, MSc in Development Studies, MSc in Environment and Development, MSc in Environmental Policy, Technology and Health (Environment and Development) (LSE and Peking University), MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in Regional And Urban Planning Studies and MSc in Urban Policy (LSE and Sciences Po). This course is available as an outside option to students on other programmes where regulations permit.

Compulsary for MPhil/PhD Human Geography and Urban students without MSc Human Geography and Urban Studies.

**Course content:** This is a reading seminar course, organised around key works pertinent to cities, development and human geography. While by no means comprehensive, the syllabus provided in the first week of the course will detail some key debates in geography, urban studies and development studies, which we explore in some detail over the term. The readings will reflect a range of approaches to the disciplines of human geography, urban studies and development studies, in order to convey the dynamic interplay between these three areas of scholarship. Discussions with colleagues in these areas of research, alongside readings of foundational texts, will be aimed at exploring how theory and evidence connect in critical geographical research.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of interactive lectures across Michaelmas Term and Lent Term.

This course includes a reading week in Week 6 of Michaelmas Term and Lent Term.

**Formative coursework:** A 2,500 word essay

**Indicative reading:** Readings focused on in this course will vary from session to session. A detailed syllabus will be provided at the beginning of the course, but would include works such as T Cresswell (2013) *Geographic Thought*; D Gregory et al, *The Dictionary of Human Geography* (5th edn), 2009; D Harvey, *Social Justice and the City*, 2009; D Harvey, *The Enigma of Capital*, 2010; N Smith, *Uneven Development*, 2008; D Massey, *Space, Place and Gender*, 1994; E Soja, *Seeking Spatial Justice*, 2010; R Peet and M Watts, *Liberation Ecologies*, 2004; J Ferguson, *The Antipolitics Machine*, 1994; T Mitchell, *Rule of Experts*, 2002; A Roy, *Poverty Capital*, 2010; and D Gregory and Allan Pred, *Violent Geographies*, 2006.

**Assessment:** Essay (100%, 5000 words) in the ST.



**GY404 Half Unit****Inclusive Growth**

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Neil Lee

**Availability:** This course is available on the MPhil/PhD in Economic Geography, MSc in Geographic Data Science, MSc in Local Economic Development and MSc in Urban Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** A good background in economic geography, economics, public policy, social policy or regional and urban studies.

**Course content:** Economic change is reshaping local economies. Trade and new technologies are changing labour markets, raising concerns about the future of work. New, disruptive tech industries concentrate in a small number of tech hubs, leading to spatial inequality. And these tech hubs themselves are often marked by inequality and exclusion of many groups. These issues raise important challenges for policymakers. How can they balance the tension between innovation and inequality? Is it possible to grow the economy in a way which benefits workers? Is Inclusive Growth possible in the modern economy?

This course focuses on the intersection between local economic development, technological change, and labour markets. The aim is to take academic work and apply it to policy: each week we cover academic theory and evidence and then relate this to a current policy challenge. Topics include the geography of poverty, spatial labour markets, labour market change, the challenge of high- and low-skills policy, and the geography of social mobility. The second half of the term focuses on the critical analysis of policy agendas. Topics include the impact of tech-led development on low-wage workers, spatial targeting of anti-poverty efforts, microfinance and entrepreneurship, and inclusive innovation policy.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities.

This course is delivered via a series of seminars in Lent Term.

This course includes a reading week in Week 6 of Lent Term.

**Formative coursework:** Students are expected to present, debate, and participate actively in seminars.

**Indicative reading:** Lee, N. 2018. Inclusive Growth in Cities: A Sympathetic Critique, *Regional Studies*, 53(9), 424-434. OECD. 2014. All on board: Making inclusive growth happen. Paris: OECD; E Moretti, 2013, *The New Geography of Jobs*.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

The number of students that can be accommodated is limited.

If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.

**Course content:** The economic geography of globalization, and examination of some of the principal effects of globalization on economic development of cities, regions and nations. Theories of regional economic development, location, and trade are applied to the contemporary process known as "globalization", and used to decipher this phenomenon and its effects on development, employment, and political institutions. A number of major issues for regional and industrial policy are considered, including trade, convergence/divergence, corporate power, knowledge and technology, governance, and inter-place competition.

**Teaching:** In Michaelmas Term 2021, GY 409 teaching will be delivered through a combination of live classes/seminars, live classroom lectures, complemented by live lecture recordings available for consultation.

This course is delivered through a combination of lectures and workshops across Michaelmas Term.

This course includes a reading week in Week 6 of Michaelmas.

**Formative coursework:** Students will be expected to participate in group work in the workshop sessions that take place every two weeks, using a combination of written presentations with written presentation slides, interactive games, and other methods used.

**Indicative reading:** P Aghion; J G Williamson, *Growth, Inequality and Globalization*, Cambridge University Press, 1998; S Brakman, H Garretsen; C van Marrewijk, *The New Introduction to Geographical Economics*, Cambridge University Press, 2009; G Clark, M Gertler; M Feldman (Eds), *The Oxford Handbook of Economic Geography*, Oxford University Press, 2000; C Crouch, P Le Galès, C Trigilia; H Voelzkow (Ed), *Local Production Systems in Europe: Rise or Demise?*

Oxford University Press, 2001;

J H Dunning (Ed), *Regions, Globalization and the Knowledge-Based Economy*, Oxford University Press, 2000;

P Krugman; M Obstfeld, *International Economics: Theory and Policy*, Harper-Collins, 1991; A Scott (Ed), *Global City Regions*, Oxford University Press, 2000;

M Storper, *The Regional World: Territorial Development in a Global Economy*, Guilford Press, 1997.

A number of more specialised texts will be recommended at the beginning of the course.

**Assessment:** Take-home assessment (100%) in the ST.

The exam is organised as a set of essay questions that reflect the content of lectures and readings in the course. Students are offered a choice of questions from which to select. The questions are generally offered in two or three groups, where students will select one question from each group of offered questions.

**GY409 Half Unit****Globalisation and territorial development: Theory, Evidence and Policy**

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Michael Storper

**Availability:** This course is available on the MPhil/PhD in Economic Geography, MSc in City Design and Social Science, MSc in Development Management, MSc in Environment and Development, MSc in Environmental Economics and Climate Change, MSc in Environmental Policy, Technology and Health (Environment and Development) (LSE and Peking University), MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University), MSc in Human Geography and Urban Studies (Research), MSc in Local Economic Development, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urban Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

**GY410 Half Unit****Economics of Local and Regional Development**

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Riccardo Crescenzi STC S417

**Availability:** This course is available on the MPhil/PhD in Economic Geography, MSc in Development Management, MSc in Environmental Economics and Climate Change, MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University), MSc in Local Economic Development, MSc in Regional And Urban Planning Studies and MSc in Urban Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

The number of students that can be accommodated is limited.

If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.

**Course content:** Why do some regions and territories perform systematically better than others in terms of economic development and wealth? What are the key drivers of local and regional economic performance? How can local and regional economic development policies boost economic activity and improve socio-economic conditions in disadvantaged areas? Globalisation and technological change have challenged the 'traditional' answers to these questions and call for new analytical and policy tools. This course provides students with an in-depth understanding of the macro and meso-level determinants of regional and local economic development and of the policies influencing these drivers. After examining the existing disparities in regional economic performance between and within a number of advanced, emerging and developing countries, the course illustrates the scope and justification for government intervention in this area. Various theories and approaches to local and regional economic development, leading to different policy prescriptions, are analysed in order to identify different macro and meso determinants of economic performance (from innovation and human capital to knowledge spillovers and global networks). In particular, the course dwells on the regional policy of the European Union (EU) - one of the most important large-scale regional policy experiences - in order to discuss the pros and cons of existing policy tools and illustrate the benefits of a 'balanced' approach to the analysis, design, management and implementation of regional and local economic development policies in a globalising world. In this context, special attention will also be devoted to the cases of the United States, China and India in a comparative perspective.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of seminars and lectures across Michaelmas Term.

This course includes a reading week in Week 6 of Michaelmas Term.

**Formative coursework:** Students will be expected to produce 1 piece of coursework in the MT.

**Indicative reading:** H W Armstrong & J Taylor, *Regional Economics and Policy*, Macmillan, 2000; R Capello, *Regional Economics* 2nd Edition, Routledge, 2016; R Crescenzi & M Percoco *Geography, Institutions and Regional Economic Performance*, Springer, 2013; R Crescenzi & A Rodríguez-Pose *Innovation and Regional Growth in the European Union*, Springer, 2011; C Jones *Introduction to Economic Growth* 2nd edition, Norton 2001; P McCann *Urban and Regional Economics*, OUP 2001; A Pike, A Rodríguez-Pose & J Tomaney, *Local and regional development* 2nd Edition, Routledge, 2017.

A number of more specialized texts will be recommended at the beginning of the course.

**Assessment:** Take-home assessment (100%) in the LT.

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## GY413 Half Unit Regional Development and Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Andres Rodríguez-Pose STC S4.07

**Availability:** This course is available on the MPhil/PhD in Economic Geography, MSc in Environment and Development, MSc in Environmental Policy, Technology and Health (Environment and Development) (LSE and Peking University), MSc in Inequalities and Social Science, MSc in Local Economic Development, MSc in Regional And Urban Planning Studies and MSc in Urban Policy (LSE and Sciences Po). This course is available as an outside option to students on other programmes where regulations permit. The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.

**Pre-requisites:** A good background is required in one of the fields of management, economics, economic geography, regional and urban studies.

**Course content:** This course deals with the management and institutions of local and regional economic development. It dwells on the socio-economic implications of the emergence of local and regional governments and institutions as key actors in the design and implementation of economic development strategies across the world. In particular, the first section of the course analyses the consequences for economic efficiency and equality of the gradual but relentless shift of development responsibilities from the national and the supranational to the local and regional scale, linked of political and fiscal decentralisation. The second section of the course focuses, from a theoretical and empirical perspective, on the strategies being implemented by subnational governments across the world in order to cope and redress development problems. Strategies based on the building of infrastructure, the attraction of foreign direct investment, the support to local production and the promotion of local human resources are analysed in different institutional and governance contexts. The course draws on examples from Europe, the US, Latin America, and Asia.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of seminars and lectures across Lent Term.

This course includes a reading week in Week 6 of Lent Term.

**Formative coursework:** Students will be expected to participate in group debates throughout the course, with written presentation slides required. Feedback is provided in the sessions.

**Indicative reading:** N Brenner, *New state spaces: Urban governance and the rescaling of statehood*, Oxford University Press, 2004; P Dicken, *Global Shift: Mapping the Changing Contours of the World Economy* (7th edition), Sage, 2021; J D Donahue, *Disunited States*, Harper Collins, 1997; R Kanbur and A J Venables, *Spatial inequality and development*, Oxford University Press, 2005; P. McCann, *The UK regional-national economic problem: Geography, globalisation and governance*, Routledge, 2016; A Pike, A Rodríguez-Pose and J Tomaney, *Local and regional development* (2nd edition), Routledge, 2017; A Pike, A Rodríguez-Pose & J Tomaney, *Handbook of Local and Regional Development*, Routledge, 2011; R J Putnam, *Bowling alone: The collapse and revival of American community*, Simon & Schuster, 2000; A J Scott, ed., *Global city-regions*, Oxford University Press, 2001; J Rodden, *Why Cities Lose: The Deep Roots of the Urban-Rural Political Divide*, Basic Books, 2019; M Storper, *The Regional World: Territorial Development in a Global Economy*, Guilford Press, 1997. A number of more specialised texts will be recommended at the beginning of the course; M Storper, *Keys to the city: How economics, institutions, social interaction, and politics shape development*, Princeton University Press, 2013.

**Assessment:** Take-home assessment (100%) in the ST.

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## GY415 Half Unit Not available in 2022/23 Local Capacity and Economic Development Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Simona Iammarino STC S410

**Availability:** This course is available on the MSc in Geographic Data Science, MSc in Local Economic Development, MSc in Regional And Urban Planning Studies and MSc in Urban Policy (LSE and Sciences Po). This course is not available as an outside option.

**Course content:** This course is aimed at understanding the micro foundations of local economic development, that is the determinants and effects of the behaviour, strategies and

choices of key economic actors: local firms, both small and large, multinational enterprises, universities and other education and research organisations, government bodies, NGOs, and local communities. The study of different theoretical approaches, empirical evidence and implications of the behaviour of such actors, and their interactions and linkages, will help building up the analytical framework to interpret the genesis of localised economic systems, their dynamics and evolution over time and the policy options available, particularly, but not exclusively, from a bottom-up perspective. We will make use of an extended array of empirical examples and case studies across regions and industries, both in advanced and emerging economies, and consider the transferability of lessons and insights over space and time. The course is particularly concerned with place-sensitive approaches and locally initiated and managed processes which may involve a wide range of actors in shaping and implementing local economic development initiatives.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through a combination of workshops and lectures across Michaelmas Term.

This course includes a reading week in Week 6 of Michaelmas Term.

**Formative coursework:** Policy Brief outline to be submitted by week 5 and group presentations on case studies in different weeks of MT: written feedback will be provided on all formative coursework in order to help prepare for the assessed Policy Brief.

**Indicative reading:** The course is mainly based on academic articles and papers, all available through @reading list. Some chapters will also be used from books such as: A. Pike, A. Rodriguez-Pose & J. Tomaney, *Local and Regional Development*, 2006; B-A. Lundvall, KJ Joseph, C. Chaminade & J. Vang (eds.), *Handbook of Innovation Systems and Developing Countries*, 2009; J Cantwell & E Amann (eds.), *Innovative Firms in Emerging Market Countries*, 2012; S Iammarino & P McCann *Multinationals and Economic Geography. Location, Technology and Innovation*, 2013. In general, all readings are electronically available from the LSE Library unless otherwise indicated.

**Assessment:** Policy brief (100%) in the MT.

A 2,500 word Policy Brief is due in the week after the end of MT.

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## GY420

### Environmental Regulation: Implementing Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Richard Perkins, Dr Eugenie Dugoua, Dr Michael Mason and Dr Meredith Whitten

**Availability:** This course is compulsory on the MSc in Environmental Policy and Regulation and MSc in Environmental Policy, Technology and Health (Environmental Policy and Regulation) (LSE and Peking University). This course is available on the MSc in Development Studies, MSc in Environment and Development, MSc in Environmental Economics and Climate Change, MSc in Environmental Policy, Technology and Health (Environment and Development) (LSE and Peking University), MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University), MSc in Local Economic Development, MSc in Regulation, MSc in Risk and Finance and MSc in Urban Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit. The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.

This course cannot be taken with GY465 Concepts in Environmental Regulation or GY475 Issues in Environmental

Governance.

**Course content:** This course provides critical insights into the characteristics, processes and evolving dynamics of environmental policy, regulation and governance. In MT, the course considers the rationale for public policy intervention, and the factors that shape the influence of different interest groups over government policy making. It proceeds to examine the nature, design and performance of different policy instruments, together with the various influences governing policy implementation processes. In LT, the course highlights key themes in environmental regulation informed by the concept of multi-level governance. This concept suggests new alignments and forms of regulation within and across state borders: the themes chosen to explore this concept include governing technological change, international negotiations, governance beyond the state, and different rationalities of regulation (science, ethics and justice).

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of seminars and lectures across both Michaelmas Term and Lent Term.

This course includes a reading week in Week 6 of Michaelmas Term and Lent Term.

**Formative coursework:** Students are expected to prepare one formative piece of coursework in the MT: feedback will be provided. In the LT, students are required to give one presentation on an agreed topic: feedback will be provided.

**Indicative reading:** While there is no one single text that covers all aspects of the course, you are encouraged to consult the following: MT:

- J Holder and M Lee (2007) *Environmental Protection Law and Policy* (2nd edition), Cambridge: Cambridge University Press;
- N Carter (2018) *The Politics of the Environment: Ideas, Activism, Policy* (3rd edition), Cambridge: Cambridge University Press;
- S Bell, D McGillivray, O Pedersen, E Lees and E Stokes (2017) *Environmental Law* (9th edition), Oxford: Oxford University Press.

LT:

- A Gupta and M Mason (eds.) (2014) *Transparency in Global Environmental Governance*, Cambridge, MA: MIT Press;
- A Randall (2011) *Risk and Precaution*, Cambridge: Cambridge University Press;
- S Barrett (2005) *Environment and Statecraft: The Strategy of Environmental Treaty-Making*, Oxford: Oxford University Press;
- S Piattoni (2010) *The Theory of Multi-level Governance*, Oxford: Oxford University Press.

**Assessment:** Coursework (50%, 3500 words) in the LT.

Take-home assessment (50%) in the ST.

The LT summative coursework will be a policy brief with critical reflection, based on the material taught in the MT.

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## GY426

### Environmental and Resource Economics

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Sefi Roth. Prof. Hendrik Wolff. Dr Eugenie Dugoua. Dr Frank Venmans

**Availability:** This course is compulsory on the MSc in Environmental Economics and Climate Change and MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University). This course is available on the MPhil/PhD in Environmental Economics, MSc in Econometrics and Mathematical Economics, MSc in Economics, MSc in Economics (2 Year Programme) and MSc in Geographic Data Science. This course is available with permission as an outside option to students on other programmes where regulations permit.

The number of students that can be accommodated is limited.

If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created.



For further details, please contact your relevant Programme Coordinator.

**Pre-requisites:** A background in economics and calculus is highly desirable.

**Course content:** Environmental and resource economics is at the forefront of the response to local, national and global environmental problems. As such, it has become an essential part of the thinking and actions of national and regional governments, as well as international agencies and organizations. This course seeks to develop a rigorous treatment of the theory of environmental and natural resource economics, and to show how formal economic thinking can assist real world policymaking in areas such as climate change, ecosystem & biodiversity conservation and water resource management.

The course consists of four components which cluster together the principal areas of interest and research in environmental and natural resource economics:

PART I: Environmental Economics and Pollution Control

PART II: Behavioural Economics, Evaluation and the Environment

PART III: The Economics of Natural Resources: Efficiency, Optimality and Sustainability

PART IV: Economics of Climate Change and Low-Carbon Transitions

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities.

This course is delivered through a combination of seminars and lectures Michaelmas Term and Lent Term.

This course includes a reading week in Week 6 of Michaelmas Term and Week 6 of Lent Term.

**Formative coursework:** Students will complete one written formative assignment of 1,500 words in Michaelmas Term, on which they will receive written feedback.

**Indicative reading:** Detailed reading lists will be provided to support each course component. The following texts will be particularly useful:

**Michaelmas Term:**

- Kolstad, C., *Environmental Economics*, Oxford: Oxford University Press, (2000).
- L. Perman, R., Y. Ma, J. McGilvray and M. Common, *Natural Resource and Environmental Economics*, Pearson Addison Wesley, Fourth Edition (2011), and Third Edition (2003)
- Bondy M, Roth S, and Sager, L. (2020) Crime Is in the Air: The Contemporaneous Relationship between Air Pollution and Crime, *Journal of the Association of Environmental and Resource Economists* 7:3, 555-585
- Dugoua E (2019) *International Environmental Agreements and Directed Technological Change: Evidence from the Ozone Regime*. Working Paper available at [http://eugeniedugoua.com/papers/Dugoua2018\\_Montreal\\_Innovation.pdf](http://eugeniedugoua.com/papers/Dugoua2018_Montreal_Innovation.pdf)

**Lent Term:**

- Conrad, J., *Resource Economics*, Cambridge: Cambridge University Press, (2005);
- L Perman, et al., *Natural Resource and Environmental Economics*, Pearson Addison Wesley, Fourth Edition (2011), and Third Edition (2003);
- Arrow et al. (2013). Determining Benefits and Costs for Future Generations. *Science* 26 Jul 2013:Vol. 341, Issue 6144, pp. 349-350.

**Assessment:** Assessment path 1

Exam (75%, duration: 3 hours) in the summer exam period.

Essay (25%, 2500 words).

Assessment path 2

Exam (50%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

Essay (50%, 6000 words) in the ST.

Assessment Pathway 1: For all students NOT enrolled on MSc Economics or MSc Econometrics and Mathematical Economics

Assessment Pathway 2: For MSc Economics and MSc Econometrics and Mathematical Economics students only.

## GY427 Half Unit

### Climate Change: Science, Economics and Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Simon Dietz

**Availability:** This course is compulsory on the MSc in Environmental Economics and Climate Change and MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University). This course is available on the MSc in Environment and Development, MSc in Environmental Policy and Regulation, MSc in Environmental Policy, Technology and Health (Environment and Development) (LSE and Peking University) and MSc in Environmental Policy, Technology and Health (Environmental Policy and Regulation) (LSE and Peking University). This course is available with permission as an outside option to students on other programmes where regulations permit.

The number of students that can be accommodated is limited.

If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. Priority will be given to students on the MSc in Environmental Economics and Climate Change followed by students on the MSc in Environment and Development and MSc in Environmental Policy and Regulation. Students on the MPA will only be offered a place if spaces are available. For further details, please contact your relevant Programme Coordinator.

**Course content:** A comprehensive guide to the issue of climate change, from fundamental concepts in climate science, through estimating the future impacts of climate change on economies and societies, to cutting greenhouse gas emissions by using economic instruments such as carbon trading. Interdisciplinary, but with an emphasis on economic analysis, albeit taught in a non-technical style.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through interactive lectures across the Lent Term.

This course includes a reading week in Week 6 of the Lent term.

**Formative coursework:** Students will carry out regular assignments.

**Indicative reading:** Detailed reading lists will be provided to support each course component.

**Assessment:** Take-home assessment (100%) in the ST.

## GY428 Half Unit

### Applied Quantitative Methods

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Stephen Jarvis. Dr Juan Ruiz-Tagle. Prof. Hendrik Wolff

**Availability:** This course is compulsory on the MSc in Environmental Economics and Climate Change and MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University). This course is available on the MPhil/PhD in Economic Geography, MPhil/PhD in Environmental Economics, MPhil/PhD in Regional and Urban Planning Studies, MSc in Geographic Data Science, MSc in Local Economic Development and MSc in Urban Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

The number of students that can be accommodated is limited.

If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.

**Pre-requisites:** A background in undergraduate statistics or,



preferably, econometrics is required

**Course content:** This course will provide an introduction to quantitative methods in use in modern environmental and resource economics. Emphasis will be placed on the practical use of empirical tools. This applied focus will be complemented by the investigation of assumptions and proofs that can improve the understanding of empirical results. Students will apply the methods taught using statistical/econometric software and data documenting some topical public policy questions. These applications will take place in ten seminars of one hour each. During the seminars the students will gain understanding of the statistical programming language R. Throughout the course, examples from relevant and topical empirical papers published in the area of applied econometrics and environmental economics will be critically discussed. The module will focus on linear regression methods, with an emphasis on their use for causal inference. The first part of the course will cover the standard linear regression model, its assumptions, violations and testing procedures. Functional forms and non-linear models will also be discussed. The latter part of the course will cover a range of important estimation approaches, including fixed effects with panel data, difference-in-differences, instrumental variables and regression discontinuity designs. The course will conclude with a more general discussion of how these tools can be used in research and policy analysis.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through a combination of classes and lectures across Michaelmas Term. This course includes a reading week in Week 6 of Michaelmas Term.

**Formative coursework:** There will be an opportunity to get feedback on one or more of the problem sets assigned during the MT.

**Indicative reading:** Detailed reading lists will be provided to support each course component, but the following texts will be particularly useful:

- a) Stock J.H. and M.W. Watson (2019). Introduction to Econometrics. Fourth Edition Pearson International Edition;
- b) J. Wooldridge (2006), Introductory Econometrics: A Modern Approach, Thomson;
- c) Angrist J and Pischke J.S. (2014) Mastering 'Metrics, Princeton.
- d) Angrist J and Pischke J.S. (2009) Mostly Harmless Econometrics, Princeton.
- e) Cunningham S. (2021) Causal Inference The Mixtape, Yale.

**Assessment:** Exam (70%, duration: 2 hours) in the January exam period.

Coursework (30%) in the MT.

The coursework assessment will take the form of problem sets or exercises that recap on some of the most important topics.

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## GY431 Half Unit

### Cities, People and Poverty in the South

**This information is for the 2022/23 session.**

**Teacher responsible:** Laura Antona

**Availability:** This course is available on the MSc in African Development, MSc in City Design and Social Science, MSc in Development Management, MSc in Development Studies, MSc in Environment and Development, MSc in Environmental Policy, Technology and Health (Environment and Development) (LSE and Peking University), MSc in Gender, Development and Globalisation, MSc in Gender, Policy and Inequalities, MSc in Health and International Development, MSc in Human Geography and Urban Studies (Research), MSc in Local Economic Development, MSc in Regional And Urban Planning Studies, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Experience and/or knowledge of development and/or urbanisation in the South would be a distinct advantage

**Course content:** The course examines the patterns, processes and implications of urbanisation in developing societies (with an emphasis on the Middle East region), and with particular reference to the survival and well-being of low-income groups. The conceptual and empirical focus of the course revolves around strategies adopted at individual household and community levels to ensure sustainable livelihoods, and the interrelations of grassroots processes with policy interventions on the part of governments, international development agencies and NGOs. Specific themes include: trends in urban development in the 20th and 21st centuries; the conceptualisation and measurement of poverty and the urban; the 'urbanisation' of poverty; poverty reduction strategies by international organisations; intersectionality; urban informality; urbanisation of violence and conflict; and urban social movements.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through a combination of seminars and lectures across Michaelmas Term.

This course includes a reading week in Week 6 of Michaelmas.

**Formative coursework:** Students will be expected to produce one formative essay during the course, as well as to prepare seminar presentations (usually in pairs), and to be actively involved in seminar discussions, including as discussants and rapporteurs.

**Indicative reading:** Detailed reading lists will be provided during the course. No one book covers the entire course. However, recommended essential reading is as follows: N. Brenner (ed), Implosions/Explosions: Towards a Study of Planetary Urbanization, Oxford, 2009 (1845); S.Parnell and S.Oldfield (Eds), The Routledge Handbook on Cities of the Global South, 2014; S Graham, Cities Under Siege: The New Military Urbanism, 2011; A Mbembe, Essays on Decolonization: Out of the Dark Night, 2021; T Mitchell, The Rule of Experts: Egypt, Techno-Politics, Modernity, 2002; Marx and Kelling, Knowing urban informalities, Urban Studies, 2019, 56, 3; United Nations Sustainable Development Goals: Knowledge Platform.

**Assessment:** Essay (50%, 2500 words) in the MT.

Essay (50%, 2500 words) in the LT.

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## GY432 Half Unit Not available in 2022/23

### Urban Ethnography

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Gareth Jones S506

**Availability:** This course is available on the MSc in African Development, MSc in Development Management, MSc in Development Studies, MSc in Environment and Development, MSc in Environmental Policy, Technology and Health (Environment and Development) (LSE and Peking University), MSc in Human Geography and Urban Studies (Research), MSc in Regional And Urban Planning Studies, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** The course considers the role of ethnography to how we understand cities. We will look in detail at different types of ethnography and compare with other means of representing the city such as the novel and film. Specific themes will cover walking the city, the flaneur and ethnographer; neighbourhoods, intimacy and hustle; the 'ghetto' and abandonment; street ethnography; time, waiting and hope; bodies and sex; infrastructure and labour; gates and the middle class; the gang, drugs and violence. The course considers the role of ethnography in the global south and north. The course offers an opportunity to reflect on everyday life in cities in ways which do not reduce them to arenas for technical, policy-

driven interventions, and so as to consider the urban experience more broadly. The course will raise issues of methodology and writing, and most weeks involve seminar discussion based on suggested readings.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through a series of seminars across Lent Term.

This course includes a reading week in Week 6 of Lent Term.

**Formative coursework:** A 1,500 word essay or review of readings on a chosen topic from class list.

**Indicative reading:** There are some useful Readers on urban ethnography such as:

- M. Duneier et al., *The Urban Ethnography Reader*, 2014;
- S. Low, *Spatializing Culture: The Ethnography of Space and Place*, 2016;
- The course is based on key ethnographies for each week supplemented by articles.
- J.A. Alves, *The Anti-Black City: Police Terror and Black Urban Life in Brazil*, 2018;
- J. Auyero, *The Patients of the State: the politics of waiting in Argentina*, 2012;
- J. Auyero & D. Swiston, *Flammable: environmental suffering in an Argentine Shantytown*, 2009;
- T. Belmonte, *The Broken Fountain*; 2005;
- P. Bourgois. *In Search of respect: selling crack in El Barrio*, 2003;
- P. Bourgois and J. Schonberg, *Righteous Dopefiend*, 2009;
- M. Di Nunzio, *The Act of Living: Street Life, Marginality, and Development in Urban Ethiopia*, 2019;
- G. Feltran, *The entangled city: crime as urban fabric in Sao Paulo*, 2020;
- L. Fernandes, *India's New Middle Class: Democratic Politics in an Era of Economic Reform*, 2006;
- A. Goffman, *1600 on the Run: Fugitive Life in an American City*, 2012;
- D. Goldstein, *Laughter out of Place: race, class, violence and sexuality in a Rio Shantytown*, 2003;
- E. Harms, *Luxury and Rubble: Civility and Dispossession in the New Saigon*, 2016;
- C. Jeffrey, *Timepass: youth, class the politics of waiting in India*, 2010 ;
- P. Kelly, *Lydia's Open Door: inside Mexico's most modern brothel*, 2008;
- D. Mains, *Hope Is Cut: Youth, Unemployment, and the Future in Urban Ethiopia*, 2011;
- D. Mains, *Under Construction: Technologies of Development in Urban Ethiopia*, 2019;
- B. O'Neill, *The Space of Boredom: Homelessness in the Slowing Global Order*, 2017;
- L. Ralph, *Renegade dreams: Living through injury in gangland Chicago*, 2014;
- L.A. Ring, *Zenana: everyday peace in a Karachi apartment building*, 2006;
- E. Tarlo, *Unsettling Memories: Narratives of India's 'Emergency' in Delhi*, 2003;
- S. Venkatesh, *Gang Leader for a Day*, 2008;
- L. Wacquant, *Urban Outcasts*, 2008;
- J. Wolseth, *Jesus and the Gang: Youth Violence and Christianity in Urban Honduras*, 2011;
- L. Zhang, *In Search of Paradise: Middle-class Living in a Chinese Metropolis*, 2010;
- T. Zheng, *Red lights: The lives of sex workers in postsocialist China*, 2009.

**Assessment:** Essay (100%, 5000 words) in the ST.

## GY438 Half Unit

### Urban Asia: Cities and Social Change

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Hyun Shin

**Availability:** This course is available on the CEMS Exchange, MA in Asian and International History (LSE and NUS), MBA Exchange, MSc in China in Comparative Perspective, MSc in City Design and Social Science, MSc in Development Studies, MSc in Environment and Development, MSc in Environmental Policy, Technology and Health (Environment and Development) (LSE and Peking University), MSc in Human Geography and Urban Studies (Research), MSc in International and Asian History, MSc in Local Economic Development, MSc in Regional And Urban Planning Studies, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available as an outside option to students on other programmes where regulations permit.

The number of students able to be accommodated is limited.

If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created.

For further details, please contact your relevant Programme Coordinator

**Course content:** This is an interdisciplinary urban course that encourages students to develop a critical understanding of how urban space is transformed in diverse social, economic and political settings, and what social implications are made upon the powerless and the poor. Examining the process of socio-spatial transformation in times of condensed urbanisation and economic development, this course makes use of Asia as an empirical site to unsettle Western notions of urban development. Various examples of urban policies and practices will be drawn from cities across East and Southeast Asia, with emphasis on newly industrialised capitalist economies as well as transitional economies such as mainland China.

Focusing on urban questions in particular, the course comprises of lectures and seminars on the following themes:

- the political economy of urbanisation;
- the politics of land;
- global gentrifications;
- displacement and dispossession;
- cities of spectacle and mega-events;
- urban social movements

Students will also have opportunities to view and discuss various sources of audiovisual materials and documentaries related to these themes.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities.

This course is delivered through a combination of seminars, workshops and lectures across Lent Term.

This course includes a reading week in Week 6 of Lent Term.

**Formative coursework:** Students are expected to complete one essay plan for their assessed essay and blog.

**Indicative reading:** Chen, Y.-L. and Shin, H.B. (eds.) *Neoliberal Urbanism, Contested Cities and Housing in Asia*. Palgrave Macmillan;

Chua, B.H. (2017) *Liberalism Disavowed: Communitarianism and State Capitalism in Singapore*. Cornell University Press;

Doucette, J., and Park, B.-G. (2019) *Developmentalist Cities? Interrogating Urban Developmentalism in East Asia*. Brill;

Haila, A. (2016) *Urban Land Rents: Singapore as a Property State*. Wiley Blackwell;

Lees, L., Shin, H.B. and Lopez-Morales, E. (2016) *Planetary Gentrification*. Polity Press;

Roy, A. and Ong, A. (eds.) (2011) *Worlding Cities: Asian Experiments and the Art of Being Global*. Blackwell;

Wu, F. (2015) *Planning for Growth: Urban and Regional Planning in China*. Routledge

Abbas, A. (1997) *Hong Kong: Culture and the Politics of Disappearance*, University of Minnesota Press;

Allen, J.R. (2012) Taipei: City of Displacements, University of Washington Press;

Forrest, R., Koh, S.Y. and Wissink, B. (eds.) (2017) Cities and the Super-rich: Real Estate, Elitist Practices and Urban Political Economies. Palgrave Macmillan;

Glassman, J. (2018) Drums of War, Drums of Development: the Formation of a Pacific Ruling Class and Industrial Transformation in East and Southeast Asia, 1945-1980. Brill Press;

Harvey, D. (2016) The Ways of the World. Profile Books;

Labbé, D. (2014) Land Politics and Livelihoods on the Margins of Hanoi, 1920-2010. UBC Press;

Lees, L., Shin, H.B. and Lopez-Morales, E. (Eds.) (2015) Global Gentrifications: Uneven Development and Displacement, Policy Press;

Mathews, G. (2011) Ghetto at the Center of the World: Chungking Mansions, Hong Kong, The University of Chicago Press;

Hsing, Y-t. (2010) The Great Urban Transformation. Oxford University Press;

Park, S.H., Shin, H.B. and Kang, H.S. (eds.) (2021) Exporting Urban Korea? Reconsidering the Korean Urban Development Experience. Routledge;

Seng, L.K. (2013) Squatters into Citizens: The 1961 Bukit Ho Swee Fire and the Making of Modern Singapore. NUS Press;

Simone, A. (2014) Jakarta: Drawing the City Near. University of Minnesota Press;

Smart, A. (2006) The Shek Kip Mei Myth: Squatters, Fires and Colonial Rule in Hong Kong, 1950-1963. Hong Kong University Press;

Sorensen, A. (2002) The Making of Urban Japan: Cities and Planning from Edo to the Twenty-first Century. Routledge/Curzon

**Assessment:** Coursework (30%, 1500 words) and essay (60%, 3000 words) in the ST.

Class participation (10%) in the LT.

Coursework (30%) refers to a blog piece. Students are to submit regular reading responses via Moodle as part of class participation. Further details will be included in the course guide.

## GY439 Half Unit Cities, Politics and Citizenship

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Murray Low STC.S.512

**Availability:** This course is available on the MSc in City Design and Social Science, MSc in Culture and Society, MSc in Environment and Development, MSc in Environmental Policy, Technology and Health (Environment and Development) (LSE and Peking University), MSc in Human Geography and Urban Studies (Research), MSc in Regional And Urban Planning Studies, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** Perspectives on contemporary urban politics. The course will equip students interested in urban change and development to understand and critically assess the variety of ways in which urban politics and policies are imagined and discussed in universities as well as in the world of policy. It will also develop their understandings of key debates and themes in contemporary urban political life.

Topics covered will include: imagining urban politics; theories of urban politics, 'globalisation' and urban political life; urban governance; civil society and urban social movements; urban dimensions of citizenship and migration; policing, violence and urban politics; urban politics and 'neoliberalism.'

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through interactive seminars across Lent Term

This course includes a reading week in Week 6 of Lent Term

**Formative coursework:** Students will be expected to produce 1 piece of coursework in the LT.

**Indicative reading:** J Borja and M Castell, Local and Global, 1997; J Davies and D Imbroscio, eds., Theories of Urban Politics (2nd Edition), 2009; M Douglass and J Friedmann, eds., Cities for Citizens, 1998; D Judge, G Stoker and H Wolman, eds, Theories of Urban Politics, 1995; P Le Galegraves, European Cities, 2002; L Sandercock, Towards Cosmopolis, 1998; S. Sassen Territory, Authority, Rights, 2006; M P Smith, Translocal Urbanism, 2001.

**Assessment:** Take-home assessment (100%) in the ST.

## GY441 Half Unit Not available in 2022/23 The Politics of Housing

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Romola Sanyal

**Availability:** This course is available on the MSc in City Design and Social Science, MSc in Human Geography and Urban Studies (Research), MSc in Regional And Urban Planning Studies, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available as an outside option to students on other programmes where regulations permit.

**Course content:** The aim of this course is to examine the politics of housing from a transnational and comparative perspective. The course will link the empirical analyses on housing to theoretical discussions on class, community, gender, ethnicity and design. It will analyse housing issues ranging from informality, homelessness and gated communities to housing tenure, architectural design and housing as a humanitarian tool. This is an interdisciplinary course, drawing upon debates in fields such as Architecture, Urban Planning, Geography, Sociology, Anthropology and Development Studies. The course will help students develop a broad knowledge of the politics of housing in different countries and how they intersect with issues such as urban development, housing finance and public policy. It will also encourage students to think about housing issues relationally and globally.

Themes

Some of the themes covered in this course include: Traditional Housing, Communities, Gender and Housing, Race and Ethnicity and Housing, Homelessness, Housing and Emergencies etc.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities.

This course is delivered through a combination of seminars and lectures across Lent Term.

This course includes a reading week in Week 6 of Lent Term.

**Formative coursework:** Students will be expected to produce 1 piece of coursework in the LT.

One 1500 word essay and 4 one page reading responses

**Indicative reading:**

- Grewal, I. (1996) Home and Harem: Nation, Gender, Empire and the Cultures of Travel. Durham: Duke University Press
- Caldeira, Teresa. (2001) City of Walls: Crime, Segregation and Citizenship in Sao Paulo. Berkeley: University of California Press.
- Gowan, T. (2010) Hobos, Hustlers, and Backsliders: Homeless in San Francisco. Minneapolis: University of Minnesota Press.
- Gottesdiener, L (2013) A Dream Foreclosed: Black America and the Fight for a Place to Call Home. Westfield: Zuccotti Park Press
- Jackson, K. (1985) Crabgrass Frontier: The Suburbanization of the United States. New York: Oxford University Press.
- King, A. (1995) The Bungalow: The Production of a Global Culture, New York: Oxford University Press.
- Smart, A. (2006) The Shek Kip Mei Myth: Squatters, Fires and Colonial Rule in Hong Kong, 1950-1963. Hong Kong University Press.

**Assessment:** Essay (80%, 5000 words) in the ST.

Presentation (20%) in the LT.

**GY446 Half Unit****Planning for Sustainable Cities****This information is for the 2022/23 session.****Teacher responsible:** Dr Nancy Holman STC318a, Dr Erica Pani - STC305**Availability:** This course is available on the MSc in Environmental Economics and Climate Change, MSc in Environmental Policy and Regulation, MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University), MSc in Environmental Policy, Technology and Health (Environmental Policy and Regulation) (LSE and Peking University), MSc in Human Geography and Urban Studies (Research), MSc in Regional And Urban Planning Studies, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.**Course content:** A critical examination of the issues involved in planning for sustainable development at the urban level together with a review of policies and practice; the course focus largely on the problems facing developed countries. The course comprises ten lectures covering issues of physical, economic and social measures to promote sustainability alongside understandings of how this may be measured in an urban context.**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of seminars and lectures across Lent Term.

This course includes a reading week in Week 6 of Lent Term.

**Formative coursework:** Students are expected to submit a formative assignment in the LT.**Indicative reading:** Detailed reading on specific policy areas will be provided.: J Agyeman & B Evans (Eds), Local Environmental Policies and Strategies, 1994; S. Wheeler. Planning for Sustainability: Creating livable, equitable, and ecological communities, 2004; Y. Rydin, Governing for Sustainable Urban Development, 2010; S. Davoudi, J. Crawford and A. Mehmood (Eds), Planning for Climate Change: Strategies for Mitigation and Adaptation for Spatial Planners, 2009.**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.**GY447 Half Unit****The Economics of Regional and Urban Planning****This information is for the 2022/23 session.****Teacher responsible:** Dr Felipe Carozzi S416**Availability:** This course is compulsory on the MSc in Regional And Urban Planning Studies and MSc in Urban Policy (LSE and Sciences Po). This course is available on the CEMS Exchange, MBA Exchange, MPhil/PhD in Economic Geography, MSc in Development Management, MSc in Development Studies, MSc in Human Geography and Urban Studies (Research), MSc in Local Economic Development and MSc in Urban Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator

**Pre-requisites:** Students should normally have completed an introductory course in economics. Students without this background may wish to attend the micro-economic section of EC100 Economics A together with the Pre-sessionals GY447 and GY447.1 workshops.**Course content:** The course aims to provide an economic framework in which to analyse the structure of economic activity within the urban and regional context; the impact of this structure on urban form; the role of government at the local level and local economic policy applications. Topics include: The determinants of industrial, commercial and residential location. The interaction between activities within a spatial context. The economics of land markets and of the development process. The determinants of rents and densities. Economic models of urban structure. Sources of market failure in the urban economy. The rationale of government intervention. Techniques of intervention in the urban and environmental context. The role of the public sector: pricing, allocation, production and investment decisions. Urban and regional economic policy issues.**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through a combination of seminars and lectures across Michaelmas Term only.

The course will also feature a pre-sessional element in week 0 of Michaelmas Term and a reading week in Week 6 of Michaelmas Term.

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**Formative coursework:** A take home formative exam will be carried out during Lent Term.**Indicative reading:**

- 1) A O'Sullivan Urban Economics;
  - 2) J F McDonald and Daniel P. McMillen, Urban Economics and Real Estate;
  - 3) J Stiglitz, Economics of the Public Sector;
  - 4) Pindyck & Rubinfeld Microeconomics, Suslow & Hamilton Study Guide.
  - 5) J Brueckner, Lectures in Urban Economics
  - 5) D DiPasquale & W C Wheaton, Urban Economics and Real Estate Markets;
  - 6) R W Vickerman, Urban Economics;
  - 8) H Dunkerley (Ed), Urban Land Policy: Issues and Opportunities;
- More detailed readings will be provided during the course.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.**GY448 Half Unit****Social and Political Aspects of Planning****This information is for the 2022/23 session.****Teacher responsible:** Dr Alan Mace STC315a**Availability:** This course is compulsory on the MSc in Regional And Urban Planning Studies and MSc in Urban Policy (LSE and Sciences Po). This course is available on the MSc in City Design and Social Science, MSc in Geographic Data Science and MSc in Human Geography and Urban Studies (Research). This course is available as an outside option to students on other programmes where regulations permit.

The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.

**Course content:** The course seeks to bring into conversation with one another the theory and practice of urban planning. Planning is understood as a discursive practice where issues are framed and policy is generated through multiple parties employing both data and lived experience. We therefore focus on how planning processes are deeply embedded in the social. Rather than offering training in particular planning tools such as impact assessments, which vary from setting to setting, the course provides you with skills to critique planning practices. You will look at key planning ideas such as the neighbourhood, community and participation. We consider the implications for practice of the increasing



complexity of planning both within and across jurisdictions including sub-regions and regions. In the latter weeks we bring various aspects of the course together through case studies of different planning practices in various national settings. The course is primarily focused on planning in the global north as it draws on our practice and research experience, but examples are included from the global south.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through a combination of seminars and lectures across Michaelmas Term.

This course includes a reading week in Week 6 of Michaelmas Term.

**Formative coursework:** Students will submit a 1,500 word assignment.

**Indicative reading:**

- Friedmann, J., 2011. *Insurgencies: Essays in Planning Theory*, Routledge.
- Joss, S. 2015. *Sustainable Cities; Governing for Urban Innovation*. Palgrave.
- Sanyal, B., Lawrence, J.V and Rosan C.D.R. 2012. *Planning Ideas That Matter*. MIT Press.

Once on the course, all key readings are available online being either journal articles or electronic book chapters.

**Assessment:** Essay (100%, 4000 words) in the LT.

## GY449 Half Unit Urban Futures

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Austin Zeiderman

**Availability:** This course is available on the MSc in Human Geography and Urban Studies (Research), MSc in Regional And Urban Planning Studies, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is strictly capped at 50. Students are required to apply through Graduate Course Choice on LSE for You by providing a short written statement of why they are interested in taking the course (this includes students on Geography and Environment MSc programmes). If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. Priority will be given to students on the MSc programmes listed above. For further details, please contact your relevant Programme Coordinator.

**Pre-requisites:** This course assumes that students already have a background in the social sciences and/or humanities as well as in urban studies. Exceptions will be made for students who can show that they are suitably qualified.

**Course content:** By now we are accustomed to hearing that, for the first time in history, the majority of the world's population lives in cities. We may also be aware that more than one billion people now live in the urban slums and shantytowns of the global South, and that this is where the majority of world population growth will take place. But what sort of futures are being imagined for the cities of the twenty-first century? In response to this question, GY449 Urban Futures will critically analyze how the future of cities, and the cities of the future, have been thought about and acted upon in different times and places. Students will learn to adopt a geographical and historical approach to urban futures by exploring how ways of envisioning the future of cities differ across time and space. Treating the future as a social, cultural, and political reality with a profound influence on the present, the course will examine how urban areas are planned, built, governed, and inhabited in anticipation of the city yet to come. Each week will be organised around a particular model for the future of the city: the ideal city, the dystopian city, the modernist city, the colonial

city, the capitalist city, the socialist city, the organic city, the global city, and the secure city. These models will be examined through concrete examples and will enable the discussion of broader theoretical perspectives in urban studies, with a specific focus on the critical analysis of urban futures. Though grounded in urban geography, this course will draw upon texts and other materials from anthropology, sociology, history, cultural studies, literature, film, philosophy, social theory, architecture, art, and city planning. Its primary objective is to equip students with sophisticated, critical ways of thinking about the future of cities, since doing so has real significance for the kind of city we want to, and eventually will, ourselves inhabit.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through weekly interactive seminars across Michaelmas Term.

This course includes a reading week in Week 6 of Michaelmas Term.

**Formative coursework:** Students will be expected to participate actively in seminar discussions throughout the course, with occasional presentations and discussion leadership roles required. Feedback will be provided in the sessions.

**Indicative reading:** This is a reading-intensive course and each session will be dedicated to in-depth discussions of book-length studies. A detailed reading list will be provided at the beginning of the course, but will include works such as: Jaime Amparo Alves, *The Anti-Black City: Police Terror and Black Urban Life in Brazil* (2018); Filip De Boeck and Sammy Baloji, *Suturing the City: Living Together in Congo's Urban Worlds* (2016); Hiba Bou Akar, *For the War Yet to Come: Planning Beirut's Frontiers* (2018); Gökçe Günel, *Spaceship in the Desert: Energy, Climate Change, and Urban Design in Abu Dhabi* (2019); Erik Harms, *Luxury and Rubble: Civility and Dispossession in the New Saigon* (2016); Danny Hoffman, *Monrovia Modern: Urban Form and Political Imagination in Liberia* (2017); Natalie Oswin, *Global City Futures: Desire and Development in Singapore* (2019); Christina Schwenkel, *Building Socialism: The Afterlife of East German Architecture in Urban Vietnam* (2020); Keeanga-Yamattha Taylor, *Race for Profit: How Banks and the Real Estate Industry Undermined Black Homeownership* (2019).

**Assessment:** Essay (100%, 5000 words) in the LT.

The assessed essay will be a critical and creative exercise in the analysis of urban futures. Students will be given a choice: 1) Identify and research one vision of the urban future that exists in the present; or 2) Take a particular city and research the ways its future has been envisioned in the past, and how it is currently being envisioned in the present. Essays must contain no more than 5,000 words of text although they may also include images, as well as any other media that pertains to the argument.

## GY450 Planning Practice and Research

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Nancy Holman STC315b and Dr Alan Mace STC315a

**Availability:** This course is compulsory on the MSc in Regional And Urban Planning Studies and MSc in Urban Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** The aim of this course is to provide students with an understanding of the current planning issues faced by practitioners and their policy responses. This will begin with an introduction to the planning context of London and an overview of the British planning system. This will be followed by weekly sessions with invited speakers involved in planning practice and research. They will be engaged in relevant current research or be practicing planners or policy-makers from central or local government, research agencies or consultancy. The content will

consist of a series of guided walks, lectures and seminars covering issues of current concern and debate within urban and regional policy and planning.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is normally delivered through a combination of events, field trips and walks across Lent Term.

This course includes a reading week in Week 6 of Lent Term.

**Assessment:** There is no Assessment in this course but the content will be relevant to the assessed courses in the MSc Regional and Urban Planning Studies Programme.

## GY452 Half Unit Urban Research Methods

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Hyun Shin S601F  
Additional teacher(s): Professor Neil Lee; Dr Alicia Lazzarini; Professor Claire Mercer; Dr Romola Sanyal; Dr Jessie Speer; Dr Austin Zeiderman

**Availability:** This course is compulsory on the MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is not available as an outside option.

This course is available on the MSc in Urban Policy (LSE and Sciences Po) for those students who choose the MSc in Urbanisation and Development track for their Year 2 studies.

**Course content:** The course aims to introduce students to the key methods that are frequently mobilised to carry out research on urbanising societies around the world. Additionally, the course is to help students think more systematically about methodological considerations in order to execute a successful dissertation research. Below is an indicative list of themes that are normally covered in the course:

- Designing an urban research project and ethics
- Comparative (case) studies
- Visual methods
- Working with archives
- Interviews and focus groups
- Conducting ethnography
- Quantitative data and questionnaires
- Analysis and write-up

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of seminars and lectures across Lent Term.

This course includes a reading week in Week 6 of Lent Term.

**Formative coursework:** Students will be expected to produce 1 essay in the LT.

**Indicative reading:** Flyvbjerg, B. (2001) *Making social science matter: Why social inquiry fails and how it can succeed again*. Cambridge: Cambridge University Press

Hay, I. (ed.) (2010) *Qualitative Research Methods in Human Geography*. 3rd edition. Oxford: Oxford University Press

Heimer, M. and Thogersen, S. (eds.) (2006) *Doing fieldwork in China*. Copenhagen: NIAS Press

Hennink, M. et al (2011) *Qualitative Research Methods*. London; Thousand Oaks, CA: SAGE

Sayer, A. (1992) *Method in social science: A realist approach*. London: Routledge

Ward, K. (ed.) (2012) *Researching the city: a guide for students*. London: Sage

**Assessment:** Essay (70%, 2500 words) and research proposal (30%) in the ST.

## GY454 Half Unit Urban Policy and Planning

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Nancy Holman

**Availability:** This course is compulsory on the MSc in Regional And Urban Planning Studies and MSc in Urban Policy (LSE and Sciences Po). This course is available on the MSc in Geographic Data Science. This course is available with permission as an outside option to students on other programmes where regulations permit.

The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.

**Pre-requisites:** Students must have completed Social and Political Aspects of Planning (GY448).

**Course content:** The course provides a synthesised approach to the analysis of urban policy-making and plan formulation. It will explore the way in which economic, political and social forces interact to effect policy approaches in different spatial settings. We will cover urban regeneration policy and community development as they relate to neighbourhood planning. The aim is also to gain an understanding of the causes of similarity and difference in policy approaches. Students will undertake a group research project based on a London neighbourhood including an assessment of local planning policy.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of seminars and lectures across Lent Term.

This course includes a reading week in Week 6 of Lent Term.

**Formative coursework:** Students will be expected to produce 1 essay in the LT.

**Indicative reading:** Urban Task Force, *Urban Renaissance*; DETR, *Our Towns and Cities: The future*; R Atkinson ; G Moon, *Urban Policy in Britain*; P Hall ; C Ward, *Sociable Cities*; E Blakely ; M Snyder, *Fortress America*; D Judd ; S Fainstein, *The Tourist City*; J Mannigan, *Fantasy City*; T Hall ; P Hubbard, *The Entrepreneurial City*.

**Assessment:** Essay (80%, 3000 words).

Presentation (20%) in the LT.

A 3,000 word essay linked to the London neighbourhood planning project.

A group presentation and short film based on the London neighbourhood planning project.

## GY455 Half Unit Economic Appraisal and Valuation

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Giles Atkinson and Dr Stephen Jarvis

**Availability:** This course is available on the MSc in City Design and Social Science, MSc in Environment and Development, MSc in Environmental Economics and Climate Change, MSc in Environmental Policy and Regulation, MSc in Environmental Policy, Technology and Health (Environment and Development) (LSE and Peking University), MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University), MSc in Environmental Policy, Technology and Health (Environmental Policy and Regulation) (LSE and Peking University), MSc in Geographic Data Science, MSc in Local Economic Development, MSc in Regional And Urban Planning Studies, MSc in Risk and Finance, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available with permission as an outside option to

students on other programmes where regulations permit. The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator

**Course content:** This course is concerned with the foundations and practical use of applied economics in the context of project appraisal and policy evaluation. Course content will be drawn from the following. Introduction to economic aspects of project appraisal and cost-benefit analysis. Efficiency, equity and distributional concerns. Measurement of costs and benefits with a specific emphasis on practical methods to value non-market goods and services. The use of appraisal and evaluation in policy processes. The application of project appraisal and policy evaluation methods to policy sectors such as transport, health and the environment. Seminars and lectures will focus on applied case studies and the tools involved in the appraisal of projects. Examples particularly from environmental, health, development and transport policy in the developed and developing world.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course will be delivered through a combination of seminars and lectures across Lent Term.

This course includes a reading week in Week 6 of Lent Term.

**Indicative reading:** Detailed reading lists will be provided to support each course component. Emphasis will be placed on texts, case study material and state-of-the-art contributions to, for example, the literature on non-market valuation. For an overview and introduction to the main issues covered by the course, students may wish to consult the following: G Atkinson and S Mourato, "Cost-Benefit Analysis and the Environment", OECD Environment Working Paper No. 97; G Atkinson et al. (2018) Cost-Benefit Analysis and the Environment: Further Developments and Uses, 2018; AE Boardman et al, Cost-Benefit Analysis: Concepts and Practice, 2018 (chapters 1 and 2).

**Assessment:** Essay (100%, 4000 words) in the LT. A 4000 word essay linked to real-life examples of economic appraisal and valuation

## GY457

### Applied Urban and Real Estate Economics

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Christian Hilber and Prof Gabriel Ahlfeldt

**Availability:** This course is compulsory on the MSc in Real Estate Economics and Finance. This course is available on the MPhil/PhD in Economic Geography and MSc in Geographic Data Science. This course is available with permission as an outside option to students on other programmes where regulations permit. The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.

**Pre-requisites:** The course assumes that students already have knowledge of economics equivalent to a good first degree in the subject. It is available as an option to students who can show that they are suitably qualified.

**Course content:** This course aims to provide students with a theoretical and empirical understanding of urban economic processes and price determination in land and real property markets within an institutional context. Examples of topics covered include: the functioning of cities and the urban system; the determinants of urban structure; patterns of urban land use; the determinants of urban growth - theory and evidence; land and real property markets; the impact of land market regulation including

the economic impact of land use planning; local public finance and house price capitalisation; real estate cycles; homeownership; housing policies.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of seminars and lectures across the Michaelmas and Lent Term

This course includes a reading week in Week 6 of Michaelmas Term and in week 6 of Lent Term.

**Formative coursework:** Students can submit up to two essays of up to 1500 words (one per teacher/teaching term). Essay topics are exam questions from the previous year. Submission is voluntary. Upon request, teachers are happy to provide feedback on seminar presentations.

**Indicative reading:** Detailed reading list will be given out at the beginning of the course. Much of the reading will be journal articles. However, some important items are: J. Brueckner, Lectures on Urban Economics, 2011; P.C. Cheshire, M. Nathan & H. Overman, Urban Economics and Urban Policy: Challenging Conventional Policy Wisdom, 2014; D. DiPasquale & W. Wheaton, Urban Economics and Real Estate Markets, 1996; G. Duranton, V. Henderson & W. Strange, Handbook of Regional and Urban Economics, Vol. V, North Holland, 2015; M. Fujita, Urban Economic Theory: Land Use and City Size, 1989; E.L. Glaeser, Triumph of the City, 2011; Henderson, J.V. and J.F. Thisse, Handbook of Regional and Urban Economics Vol. IV, North Holland, 2004; J.F. McDonald & D.P. McMillen, Urban Economics and Real Estate, Theory and Policy, 2011; B. O'Flaherty, City Economics, 2005; A. O'Sullivan, Urban Economics (9th edn.), 2018.

**Assessment:** Exam (100%, duration: 3 hours) in the summer exam period.

## GY458 Half Unit

### Real Property Market Practice

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Paul Cheshire STC402 and Dr Felipe Carozzi STC416

**Availability:** This course is compulsory on the MSc in Real Estate Economics and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit.

It is available by arrangement with the teacher responsible as an option to other students on other programmes who have an appropriate academic background and an interest in real estate markets.

The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator

**Course content:** An examination of how real property markets operate in practice and of the analytical techniques and data available for analysts and practitioners. Specific areas of study include: the availability and structure of data sets in the context of property; problems of: price measurement; user/investment categories; professional methods of valuation (appraisal) and possible impact on price formation: creating and manipulating datasets; measuring property performance; analysis to guide portfolio selection; anticipating and evaluating investment opportunities. Specific sector case studies: industrial, retail, commercial, and residential: investment portfolio choice and management. Briefing on course project/essay. Defining research objectives and methodology in practice.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities.

This course is delivered through a combination of seminars, workshops and lectures across Michaelmas Term. This course includes a reading week in Week 6 of Michaelmas Term and Week 6 of Lent Term.

**Indicative reading:** There is no course text. CSO guides to Government Statistics; publications from Investment Property Databank and other research departments and organisations in the real property markets; Journal of Property Research, Estates Gazette.

**Assessment:** Essay (100%, 3000 words).

A 3,000 word project or essay identifying a research problem in real estate markets on a specific issue (e.g., 'The Impact of the 2008 Financial Crisis on Office Rents in Hong Kong', 'Impact of Incomes on House Prices in the UK', 'Which Side of Beijing-Tianjin High-Speed Railway Benefits Most in terms of Housing Prices?' or 'The Economic Implications of Use-Class Designations in England') which will require the student to investigate data sources, suggest techniques of data analysis and provide conclusions on the problem set. Topics must be agreed with the teachers responsible.

## GY459 Half Unit

### Urban Theory and Policy in the Global South

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Ryan Centner

**Availability:** This course is compulsory on the MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available on the MSc in Development Management, MSc in Development Studies, MSc in Environment and Development, MSc in Environmental Policy, Technology and Health (Environment and Development) (LSE and Peking University), MSc in Human Geography and Urban Studies (Research) and MSc in Inequalities and Social Science. This course is available with permission as an outside option to students on other programmes where regulations permit.

The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.

**Course content:** This course aims to provide a grounding in key debates in urban studies and policy with reference to the Global South. It highlights the interconnections between evolving urban ideas and research and policy. Anticipated topics include The City and Comparative Urbanism; Critical Urban Theory, Covid-19 and Urbanism; Urban Political Economy, Social Life of Cities; Infrastructures and Environment; Elites and Inequalities; Global Protest; Violence, Conflict and Security. Lectures will draw from staff research, with particular emphasis on Brazil, Colombia, India, Lebanon, Mexico, and South Africa.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through a combination of seminars and lectures across Michaelmas Term.

This course includes a reading week in Week 6 of Michaelmas Term.

**Formative coursework:** One essay of 1,500 words (formative).

**Indicative reading:** A comprehensive reading list mostly focussing on articles will be provided. Useful books include:

- A. Amin & N. Thrift *Seeing like a City* (2016);
- S. Chant & C. McIlwaine, *Cities, Slums and Gender in the Global South* (2016);
- M. Dikec, *Urban Rage: the revolt of the excluded* (2017);
- R. de Satge & V. Watson, *Urban Planning in the Global South: conflicting rationalities in contested space* (2019);
- S. Fox & T. Goodfellow, *Cities and Development* (2016);
- E. Glaeser, *Triumph of the City* (2012);
- S. Graham, *Cities under Siege: the new military urbanism* (2010);

- C. Lemanski & C. Marx (eds) *The City and Urban Poverty*, (2015);
- F. Mirafteb & N. Kudva (eds.) *Cities of the Global South Reader*, (2015);
- M. Murray, *The Urbanism of Exception: the dynamics of global-city building in the twenty-first century* (2017);
- S. Parnell & E. Pieterse, *Africa's Urban Revolution*, (2014);
- R. Rolnik, *Urban Warfare: Housing under the Empire of Finance* (2019);
- A. Roy & A. Ong (eds.) *Worlding Cities: Asian experiments and the art of being global* (2011);
- P. Sendra & R. Sennett, *Designing Disorder: experiments and disruptions in the city* (2020);
- A. Simone, *City Life from Jakarta to Dakar*, (2010);

**Assessment:** Essay (100%, 5000 words) in the LT.

## GY460 Half Unit

### Techniques of Spatial Economic Analysis

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Steve Gibbons STC.4.20

**Availability:** This course is compulsory on the MSc in Geographic Data Science. This course is available on the MPhil/PhD in Economic Geography, MPhil/PhD in Regional and Urban Planning Studies, MSc in Environmental Economics and Climate Change, MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University), MSc in Local Economic Development, MSc in Regional And Urban Planning Studies, MSc in Statistics (Social Statistics), MSc in Statistics (Social Statistics) (Research) and MSc in Urban Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

The number of students that can be accommodated is limited. Students requesting this course should provide information on their prior econometrics and statistics training and their motivation for study. If the course is over-subscribed, places will be allocated at the Department's discretion based on this information and a waiting list may be created. For further details, please contact your relevant Programme Coordinator

**Pre-requisites:** Students must have a good understanding of statistics and applied micro-econometrics at an undergraduate level or, for example, have studied Applied Quantitative Methods (GY428) in Michaelmas term or another course which introduces topics such as instrumental variables and panel data methods. It is advisable to look at the first two key readings listed below before signing up for this course. Students who are comfortable working with computers, data and already have basic familiarity with STATA, R or other statistics/econometrics software will get the most out of this course.

**Course content:** The aim of the course is to develop the technical tools necessary to understand and analyse spatial economic and social phenomena and to apply quantitative techniques to analyse economic and social problems, processes and policies at the urban and regional scale. The course also uses Geographical Information Systems and other spatial computer applications for research purposes, but you should not expect to get a training in GIS from this course (GY476 provides a complementary GIS course).

Topics include: spatial weights, aggregation and smoothing methods; spatial econometric models and neighbourhood effects; answering causal questions in the spatial context; spatial interaction and discrete choice models; spatial cluster and point pattern analysis; inequality, competition and diversity; structural spatial economic models, applications of machine learning. Not all topics will be covered every year.

Much of the content will be covered by studying and replicating the results of research papers.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person



lectures and other supplementary interactive live activities. This course is delivered through a combination of computer practical classes/seminars and lectures across the Lent Term. There are surgeries and opportunities for support for projects in the ST.

This course includes a reading week in Week 6 of Lent Term.

**Formative coursework:** Throughout the term, progress and understanding will be assessed by short in-class assessments.

**Indicative reading:** A reading list and outline is available on Moodle. Important readings are

Gibbons, S., H.G Overman and E. Patacchini (2015) Spatial Methods, Ch. 3 in Duranton, G, J.V. Henderson and W. Strange (eds) Handbook of Urban and Regional Economics Vol 5a, Elsevier  
Baum-Snow, N. and F. Ferreira (2015) Causal Inference in Urban Economics, Ch. 1 in Duranton, G, J.V. Henderson and W. Strange (eds) Handbook of Urban and Regional Economics Vol 5a, Elsevier  
An overview of some topics is provided by: A Fotheringham, C Brunsdon; M Charlton, Quantitative Geography: Perspectives on Spatial Data Analysis. Sage Publications, 2000.

**Assessment:** Project (85%, 4250 words) in the ST. Coursework (15%, 750 words) in the LT.

The primary outcome of this course is a quantitative research project of not more than 4250 words to be handed in at a specified date late in the ST (85%). This project is carried out independently, but with guidance and support from teaching staff. The project can be based on your own proposal and data, but some ideas and links to data will be provided.

An additional assessment towards the end of the LT (15%) is short (750 word) assignment testing some of the key learning outcomes, typically a report in the style of a journal referee report providing a critical evaluation of a journal article.

## GY462 Half Unit Real Estate Finance

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Olmo Silva S506A

**Availability:** This course is compulsory on the MSc in Real Estate Economics and Finance. This course is available on the MSc in Accounting and Finance, MSc in Risk and Finance and MSc in Urban Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.

**Course content:** This course aims to provide students with concepts and techniques for analysing financial decisions in real estate development and investment. Topics include: basic real estate investment analysis and financial leverage; real options approach applied to real estate; real estate investment performance and portfolio considerations; private equity in real estate, structured investment deals and waterfall analysis; fixed and flexible rate mortgage loans and mortgage payment issues; tax transparent real estate investment vehicles (REITs); and current and international trends in real estate (time permitting).

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities.

This course is delivered through a combination of classes/seminars and lectures across the Lent Term (plus one revision session in Summer Term).

External interventions by real estate practitioners will be scheduled when feasible.

This course includes a reading week in Week 6 of Lent Term. Some enrichment (non-compulsory) activities related to the course might be scheduled during this period (e.g. sessions on cash-flow modelling in excel).

**Formative coursework:** Students will be expected to complete in-class exercises and up to two take-home case-studies.

**Indicative reading:** Key texts are:

Brueggeman, W. B. and J. D. Fisher (2005) Real Estate Finance & Investments (13th edition or newer), New York City, NY: McGraw-Hill/Irwin;

Linneman, Peter (2004) Real Estate Finance & Investments: Risks and Opportunities, (2nd edition or newer). Philadelphia: Linneman Associates.

A more detailed reading list will be handed out at the beginning of the course.

**Assessment:** Exam (70%, duration: 2 hours, reading time: 10 minutes) in the summer exam period.

Presentation (30%) in the LT.

The presentation will involve both individual as well as group work.

## GY465 Half Unit Concepts in Environmental Regulation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Richard Perkins and Dr Meredith Whitten

**Availability:** This course is available on the MSc in Development Studies, MSc in Environment and Development, MSc in Environmental Economics and Climate Change, MSc in Environmental Policy, Technology and Health (Environment and Development) (LSE and Peking University), MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University), MSc in Local Economic Development, MSc in Regional And Urban Planning Studies, MSc in Regulation, MSc in Risk and Finance and MSc in Urban Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

The number of students that can be accommodated is limited.

If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created.

For further details, please contact your relevant Programme Coordinator.

This course cannot be taken with GY420 Environmental Regulation: Implementing Policy or GY475 Issues in Environmental Governance.

**Course content:** This course provides critical insights into the nature, dynamics and practice of environmental regulation. It considers the rationale for policy intervention and the influence of different interest groups on environmental policy making. The course proceeds to examine the characteristics, design and performance of different policy instruments, together with the various influences governing policy implementation processes.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through a combination of seminars and lectures across Michaelmas Term.

This course includes a reading week in Week 6 of Michaelmas Term.

**Formative coursework:** Students are expected to prepare one piece of formative coursework in the Michaelmas Term: feedback will be provided.

**Indicative reading:** While there is no one single text that covers all aspects of the course, you are welcome to consult the following:

- J Holder and M Lee (2007) Environmental Protection Law and Policy (2nd edition), Cambridge: Cambridge University Press;
- N Carter (2018) The Politics of the Environment: Ideas, Activism, Policy (3rd edition), Cambridge: Cambridge University Press;
- S Bell, D McGillivray, O Pedersen, E Lees and E Stokes (2017) Environmental Law (9th edition), Oxford: Oxford University Press.

**Assessment:** Coursework (100%, 3500 words) in the LT.

The summative assignment will be a policy brief with critical reflection (3500 words).

## GY470 Half Unit Urban Africa

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Claire Mercer STC.418

**Availability:** This course is available on the MSc in Environment and Development, MSc in Environmental Policy, Technology and Health (Environment and Development) (LSE and Peking University), MSc in Human Geography and Urban Studies (Research), MSc in Local Economic Development, MSc in Regional And Urban Planning Studies, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to students in other departments and on other programmes where their regulations allow, and if there is space on the course.

**Course content:** The course begins with an overview of the ideas and debates on urban Africa in theory and policy. The rest of the course looks at key issues currently facing African cities drawing on contemporary policy debates and research in human geography, African studies, development studies, urban studies, anthropology, sociology and planning studies. These include: histories, economies, livelihoods, mobilities, planning, land, housing, infrastructure and risk.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of classes and lectures across Michaelmas Term.

This course includes a reading week in Week 6 of Michaelmas Term

**Formative coursework:** Students will be expected to produce 1 draft essay plan for the assessed essay in MT.

**Indicative reading:** de Boeck F and S Baloji (2016) *Suturing the city: living together in Congo's urban worlds*, Autograph ABP, London

Diouf M and R Fredericks (eds) (2014) *The arts of citizenship in African cities: infrastructures and spaces of belonging*, Palgrave Macmillan, Basingstoke

Goodfellow, T (2022) *Politics and the urban frontier: transformation and divergence in late urbanizing East Africa*, OUP, Oxford

Keith, Michael and Andreza Aruska de Souza Santos (eds) (2021)

*African cities and collaborative futures: urban platforms and metropolitan logistics*, Manchester University Press, Manchester

Obeng-Odoom F (2016) *Reconstructing urban economies: towards a political economy of the built environment*, Zed, London

Myers, Garth A (2016) *Urban environments in Africa: a critical analysis of environmental politics*, Policy Press, Bristol

Myers G (2011) *African cities: alternative visions of urban theory and practice*, Zed, London

Parnell S and E Pieterse (eds) (2014) *Africa's urban revolution*, Zed, London

Pieterse E and AM Simone (eds) (2013) *Rogue urbanism: emergent African cities*, Jacana Media with African Centre for Cities, University of Cape Town

Quayson A (2014) *Oxford Street, Accra: city life and the itineraries of transnationalism*, Duke University Press, Durham and London

Robinson J (2006) *Ordinary cities: between modernity and development*, Routledge, Abingdon

Simone AM (2004) *For the city yet to come: changing African life in four cities*, Duke University Press, Durham and London

**Assessment:** Essay (100%, 4000 words) in the LT.

Students will submit an extended essay addressing an issue of urban development in depth in one or two African cities of their choice.

## GY472 Half Unit Real Estate Investment

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Rodolfo Sejas-Portillo, STC3.06

**Availability:** This course is available on the MSc in Real Estate Economics and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Entry into the MSc Real Estate Economics and Finance or by request from other qualified MSc students. Those qualified will already have knowledge of economics equivalent to a good first degree in the subject.

**Course content:** The objective of this course is to educate students in the tools for evaluating real estate investment decisions and in incorporating the insights from urban economics to improve the profitability of their investments. The course will begin with a brief introduction to standard methods in evaluating risk and return in real estate investment and development. We will then discuss empirical techniques for identifying the impact of a shift in the demand or supply of space on the risk and return of an investment. From there, we will examine the theory and evidence for variation in risk and return within and across cities, as well as the institutional factors that create cross-country variation in investment outcomes. We will then discuss the construction of REITS, their ability to diversify across geography, and their performance. The remainder of the course will dive deeper into evaluating the impact of major emerging trends in urban economics on investment valuations that outperform spatially blind evaluations. Assessment for the course will center on valuation of a mixed-use retail property in London. A field trip to tour the property and surrounding urban environment may occur during the term.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of lectures, seminars and workshops across Lent Term.

This course includes a reading week in Week 6 of Lent Term.

**Formative coursework:** Students will be expected to produce 2 essays in the LT.

In their first essay, students will work in their groups to conduct the quantitative analysis for a case study using the standard tools in real estate investment. Each student will prepare a 1000 word essay based on this quantitative work, analyzing the assumptions and methods used and the results. The second essay will also be 1000 words and center on assessing the students ability to incorporate urban economic theory and empirical research into their valuation. These formative exercises closely match the style and structure of the summative coursework.

**Indicative reading:**

- Archer, Wayne R., and David C. Ling. "The three dimensions of real estate markets: Linking space, capital, and property markets." *Real Estate Finance* 14.3 (1997): 5-11.
- Brueggeman, W. B. and J. D. Fisher (2005) *Real Estate Finance & Investments* (13th edition or newer), New York City, NY: McGraw-Hill/Irwin
- Clayton, Jim, David C. Ling, and Andy Naranjo. "Commercial real estate valuation: fundamentals versus investor sentiment." *The Journal of Real Estate Finance and Economics* 38.1 (2009): 5-37.
- Hoesli, Martin, Elion Jani, and André Bender. "Monte Carlo simulations for real estate valuation." *Journal of Property Investment & Finance* 24.2 (2006): 102-122.
- Gunnelin, Åke, et al. "Determinants of cross sectional variation in discount rates, growth rates and exit cap rates." *Real Estate Economics* 32.2 (2004): 217-237.
- Gyourko, Joseph, and Edward Nelling. "Systematic risk and diversification in the equity REIT market." *Real Estate Economics* 24.4 (1996): 493-515.
- Lieser, Karsten, and Alexander Peter Groh. "The determinants of international commercial real estate investment." *The Journal of*

Real Estate Finance and Economics 48.4 (2014): 611-659.

- Plazzi, Alberto, Walter Torous, and Rossen Valkanov. "Expected returns and expected growth in rents of commercial real estate." *The Review of Financial Studies* 23.9 (2010): 3469-3519.
- Sivitanidou, Rena. "Urban spatial variations in office-commercial rents: the role of spatial amenities and commercial zoning." *Journal of Urban Economics* 38.1 (1995): 23-49.
- Daníelsson, Jón. *Financial risk forecasting: the theory and practice of forecasting market risk with implementation in R and Matlab*. Vol. 588. John Wiley & Sons, 2011.

**Assessment:** Essay (100%, 3500 words) in the ST Week 1.

The summative essay will be 3500 words and count for 100% of the student's final grade. It will center on assessing the students' ability to produce empirical estimates of the impact of shifts in demand and supply for commercial real estate using data and rigorous methods that they incorporate into their evaluation of an investment proposal's risk and return. The valuation should also contain other relevant estimates from the literature and justification for assumptions based on empirical evidence.

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## GY473 Half Unit

### Economic Development and the Environment

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Giles Atkinson STC.3.02 and Dr Juan Ruiz-Tagle STC.3.19b

**Availability:** This course is compulsory on the MPhil/PhD in Environmental Policy and Development, MSc in Environment and Development and MSc in Environmental Policy, Technology and Health (Environment and Development) (LSE and Peking University). This course is available on the MSc in Development Management, MSc in Development Studies, MSc in Environmental Economics and Climate Change, MSc in Environmental Policy and Regulation, MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University), MSc in Environmental Policy, Technology and Health (Environmental Policy and Regulation) (LSE and Peking University) and MSc in Geographic Data Science. This course is available with permission as an outside option to students on other programmes where regulations permit.

The number of students that can be accommodated is limited.

If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created.

For further details, please contact your relevant Programme Coordinator.

**Pre-requisites:** Students who have not completed a course in first year undergraduate level Economics might find it useful to audit EC1A5 Microeconomics I

**Course content:** With a focus on individuals and countries in the global south, the starting point for this course is recognition of the importance of resource use and the environment as building blocks for economic development. Using concepts and tools of environmental and development economics, the course aims to impart knowledge and develop critical thinking about a number of selected topics concerned with the interface between environment and development, at both the macro- and micro-scale. Central to this is an examination of the trade-offs and complementarities between environment and development.

Structured over 10 weeks, the course is divided into two distinct parts.

- After introducing the course (week 1), Part I concentrates on the sustainability of the national and global economy, focusing on the role of managing wealth in shaping development prospects, whether green growth can deliver sustainability and the role of global trade in explaining resource use and environmental degradation, at the macro-scale. It concludes by emphasizing the overarching role of institutions in governing development paths and the way in which resources are managed.
- What then follows in Part II is a consideration of a number of topics that explore different resources and areas of sustainability

policy at the micro-scale. Specifically, the demand for and supply of key ecosystem services - energy, food, and water - have important implications for resource use and the environment. They also serve as building blocks for economic development in poorer countries. The impacts of current development trends on natural and man-made ecosystems, in particular, forest and urban ecosystems, are examined at the end of course along with their implications for public policy.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through a combination of seminars and lectures in Michaelmas Term.

This course includes a reading week in Week 6 of Michaelmas Term.

**Formative coursework:** Students will be expected to produce 1 essay in the MT.

There will be a piece of formative work – a 'mock' exam question – during MT to help students prepare for the take-home exam.

**Indicative reading:**

- G Atkinson et al. (eds.), *Handbook of Sustainable Development*, Edward Elgar, 2014.
- R Lopez and M Toman (eds.), *Economic Development and Environmental Sustainability*. Columbia University Press, 2006.
- E Barbier, *Economics for a fragile planet*, Cambridge University Press, 2022.
- W Adams, *Green development: environment and sustainability in a developing world*, 2009
- A Banerjee and E Duflo, *Poor economics: a radical rethinking of the way to fight global poverty*, Public Affairs, 2011

**Assessment:** Take-home assessment (100%).

There will be an online assessment ('exam'). Timing TBC.

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## GY474 Half Unit

### Politics of Environment and Development

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Julia Corwin and Dr Kasia Paprocki

**Availability:** This course is compulsory on the MSc in Environment and Development and MSc in Environmental Policy, Technology and Health (Environment and Development) (LSE and Peking University). This course is available on the MSc in Development Management, MSc in Development Studies, MSc in Environmental Economics and Climate Change, MSc in Environmental Policy and Regulation, MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University), MSc in Environmental Policy, Technology and Health (Environmental Policy and Regulation) (LSE and Peking University) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

The number of students that can be accommodated is limited.

If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created.

For further details, please contact your relevant Programme Coordinator.

**Course content:** This course explores key themes at the intersection of development and environmental politics.

Specifically, the course is centred on the applications of political ecology, critical development studies, and materialist human geography to topics in environment and development. In exploring the complex relationships between historical dynamics of development, inequality, and the environment, it covers a range of important natural resource and environmental issues, such as climate change, conservation, waste, and environmental social movements.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/ seminars, pre-recorded lectures, live online lectures, in-person

lectures and other supplementary interactive live activities. This course is delivered through a combination of seminars and lectures across Michaelmas Term.

This course includes a reading week in Week 6 of Michaelmas Term.

**Formative coursework:** Students will be expected to produce 1 essay in the MT.

**Indicative reading:**

- Robbins, P (2012), *Political Ecology: A Critical Introduction*, Oxford: Wiley-Blackwell
- West, P (2006) *Conservation is Our Government Now: The Politics of Ecology in Papua New Guinea*. Durham: Duke University Press.
- Sasser, JS (2018) *On Infertile Ground: Population Control and Women's Rights in the Era of Climate Change*. New York: NYU Press.
- Curley, A (2021) "Resources is just another word for colonialism." In M. Himley, E. Havice, & G. Valdivia (Eds.), *The Routledge Handbook of Critical Resource Geography* (pp. 79-89). London: Routledge.
- Sealey-Huggins, L (2018) "The Climate Crisis is a Racist Crisis": Structural Racism, Inequality and Climate Change." In A. Johnson, R. Joseph-Salisbury, & B. Kamunge (Eds.), *The Fire Now: Anti-Racist Scholarship in Times of Explicit Racial Violence* (pp. 99-113). London: Zed Books.

**Assessment:** Assessment path 1

Essay (100%, 6000 words) post-summer term.

Assessment path 2

Essay (100%, 4000 words) in the LT.

- Assessment Pathway one is for MSc Environment and Development students NOT registered on GY489: Dissertation.
- Assessment Pathway two is for all other students.160

## GY475 Half Unit

### Issues in Environmental Governance

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Richard Perkins, Dr Eugenie Dugoua and Dr Michael Mason

**Availability:** This course is available on the MSc in Development Studies, MSc in Environment and Development, MSc in Environmental Economics and Climate Change, MSc in Environmental Policy, Technology and Health (Environment and Development) (LSE and Peking University), MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University), MSc in Local Economic Development, MSc in Regulation, MSc in Risk and Finance and MSc in Urban Policy (LSE and Sciences Po). This course is available as an outside option to students on other programmes where regulations permit.

This course cannot be taken with GY465 Concepts in Environmental Regulation or GY420 Environmental Regulation: Implementing Policy.

The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.

**Course content:** This Lent Term course is designed to highlight key themes impacting on environmental regulation across different scales of governance. While the emphasis is on global and transnational policy processes, attention is also paid to the implications of these processes at regional and local scales. The organising framework of 'multi-level governance' suggests new alignments and forms of regulation which require us to consider environmental decision-making within and beyond the territorial authority of a single state. The indicative themes chosen explore distinctive challenges for multi-level governance - governing technological change, international negotiations, governance beyond the state, and different rationalities of regulation (science, ethics and justice). These themes, which will be explored in

student-led seminars, run explicitly or implicitly through many environmental policy debates.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of seminars and lectures across the Lent Term.

This course includes a reading week in Week 6 of Lent Term.

**Formative coursework:** All students are required to make one presentation on an agreed topic: feedback will be provided.

**Indicative reading:** While there is no one single text that covers all aspects of the course, students are advised to consult the following:

- Barrett, S. (2005) *Environment and Statecraft: The Strategy of Environmental Treaty-Making*, Oxford: Oxford University Press.
- Gupta, A. and M Mason (eds.) (2014) *Transparency in Global Environmental Governance*, Cambridge, MA: MIT Press.
- Li, T. (2007) *The Will to Improve: Governmentality, Development and the Practice of Politics*. Durham, NC: Duke University Press.
- Piattoni, S. (2010) *The Theory of Multi-level Governance*, Oxford: Oxford University Press.
- Randall, A. (2011) *Risk and Precaution*, Cambridge: Cambridge University Press.

**Assessment:** Take-home assessment (100%) in the ST.

## GY476 Half Unit

### Applied Geographical Information Systems

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Elisabetta Pietrostefani

**Availability:** This course is compulsory on the MSc in Geographic Data Science. This course is available on the MSc in Environment and Development, MSc in Environmental Economics and Climate Change, MSc in Environmental Policy and Regulation, MSc in Human Geography and Urban Studies (Research), MSc in Local Economic Development, MSc in Regional And Urban Planning Studies, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Subject to approval by course organiser.

The number of students that can be accommodated is limited.

If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created.

For further details, please contact your relevant Programme Coordinator.

**Course content:** Geographical Information Systems (GIS) offer the social scientist an array of tools for generating, manipulating and visualising spatial data. This course covers practical GIS techniques for the social scientist and leads on to show how these tools can be combined with more advanced analysis to augment and enhance social science research. The course covers the techniques and methods of GIS, with a focus on practical skills and will make use of desktop software. The course will introduce the use of GIS tools in R and in QGIS. The course will also introduce data extraction from online geographical services such as google maps. Attention will be given to a critical reflection upon the nature of the data used, encouraging students to go beyond traditional data use, and think about the role of the spatial data scientist in selecting and developing evidence to support policymaking and practice. Examples of literature with applications in economic geography, environment, planning and other spatial social science will be provided for self-study. Readings are intended to develop a sound understanding of how real-world (geo)data are produced, their potential insights and biases, as well as opportunities and limitations.

Topics covered include:

- Introduction to GIS and GIS data
- Digitising, geographic coordinate systems, georeferencing and



editing

- Data query and transformation
- Remote sensed data and processing
- Geostatistical tools
- Network Analysis
- Working with online mapping resources
- Machine Learning, APIs, Web Scraping and spatial data

**Teaching:** 20 hours of computer workshops in the MT.

MSc in Geographic Data Science students will have an additional two session (4 hours) to cover more advanced material

**Formative coursework:** Students will be expected to produce a number of practical exercises in the MT.

Formative work will be ongoing, with students submitting the answers to some of their weekly class exercises. Feedback will be provided on at least two of these exercises.

**Indicative reading:**

- Arribas-Bel, D., & Reades, J. (2018). Geography and computers: Past, present, and future. *Geography Compass*, 12, 1–10.
- Singleton, A., & Arribas-Bel, D., (2019). Geographic Data Science, *Geographical Analysis*. 53:1, 61-75
- Overman, H.G. (2010) GIS a Job, What Use Geographical Information Systems in Spatial Economics?, *Journal of Regional Science*, 50(1) 165-180UR
- Brunsdon, C. and L. Comber, An Introduction to R for Spatial Analysis and Mapping, Sage Publications
- Henderson, J. Vernon, Adam Storeygard, and David N. Weil. 2012. Measuring Economic Growth from Outer Space. *American Economic Review*, 102 (2): 994-1028.
- Zook, Matthew, et al. "Volunteered geographic information and crowdsourcing disaster relief: a case study of the Haitian earthquake." *World Medical & Health Policy* 2.2 (2010): 7-33.

**Assessment:** Assignment (100%) in the MT.

Summative assessment will comprise a practical GIS analysis task. The task might involve, for example, developing measures of the constraints to growth city, due to availability of developable space, and ruggedness of neighbouring terrain.

There will be two versions of the assignment, one for Geographic Data Science students and one for students from other programmes.

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## GY477 Half Unit

### Race and Capitalism in North America

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jessie Speer

**Availability:** This course is available on the MSc in City Design and Social Science, MSc in Environment and Development, MSc in Human Geography and Urban Studies (Research), MSc in Inequalities and Social Science, MSc in Local Economic Development, MSc in Regional And Urban Planning Studies and MSc in Urbanisation and Development. This course is available as an outside option to students on other programmes where regulations permit.

Please note that the course is capped at 30 students.

**Course content:** This course examines how capitalist development manifests in uneven and racialised ways in the United States and across the broader North American region. It begins with an overview of ideas and debates on race and capitalism, including discussions of:

- Indigeneity
- Migration
- Urban disinvestment
- Environmental racism
- Prisons and policing

The remainder of the course looks at key regions of the United States, with a focus on internal peripheries and broader regional connections that reveal the intertwined relationship between race, class and uneven development. Regions examined will include:

- Gulf Coast
- Mississippi Delta

- Rust Belt
- US-Mexico borderlands
- Island territories
- Indigenous lands

By examining US politics in the larger context of North America, this course will untangle the complexities of region-making and the blurred boundaries of the nation state. Using contemporary case studies combined with geographic and decolonial theory, students will examine how the region's internal peripheries are embedded with a web of colonial and capitalist relations that have broad impacts outside of the US. The course will take place through a weekly seminar-style discussion, during which students will be encouraged to bring their own ideas and interests into the classroom. Assessment will be based on a portfolio of weekly written reading responses as well as a final essay.

**Teaching:** 20 hours of seminars in the MT.

**Formative coursework:** Students will receive feedback on their first three weekly reading responses.

**Indicative reading:**

- Barra, M. P. (2021). Good sediment: Race and restoration in coastal Louisiana. *Annals of the American Association of Geographers*, 111(1), 266-282.
- Cahuas, M. C. (2020). The struggle and (im)possibilities of decolonizing Latin American citizenship practices and politics in Toronto. *Environment and Planning D: Society and Space*, 38(2), 209-228.
- Curley, A., & Smith, S. (2020). Against colonial grounds: Geography on Indigenous lands. *Dialogues in Human Geography*, 10(1), 37-40.
- Davis, A. (2011). Women, race, and class. *Vintage*.
- Domosh, M. (2015). Practising development at home: Race, gender, and the "development" of the American South. *Antipode*, 47(4), 915-941.
- Gilmore, R. W. (2007). *Golden gulag: Prisons, surplus, crisis and opposition in globalizing California*. University of California Press.
- Gorman, C. S., & Culcasi, K. (2021). Invasion and colonization: Islamophobia and anti-refugee sentiment in West Virginia. *Environment and Planning C: Politics and Space*, 39(1), 168-183.
- McKittrick, K. (2011). On plantations, prisons, and a black sense of place. *Social & Cultural Geography*, 12(8), 947-963.
- Pulido, L. (2016). Flint, environmental racism and racial capitalism. *Capitalism Nature Socialism*, 27(3): 1-16.
- Woods, C. A. (1998). *Development arrested: The blues and plantation power in the Mississippi Delta*. Verso.

**Assessment:** Essay (50%, 2000 words) and portfolio (50%) in the MT.

Students will submit short reading responses each week. The final portfolio due at the end of the term will include all weekly reading responses. Students will also submit a 2,000 word reflective essay after completing the course.

In submitting their weekly responses as part of their final portfolio, students must demonstrate that they have revised their essays in response to feedback.

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## GY479 Half Unit Not available in 2022/23

### Urban Transformations

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Ryan Center

**Availability:** This course is available on the MSc in City Design and Social Science, MSc in Culture and Society, MSc in Environment and Development, MSc in Environmental Policy, Technology and Health (Environment and Development) (LSE and Peking University), MSc in Human Geography and Urban Studies (Research), MSc in Regional And Urban Planning Studies, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This course introduces students to key theories

and debates about societies undergoing rapid urban change. Course lectures examine large urban transformations in three ways. The first pertains to 'urbanisation' as a historical process by which social life, even outside of cities, becomes 'urban'. This means addressing the relationship between the country and the city, the idea of the urban in historical perspective, and the relationship between urban life in the global North and South. The second approach considers the city as a site for radical political change, as well as social experimentation in planning and development. This means studying cities as spaces of movement, resistance, and innovation, with an emphasis on urban experiments (especially in 'Southern' cities). Thirdly, urban transformation is analysed in terms of the explosion of theorisations about the nature of the urban, how to study it, and how to make a difference in 'the urban', both intellectually and materially, within a global economy. Through these three overlapping lenses – history, politics/planning, and theory – the course aims to equip students with a conceptual and empirical foundation for analysing city transformations and globalised urbanisation, with particular attention to emerging urbanisms in the global South.

Topics covered may include the following: industrialisation and immigration; processes of suburbanisation, ghettoisation, and gentrification; global cities; the colonial and postcolonial city; urban citizenship and the right to the city; urban uprisings; the geopolitics of urban theory; urban nostalgia; urban innovation and the politics of urban self-regard/self-representation.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures and other supplementary interactive live activities.

This course is delivered through a combination of seminars and lectures across Michaelmas Term.

This course includes a reading week in Week 6 of Michaelmas Term.

**Formative coursework:** Students will be expected to produce 1 essay in the MT.

An optional short essay of 2000 words (maximum). Critically explore the applicability of one week's readings from the first 5 weeks of the course to an empirical case outside the course reading. This will be due in Week 7 of MT.

**Indicative reading:** R. Beauregard. *When America Became Suburban*, 2006;

J. Brown-Saracino (ed). *The Gentrification Debates*, 2010;

T. Caldeira, *City of Walls: Crime, Segregation, and Citizenship in Sao Paulo*, 2000;

M. Davis, *Planet of Slums*, 2006;

D. Harvey, *Rebel Cities: From the Right to the City to the Urban Revolution*, 2012;

J.M. Jacobs, *Edge of Empire: Postcolonialism and the City*, 1996;

G. Moussawi, *Disruptive Situations: Fractal Orientalism and Queer Strategies in Beirut*, 2020;

J. Robinson, *Ordinary Cities: Between Modernity and Development*, 2006;

A. Roy and A. Ong (eds), *Worlding Cities: Asian Experiments and the Art of Being Global*, 2011;

T. Samara, S. He, and G. Chen (eds), *Locating Right to the City in the Global South*, 2013;

The reading list is intended only to be indicative of literatures broached in the course. Actual readings will consist of particular articles and chapters on a weekly basis, as well as a wider range of inclusions.

**Assessment:** Essay (90%, 5000 words) in the LT.

Class participation (10%) in the MT.

Due in the first half of LT, the essay (5000 words, maximum) will be based on a range of questions provided by the instructor during MT. Some options will be very specific about certain issues and/or regions, whereas others will be more conceptual and open for student exploration. Across all these options, there will be wide enough scope for students with different academic backgrounds and thematic or geographical interests to be accommodated, while still hewing to the organising topics of the course.

Attendance and active participation in seminar is also essential, and assessed. Students will be required to co-lead discussion with a peer and the instructor for one (out of ten) seminars.

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## GY480 Half Unit Not available in 2022/23

### Remaking China: Geographical aspects of Development and Disparity

**This information is for the 2022/23 session.**

**Availability:** This course is available on the MSc in China in Comparative Perspective, MSc in Development Management, MSc in Development Studies, MSc in Environment and Development, MSc in Human Geography and Urban Studies (Research), MSc in International and Asian History, MSc in Local Economic Development, MSc in Regional And Urban Planning Studies, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** N/A

**Course content:** The recent decades have seen China emerging as one of the most important global economic and political players. The course aims to offer opportunities to gain comprehensive and yet critical insights into China's development in urban, regional and global dimensions by reflecting upon the significance of China's role in the world economy as well as the challenges emerging within China. Tentative topics are as follows:

China's rise in the global capitalism; Uneven development and regional disparities; Governing China and the role of the state; Speculative urbanisation; Mega-city regions; Gender and China; Factory of the World and work inequalities; Migration, hukou and local citizenship; Public participation and rights activism.

**Teaching:** 15 hours of lectures and 9 hours of seminars in the MT.

**Formative coursework:** Students will be expected to produce 1 essay in the MT.

**Indicative reading:** Campanella, T.J. (2008) *The concrete revolution: China's urban revolution and what it means for the world*. Princeton Architectural Press

Hsing, Y-T (2010) *The great urban transformation*. Oxford University Press

Hsing, Y.T and Lee C. K (eds) (2009) *Reclaiming Chinese Society, The New Social Activism*. Routledge

Jacques, M. (2009) *When China rules the world: The rise of the Middle Kingdom and the end of the Western world*. Allen Lane

Lee, C.K. (2007) *Against the law: Labor protests in China's rustbelt and sunbelt*. University of California Press

Ngai, P (2005) *Made in China: Women Factory Workers in a Global Workplace*. Duke Univ. Press

Shao, Q. (2013) *Shanghai Gone: Domicide and defiance in a Chinese megacity*. Rowman & Littlefield Publishers

Wu, W. and Gaubatz, P. (2012) *The Chinese city*. Routledge

Zhang, L and Ong, A (2008) (eds) *Privatizing China*. Cornell University Press

Wu, F. (2015) *Planning for Growth: Urban and Regional Planning in China*. Routledge

**Assessment:** Essay (100%, 4000 words) in the LT.

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## GY484

### Dissertation - MSc Regional and Urban Planning Studies

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Erica Pani

**Availability:** This course is compulsory on the MSc in Regional And Urban Planning Studies. This course is available on the MSc in Urban Policy (LSE and Sciences Po). This course is not available as an outside option.

**Course content:** The dissertation may be on any topic within the field of the MSc programme studied. Approval for the topic must be obtained from the relevant Programme Director.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities.

This course is delivered through a series of lectures across Michaelmas Term and Lent Term.

This course includes a reading week in Week 6 of both Michaelmas and Lent Term.

**Assessment:** Dissertation (100%, 10000 words) post-summer term.

## GY485

### Dissertation - MSc Geographic Data Science and MSc Real Estate Economics and Finance

**This information is for the 2022/23 session.**

**Teacher responsible:** Programme Director

**Availability:** This course is compulsory on the MSc in Geographic Data Science and MSc in Real Estate Economics and Finance. This course is not available as an outside option.

**Course content:** The dissertation may be on any topic within the field of the MSc programme studied. Approval for the topic must be obtained from the relevant Programme Director.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities.

This course is delivered through a combination of workshops and one to one supervision across Michaelmas, Lent and Summer Term.

**Assessment:** Dissertation (100%, 10000 words) post-summer term.

## GY486

### Dissertation - MSc Local Economic Development

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Erica Pani

**Availability:** This course is compulsory on the MSc in Local Economic Development. This course is available on the MSc in Urban Policy (LSE and Sciences Po). This course is not available as an outside option.

**Course content:** The dissertation may be on any topic within the field of the MSc programme studied. Approval for the topic must be obtained from the relevant Programme Director.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities.

This course is delivered through a series of lectures across Michaelmas Term and Lent Term.

The course includes a reading week in Week 6 of both Michaelmas and Lent Term.

**Assessment:** Dissertation (100%, 10000 words) post-summer term.

## GY487

### Dissertation - MSc in Human Geography and Urban Studies (Research)

**This information is for the 2022/23 session.**

**Teacher responsible:** Programme Director - Dr Ryan Centner

**Availability:** This course is compulsory on the MSc in Human

Geography and Urban Studies (Research). This course is not available as an outside option.

**Course content:** The dissertation may be on any topic within the field of the MSc programme studied. Approval for the topic must be obtained from the relevant Programme Director.

**Assessment:** Dissertation (100%, 10000 words) post-summer term.

## GY488

### Dissertation - MSc Urbanisation and Development

**This information is for the 2022/23 session.**

**Teacher responsible:** Programme Director

**Availability:** This course is compulsory on the MSc in Urbanisation and Development. This course is available on the MSc in Urban Policy (LSE and Sciences Po). This course is not available as an outside option.

**Course content:** The dissertation may be on any topic within the field of the MSc programme studied. Approval for the topic must be obtained from the relevant Programme Director.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities.

This course is delivered through a combination of workshops as well as one to one supervision meetings across Michaelmas, Lent and Summer Terms.

**Assessment:** Dissertation (100%, 10000 words) post-summer term.

## GY489

### Dissertation - Environment Programme - MSc Environmental Economics and Climate Change, MSc Environmental Policy and Regulation and MSc Environment and Development

**This information is for the 2022/23 session.**

**Teacher responsible:** Programme Director of relevant MSc programme.

**Availability:** This course is compulsory on the MSc in Environmental Economics and Climate Change, MSc in Environmental Policy and Regulation, MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University) and MSc in Environmental Policy, Technology and Health (Environmental Policy and Regulation) (LSE and Peking University). This course is available on the MSc in Environment and Development and MSc in Environmental Policy, Technology and Health (Environment and Development) (LSE and Peking University). This course is not available as an outside option.

**Course content:** The dissertation may be on any topic within the field of the MSc programme studied. Approval for the topic must be obtained from the relevant Programme Director.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through combined workshops and lectures.

**Assessment:** Dissertation (100%, 10000 words) post-summer term.

## HP400 Half Unit Financing Health Care

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Elias Mossialos and Mr George Wharton

**Availability:** This course is compulsory on the MSc in Health Policy, Planning and Financing and MSc in International Health Policy. This course is available on the MSc in Global Health Policy and MSc in International Health Policy (Health Economics). This course is available with permission as an outside option to students on other programmes where regulations permit. This course has a limited number of places (it is controlled access) and demand is typically high. Places are allocated first to students in the Department of Health Policy and then on a first come first served basis.

**Course content:** This course aims to give students a thorough grounding in health financing policy. It focuses on the health financing functions of collecting revenue, pooling funds and purchasing services, as well as on policy choices concerning coverage, resource allocation and market structure. The course mainly draws on examples from health financing policy in European countries, but the general principles studied apply internationally.

The course provides an overview of key health financing policy issues, including the advantages and disadvantages of different ways of raising revenue for health; the role of private financing mechanisms; the importance of pooling; decisions about whom to cover, what services to cover, and how much of service cost to cover; allocating resources to purchasers, purchasing market structure and the principles of strategic purchasing; the incentives associated with different methods of paying providers; and the issue of financial sustainability.

**Teaching:** This course will be delivered through a combination of lectures and seminars totalling a minimum 23 hours during Michaelmas Term. Students will work together in small groups on structured learning activities set by the course leads, ahead of the seminars.

There will be a departmental reading week in week 6 of term.

There will be a 2 hour revision session held in the ST ahead of the final exams.

**Formative coursework:** Students will receive feedback on formative activities of in-class group work and presentations.

**Indicative reading:** WHO, World Health Report 2010 - Health systems financing: the path to universal coverage (2010); E Mossialos, A Dixon, J Figueras & J Kutzin (eds), Funding health care: options for Europe, Open University Press (2002); J Kutzin, Health financing policy: a guide for decision-makers, World Health Organization (2008); T Rice, The economics of health reconsidered, Health Administration Press (3rd edn, 2009).

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

## HP401 Half Unit Introduction to Health Policy and Politics

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Justin Parkhurst COW 2.08

**Availability:** This course is compulsory on the MSc in Global Health Policy and MSc in International Health Policy. This course is available on the MSc in Global Population Health, MSc in Health Policy, Planning and Financing and MSc in International Health Policy (Health Economics). This course is available as an outside option to students on other programmes where regulations permit.

**Course content:** A comparative approach to the development of health and healthcare policies in high, middle, and low income country settings, emphasising the goals of health policymaking, public health approaches, the political nature of health policy issues, and core concepts from policy studies that can be used to

conceptualise policy change dynamics in health.

The course will introduce concept of risk and risk reducing strategies, theories of planning, and priority setting techniques in health care. In addition, the course will examine the processes and forces shaping the development and implementation of health policy. The course will examine core concepts such as power, the role of the state and other policy stakeholders (e.g. NGOs, international organisations, etc.), institutions, and evidence, in shaping health policy agendas or choices.

**Teaching:** This course will be delivered through a combination of lectures and seminars totalling a minimum 23 hours during Michaelmas Term. Seminars will take place in small groups where students will work together in small groups on structured learning activities set by the course leads. .

There will be a departmental reading week in week 6 of term.

**Formative coursework:** Students will sit a mock written exam in the last week of term.

**Indicative reading:** Green, A., An Introduction to Health Planning for Developing Health Systems, new edn, OUP, 2007.

Walt, Gill. 1994. Health policy: an introduction to process and power. London: Zed Books.

Hill, M. The Policy Process, a reader, second ed. Harlow: Prentice Hall 1997

Buse, Kent, Nick Mays, and Gill Walt. 2012. Making Health Policy. Maidenhead, Berkshire: Open University Press.

D Leon & G Walt (eds), Poverty, Inequality and Health: An international perspective, OUP (2001)

Parkhurst, J. The politics of evidence: from evidence based policy to the good governance of evidence. London Routledge 2016.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

## HP402 Half Unit Measuring Health System Performance

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Andrew Street COW 1.02

**Availability:** This course is available on the MSc in Global Health Policy, MSc in Health Policy, Planning and Financing, MSc in International Health Policy and MSc in International Health Policy (Health Economics). This course is available as an outside option to students on other programmes where regulations permit. This course has a limited number of places (it is controlled access) and demand is typically high. Places are allocated first to students in the Department of Health Policy and then on a first come first served basis to students outside the department.

**Course content:** This course aims to present a framework to discuss the opportunities and challenges with performance measurement in health care, examine the various dimensions and levels of health system performance, identify the measurement instruments and analytic tools needed, and examine the implications of these issues for policy makers and regulators. Lectures generally focus on measuring health system performance in high-income countries but draw on the experience of other countries where relevant.

After taking this course students are expected to:

- understand the principles of performance measurement
- appreciate the challenges, approaches, and opportunities in performance measurement in four dimensions: population health, patient outcomes, equity, quality and appropriateness of care, and productivity
- understand the methodological issues facing performance measurement relating to risk adjustment, developing composite measures, and measuring attribution and causality
  - identify key issues relevant to policy makers relating to: developing targets and reporting on progress to the public, and developing incentives to improve performance

**Teaching:** Teaching will be delivered in no less than 29 hours and includes lectures, seminars and workshops

**Formative coursework:** Students will be expected to produce 1



piece of coursework in the LT.

**Indicative reading:** Papanicolas I, Smith P (Eds) Health System Performance Comparison: An Agenda for Policy, Information and Research. Maidenhead: Open University Press, 2013; P Smith, E Mossialos, I Papanicolas S. Leatherman (Eds), Performance measurement for health system improvement: experiences, challenges and prospects. Cambridge University Press, 2010.

Institute of Medicine, Crossing the Quality Chasm: A New Health System for the 21st Century. Washington, DC, National Academies Press, 2001;

OECD, Measuring up: improving health system performance in OECD countries. Paris: OECD, 2002. World Health Organization (WHO), (2000)

The world health report 2000:Health systems: Improving performance, Geneva: WHO Publications

**Assessment:** Presentation (25%) in the LT.

Essay (75%, 3000 words) in the ST.

### HP403 Half Unit Not available in 2022/23

#### Health Systems and Policies in Developing Countries

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Mrigesh Bhatia COW 1.04

**Availability:** This course is available on the MSc in Global Health Policy, MSc in Health Policy, Planning and Financing, MSc in Health and International Development, MSc in International Health Policy and MSc in International Health Policy (Health Economics). This course is available as an outside option to students on other programmes where regulations permit.

**Course content:** In recent years, debates in health policy have moved to consider a system-wide approach to understanding the demands and challenges of health in low and middle income settings. Importantly, systemic barriers remain to health care, centred around institutions, organisations and resources. In particular, a system-wide approach focuses on the importance of developing and strengthening broader healthcare infrastructure, rather than a focus on disease specific interventions. This course will be based around three key areas of the health system in low income settings; the physical, financial and human. The physical will consider the delivery of health in developing countries - examining the role of the public, for profit and non profit sectors, decentralisation (and recentralisation) and physical access to primary healthcare. The financing arm will consider options for financing healthcare in low income settings, including the role of user fees, results based financing and community financing schemes. The human element will analyse the acute shortages of health workers, brain drain and capacity building in the workforce. As part of this three pronged approach, this course will consider a range of health policies and health sector reforms which have been implemented to overcome challenges in resource poor settings. It will examine the assumptions upon which health system reforms are based, and an assessment of their success. Finally, the course will consider some case studies for health systems and policy analysis in developing countries, including maternal health and system resilience to health crises

**Teaching:** This course will be delivered in no less than 30 hours and included lectures and seminars.

**Formative coursework:** An essay of not more than 2,000 words.

**Indicative reading:** Mills, A (2014) Health Care Systems in Low and Middle Income Countries, New England Journal of Medicine, 370 (6), 552-557; Crisp, N & Chen, L, (2014) Global Supply of Health Professionals, New England Journal of Medicine, 370 (10), 950-957; Hafner, T., & Shiffman, J (2013) The emergence of global attention to health systems strengthening, Health Policy and Planning, 28 (1), 41-50; Shakariskvili, G, Atun, R., Hsiao, W., Burgess, C., & Lansang, M (2010) Converging health system frameworks: towards a concepts-to-actions roadmap for health systems

strengthening in low and middle income countries, Global Health Governance, 3(2); Ottersen, T, Evans, D., Mossialos, E., Rottingen J-A, (2017) Global Health Financing towards 2030 and beyond, Health Economics, Policy & Law, 12 (2); Balabanova, D., McKee, M., Mills, A., Walt, G., & Haines, A., (2010) What can global health institutions do to help strengthen health systems in low income countries? Health Research Policy and Systems, 8,(1), 22, Kiemy, M., Evans, D., Schemts, G & Kadandale, S, (2014) Health system resilience: reflections on the Ebola crisis in West Africa, Bulletin of the World Health Organisation, 92(12) 850, de Savigny, D., & Adam T, (2009) System Thinking for Health Systems Strengthening, Geneva Alliance for Health Policy and Systems Research; Buse; K & Hawkes, S., (2015) Health in the Sustainable Development Goals: ready for a paradigm shift? Globalisation and Health, 11(1), 13. Pratt B & Hyder A (2015) Global Justice and Health Systems Research in Low and Middle Income Countries, Journal of Law, Medicine & Ethics, 43 (1), 143-161

**Assessment:** Exam (75%, duration: 2 hours) in the summer exam period.

Essay (25%, 2000 words) in the LT.

### HP404 Half Unit

#### Global Health Policy: Institutions, Actors and Politics

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Clare Wenham COW 1.03

**Availability:** This course is compulsory on the MSc in Global Health Policy. This course is available on the MSc in Global Population Health, MSc in Health Policy, Planning and Financing, MSc in Health and International Development, MSc in International Health Policy and MSc in International Health Policy (Health Economics). This course is available as an outside option to students on other programmes where regulations permit. This course has a limited number of places (it is controlled access) and demand is typically high. Places are allocated first to students in the Department of Health Policy and then on a first come first served basis.

**Course content:** Globalization has not only impacted on the nature of emerging global health but the policy responses to these challenges. This module critically examines the transnational institutions and actors involved in global health policy and the interplay between them. The governance of global health issues has traditionally been carried out by states and various United Nations agencies (namely, the World Health Organisation), but given the transboundary nature of many global health issues, a diverse range of actors, including the private sector, civil society organizations and national governments, are now integrally involved. The funding of global health programmes and policies, for example, has shifted from primarily bi-/multilateral donors to include private and public sectors and philanthropists in a global health governance mosaic. The module will use a number of case studies to examine the organisation and role of global health institutions, the challenges and opportunities presented by these governance arrangements, and their (intended and unintended) impacts on global health policy and practice. In doing so, the module will draw on contributions from a range of social sciences including sociology, political science and health services research.

**Teaching:** This course will be delivered through a combination of lectures and seminars totalling a minimum 25 hours during Michaelmas Term. Seminars will be discussion-based and take place in small groups each week. .

There will be a departmental reading week in week 6 of term.

**Formative coursework:** One essay (1000 words) focusing on different approaches to framing global health

**Indicative reading:** Frenk, J., & Moon, S. (2013). Governance challenges in global health. New England Journal of Medicine, 368(10), 936-942.

Taylor, S. (2018). 'Global health': meaning what?. BMJ Global

Health, 3(2) e000843.

Davies, S. (2010). Global politics of health. Polity.

McInnes, C., & Lee, K. (2012). Global health and international relations. Polity.

**Assessment:** Essay (100%, 4000 words) in the MT.

One extended essay (4000 words) will be due at the end of MT.

Essay questions will be provided at the start of the course, or students are welcome to select an essay topic of their choice, with approval from the course convener.

## HP405 Half Unit

### Social Determinants of Health

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Justin Parkhurst COW.2.08

**Availability:** This course is available on the MSc in Global Health Policy, MSc in Health Policy, Planning and Financing, MSc in Health and International Development, MSc in International Health Policy and MSc in International Health Policy (Health Economics). This course is available as an outside option to students on other programmes where regulations permit.

This course is a listed option on MSc's in the department of Health Policy and for the MSc in Health and International Development. The course will be capped and priority may be given to students in the Department of Health Policy or related MSc degrees as needed.

**Course content:** The course introduces the social determinants of health from a global perspective. Content will draw on low, middle, and high income country examples, (although a majority of material will come from middle and high income cases). The course begins by exploring the shift in focus from individual to population health, the link to social determinants, and methodological challenges. It then goes into specific social determinants and issues such as poverty, education, gender and the built environment. Specific health and intersectional issues are then introduced, before final lectures that consider the politics of policy responses dealing with social determinants. A set of 6 seminars compliment the lectures with the final seminar linked to assessment.

**Teaching:** The course will be delivered in no less than 27 hours and includes lectures and seminars

**Formative coursework:** Students will be expected to produce 1 essay in the LT.

An outline or early draft of the term essay will be submitted in week 8 to allow feedback and guidance from teaching staff before final submission.

**Indicative reading:** Rose, Geoffrey. 2001. "Sick individuals and sick populations." *International journal of epidemiology* 30 (3):427-432. WHO Commission on the Social Determinants of Health. 2008.

Closing the gap in a generation: health equity through action on the social determinants of health. Final report of the Commission on Social Determinants of Health. Geneva: World Health Organization. Birn, Anne-Emanuelle, Yogan Phillay, and Timothy H. Holtz. 2009. *Textbook of international health: global health in a dynamic world*. New York: Oxford University Press.

Sallis, James F, Neville Owen, and Edwin B Fisher. 2008. "Ecological models of health behavior." In *Health behavior and health education: Theory, research, and practice*, edited by Karen Glanz, Barbara K. Rimmer and K. Viswanath, 465-486. San Francisco: John Wiley & Sons.

Subramanian, S. V., Paolo Belli, and Ichiro Kawachi. "The macroeconomic determinants of health." *Annual review of public health* 23.1 (2002): 287-302.

**Assessment:** Essay (75%, 3000 words) in the ST.

In-class assessment (25%) in the LT.

25% of the grade will be based on small group presentations in the final seminars.

75% of the grade will be based on a term essay (3000 words) that requires them to address a key health concern facing a population in a specific country of interest from a social and

political perspective. They will need to write a policy brief that reviews literature, considers policy responses in relation to critical conceptual approaches covered, and proposes potential approaches to the problem.

## HP407 Half Unit

### Evidence Review and Synthesis for Decision Making

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Huseyin Naci COW 3.01

**Availability:** This course is available on the MSc in Global Health Policy, MSc in Health Policy, Planning and Financing, MSc in International Health Policy and MSc in International Health Policy (Health Economics). This course is available as an outside option to students on other programmes where regulations permit.

This course is relevant to all students with an interest in health and social care interventions.

**Course content:** Evidence review and synthesis methods (such as systematic reviews and meta-analyses) are increasingly used to evaluate the effectiveness of healthcare interventions. A broad range of decision making bodies across the health care sector (including health technology assessment bodies, drug and medical device licensing agencies, biopharmaceutical industry, and hospitals) need individuals equipped with the methods of reviewing and synthesising the existing body of evidence by performing systematic reviews and meta-analyses.

This course will be focused on the principles of reviewing and synthesising the existing body of literature. The course will have three components. The first will provide the rationale for adopting a systematic approach for evidence review and synthesis. It will equip students with the methods to undertake risk of bias assessments of randomised controlled trials. The second component will focus on the quantitative synthesis of multiple randomised controlled trials in meta-analysis. The third component will discuss the opportunities and challenges of using evidence for decision-making.

The intended learning outcomes of this course will be the following:

- Describe the rationale for adopting a systematic approach to literature review
- Define the principal threats to validity both in individual randomised trials and collections of randomised trials
- Critically evaluate the quality of randomised controlled trials in oral and written form
- Assess heterogeneity in a collection of studies
- Design and perform a systematic review and meta-analysis evaluating a health care intervention in a group setting
- Describe the opportunities and challenges of using systematic review and meta-analysis findings for decision making

**Teaching:** This course will be delivered through a combination of lectures and seminars totalling a minimum 33 hours during Michaelmas Term. Students will work in small groups to complete weekly self-directed learning activities and meet with seminar leads for weekly feedback on their progress. A computer workshop will be held to introduce students to systematic review and meta analysis software.

There will be a departmental reading week in week 6 of term.

**Formative coursework:** Feedback given on a completed meta analysis

**Indicative reading:**

- Cochrane Handbook for Systematic Reviews of Interventions (version 5.1.0, updated March 2011).
- Institute of Medicine. *Finding what works in health care: standards for systematic reviews*. 23 March 2011.
- Sutton AJ et al. *Methods for Meta-analysis in Medical Research*. Wiley, Chichester, UK, 2000.
- Cook DJ. Systematic reviews: synthesis of best evidence for clinical decisions. *Annals of internal medicine* 1997;126(5):376-80.

- Higgins, Julian PT, et al. The Cochrane Collaboration's tool for assessing risk of bias in randomised trials. *Bmj* 343 (2011): d5928.

**Assessment:** Project (100%, 3000 words) in the LT. Systematic review and meta-analysis report resembling an original article submission to a peer-reviewed journal (100%). Students will develop their meta-analysis project in a group and individually write up as their summative assessment.

## HP409

### Dissertation for MSc Health Policy, Planning and Financing

**This information is for the 2022/23 session.**

**Teacher responsible:** Currently Dr. J Parkhurst and Dr. M Bhatia (LSE) and Dr T CHantler (LSHTM) as Programme Directors though the Programme Directorship sometimes varies from year to year.

**Availability:** This course is compulsory on the MSc in Health Policy, Planning and Financing. This course is not available as an outside option.

**Course content:** The aim of the course is to provide core information to students on dissertation-writing as well as to address queries students may have in relation to their dissertation topic, the methodology used, the likelihood of ethical approval, and data acquisition, among others.

The dissertation could be on any topic in the field of health policy, planning and/or financing. The main body of the dissertation should include the background to the research, method of investigation, results of the analysis, discussion and policy implications and recommendations.

**Teaching:** Teaching comprises two 2-hour seminars. It may be merged with other MSc students in the Department when covering overlapping issues.

Finally, there is individual supervision for students on the dissertation.

**Formative coursework:** Students will be required to write a summary of the proposed dissertation, outlining the title, background to the topic, methods to be employed, and likely expected results.

**Assessment:** Dissertation (100%, 10000 words).

## HP412 Half Unit

### Global Health Security

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Clare Wenham COW 1.03

**Availability:** This course is available on the MSc in Global Health Policy, MSc in Global Politics, MSc in Health Policy, Planning and Financing, MSc in Health and International Development, MSc in International Development and Humanitarian Emergencies, MSc in International Health Policy, MSc in International Health Policy (Health Economics) and MSc in International Relations. This course is available as an outside option to students on other programmes where regulations permit.

**Course content:** Global health security has become a dominant paradigm in global health. Recent outbreaks of COVID-19, Ebola, Zika and pandemic influenza have heightened the global sense of vulnerability to the spread of infectious disease, and as a consequence global health policy is now complete with references to such health emergencies. These threats are even listed on national security strategies of many governments, and as such we see the ever increasing link between security and health across policy areas and levels. As we have all witnessed, COVID-19 has affected every part of the world, and every part of socio-economic life as we know it. Thus, we must understand how this has happened, and what we can do to prevent the next outbreak, and mitigate against future downstream effects of pandemics.

This course interrogates this health-security nexus. It considers different conceptual understandings of security including global health security, national security, biosecurity and human security and considers these in multiple health contexts. These empirical explorations include COVID-19, Ebola, Zika, Anti-microbial resistance (AMR) and conflict and health. Yet, this course also asks students to consider the assumptions inherent to the security discourse, and the challenges these has on global health policymaking. Should the global health community be championing global health security, or has the terminology run its course.

To examine these concepts, empirics and broader political questions, this module will draw on contributions from international relations, political science, law, epidemiology and public health research.

**Teaching:** This course will be delivered through a combination of lectures and seminars totalling a minimum 20 hours during MT. Seminars will be led by a small group of students who will present the key discussion points to their colleagues. Small group work will be undertaken in the seminars to allow for more in-depth discussion and class debate. Additional seminar activities will provide students will real-life scenarios of global health security crises. Activities will aim to bring to life the theories, challenges and politics discussed during the course.

There will be a departmental reading week in week 6 of term.

**Formative coursework:** Students will be expected to produce 1 essay in the MT.

Students will submit a short 1000 word essay (on the topic that they are writing on for the summative) during the teaching term. These will be graded and feedback given to students. This allows students to get valuable experience of writing critical essays have they not before in previous modules or degrees, and the expectations of the summative assessment. For example, if a student's formative work flagged particular concerns this could be addressed ahead of the summative submission.

**Indicative reading:**

- McInnes, C., & Lee, K. (2006). Health, foreign policy and security. *Rev Int Stud*, 32, 5-23.
- Rushton, S. (2011) Global Health Security: Security for Whom? Security for What?, *Political Studies* 59 (4): 779 -796
- Davies, S. E. (2008). Securitizing infectious disease. *International Affairs*, 84(2), 295-313.
- Chen, L., & Narasimhan, V. (2003). Human security and global health. *Journal of Human Development*, 4(2), 181-190.
- Rushton, S., & Youde, J. (Eds.). (2014). *Routledge handbook of global health security*. Routledge.
- Elbe, S. (2005). AIDS, security, biopolitics. *International relations*, 19(4), 403-419.
- King, N. B. (2002). Security, disease, commerce: ideologies of postcolonial global health. *Social studies of science*, 32(5-6), 763-789.
- O'Manique, C. (2005). The "securitisation" of HIV/AIDS in Sub-Saharan Africa: a critical feminist lens. *Policy and Society*, 24(1), 24-47.
- Heymann, D. L., Chen, L., Takemi, K., Fidler, D. P., Tappero, J. W., Thomas, M. J., ... & Kalache, A. (2015). Global health security: the wider lessons from the west African Ebola virus disease epidemic. *The Lancet*, 385(9980), 1884-1901.
- Ooms, G., Beiersmann, C., Flores, W., Hanefeld, J., Müller, O., Mulumba, M., ... & Jahn, A. (2017). Synergies and tensions between universal health coverage and global health security: why we need a second 'Maximizing Positive Synergies' initiative. *BMJ global health*, 2(1), e000217.

**Assessment:** Essay (75%, 3500 words) and blog post (25%) in the MT.

1 x 3500 word essay – 75% of grade.

Students will be asked to pick one essay question. They will be given the option to choose their own essay topic (after discussion with their seminar leader) or to select from a provided list of questions. The questions will be broad, allowing for student individuality to come across in their answers.

1 x Blog post – 25% of grade.



Students will be assessed on their reflections of the course and any role play activity undertaken.

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## HP420 Half Unit Health Economics

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Andrew Street COW 1.02

**Availability:** This course is available on the MSc in Health Policy, Planning and Financing, MSc in International Health Policy and MSc in International Health Policy (Health Economics). This course is available as an outside option to students on other programmes where regulations permit.

In allocating places in this course, students enrolled in the MSc in International Health Policy and MSc in International Health Policy (Health Economics) have priority.

**Course content:** This course develops basic economic concepts as they are applied to the health sector. We shall discuss economics issues at system-level, including options for financing health care, predicting future expenditure, and assessing the degree of health equity and equality. We shall consider demand for health care and for health insurance, discussing matters such as moral hazard, adverse selection and risky health behaviours. Then we shall turn to the supply-side of health care provision, considering the agency relationship between patients and physicians, the competitiveness of health care markets, the geographical configuration of health care services, and methods for paying health care providers. The course is designed to provide an intuitive understanding of a wide range of economic concepts, illustrated by practical examples.

**Teaching:** This course will be delivered through a combination of lectures and seminars totalling a minimum 33 hours during Michaelmas Term. Workshops will be held throughout the term to enable students to work through key problem sets. Students will also take part in small group seminars.

There will be a departmental reading week in week 6 of term.

**Formative coursework:** Mock exam in the MT.

**Indicative reading:** The course draws from a variety of textbooks and articles, with a thorough reading list provided prior to the lectures. The course makes repeated use of the following textbook:

- J Bhattacharya, T Hyde & P Tu, *Health Economics*, Palgrave Macmillan, 2014.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

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## HP421 Half Unit Economic Analysis for Health Policy in Low- and Middle-Income Countries

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Miqdad Asaria COW 3.07

**Availability:** This course is compulsory on the MSc in Global Health Policy. This course is available on the MSc in Health Policy, Planning and Financing, MSc in International Health Policy and MSc in International Health Policy (Health Economics). This course is available as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and demand is typically high. Places are allocated first to students in the Department of Health Policy and then on a first come first served basis to students outside the department.

**Course content:** The aim of the course is to provide students with some key analytical methods and concepts used by economists to study health care policies in low- and middle-income countries. The course takes a micro-economic perspective, in that it will study how individuals involved in health care systems (patients, providers, insurers) make decisions which affect the utilisation and

delivery of health care services.

The course will present key theoretical concepts and use empirical evidence particularly relevant for policy questions in low- and middle-income settings. The course will be applied in nature, as students will learn through case studies which will expose to different types of data and evidence to analyse decisions made by individuals and then articulate recommendations for health policy. By the end of this course, students will be able to:

- define fundamental principles and concepts of health economics relevant to health policy challenges in low- and middle-income countries.
- understand the economic models of decisions made by individuals on the demand- and supply-side of health care markets in low and middle-income countries;
- apply economic reasoning and models to identify problems and to recommend relevant health care policies;
- refer to seminal literature and evidence in the health economics and health policy fields in low- and middle-income countries;
- be able to interpret simple results from empirical economic studies, and formulate policy recommendations.

**Teaching:** The course will be delivered in no less than 28 hours and consists lectures and seminars. A revision session will be held early in the summer term ahead of the exam.

**Formative coursework:** Coursework assessed throughout the LT

**Indicative reading:** The course draws from a variety of textbooks and articles, providing essential references to understand the theoretical concepts and read key empirical studies. A complete reading list is provided at the start of the term.

The following papers are a selection of readings used in the course:

- Dupas P (2011) "Health Behavior in Developing Countries" Annual Review of Economics, Vol. 3
- Lepine, A., M. Lagarde and A. Le Nestour (2018). "How effective and fair is user fee removal? Evidence from Zambia using a pooled synthetic control." *Health Economics* 27(3): 493-508.
- Dupas, P., V. Hoffmann, M. Kremer and A. P. Zwane (2016). "Targeting health subsidies through a nonprice mechanism: A randomized controlled trial in Kenya." *Science* 353(6302): 889-895.
- Capuno, J. J., A. D. Kraft, S. Quimbo, C. R. Tan and A. Wagstaff (2016). "Effects of Price, Information, and Transactions Cost Interventions to Raise Voluntary Enrollment in a Social Health Insurance", *Health Economics* 25(6) p650-662
- Baicker, K., W. J. Congdon and S. Mullainathan (2012). "Health Insurance Coverage and Take-Up: Lessons from Behavioral Economics." *Milbank Quarterly* 90(1): 107-134.
- R. M. Scheffler, C. H. Herbst, C. Lemiere and J. Campbell. (2016). *Health Labor Market Analyses in Low- and Middle-Income Countries: An Evidence-Based Approach*.
- McPake, B, A Scott, and I Edoka. (2014). *Analyzing Markets for Health Workers: Insights from Labor and Health Economics*. Directions in Development. Washington, DC: World Bank.
- Lagarde, M. and D. Blaauw (2014). "Pro-social preferences and self-selection into jobs: Evidence from South African nurses." *Journal of Economic Behavior & Organization* 107, Part A: 136-152.
- Banerjee, A. V., E. Duflo and R. Glennerster (2008). "Putting a Band-Aid on a Corpse: Incentives for Nurses in the Indian Public Health Care System." *Journal of the European Economic Association* 6(2-3): 487-500.
- Björkman, M. and J. Svensson (2009). "Power to the People: Evidence from a Randomized Field Experiment on Community-Based Monitoring in Uganda." *The Quarterly Journal of Economics* 124(2): 735-769.
- Currie, J., W. Lin and W. Zhang (2011). "Patient knowledge and antibiotic abuse: Evidence from an audit study in China." *J Health Econ* 30(5): 933-949.
- Björkman Nyqvist, M. and S. Jayachandran (2017). "Mothers Care More, but Fathers Decide: Educating Parents about Child Health in Uganda." *American Economic Review* 107(5): 496-500.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.



## HP422 Half Unit Health Care Economic Evaluation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Ranjeeta Thomas COW 2.07

**Availability:** This course is compulsory on the MSc in International Health Policy (Health Economics). This course is available on the MSc in Global Health Policy, MSc in Health Policy, Planning and Financing and MSc in International Health Policy. This course is available as an outside option to students on other programmes where regulations permit.

**Course content:** Resource allocation is at the heart of decision-making in the health care sector. Economic evaluation is an approach used to support decision-makers in allocating resources by providing tools to compare the costs and benefits associated with multiple alternative scenarios or interventions.

This course will enable students to understand and apply the analytic methods used in the economic evaluation of health interventions. By the end of the course, students are expected to:

- Explain the welfare economic principles underlying health-care economic evaluations
- Identify the different approaches to economic evaluations (cost-effectiveness, cost-benefit, cost-utility etc)
- Measure and analyse costs and effects of health care interventions
- Construct a decision-analytic model to compare the costs and benefits of different interventions
- Apply statistical methods to deal with uncertainty in economic evaluations
- Evaluate how to make decisions under-uncertainty in health-care economic evaluations

It is recommended students taking this course have some knowledge of probability and statistics (similar to ST102).

As Microsoft Excel will be used for practical sessions, some experience of using Excel would be helpful.

**Teaching:** This course will be delivered through a combination of lectures and seminars totalling a minimum 26 hours during Michaelmas Term. The lectures provide conceptual foundations, theory and statistical methods. Students will attend seminars where they will work together in small groups on structured learning activities set by the course leads.

There will be a departmental reading week in week 6 of term.

**Formative coursework:** A piece of formative coursework will be set in the middle of the term, and feedback provided to students.

**Indicative reading:** The following are basic readings for the course:

- Drummond MF, Sculpher MJ, Claxton K, Stoddart GL, Torrance GW (2015). *Methods for the Economic Evaluation of Health Care Programmes*. Fourth edition: Oxford University Press, Oxford.
- Gray A, Clarke P, Wolstenholme J, Wordsworth S (2011) *Applied Methods of Cost-Effectiveness Analysis in Health Care*, Oxford University Press, Oxford.
- More technical and advanced textbooks, especially for statistical analysis.
- Briggs A, Sculpher M, Claxton K (2006). *Decision Modelling for Health Economic Evaluation*. Oxford University Press, Oxford.

### Supplementary Reading List

This is made available on Moodle along with all other course materials, and includes references to specialised texts and articles on each subject covered within the course.

**Assessment:** Project (100%, 3000 words) in the LT.

Assessment is through a project that students will undertake in small groups and write up individually (3,000 word paper), to be submitted at the end of the course.

## HP423 Half Unit Advanced Health Economics

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Alistair Mcguire COW 2.02

**Availability:** This course is compulsory on the MSc in International Health Policy (Health Economics). This course is available on the MSc in Health Policy, Planning and Financing and MSc in International Health Policy. This course is available as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Students must have completed Health Economics (HP420).

Alternative introductory economics courses are acceptable.

**Course content:** The course will cover: international comparisons of health care expenditure, individual health-seeking behaviour, health care insurance, contract theory applied to the health care sector (including principal-agent theory and incentive payment mechanisms), and equity in health care.

Students may find material from the half unit HP426 Applied Health Econometrics, to be beneficial to studying this course. See the HP426 course guide for further detail.

**Teaching:** This course will be delivered through a combination of lectures and seminars totalling a minimum 25 hours during Lent Term. Seminars will take place in small groups with students presenting assigned topics each week.

There will be a departmental reading week in week 6 of term.

**Formative coursework:** Students will give a presentation in seminars and receive feedback from seminar leads

**Indicative reading:** Culyer, A.J., and Newhouse, J.P., (eds.), 2001, *Handbook of Health Economics Volumes 1A & 1B*, (North-Holland, Amsterdam); Zweifel, P. and Breyer, F., 1997, *Health Economics*, (OUP, Oxford).

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

## HP424 Half Unit Pharmaceutical Economics and Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Panagiotis Kanavos

**Availability:** This course is available on the MSc in Global Health Policy, MSc in Health Policy, Planning and Financing, MSc in International Health Policy and MSc in International Health Policy (Health Economics). This course is available as an outside option to students on other programmes where regulations permit.

**Course content:** The aim of this course is to introduce students to the economics of pharmaceutical markets and related policies that affect national and international markets broadly. The course will

- Provide students with an understanding of basic features of pharmaceutical markets, how pharmaceutical markets work and how competition manifests itself in different parts of pharmaceutical markets.
- Illustrate to students how the pharmaceutical market is linked to the health care market, why it is often the focus of much regulation, and to help students understand the multidimensional goals of pharmaceutical policies.
- Introduce students to the economic and policy problems encountered in managing pharmaceutical markets and how to evaluate the impact of alternative policy approaches. The course will also give students some experience in critically evaluating the impact of policy on market outcomes.
- Facilitate consideration of various country-specific political, cultural and economic factors that may drive governments' approaches to pharmaceutical regulation. In this context, this course will help students consider the extent to which policies may be transferable.
- Enable students to analyse pharmaceutical markets from the perspectives of several main actors: governments, third party payers, the pharmaceutical industry, doctors, patients,

pharmacists and wholesalers. Literature from Health Economics, Industrial Organisation and Health Policy will be incorporated into lectures, discussions and seminars.

- Introduce students to the economics of pricing and reimbursing pharmaceutical products, to explore different models of pricing and reimbursing medicines in OECD countries, including rate of return regulation, value-based pricing, cost-plus pricing, external price referencing and internal reference pricing, among others.

**Teaching:** This course will be delivered through a combination of lectures and seminars totalling a minimum of 24 hours during Lent Term.

There will be a departmental reading week in week 6 of term.

**Formative coursework:** A formative essay under exam conditions (1 question in 1 hour) will be a requirement and is to be submitted immediately after the revision session.

**Indicative reading:**

1. E Mossialos, M Mrazek & T Walley (eds), *Regulating Pharmaceuticals in Europe. Striving for Efficiency, Equity and Quality*, Buckingham, Open University Press (2004)
2. S O Schweitzer, *Pharmaceutical Economics and Policy*, Oxford University Press (2006)
3. W S Comanor, 'The Political Economy of the Pharmaceutical Industry', *Journal of Economic Literature*, XXIV (September): 1178-1217 (1986)

4. F M Scherer 'The Pharmaceutical Industry', Chapter 25, in: A J Culyer & J P Newhouse (Eds), *Handbook of Health Economics*, Vol 1, Amsterdam, Oxford, Elsevier, 2000.

1. A Acosta, A Ciapponi, Aaserud M, et al (2014). *Pharmaceutical policies: effects of reference pricing, other pricing, and purchasing policies*. *Cochrane Database of Systematic Reviews*, 10: CD005979.

2. AS Kesselheim, J Avorn, A Sarpatwari (2016). *The high cost of prescription drugs in the United States: origins and prospects for reform*. *JAMA*, 316(8): 858-871.

3. DH Howard, PB Bach, ER Berndt, RM Conti. *Pricing in the market for anticancer drugs*, 29(1): 139-162.

4. E Mossialos, M Mrazek & T Walley (eds) (2004). *Regulating pharmaceuticals in Europe. Striving for efficiency, equity and quality*. Open University Press.

5. OJ Wouters, M McKee, J Luyten (2021). *Estimated research and development investment needed to bring a new medicine to market, 2009-2018*. *JAMA*, 323(9): 844-853.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

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## HP425 Half Unit

### Statistical Methods in Health Care Economic Evaluation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Ranjeeta Thomas

**Availability:** This course is available on the MSc in Global Health Policy, MSc in Health Policy, Planning and Financing, MSc in International Health Policy and MSc in International Health Policy (Health Economics). This course is available as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** This course assumes knowledge of elementary mathematics and statistics. Students who wish to take HP425, but who have not taken an introductory university course in statistics or econometrics, may wish to consider auditing MY451 (Introduction to Quantitative Analysis) in Michaelmas Term in order to prepare themselves for this course. Students who are unsure whether they have the requisite background are encouraged to approach the Lecturer before the start of Lent Term.

This course is envisaged to be complementary to HP422 (Cost-Effectiveness Analysis in Health Care), which is offered in Michaelmas Term.

**Course content:** This course develops the statistical and modelling techniques necessary to apply economic evaluation to the health

care sector. Introduction to random variables and probability distribution, linear regression analysis, logistic regression analysis, survival analysis for health outcomes, survival analysis for treatment costs, parametric and non-parametric approaches for missing data, economic evaluation and clinical trials. Estimation of confidence intervals for cost-effectiveness ratios. Transformation of ratios - net benefit approach. Presentation of results, acceptability curves.

**Teaching:** This course will be delivered through a combination of lectures and workshops totalling a minimum 30 hours during Lent Term. Students will also take part in computer workshops to complete problem datasets and practice key skills from the course.

**Formative coursework:** 1000 word essay

**Indicative reading:** A full reading list is provided at the start of the course. The course makes use of selected parts of the following texts:

- M Drummond & A McGuire (eds), *Economic Evaluation in Health Care: Merging Theory with Practice*, OUP, 2001.
- D Machin, YB Cheung & MKB Parmar, *Survival analysis: a practical approach*, 2nd edn, Wiley, 2006.
- J Klein & M Moeschberger, *Survival Analysis: Techniques for Censored and Truncated Data*, 2nd edn, Springer, 2005.
- M Cleves, W Gould, R Gutierrez & Y Marchenko, *An Introduction to Survival Analysis Using Stata*, 3rd edn, Stata, 2010.
- M Drummond, M Schulpher, K Claxton, G Stoddart & G Torrance, *Methods for the Economic Evaluation of Health Care Programmes*, 4th edn, OUP, 2015.
- M Gold, J Siegel, L Russell & M Weinstein, *Cost-Effectiveness in Health and Medicine*, OUP, 1996.
- M Johannesson, *Theory and Methods of Economic Evaluation of Health Care*, Kluwer, 1996.
- P Johansson, *Evaluating Health Risks: An Economic Approach*, CUP, 1995.

**Assessment:** Project (100%, 4000 words) in the ST.

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## HP426 Half Unit

### Applied Health Econometrics

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Ilias Ioannis Kyriopoulos

**Availability:** This course is compulsory on the MSc in Health Data Science and MSc in International Health Policy (Health Economics). This course is available on the MSc in International Health Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** Most research questions, in health economics require students to apply econometric techniques. This course will introduce these techniques and students exiting the course can expect to have acquired a competency in econometrics as it is applied to health economics. The seminars- which are lab based- will allow students to apply these methods to practical problems using Stata and interpret the results.

This content of this course may be useful to those considering the half unit HP423 Advanced Health Economics.

**Teaching:** This course will be delivered through a combination of lectures and workshops totalling a minimum 25 hours. Students will take part in computer workshops to complete problem datasets and practice key skills from the course.

There will be a departmental reading week in week 6 of term.

**Formative coursework:** One formative assessment will require the analysis of some data in STATA and the description of the results.

**Indicative reading:**

- Joshua David Angrist, Jorn-Steffen Pischke (2015) *Mastering 'Metrics: The Path from Cause to Effect*. (most relevant to the course)
- Jeffrey M. Wooldridge, (2009) *Introductory econometrics: a modern approach*, 4th edition.
- Gertler, P. J., Martinez, S., Premand, P., Rawlings, L. B., & Vermeersch, C. M. (2016). *Impact evaluation in practice*. The

World Bank.

- Almond, D. (2006). Is the 1918 influenza pandemic over? Long-term effects of in utero influenza exposure in the post-1940 US population. *Journal of political Economy*, 114(4), 672-712.
- Almond et al. (2010) "Estimating marginal returns to medical care: Evidence from at-risk newborns" *The quarterly journal of economics* 125.2 (2010): 591-634.
- Camacho, A. (2008). Stress and birth weight: evidence from terrorist attacks. *American Economic Review Papers and Proceedings*, 98(2), 511-15.
- Card, David, Carlos Dobkin, and Nicole Maestas. "The impact of nearly universal insurance coverage on health care utilization: evidence from Medicare." *American Economic Review* 98.5 (2008): 2242-58.
- Carpenter, Christopher, and Carlos Dobkin. "The effect of alcohol consumption on mortality: regression discontinuity evidence from the minimum drinking age." *American Economic Journal: Applied Economics* 1.1 (2009): 164-82.
- Carpenter, C., & Dobkin, C. (2011). The minimum legal drinking age and public health. *Journal of Economic Perspectives*, 25(2), 133-56.
- Currie, J., Ray, S. H., & Neidell, M. (2011). Quasi-experimental studies suggest that lowering air pollution levels benefits infants' and children's health. *Health Affairs*, 30(12), 2391-2399.
- Duflo, E. (2001). Schooling and labor market consequences of school construction in Indonesia: Evidence from an unusual policy experiment. *American economic review*, 91(4), 795-813.
- Finkelstein, A., Taubman, S., Wright, B., Bernstein, M., Gruber, J., Newhouse, J. P., ... & Oregon Health Study Group. (2012). The Oregon health insurance experiment: evidence from the first year. *The Quarterly journal of economics*, 127(3), 1057-1106.
- Galiani, S., Gertler, P., & Schargrodsky, E. (2005). Water for life: The impact of the privatization of water services on child mortality. *Journal of political economy*, 113(1), 83-120.
- Powell-Jackson, T., Mazumdar, S., & Mills, A. (2015). Financial incentives in health: New evidence from India's Janani Suraksha Yojana. *Journal of health economics*, 43, 154-169.

**Assessment:** Project (100%, 3500 words) in the LT.  
100% One Research project (data analysis with STATA and write-up of 3,500 words)

## HP428 Half Unit

### Randomised evaluations of health programmes: from design to implementation

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr Ilias Ioannis Kyriopoulos

**Availability:** This course is available on the MSc in Global Health Policy, MSc in Health Policy, Planning and Financing, MSc in International Health Policy and MSc in International Health Policy (Health Economics). This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and demand is typically high. Places are allocated first to students in the Department of Health Policy and then on a first come first served basis.

**Course content:** Randomized trials have long been used in the clinical world to test the efficacy of medical treatments. Increasingly, social scientists have used the same approach, randomly assigning groups to different interventions, in order to determine which policies are most likely to address the key behavioural problems faced by health systems, from inadequate provider performance to low adherence to treatment or risky health behaviours.

This course proposes a hands-on and intuitive approach to designing and conducting a randomised evaluation of a behavioural health programme. The aim of the course is to provide students with the skills required to design and implement

a successful randomised evaluation. By the end of the course, students should be able to:

- Explain the reasons for undertaking randomised evaluations;
- Design and plan a randomised experiment to ensure it answers relevant questions, informed by a conceptual framework;
- Understand the technical aspects of the randomised evaluation, including be able to perform and understand simple sample size calculation;
- Explore potential threats to randomisation, and implement strategies to mitigate them;
- Determine how to best measure the outcomes of interest, including reflecting on the accuracy of survey instruments;
- Understand the best practices in how to conduct and manage fieldwork, and follow ethical principles to conducting research.
- Understand the best practices to analyse data from different types of randomised evaluations.

Seminars will be designed to encourage students to critically engage with the topics and apply the technical skills taught in lectures. Each seminar will be closely aligned with the lecture content to give students the opportunity to apply the new knowledge. Case studies will be chosen from various cultural backgrounds, to allow the presentation of a diverse range of settings and issues. Throughout the courses, but more extensively in the second half of the term, seminars will be dedicated to discussing issues and problems raised in lectures in relation to the project chosen by students in their group for the research protocol.

**Teaching:** This course will be delivered through a combination of lectures and seminars totalling a minimum of 20 hours during Lent Term. Seminars will take place in small groups and consist of a mix of case studies and discussions/presentations of the students' own work. Ahead of the seminars students will work in small groups on structured learning activities set by the course lead. Each seminar will also be a forum for discussing, presenting and receiving feedback on students' research protocols.

There will be a departmental reading week in week 6 of term.

**Formative coursework:** A draft protocol. Students will be asked to submit a short 1,500 word draft protocol by week 5. While some aspects of their work may still be work in progress (e.g. using bullet points), students will be expected to write up the start of their protocol in a detailed way. Detailed feedback will be given to each student.

**Indicative reading:** The main textbook that will be used throughout the course is:

- Glennerster, R., & Takavarasha, K. (2013). *Running Randomized Evaluations: a Practical Guide*. Princeton University Press.

Other useful resources include:

- Gerber, A. S., & Green, D. P. (2012). *Field Experiments: Design, Analysis and Interpretation*. New York, NY: Norton.
- Duflo, Esther, et al. (2006) *Using Randomization in Development Economics Research: A Toolkit*.
- White, Howard (2009) 'Theory-based impact evaluation: principles and practice', *Journal of Development Effectiveness* 1(3)
- Drost, E.A. (2011) *Validity and Reliability in Social Science Research*. *Education Research and Perspectives*, 38, 105- 123
- Olken, B. A. (2015). "Promises and Perils of Pre-analysis Plans." *Journal of Economic Perspectives* 29(3): 61--80.
- Rachel Glennerster and Shawn Powers *Balancing Risk and Benefit: Ethical Tradeoffs in Running Randomized Evaluations*
- Dupas, P., & Miguel, E. (2017). *Impacts and Determinants of Health Levels in Low-Income Countries*. In E. Duflo & A. Banerjee (Eds.), *Handbook of Field Experiments*: North Holland.

Other general interest books that discuss randomised evaluations (applications, challenges) include:

- Halpern, D. (2016). *Inside the Nudge Unit*. London, Penguin Press.
- Leigh, A. (2018). *Randomistas: How Radical Researchers Are Changing Our World*, Yale University Press.

**Assessment:** Research proposal (100%) in the LT.

The objective of the research protocol (4,000 words max) will be to plan the randomised evaluation of a particular health programme. Students will be asked to choose an intervention to address a particular behavioural problem from a proposed list (e.g. increasing health insurance uptake, improving doctor performance or quality



of care; reducing risky health behaviours; increasing patient adherence to treatment etc.). Students will also be given the option to choose their own topic (pending agreement by their seminar leader).

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## HP429 Half Unit

### Behavioural Incentive Design in Health and Health Care

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Joan Costa-Font COW 1.06

**Availability:** This course is available on the MSc in Global Health Policy, MSc in Health Policy, Planning and Financing, MSc in International Health Policy and MSc in International Health Policy (Health Economics). This course is available as an outside option to students on other programmes where regulations permit.

Access to the course will be given in priority to students from the Department of Health Policy.

**Course content:** The course covers the role of social and monetary incentives in modifying related health behaviour, and especially prevention and health care use. It will primarily draw on theoretical frameworks from several social sciences including applied microeconomics and behavioural economics, psychology, and sociology to provide an integrated framework about how to think about incentives in health and health care. The course will extend health economics teaching to cover quasi-rational behaviour and behavioural economics issues, and it will primarily focus on non-experimental evidence, although it will sometimes draw from policy and quasi-experiments. Its main purpose will be to discuss key theoretical and empirical background to guide the design of health and health care policies.

The course will focus on the following issues: Quasi-rational actor and motivation. Risk-benefit decision-making framework. Monetary and non monetary incentives. Esteem, Stigma. Obesity and payments. Monetary Incentives, co-payment design, Social Incentives. Reference Points. Risk preferences and perceptions. Locus of Control and Health and Health Care Behaviour. Anchoring and social cues. Taxes and Health: the role of Sin Taxes. Subsidies and Health: the role of conditional cash transfers. Myopia and Insurance Purchase: the case of long-term care insurance. Defaults and Presumed Consent. Motivation Crowding-Out and organ Donation. Information provision: risk information campaigns on food labelling, GM food. Stigma and Esteem: Smoking, Obesity. Cultural economics of health and health care: the role of traditional medicines. Body Self-Identity and Anorexia. Sleep and working time trade-off. Media, narratives and health-related behaviour. Culture, social norms: use of traditional medicine. Identity and blood donation, Food disorders. Health Inequality Aversion and Attitudes to Health Care. Behavioural incentives private and public health insurance design.

**Teaching:** This course will be delivered through a combination of lectures, seminars and workshops totalling a minimum 25 hours during Lent Term. Students will take part in seminars presenting key readings and leading discussion. Students will work in small groups in workshops to develop skills in specific health policy problems and prepare their project to be presented to the entire class and submitted as a course assessment.

**Formative coursework:** Students will submit slides of a presentation based on their group project and complete in-class quizzes

**Indicative reading:** Hanoch, Y. A. Barnes and T Rice (2017) Behavioral Economics and Healthy Behaviors: Key Concepts and Current Research. Routledge.

**Assessment:** Essay (100%, 3000 words) in the ST. The assessment will be an individual essay based on group project work.

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## HP431 Half Unit

### Dissertation in Health Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Pepita Barlow, Dr Mylene Lagarde, Dr Olivier Wouters, Dr Ranjeeta Thomas and Prof Joan Costa-Font

**Availability:** This course is compulsory on the MSc in Global Health Policy, MSc in International Health Policy and MSc in International Health Policy (Health Economics). This course is not available as an outside option.

**Course content:** The dissertation could be on any topic relevant to topics studied in the student MSc. It should attempt to integrate approaches and knowledge learned across courses and present results to address a health policy issue or a problem identified through the use of either primary or secondary data. It must demonstrate adequate knowledge of relevant theoretical and empirical literature in the field. In addition, careful analysis of the policy implications and formulation of policy recommendations is essential. The main body of the dissertation should, in principle, include the background to the research, method of investigation, results of the analysis, discussion and policy implications and recommendations.

**Teaching:** 6 hours of workshops.

These will be complemented by sessions of individual supervision. The course comprising a total of 3 2-hour lectures that will focus on issues pertaining to the dissertation (topic selection, structure, methods, result reporting, ethics approval), as well as general guidance on potential methodological approaches. The course will serve as a means to assist students with the preparation and finalisation of their dissertation proposals. In this context, students will also receive feedback and assistance from their supervisors, with whom they will need to meet separately.

**Formative coursework:** Students will be expected to produce 1 piece of coursework in the LT and ST.

**Indicative reading:** Dunleavy, P. (1986) Studying for a Degree in the Social Sciences, Macmillan.

(See Chapter 5: Writing a Dissertation).

Denscombe, M. (2007) The Good Research Guide: for small-scale social research projects.

Maidenhead: Open University Press. H61 D41.

Dunleavy, P. (2003) Authoring a PhD: how to plan, draft, write and finish a doctoral thesis or

dissertation. Basingstoke: Palgrave-Macmillan. LB2369 D92.

Grix, J. (2004) The Foundations of Research. Houndmills: Palgrave Macmillan LB2369 G87.

Rudestam, K. and Newton, R. (2001) Surviving Your Dissertation: a comprehensive guide to

content and process. London: Sage. LB2369 R91

**Assessment:** Dissertation (100%, 6000 words).

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## HP432 Half Unit

### Mental health policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Martin Knapp

**Availability:** This course is available on the MSc in Global Health Policy, MSc in Health Policy, Planning and Financing, MSc in International Health Policy and MSc in International Health Policy (Health Economics). This course is available as an outside option to students on other programmes where regulations permit.

The proposed course should appeal to students interested in the challenges of, and policy responses to mental illness across a wide range of societies and economies.

Priority will be given to students from the Health Policy Department.

**Pre-requisites:** Students are required to have some knowledge of health systems or mental health issues.



**Course content:** The aim of this course is to consider how public policy can be shaped to address the many personal, social and economic challenges posed by mental illnesses, across the full life-course (indeed, some mental illnesses start earlier, with origins in the womb). Mental health will be considered in a range of contexts: high-, medium- and low-income settings. An important emphasis will be on the global nature of the challenges, and the need to find responses that have relevance across different societies.

The strong associations with disadvantage will also be a core theme running through the course, linked to social and other determinants of (mental) health. Other key areas of policy-making will be covered, including how decision-making balances the roles of different stakeholders, particularly individuals with lived experience of mental illness, families and communities. We will look at whether and how policy decisions are based on considerations of (and evidence about) the effectiveness, cost-effectiveness and viability of treatments, and the social impact of prevention and interventions in different cultural contexts and at different life-stages.

Students will discuss issues and strategies on how public policy – not just in the health sector but more widely – can play crucial roles in prevention (or at least risk-reduction), access to and funding of treatments, recovery and re-integration, social and economic inclusion, and so on. Some of the material in the course will be based on research recently or currently undertaken at LSE. Course outline (by week)

1. What is mental illness?
2. Responses? What are the societal and policy responses to mental illness?
3. Stigma and discrimination
4. Perinatal mental health
5. Child and adolescent mental wellbeing
6. User / survivor movements
7. Adult mental health
8. Old age mental health
9. Global mental health, poverty and socio-economic disadvantage
10. Enduring lessons for mental health policy

**Teaching:** The course will be delivered in no less than 22 hours and consists of lectures and seminars.

**Formative coursework:** Students will be expected to produce 1 essay in the LT (of up to 1500 words) during the course, which could be linked to the topic of their group-based project.

**Indicative reading:**

- Daly S, Allen J (2019) Inequalities in Mental Health, Cognitive Impairment and Dementia among Older People. London: Institute of Health Equity, UCL.
- Kieling C, Baker-Henningham H, Belfer M, et al (2011) Child and adolescent mental health worldwide: evidence for action. *Lancet*.
- Knapp M, Iemmi V (2016) Mental health. In Scheffler R (ed.) *Global Handbook of Health Economics*. World Scientific Press.
- Knapp M, Wong G (2020) Economics and mental health: the current scenario. *World Psychiatry* 19(1):3-14.
- Livingston G, Sommerlad A, Orgeta V et al (2017) Dementia prevention, intervention and care (Lancet Commission). *Lancet* 390(10113):2673-2734.
- Lund C, De Silva M, Plagerson S et al. (2011) Poverty and mental disorders: breaking the cycle in low-income and middle-income countries. *The Lancet* 378(9801):1502a€1514.
- McDaid D, Park A, Knapp M (2017) *Commissioning Cost-Effective Services for Promotion of Mental Health and Wellbeing and Prevention of Mental Ill-Health*. London: Public Health England.
- Mental Health Task Force (2016) *The Five Year Forward View for Mental Health*. NHS England.
- Patel V, Saxena S, Lund C et al (2018) The Lancet Commission on global mental health and sustainable development. *Lancet* 392(10157):1553-1598.
- Prince M, Patel V, Saxena S et al (2007) No health without mental health. *Lancet* 370(9590):859-877.
- Saxena S, Thornicroft G, Knapp M, Whiteford H (2007) Resources for mental health: scarcity, inequity and inefficiency. *The Lancet* 370(9590):878-889.
- Slade M, Amering M, Farkas M et al (2014) Uses and abuses of

recovery: implementing recovery-oriented practices in mental health systems. *World Psychiatry*, 13:12-20.

- Thornicroft G (2006) *Shunned: Discrimination Against People with Mental Illness*. Oxford.
- Wessley S et al (2018) *Modernising the Mental Health Act: increasing choice, reducing compulsion*. London.

**Assessment:** Project (100%, 3000 words) in the ST.

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## HP433 Half Unit Health care regulation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Rocco Friebe COW 2.09

**Availability:** This course is compulsory on the MSc in International Health Policy. This course is available on the MSc in Global Health Policy, MSc in Health Policy, Planning and Financing and MSc in International Health Policy (Health Economics). This course is available as an outside option to students on other programmes where regulations permit.

**Course content:** Health care systems are complex organisational structures governed by an ambition to provide high-quality health care services to its population. In this context, governance describes a framework through which individual stakeholders are being held accountable to improving the quality of services and safe-guarding high standards of care. In turn, this framework ensures a consistent evaluation and regulation of care processes and is crucial for the efficient functioning of health care systems around the world.

This course provides a detailed perspective on the complexities surrounding the interplay between different stakeholders in the regulation of health care markets and the problems facing the management of health care services. The course builds on theoretical concepts and on principles of sound economic analysis and exposes students to learning from regulatory experiences beyond the health sector, including from data sciences, and medical research environments.

Following completion of this course, students will have an advanced understanding of the theoretical underpinnings of regulation and governance and they will be familiar with key topics of current concern, including the problems associated with health care management, planning, purchasing and commissioning, and quality of care. Knowledge drawn from this course will equip students with the necessary skills required to understand the complexities of health care regulation and governance and to critically assess policy decisions in their respective health systems.

**Teaching:** This course will be taught in no less than 25 hours and will consist of lectures and seminars

**Formative coursework:** Students will be expected to produce 1 essay in the LT.

1 X 1000 word essay. Students will be able to submit a short 1000 word essay (on any topic of their choice, but taken from the list of debates covered in the seminars). Students are expected to submit their formative assignment within one week of participating in the seminar debate that is linked to the topic of their choice. Therefore, submission of formative essays will be in waves, and not all at once. These will be graded and feedback given to students. This allows students to get valuable experience of writing at MSc level, and the expectations of the summative assessment. For example, if a student's formative work flagged particular concerns this could be addressed ahead of the summative submission.

**Indicative reading:**

- A. Dixon, T. Harrison and C. Mundle, *Economic regulation in health care: What can we learn from other regulators?* King's Fund, London, 2011, available at: [https://www.kingsfund.org.uk/sites/default/files/Economic-regulation-in-health-care-paper-The-Kings-Fund-November-2011\\_0.pdf](https://www.kingsfund.org.uk/sites/default/files/Economic-regulation-in-health-care-paper-The-Kings-Fund-November-2011_0.pdf).
- R. Busse, N. Klazinga, D. Panteli and W. Quentin, *Improving healthcare quality in Europe: Characteristics, effectiveness and implementation of different strategies* World Health Organisation, Geneva, 2019, available at: <https://apps.who.int/>

iris/bitstream/handle/10665/327356/9789289051750-eng.pdf?sequence=1&isAllowed=y.

- R. Field, *Health Care Regulation in America: Complexity, Confrontation, and Compromise*, Oxford University Press, 2006, pp. 336.
- M. Gaynor, C. Propper and S. Seiler, "Free to choose? Reform choice and consideration sets in the English National Health Service", *American Economic Review*, vol 106 (11), 2016, pp. 3521-57.
- M. Lodge and L. Stirton *Accountability in the regulatory state*. In: Baldwin, Robert, Cave, Martin and Lodge, Martin, (eds.) *The Oxford Handbook of Regulation*. Oxford handbooks in business and management. Oxford University Press, 2010.
- R. Saltman, R. Busse, E. Mossialos (eds) *Regulating entrepreneurial behaviour in European health care systems*, Open University Press, 2002.
- R. Saltman and A. Duran "Governance, Government, and the Search for New Provider Models", *Int J Health Policy Manag*, 2015, 4(1), pp. 1-10.
- M. Lodge (2014) *Regulatory capture recaptured*. *Public Administration Review*, 74 (4). pp. 539-542.
- J. Costa-Font, G. Turati and A. Batinti *The Political Economy of Health and Healthcare – Rise of the Patient Citizen*, 2020, available at <https://www.cambridge.org/core/books/political-economy-of-health-and-healthcare/8AFCCB199BE731939F2A5A285A0BFF59>.
- E. Mossialos, G. Permanand, R. Baeten and T. Hervey. *Health Systems Governance in Europe: The Role of European Union Law and Policy*. Cambridge University Press, 2010.
- G. Permanand and E. Mossialos "Constitutional asymmetry and pharmaceutical policy-making in the European Union" *Journal of European Public Policy*. 2005;12(4): 687-709

**Assessment:** Essay (100%, 3000 words) in the ST.

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## HP434 Half Unit

### Methods and Data for Health Systems Performance Assessment

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Andrew Street

**Availability:** This course is compulsory on the MSc in Health Data Science. This course is available as an outside option to students on other programmes where regulations permit.

Students will not be permitted to take both HP402 *Measuring Health Systems and Methods and Data for Health Systems Performance Assessment* courses.

**Course content:** This course aims to present a framework to discuss the opportunities and challenges with performance measurement in health care, examine the various dimensions and levels of health system performance, identify and apply the measurement instruments and analytic tools needed, and examine the implications of these issues for policy makers and regulators. Lectures generally focus on measuring health system performance in high-income countries but draw on the experience of other countries where relevant.

After taking this course student will be able to:

1. understand the complexity of different health systems
2. appreciate the challenges, approached and opportunities in performance measurement in four dimensions; population health, patient outcomes, equity, quality and appropriateness of care, and productivity
3. be familiar with the construction of key indicators used by health systems and providers to measure population health, patient outcomes, equity, quality of care and productivity
4. apply different methodologies used for risk adjustment, to develop composite measures, and to measure attribution and causality
5. identify key issues relevant to policy makers relating to policy evaluation using measures of performance

**Teaching:** Teaching will be delivered in no less than 29 hours and includes lectures, seminars and workshops

**Formative coursework:** Students will be expected to produce 1 project in the LT.

1x 1500 word group research project. Student will be able to submit a short 1500-word individual report based on analysis conducted in class during one of the seminars and in collaboration with other students. This will be graded and feedback given to students to inform their summative submission. This allows students to learn from their peers and work on data analysis in a group.

**Indicative reading:**

- Papanicolas I, Smith P (Eds) *Health System Performance Comparison: An Agenda for Policy, Information and Research*. Maidenhead: Open University Press, 2013;
- P Smith, E Mossialos, I Papanicolas S. Leatherman (Eds), *Performance measurement for health system improvement: experiences, challenges and prospects*. Cambridge University Press, 2010.
- Institute of Medicine, *Crossing the Quality Chasm: A New Health System for the 21st Century*. Washington, DC, National Academies Press, 2001;
- OECD, *Measuring up: improving health system performance in OECD countries*. Paris: OECD, 2002. World Health Organization (WHO), (2000)
- The world health report 2000: *Health systems: Improving performance*, Geneva: WHO Publications

**Assessment:** Project (100%, 3500 words) in the ST.

Students will be asked to pick one research project among two.

The project will involve data analysis using specialist software used in class seminars.

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## HP435 Half Unit

### Global Access to Medicines

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Olivier Wouters COW 2.06

**Availability:** This course is available on the MSc in Global Health Policy, MSc in Health Policy, Planning and Financing, MSc in Health and International Development, MSc in International Health Policy and MSc in International Health Policy (Health Economics). This course is available with permission as an outside option to students on other programmes where regulations permit. Priority will be given to students from the Department of Health Policy in the first instance.

**Course content:** An estimated 1 in 4 people worldwide lack access to essential medicines, with prescription drugs often unaffordable or unavailable. The United Nations' Sustainable Development Goals call for member states to guarantee "access to safe, effective, quality and affordable essential medicines and vaccines for all" by 2030. Yet precisely how this will be achieved remains highly contested among global health stakeholders.

This course asks students to explore the complex and contentious world of drug development and regulation across the globe. It will touch on topics such as incentives for research and development in the drug industry, intellectual property rights and medicines, and pricing and financing of essential medicines. The course lies at the intersection of health and public policy, economics, public health, and development studies.

The lectures and seminars will draw on real-world case studies to explore key policy and economic issues affecting pharmaceutical markets in a range of countries, with an emphasis on the affordability, availability, and accessibility of medicines and vaccines. The course will investigate these issues from the perspectives of different stakeholders, including health ministries and other government bodies, drug companies, non-governmental organizations, physicians, pharmacists, and patients.

By the end of this course, students should be able to:

- 1 Describe key features of pharmaceutical markets.
- 2 Identify policy and economic issues affecting access to

medicines globally.

3 Assess national drug policies using an access to medicines framework.

4 Compare and contrast pharmaceutical policies regionally or internationally.

5 Evaluate pharmaceutical policy options given a set of aims and assumptions.

6 Critically appraise the quality of theoretical and empirical studies of pharmaceutical policies.

**Teaching:** This course will be taught in no less than 25 hours and will consist of lectures and seminars

**Formative coursework:** Students will be expected to produce 1 essay in the MT.

**Indicative reading:**

1. Bigdeli M, Jacobs B, Tomson G, et al (2013). "Access to medicines from a health system perspective." *Health Policy and Planning*, 28: 692-704.
2. Cameron A, Ewen M, Ross-Degnan D, et al (2009). "Medicine prices, availability, and affordability in 36 developing and middle-income countries: A secondary analysis." *The Lancet*, 373: 240-249.
3. Nguyen TA, Knight R, Roughead EE, et al (2015). "Policy options for pharmaceutical pricing and purchasing: Issues for low- and middle-income countries." *Health Policy and Planning*, 30: 267-280.
4. Shadlen KC, Sampat BN, Kapczynski A (2020). "Patents, trade and medicines: Past, present and future." *Review of International Political Economy*, 25(1): 75-97.
5. Wirtz VJ, Hogerzeil HV, Gray AL, et al (2017). "Essential medicines for universal health coverage." *The Lancet*, 389(10067): 403-476.
6. Wouters OJ, McKee M, Luyten J (2020). "Estimated research and development investment needed to bring a new medicine to market, 2009-2018." *JAMA*, 323(9): 844-853.
7. Wouters OJ, Shadlen KC, Salcher-Konrad M, et al (2021). "Challenges in ensuring global access to COVID-19 vaccines: Production, affordability, allocation, and deployment." *The Lancet*, 397(10278): 1023-1034.

**Assessment:** Essay (100%, 4000 words) in the LT.

## HP436 Half Unit

### Evidence Appraisal for Health Policy Analysis

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Pepita Barlow COW 2.05

**Availability:** This course is available on the MSc in Global Health Policy, MSc in Health Policy, Planning and Financing, MSc in International Health Policy and MSc in International Health Policy (Health Economics). This course is available with permission as an outside option to students on other programmes where regulations permit.

Priority will be given to students in the Department of Health Policy.

**Course content:** This course aims to introduce students to different ways in which evidence is generated and can be used to inform health policy. Taking a case-based approach, students will be introduced to a selection of key health issues and approaches to intervention in order to appreciate how different types of quantitative and qualitative evidence can inform analyses of complex policy problems. Students will also learn to interpret and critique health policy research and formulate policy-relevant conclusions from study results. Examples will be drawn from low-, middle-, and high-income countries, and will focus on forms of evidence and interventions that regularly feature in health policy analysis. Students will also be encouraged to draw on examples from their own countries and to relate the course content to their professional experience. Students will gain practical skills and learn to apply the concepts covered during the course to develop an evidence-informed policy brief.

Following the completion of this course, students will have an advanced understanding of the role of research in policy analysis and the role of theory in health policy research. Students will also be able to interpret the results of research concerning

contemporary health issues and interventions, formulate policy conclusions, and develop an evidence-informed policy brief. Furthermore, students will be able to critically discuss evidentiary hierarchies in health policy and describe the respective roles of different approaches to evidence generation and their use in informing specific health policy questions.

**Teaching:** The course will be delivered in no less than 28 hours during Michaelmas Term, and consist of lectures and seminars

**Formative coursework:** Students will be expected to produce 1 piece of coursework in the MT.

• 1 x 1,500 word policy brief

**Indicative reading:**

- Craig, P., Dieppe, P., Macintyre, S., Michie, S., Nazareth, I. and Petticrew, M., 2008. Developing and evaluating complex interventions: the new Medical Research Council guidance. *BMJ*, 337, a1655.
- World Health Organization, 2012. Health policy and systems research: a methodology reader. Geneva: World Health Organization.

**Assessment:** Policy brief (100%) in the LT.

**Additional information:**

## HY400

### Crisis Decision-Making in War and Peace 1914-2003

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Svetozar Rajak SAR 3.15

**Availability:** This course is compulsory on the MSc in International Affairs (LSE and Peking University). This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in History of International Relations, MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** The course is intended for students with or without a detailed knowledge of the international relations of the twentieth century. Students without a detailed knowledge are advised to undertake preliminary background reading.

**Course content:** The history of international relations from the First World War to the Iraq War. Particular stress is placed upon key turning points and on crisis decision-making. Topics examined in this course include German decision-making in 1914; peacemaking, 1919; the Ruhr occupation crisis; Manchuria, Abyssinia and the crises of collective security; the Munich agreement; the Nazi-Soviet Pact and the outbreak of war in 1939; Hitler's decision to invade the Soviet Union; the outbreak of the Pacific War; the creation of the state of Israel, 1948-49; the Berlin Blockade; the outbreak and escalation of the Korean War; the Suez Crisis; the Cuban Missile Crisis; the US and Vietnam, 1961-65; the Arab-Israeli Wars of 1967 and 1973; German reunification and the collapse of the Soviet bloc; the origins of the Gulf War, 1990-91; the road to the 2003 Iraq War.

**Teaching:** 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.

There is a reading week in week 6 of the MT and the LT. Students will be expected to read widely in documentary and other primary sources, and to participate actively in the seminars, which will address the historiographical debates raised in the secondary literature on the topics covered.

This course has no designated lectures; it is taught through two-hour seminars.

Students wishing for a survey of the period and topics covered by the course are welcome to attend or listen to the lectures for the undergraduate course HY116 International Politics since 1914.

**Formative coursework:** Students will write three essays, each of up to 3,000 words in length, drawing upon primary sources.



**Indicative reading:** Full bibliographies are provided on the HY400 Moodle. Students may consult the following introductory accounts: W. R. Keylor, *The Twentieth-Century World and Beyond: an International History*; A. Best, J. M. Hanhimäki, J. A. Maiolo, and K. E. Schulze, *International History of the Twentieth Century and Beyond*; S. Marks, *The Ebbing of European Ascendancy: an International History of the World, 1914-1945*; Z. Steiner, *The Lights that Failed: European International History, 1919-1933*; Z. Steiner, *The Triumph of the Dark: European International History, 1919-1939*; R.W. Boyce and J. A. Maiolo (eds.), *The Origins of World War Two: The Debate Continues*; O. A. Westad, *Reviewing the Cold War: Approaches, Interpretation, Theory*; D. J. Reynolds, *One World Divisible: a Global History since 1945*; M. P. Leffler and O. A. Westad, eds, *The Cambridge History of the Cold War*.

**Assessment:** Exam (100%, duration: 3 hours) in the summer exam period.

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## HY411

### European Integration in the Twentieth Century

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Nicholas Ludlow SAR 2.16

**Availability:** This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in Comparative Politics, MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** A prior knowledge of 20th century European history will be an advantage. Students unfamiliar with the subject should do some preliminary reading. A reading knowledge of French and/or German will be useful but in no sense essential.

**Course content:** The antecedents and development of Western European integration from the First World War to the 1990s. European integration before 1914; German and Allied projects during the First World War; inter-war developments and the Briand Plan; the Nazi New 'Order'; Resistance and Allied planning during the Second World War; the impact of the Marshall Plan; Federalism and Christian Democracy; the Schuman Plan and the Coal and Steel Community; the European Defence Community project; the Treaties of Rome; the Common Agricultural Policy; the integration policies of the Six and Britain; de Gaulle and the Communities; enlargement; monetary integration; developments in the 1970s and 1980s; Treaty of Maastricht.

**Teaching:** 7 hours of lectures and 13 hours and 30 minutes of seminars in the MT. 3 hours of lectures and 15 hours of seminars in the LT. 1 hour and 30 minutes of seminars in the ST. There will be a reading week in week 6 of the Michaelmas and the Lent Terms.

**Formative coursework:** Three essays will be required in the course of the year. The essay in the LT will be an assessed piece of work counting towards the final assessment.

**Indicative reading:** Full bibliographies are provided. As introductory reading, students should consult: P M Stirk, *A History of European Integration since 1914* (London, 1996); D. Dinan, ed, *Origins and Evolution of the European Union* (Oxford, 2006); M. Gilbert, *European Integration: a Concise History* (Lanham, Md, 2012); J Gillingham, *Coal, Steel, and the Rebirth of Europe, 1945-55* (Cambridge, 1991); A S Milward, *The Reconstruction of Western Europe, 1945-51* (London, 1984); A S Milward, *The European Rescue of the Nation State* (London, 1992); N P Ludlow, *Dealing with Britain: the Six and the First UK Application to the EEC* (Cambridge, 1997); W I Hitchcock, *France Restored: Cold War Diplomacy and the Quest for Leadership in Europe, 1944-1954*

(Chapel Hill, 1998); A Moravcsik, *The Choice for Europe: Social Purpose and State Power from Messina to Maastricht* (Cornell, 1998); N P Ludlow, *The European Community and the Crises of the 1960s* (London, 2006); W. Kaiser, *Christian Democracy and the Origins of the European Union* (London, 2008); W. Kaiser, B. Leucht and M. Rasmussen, . *The History of the European Union: Origins of a Trans- and Supranational Polity 1950-72* (London, 2009); A C Knudsen, *Farmers on Welfare: The Making of Europe's Common Agricultural Policy* (Cornell, 2009).

**Assessment:** Exam (75%, duration: 3 hours) in the summer exam period.  
Essay (25%) in the LT.

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## HY422

### Presidents, Public Opinion, and Foreign Policy, from Roosevelt to Reagan, 1933-89

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Steven Casey SAR 2.10

**Availability:** This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** Using a range of secondary sources, the course explores the dynamic interaction between presidents, public opinion, and foreign policymaking in order to test a range of common assumptions about the determinants of American foreign policy in the period from 1933 to 1989. The course explores the interaction between opinion and policy in three periods: First, the Roosevelt era, with emphasis on FDR's response to American isolationism, the media and public attitudes towards Nazi Germany and the Second World War, and the influence of public pressures upon US policy. Second, the period of consensus on the Cold War, examining how Americans viewed the Communist world before, during and after the Korean War, the influence of the atomic bomb upon popular thinking, the limits of dissent in the period of McCarthyism, and the impact of public opinion upon policy-making during the Berlin and Cuban crises. Third, the period when the Cold War consensus broke down, focusing not just on the opposition to the Vietnam war and the new cleavages that emerged within US society but also on the changing nature of the American media and the very different attempts made by Nixon, Carter and Reagan to respond to this new environment.

**Teaching:** 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST. There will be a reading week in the Michaelmas and the Lent terms.

**Formative coursework:** Students are required to produce two 3,000 word essays during the year. There will also be a mock exam (a one-hour timed essay).

**Indicative reading:** A full bibliography accompanies the course and the teacher will advise on reading. M Small, *Democracy and Diplomacy* (1996); S Casey, *When Soldiers Fall* (2014); S Casey, *Cautious Crusade* (2001); S Casey, *Selling the Korean War* (2008); D Foyle, *Counting the Public In* (1999); R Sobel, *The Impact of Public Opinion on US Foreign Policy since Vietnam* (2001) O R Holsti, *Public Opinion and American Foreign Policy* (1996).

**Assessment:** Exam (100%, duration: 3 hours) in the summer exam period.

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**HY424 Not available in 2022/23****The Napoleonic Empire: The Making of Modern Europe****This information is for the 2022/23 session.****Teacher responsible:** Dr Paul Keenan SAR.2.13**Availability:** This course is available on the MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International and Asian History and MSc in International and World History (LSE & Columbia). This course is available as an outside option to students on other programmes where regulations permit.**Course content:** The Napoleonic Empire was crucial in the formation of modern Europe. Much of Europe was dominated by the Napoleonic Empire and its impact was felt across the continent and in parts of the non-European world. Through an analysis of both those areas directly incorporated into the Napoleonic empire and of those that lay beyond it, this course will examine the extent of the direct and indirect influence of this era on the development of what we understand by a modern European society and a modern state system. The course analyses how this empire was created, as well as the states and societies that it forged. The varied and sometimes contradictory elements of this era will be analysed - from the impact of the growth of secularisation, constitutionalism and the codification of laws to the beginnings of Romanticism, manifestations of early nationalism and monarchical reaction after 1815. The course will also assess the significance of both the reality and the 'myth' of empire, in the assessment of contemporary observers and also in the later nineteenth and twentieth centuries. The course will cover the following topics: the origins of the Empire; changes in armies and warfare; analysis of the changing nature of the Napoleonic Empire from the core to the periphery; the impact of the Empire on countries that remained beyond it; Europe's relationship with the non-European world during this period; the diplomacy of war and the 'system' that emerged after 1815; the impact of the Napoleonic era on the modernisation of society, the economy, law and the state; early manifestations of nationalism in the Italian and German lands, Spain and Russia; reaction against the Napoleonic 'system' after 1815. The course will also assess the significance of both the reality and the 'myth' of Napoleon and his empire, for contemporary commentators and also in the later nineteenth and twentieth centuries.**Teaching:** Learning engagement activities will include preparatory small group work, presentations, and live discussion. There will be a reading week in the MT and the LT.**Formative coursework:** Students will be expected to produce 1 essay in the MT, 1 essay in the LT and 1 essay in the ST. The third essay will be a mock exam answer, which can be completed by students over the Easter break. It will be graded and students given written feedback in the first week of Summer Term.**Indicative reading:** A detailed Reading List will be issued at the beginning of the course.Useful introductory works include: G. Ellis, *Napoleon*; G. Ellis, *The Napoleonic Empire*; M. Broers, *Europe under Napoleon 1799-1815*; S. J. Woolf, *Napoleon's Integration of Europe*; P. Dwyer (ed), *Napoleon and Europe*; C. Esdaile, *Napoleon's Wars: An International History*; O. Connelly, *Napoleon's Satellite Kingdoms*; P. Geyl, *Napoleon, For and Against*.**Assessment:** Essay (35%, 3500 words) in the LT. Presentation (15%) in the MT and LT.

Take-home assessment (50%) in the ST.

International History (LSE and NUS), MA in Modern History, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE &amp; Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This course analyses the changing nature of the Anglo-American "special" relationship from its creation against the backdrop of the Second World War in Europe through to the end of the Cold War. It will illuminate the foundations of the relationship in terms of culture and ideology, and also the threat posed by common enemies in the Second World War and Cold War. The competitive dimension of the Anglo-American relationship will also be highlighted as a means of explaining instances of discord such as the Suez Crisis of 1956.

The topics covered include: Anglo-American relations in historical perspective; the creation of the Anglo-American alliance, 1939-41; competitive co-operation in war strategy and politics, 1941-45; the American "Occupation" of Britain during the Second World War; the emergence of the Cold War in Europe, 1945-49; the Cold War in Asia, 1945-54; the Palestine question; the Suez Crisis, 1956; nuclear relations and the Skybolt Crisis; Kennedy, Macmillan and the Cuban Missile Crisis; Anglo-American relations and European integration, decolonisation and Anglo-American relations since 1945; the impact of the Vietnam War; the Cultural Cold War; intelligence co-operation; Anglo-American relations in the 1970s; Thatcher, Reagan and the Cold War in the 1980s; the Falklands War; the significance of personal relations at the top; retrospect and prospects for Anglo-American relations.

**Teaching:** 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.

There will be a reading week in week 6 of the Michaelmas and the Lent Terms.

**Formative coursework:** Three pieces of written work must be submitted by students taking this course. These consist of two essays of up to 3,000 words in length and one timed class essay.**Indicative reading:** For an introduction to Anglo-American relations, students should consult the following texts: K. Burk, *Old World, New World: the Story of Britain and America* (2007); D Reynolds & D Dimbleby, *An Ocean Apart: the Relationship between Britain and America in the Twentieth Century* (1988); J Dumbrell, 'A Special Relationship': *Anglo-American Relations from the Cold War to Iraq* (2006); C Bartlett, *The Special Relationship: A Political History of Anglo-American Relations Since 1945* (1992); W R Louis & H Bull (Eds), *The Special Relationship: Anglo-American Relations since 1945* (1984); D C Watt, *Succeeding John Bull: America in Britain's Place, 1900-75* (1984). A detailed reading list will be issued at the start of the course.**Assessment:** Exam (100%, duration: 3 hours) in the summer exam period.**HY432****From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1999****This information is for the 2022/23 session.****Teacher responsible:** Professor Kristina Spohr, SAR 2.17**Availability:** This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.**Course content:** International relations from the early 1980s to the**HY429****Anglo-American Relations from World War to Cold War, 1939-91****This information is for the 2022/23 session.****Teacher responsible:** Prof Nigel Ashton SAR M.07**Availability:** This course is available on the MA in Asian and

late 1990s examining tensions, rivalries and linkages not merely between the Western and Communist blocs, but also within them, as well as studying the events reflecting the shift from the era of bipolarity to the post-Cold War world. The aim is to address from a historical perspective the diplomacy of the end of the East-West conflict, China's exit from the Cold War, German reunification, Soviet disintegration, Yugoslavia's bloody implosion, European integration, and NATO enlargement. The domestic bases of as well as the political relations between the leading figures (Gorbachev, Yeltsin, Reagan, Bush, Deng, Thatcher, Major, Mitterrand, Delors and Kohl) and respective government machineries will be covered. Major topics include Thatcherism; Reaganomics; Gorbachev's new thinking; the reunification of Germany; the collapse of the Soviet Union and its wider empire; the Kuwait crisis and Yugoslavian Wars; America's unipolar moment; from the EC to the EU; the security arrangements of Russia and NATO after 1991.

**Teaching:** 20 hours of seminars in the MT. 20 hours of seminars in the LT. 20 hours of seminars in the ST.

There will be a reading week in the MT and the LT.

**Formative coursework:** Students will be required to present one short class paper during the MT or the LT as well as to submit a practice essay (1,500 words) during the MT.

**Indicative reading:** A detailed course outline and reading list, subdivided by weekly topics, as well as selected documents will be available at the beginning of the course on Moodle. Key books include:

- Kristina Spohr, *Post Wall, Post Square* (2019);
- Philip Zelikow & Condoleezza Rice, *To Build a Better World* (2019);
- Hal Brands, *The Unipolar Moment* (2016);
- Vladislav Zubok, *Collapse* (2021);
- Kristina Spohr and David Reynolds, eds, *Transcending the Cold War* (2016)
- Margaret Thatcher, *The Downing Street Years* (1993);
- EHH Green, *Thatcher* (2006);
- Julius W Friend, *The Long Presidency, France in the Mitterrand Years* (1998);
- George Bush & Brent Scowcroft, *A World Transformed* (1999);
- William Taubman, *Gorbachev* (2018);
- Misha Glenny, *The Balkans 1804-1999* (2012);
- Saki Dockrill, *The End of the Cold War Era* (2005);
- Kenneth Dyson and Kevin Featherstone, *The Road to Maastricht* (1999);
- Sean Kay, *NATO and the Future of European Security* (1998);
- Daniel S. Hamilton and Kristina Spohr, eds, *Open Door: NATO and Euro-Atlantic Security After the Cold War* (2019).

**Assessment:** Essay (40%, 3000 words) in the LT.

Essay (60%, 3500 words) in the ST.

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## HY434

### The Rise and Fall of Communism in Europe 1917-1990

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Anita Prazmowska SAR.M.09

**Availability:** This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** The course will examine the rise, survival and collapse of the Soviet Communist ideology and Communist regimes based in Russia and Eastern Europe during the period 1917-1990. The course will also deal with the struggle for Communist influence in Western Europe during the same period. The course will start with the study of the Russian revolution and

the civil war to the establishment of the Stalinist regime in the Soviet Union. This will be followed by the study of the history of Soviet involvement in the Second World War and the extension of Soviet influence into Eastern Europe after the Second World War. An examination of the installation of Soviet style regimes in that region will be followed by the analysis of Soviet post-war objectives and Soviet objectives towards Germany. The death of Stalin and the Soviet responses to the Polish and Hungarian events in 1956 is linked to the study of Khrushchev and the Brezhnev eras. Additionally the course analyses the extension of Communist influence into Western Europe through the Comintern and the Cominform. The role of the Communist parties in French and Italian political life will be analysed. The course concludes with a consideration of détente, the Gorbachev period, and the collapse by the end of 1990 of the Soviet Union and other Communist regimes in Europe.

**Teaching:** 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.

There will be a reading week in week 6 of the Michaelmas and the Lent Terms.

**Formative coursework:** Students will be required to write one 3000 word essay in the MT.

**Indicative reading:** A full bibliography will be provided at the beginning of the academic year. For an introduction, the following may be of assistance:

- F Claudin, *The Communist Movement from Comintern to Cominform*;
- R C Tucker (Ed), *Stalinism: Essays in Historical Interpretation*;
- C Kennedy-Pipe, *Russia and the World, 1917-1990*;
- P Kenz, *A History of the Soviet Union from the Beginning to the End*;
- C Read, *The Making and Breaking of the Soviet System*;
- V Mastny, *Russia's Road to the Cold War. Diplomacy, Warfare and the Politics of Communism 1941-1945*;
- F A Fejtó, *A History of the People's Democracies: Eastern Europe since Stalin*;
- A Heller & F Feher, *From Yalta to Glasnost. The Dismantling of Stalin's Empire*;
- G Stokes, *The Walls Came Tumbling Down*;
- Ronald Grigor Suny, *The Soviet Experiment*;
- Raymond Pearson, *The Rise and Fall of Soviet Europe*;
- Archie Brown, *The rise and fall of Communism*

**Assessment:** Exam (75%, duration: 3 hours) in the summer exam period.

Essay (25%, 3000 words) in the LT.

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## HY435

### Political Islam: From Ibn Taymiyya to ISIS

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Kirsten E. Schulze SAR 2.12

**Availability:** This course is available on the MA in Modern History, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and World History (LSE & Columbia), MSc in Social Anthropology (Religion in the Contemporary World) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This course has five objectives: i. To examine the evolution of political Islam as a set of ideas. ii. To compare and contrast different models of Islamic State. iii. To explore the strategies used by Islamist movements to Islamise a state as well as state strategies to prevent this. iv. To explore the phenomena of transnational Islamism and international jihadism. v. To familiarise the student with some of the primary sources (in translation) and the historiographical controversies. This course looks at the evolution of Islamist philosophy and movements, focusing on ideas as well as intellectual, religious and political leaders. The key areas covered are: Islamist thinkers - Ibn Taymiyya, Wahab, Rida,

al-Banna, Qutb, Maududi, Khomeini, Faraj, Azzam and Zawaheri; Models of Islamic State - Iran, Pakistan, Afghanistan, and Malaysia; Islamist Movements – the Muslim Brotherhood, Islamic Jihad, Hizb'allah, Hamas, the Islamic Salvation Front, and Boko Haram; transnational Islam and international jihadism: Al-Qaeda, Jamaah Islamiyah, and ISIS.

**Teaching:** 20 hours of seminars in the MT. 20 hours of seminars in the LT.

There will be a reading week in week 6 of the Michaelmas and the Lent Terms.

**Formative coursework:** One formative essay (3,500 words) in Michaelmas Term.

**Assessment:** Essay (35%, 3500 words) in the LT.

Essay (35%, 3500 words) in the ST.

Presentation (15%) and class participation (15%) in the MT and LT.

## HY436 Not available in 2022/23

### Race, Violence and Colonial Rule in Africa

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Joanna Lewis SAR G.02

**Availability:** This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in Conflict Studies, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This course examines and debates the nature of colonial rule in Africa, its impact and its legacy. It is focused upon the violence inherent in this encounter, its different forms and origins. Fundamentally It seeks to provide an explanation of the conflicts which erupted in Africa after 1989 by developing a historical perspective from the pre-colonial period to the end of the Cold War. It is essentially a political history but includes cultural, social and economic aspects. It often uses case studies from the British Empire in Africa and the Belgian Empire but 'other empires are available' as the saying goes. Topics covered include pre-colonial African kingdoms, the 'Scramble for Africa'; white settler culture and the colonial state; the origins of apartheid South Africa; the Mau Mau uprising in Kenya; the Congo crisis and the assassination of Patrice Lumumba; the rise and fall of 'white' Rhodesia; the genocide in Rwanda; the civil war in Sierra Leone; Mugabe and Zimbabwe; Somali warlordism and the 'collapsed state'. And last but by no means least Africa's so called first World War in the DRC. Histories of survival, trauma and healing are often present.

**Teaching:** The School aims to run in-person seminars, subject to circumstances, with some online provision if and where necessary. There will be a reading week in the Michaelmas and the Lent Terms.

**Formative coursework:** Each student is required to write one formative essay of 4000 words in the Michaelmas Term.

**Indicative reading:** John Iliffe, *Africans: The History of a Continent* (CUP, 2017 edn); Cheikh Anta Diop, *Precolonial. Black Africa: A Comparative Study of the Political and Social Systems of Europe and Black Africa, from Antiquity to the Formation of Modern States* (1988); E Akyeampong et al, *Africa's Development in Historical Perspective* (CUP, 2014); Mary Kingsley, *Travels in West Africa* (Penguin Classic, 2015); Petina Gappah, *Out of the Darkness, Shining Light* (2020); Thomas Pakenham, *The Scramble for Africa* (Abacus, 1992); Sylviane A. Diouf, *Dreams of Africa in Alabama: The Slave Ship Clotilda and the Story of the Last Africans Brought to America* (OUP, 2009); B.P Bower & A Charles-Nicholas, *The Psychological Legacy of Slavery: Essays on Trauma, Healing and the Living Past*, (McFarland, North Carolina, 2021); Adam Hirsch, *King Leopold's Ghost* (Pan Books, 2012 edn); F Furedi, *The Silent War: Imperialism and the Changing Perception of Race* (Pluto Press, 1998); M R Dowden, *Africa: Altered States. Ordinary Miracles* (Portobello Books, 2009); Nelson Mandela, *Long Walk to Freedom* (Abacas Books, 1994); Magesa Fuze, *The Making of a Kholwa Intellectual* by Hlonipha Mokoena (Kwa Zulu University Press, 2011); D Kennedy, *Islands of White: Settler Society and Culture in Kenya and Rhodesia, 1890-1939* (Duke University Press, 1987); F Fanon, *The Wretched of the Earth*, (Penguin Modern Classic); Terri Ochiagha, *A short history of Chinua Achebe's Things Fall Apart* (Ohio University Press, 2018); A. Igoni Barrett, *Blackass* (Chatto & Windus, 2015); Tstsi, *Dangarembga, Nervous Conditions* (Seal Press, 2002 edn); Jeffrey Nyarota, *The Graceless Fall of Robert Mugabe: The End of a Dictator's Reign* (Penguin, 2018); K Holsti, *The State, War, and the State of War* (CUP), 1996). David van Reybrouck, *Congo: The Epic History of a People* (2015); Charles Van Onselen, *The Night Trains* (Hurst, 2020); Mark Leopold, *Amin* (Yale University Press, 2021); Joanna Lewis, *Women of the Somali Diaspora* (Hurst, 2021).

**Assessment:** Essay (40%, 4000 words) in the LT. Essay (60%, 5000 words) in the ST.

## HY440 Not available in 2022/23

### The Iranian Revolution

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Roham Alvandi SAR M.12

**Availability:** This course is available on the MA in Modern History, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit. Please note that students taking this course cannot take GV4E7 Islamic Republic of Iran: Society, Politics, the Greater Middle East (H).

**Course content:** This course examines the origins of the 1978-79 Iranian Revolution in the cultural, diplomatic, intellectual, political, and social history of Pahlavi Iran. The course begins with the emergence of the modern Iran during the Constitutional Revolution in the Qajar era, before turning to the Iranian encounter with decolonisation and the Cold War under the Pahlavi monarchy. We discuss Iran's experience of American modernisation and the crisis of legitimacy that engulfed the last Shah of Iran, Mohammad Reza Pahlavi, following the 1953 coup in Iran. The course locates the origins of the Iranian Revolution in the global contest between the Shah and the Iranian opposition throughout the 1960s and 1970s, as both the state and its opponents contested notions of modernity, Shi'a Islam, universal human rights, and Third Worldism. Students are asked to look in depth at the politics and ideology of the Pahlavi state and the opposition forces arrayed against the Shah, both in a national and global context. A particular emphasis of the course is on the international relations of Pahlavi Iran, particularly Iran's relations with the United States, and the transnational connections between the Iranian opposition and the anti-imperialist movements of the global 1960s and 1970s. The course culminates with the fall of the Pahlavi monarchy in 1979 and the subsequent creation of the Islamic Republic.

**Teaching:** The School aims to run in-person seminars, subject to circumstances, with some online provision if and where necessary. There will be a reading week in the Michaelmas and the Lent Terms.

**Formative coursework:** A 2,000-word essay in the Michaelmas Term.

**Indicative reading:**

- Abrahamian, Ervand, *The Iranian Mojahedin* (New Haven: Yale University Press, 1989).
- Janet Afary and Kevin B. Anderson, *Foucault and the Iranian Revolution: Gender and the Seductions of Islamism* (Chicago: The



University Press of Chicago, 2005).

- Alvandi, Roham (ed.), *The Age of Aryamehr: Late Pahlavi Iran and its Global Entanglements* (London: Gingko Library, 2018).
- Ansari, Ali, *The Politics of Nationalism in Modern Iran* (Cambridge: Cambridge University Press, 2012).
- Boroujerdi, Mehrzad. *Iranian Intellectuals and the West: the tormented triumph of nativism* (Syracuse, N.Y.: Syracuse University Press, 1996)
- Chehabi, Houchang E., *Iranian Politics and Religious Modernism: the Liberation Movement of Iran under the Shah and Khomeini* (Ithaca: Cornell University Press, 1990)
- Keddie, Nikki R., *Modern Iran: Roots and Results of Revolution, New Edition* (New Haven and London: Yale University Press, 2006).
- Milani, Abbas, *The Persian Sphinx: Amir Abbas Hoveyda and the riddle of the Iranian revolution* (Washington, DC: Mage Publishers, 2000).
- Nabavi, Negin, *Intellectuals and the State in Iran: politics, discourse and dilemma of authenticity* (Gainesville: University Press of Florida, 2003).
- Paidar, Parvin, *Women and the Political Process in Twentieth Century Iran* (Cambridge: Cambridge University Press, 1995).
- Rahnama, Ali, *An Islamic Utopian: A Political Biography of Ali Shari'ati* (London: I.B. Tauris, 1998).
- Shakibi, Zhand, *Pahlavi Iran and the Politics of Occidentalism: The Shah and the Rastakhiz Party* (London: I.B. Tauris, 2020).

**Assessment:** Essay (35%, 3500 words) in the LT.

Essay (35%, 3500 words) in the ST.

Presentation (15%) and class participation (15%) in the MT and LT.

## **HY441 Not available in 2022/23** **Islam, State and Conflict in Southeast Asia**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Kirsten Schulze SAR 2.12

**Availability:** This course is available on the MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available as an outside option to students on other programmes where regulations permit.

**Course content:** This course looks at Indonesia, Malaysia, and the Philippines from the colonial period to the present day. It focuses on Islam, state and conflict, starting with a broader discussion on the Islamisation of Southeast Asia and the entry of the European colonial powers. This is followed by a closer analysis of the relationship between Islam and the colonial state with seminars on the Dutch East Indies, 'British' Malaya, and the 'Spanish' Philippines. The course then looks at the rise of nationalism and the interplay between Islam and nationalism in the Muslim-majority states of Indonesia and Malaysia as well as the Muslim-minority state of the Philippines. In the second term this course studies the dynamics of Islam, the state, and local society in the Darul Islam rebellions (Indonesia), the Aceh conflict (Indonesia), the Mindanao conflict (the Philippines), the Poso and Ambon conflicts (Indonesia). It also looks at Islam and social conflict in Malaysia as well as the rise of regional and international jihadism with Jemaah Islamiyah and the Southeast Asian affiliates of ISIS.

**Teaching:** 20 two-hour seminars in the Michaelmas and the Lent Terms. This course will be taught online in 2020-21.

**Formative coursework:** One formative essay (3,500 words) in Michaelmas Term.

**Assessment:** Essay (35%, 3500 words) in the LT.

Essay (35%, 3500 words) in the ST.

Presentation (15%) and class participation (15%).

## **HY444 Not available in 2022/23** **The Cold War in Latin America**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Tanya Harmer SAR M.11

**Availability:** This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available as an outside option to students on other programmes where regulations permit.

**Course content:** This seminar is designed to introduce students to new historical approaches to the Cold War in Latin America. It responds to new research and debates that have arisen in recent years regarding the meaning of the Cold War in a Latin American context. Students will examine the conflict's origins, who its protagonists were, the extent to which the superpowers were involved in it and its significance at a local, regional, and global level. The course places particular emphasis on the role of ideas and ideological struggles; the intersection between these ideas and the challenges of modernity and economic development; the causes of revolutionary and counter-revolutionary upheaval; the manifestations of violence and its effects; and the cultural Cold War. Students will be encouraged to explore the intra-regional and transnational dynamics of the Cold War in Latin America. They will study how events in one part of Latin America (for example, the overthrow of Jacobo Arbenz in Guatemala, the Cuban Revolution, the Brazilian and Chilean coups or the Central American crises in the 1980s) impacted upon other areas of region. The seminar will also devote time to looking at Latin America's experience of the Cold War from a global comparative perspective, particularly in contrast to other parts of the Third World. Although the seminar will mostly involve intensive reading and discussion of secondary sources, students will also be encouraged to reflect on new online archival material, published writings of principal thinkers and oral histories as a means of understanding key concepts and ideas.

**Teaching:** The School aims to run in-person seminars, subject to circumstances, with some online provision if and where necessary. There will be a reading week in the Michaelmas and Lent terms.

**Formative coursework:** Students are required to write one 3,000 word formative essay in the Michaelmas Term and weekly discussion posts on Moodle.

**Indicative reading:** · Gilbert Joseph and Daniela Spenser (eds.), *In From the Cold: Latin America's New Encounter with the Cold War* (2007);

· Greg Grandin and Gilbert Joseph (eds.), *A Century of Revolution: Insurgent and Counterinsurgent Violence During Latin America's Long Cold War* (2011);

· Michael Löwy (ed.), *Marxism in Latin America from 1909 to the Present: An Anthology* (1992);

· Michelle Chase, *Revolution within the Revolution: Women and Gender Politics in Cuba, 1952-1962* (2015)

· Benjamin Cowan, *Securing Sex: Morality and Repression in the Making of Cold War Brazil* (2016)

· Jean Franco, *The Decline and Fall of the Lettered City: Latin America in the Cold War* (2002);

· John Dinges, *The Condor Years: How Pinochet and His Allies Brought Terrorism to Three Continents* (New York: The New Press, 2004);

· Dirk Kruijt, *Guerrillas: War and Peace in Central America* (2008);

· Odd Arne Westad, *The Global Cold War: Third World Interventions and the Making of Our Times* (2005);

· Piero Gleijeses, *Conflicting Missions: Havana, Washington, and Africa, 1959-1976* (2003);

· Renata Keller, *Mexico's Cold War: Cuba, the United States, and the Legacy of the Mexican Revolution* (2015)

· Cindy Forster, *The Time of Freedom: Campesino Workers in Guatemala's October Revolution* (2001)

**Assessment:** Essay (50%, 6000 words) in the ST.



Essay (35%, 3500 words) in the LT.  
Class participation (15%) in the MT and LT.

## HY458

### LSE-Columbia University Double Degree Dissertation

**This information is for the 2022/23 session.**

**Teacher responsible:** 1. TBC and 2. Professor Constantin Goschler

**Availability:** This course is compulsory on the MSc in International and World History (LSE & Columbia). This course is not available as an outside option.

**Pre-requisites:** During their first year at Columbia University, students will identify a topic for the dissertation and will submit a detailed dissertation proposal form to their LSE supervisor. They will also have undertaken substantial research over the course of the summer, have written a Dissertation Research Report before arriving at LSE and be in a position to talk in a detailed manner with regards to their dissertation. These and the completion of other formal requirements for year one of the Double Degree will be needed before students can proceed to the second year of the programme at LSE.

**Course content:** The individual dissertation will be supervised and assessed at LSE in accordance with the Department's MSc regulations. It will be in the form of a thesis of no more than 15,000 words. The dissertation workshop will complement this by offering sessions on methodological topics, and 7 sessions in which the students will each present updates on their research over the summer (MT) and a 3,000 word extract from their dissertations for group discussion, evaluation and analysis (LT).

**Teaching:** 10 hours of seminars in the MT. 10 hours of seminars in the LT. The School aims to run in-person seminars, subject to circumstances, with some online provision if and where necessary.

**Formative coursework:** Students will be requested to submit a Dissertation Research Report for discussion in the MT. Students are also required to circulate a 3000-word extract of their dissertation for discussion in the LT.

**Indicative reading:** A reading list will be provided at the start of the course but will include the following introductory surveys: Berger, Feldner and Passmore, *Writing History*; D Cannadine (Ed), *What is History now?*; L Jordanova, *History in Practice*; R Evans, *In Defence of History*; J Tosh, *The Pursuit of the Past*; M Bloch, *The Historian's Craft*; R G Collingwood, *The Idea of History*.

**Assessment:** Dissertation (100%, 15000 words) in the ST.

## HY459 Not available in 2022/23

### The Ottoman Empire and its Legacy, 1299-1950

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Marc Baer SAR 3.17

**Availability:** This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** The Ottoman Empire (1299-1923) was one of the longest lasting and most territorially extensive of all empires in history. Yet today few know about its nature, whether in Turkey or abroad. Who were the Ottomans? How did they run their empire? How did they manage diversity? How did their understanding and practice of Islam change over time? What was the secret of their success, and what ultimately caused the empire's fall? How do the Ottomans compare to other contemporary empires? What is the Ottoman legacy, especially in Turkey and Greece? What is the

significance of the Ottoman Empire for world history?

In order to answer these questions we will study the following topics: three pillars of Ottoman inheritance: Byzantium, Islam, Mongols; the origins and rise of the Ottoman Empire; the conquest of Constantinople and its significance for world history; Ottoman state institutions in the "classic age;" gendering Ottoman History; the Ottomans and the Renaissance; the Ottomans and the Age of Exploration; the Ottoman-Safavid-Habsburg struggle for supremacy; Ottoman Jews: model minority?; sixteenth- and seventeenth-century transformations; pietism, conversion, and interreligious relations; reform and repression, 1839-1908; Orientalism and the Ottomans; the Young Turks and the revolution of 1908; World War I and the Armenian genocide; Atatürk: the "Father" of Modern Turkey and the new Turkish Republic; the Kurdish issue; the legacy of the Ottoman Empire in comparative perspective; and the Ottoman past in Turkish historical fiction.

**Teaching:** The School aims to run in-person seminars, subject to circumstances, with some online provision if and where necessary. There will be a reading week in Week 6 of the Michaelmas Term and Week 6 of the Lent Term.

**Formative coursework:** Students will be expected to produce 1 essay in the MT.

Weekly written and oral reading reports in the MT and the LT. Completion of these is mandatory, in order to facilitate good seminar discussions.

**Indicative reading:** The course textbook will be Marc David Baer, *The Ottomans: Khans, Caesars, and Caliphs* (Basic Books 2021). Other readings will include Karen Barkey, *Empire of Difference: The Ottomans in Comparative Perspective* (Cambridge, 2008); Jane Burbank and Frederick Cooper, *Empires in World History: Power and the Politics of Difference* (Princeton 2010); Ahmet Karamustafa, *God's Unruly Friends: Dervish Groups in the Islamic Middle Period, 1200-1550* (New York 2006); Franklin Lewis, *Rumi - Past and Present, East and West: The Life, Teachings, and Poetry of Jalal al-Din Rumi* (New York 2007); Cemal Kafadar, *Between Two Worlds: The Construction of the Ottoman State* (California 1995); Rudi Paul Lindner, *Nomads and Ottomans in Medieval Anatolia* (Bloomington: Indiana University, 1983); Giancarlo Casale, *The Ottoman Age of Exploration* (Oxford 2011); Walter Andrews and Mehmet Kalpakli, *The Age of Beloveds: Love and the Beloved in Early-Modern Ottoman and European Culture and Society* (Duke 2005); Leslie Peirce, *The Imperial Harem: Women and Sovereignty in the Ottoman Empire* (Oxford 1993); Baki Tezcan, *The Second Ottoman Empire: Political and Social Transformation in the Early Modern World* (Cambridge 2012); Ali Yaycioglu, *Partners of the Empire: The Crisis of the Ottoman Empire in the Age of Revolutions* (Stanford 2016); Erik Zürcher, *The Young Turk Legacy and Nation Building: From the Ottoman Empire to Atatürk's Turkey* (I.B. Tauris, 2010); and Ron Suny, "They Can Live in the Desert But Nowhere Else": A History of the Armenian Genocide (Princeton 2015).

**Assessment:** Essay (50%, 4000 words) in the LT.

Essay (50%, 4000 words) in the ST.

## HY461

### East Asia in the Age of Imperialism, 1839-1945

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Antony Best, SAR 3.14

**Availability:** This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in China in Comparative Perspective, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** There are no formal pre-requisites for this course,

but some knowledge of the international history of East Asia would be useful.

**Course content:** The course looks at the origins and the political, strategic, economic and cultural consequences of the arrival of Western imperialism in East Asia. Subjects covered by the course include the clash between the Westphalian and Sinocentric international orders; the opium wars; the fall of the Tokugawa shogunate; the Japanese, Korean and Chinese responses to the arrival of the West; the history of Western imperialism in China and the rise of Chinese nationalism; the rise of Japanese imperialism; the Russo-Japanese War and its consequences; pan-Asianism, race and immigration; the Chinese revolution of 1911-12; the rise of intra-Asian trade; the effect of Wilsonian and communist internationalism; Japan's move towards aggressive expansion in the 1930s; the outbreak of the Pacific War.

**Teaching:** 10 hours of lectures and 9 hours of classes in the MT. 10 hours of lectures and 10 hours of classes in the LT. 1 hour of classes in the ST.

There will be a reading week in the Michaelmas and the Lent Terms.

**Formative coursework:** Students will be required to write three essays over the academic year. The second essay will be a mock examination and the third essay will be assessed.

**Indicative reading:** A detailed reading list will be issued at the start of the course, but the following provide a useful introduction to the themes, events and historiography:

- Shigeru Akita (ed.), *Gentlemanly Capitalism, Imperialism and Global History* (Basingstoke, 2002);
- Warren Cohen, (ed), *Pacific Passage: The Study of American-East Asian Relations on the Eve of the Twenty-First Century* (New York, 1996);
- Merle Goldman & Andrew Gordon, (ed.), *Historical Perspectives on Contemporary East Asia* (Cambridge, Mass. 2000);
- Akira Iriye, *Japan and the Wider World: From the Mid-Nineteenth Century to the Present* (London, 1997);
- Jonathan Spence, *The Search for Modern China* (1999);
- Chushichi Tsuzuki, *The Pursuit of Power in Modern Japan 1825-1995* (Oxford, 2000).

**Assessment:** Exam (75%, duration: 3 hours) in the summer exam period.

Essay (25%, 3000 words) in the LT.

## HY463

### The Origins of the Cold War, 1917-1962

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Vladislav Zubok SAR 3.13

**Availability:** This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This course examines the origins of the Cold War and the dynamics of its rise during the period from World War II to the Cuban Missile Crisis in 1962. It looks at long-term trends as well as specific events in order to elucidate how the Cold War originated and evolved. It deals with the Cold War as international history, covering the period from a wide variety of geographical and national angles: while some seminars necessarily centre on an individual state or a bilateral relationship, there will be others that deal with a wider region or with global trends. Intellectually, therefore, the course stresses the transformation of the field from the study of (primarily American) national foreign policy to a broader international approach and great attention to the Soviet and Chinese participation in the conflict.

There are seminars on the following topics: Introduction. The

Origins of the Origins, 1917-1943; The Breakdown of the Grand Alliance, 1943-1946; The Division of Germany, 1945-1952; The Sovietisation of Eastern Europe and the Yugoslav Exception; The Marshall Plan and the Foundation of NATO; Nuclear Weapons, Science, and Technology at the Start of the Cold War, 1945-1952; The Communist Victory in China and the Origins of the Korean War; The Korean War; Grand Strategy I: The Soviet Union and the Post-War World, 1945-1953; Grand Strategy II: The United States and the Post-War World, 1945-1953; Cold War Liberalism and McCarthyism: Anti-Communism and the Cold War in American Politics and Culture, 1947-1954; The Sino-Soviet Alliance, 1954-1962; Indochina Wars: From the French Indochina War to the Eve of American Intervention; Eastern Europe from 1953 to the Aftermath of the 1956 Revolutions; The Berlin Crisis, 1958-1962; From the Cuban Revolution to the Cuban Missile Crisis, 1958-1962; Grand Strategy III: Soviet Foreign Policy from Stalin's Death to the Cuban Missile Crisis; Grand Strategy IV: US National Security Policy from Eisenhower to Kennedy; World Economy, Technology, and the Cold War; The Ideologies, Identities, and the Cold War.

In addition to seminars, students attend lectures delivered within HY206 and covering the following topics: The Breakdown of the Grand Alliance, 1943-1946; The Division of Germany; The Iron Curtain; The Marshall Plan and the Foundation of NATO; The United States and Japan, 1945-1965; The Outbreak of the Korean War; The Sino-Soviet Alliance; The 1956 Hungarian Revolution; Technologies, Weapons, and the Arms Race; The Cuban Revolution and the 1962 Missile Crisis; Culture and Mindsets.

**Teaching:** 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.

The twofold emphasis of the seminars is on working with the historiography and with the primary sources, in order to understand how historians have interpreted (and re-interpreted) the origins of the Cold War in light of their access to new sources.

Recorded lectures from HY206 The International History of the Cold War will also be available to HY463 students.

There will be a reading week in the Michaelmas and the Lent terms.

**Formative coursework:** Students are required to give two oral presentations during the year and to submit one 3000-word formative essay in the Michaelmas Term (the second essay is assessed, see below).

**Indicative reading:** M.P. Leffler/O.A. Westad (eds), *The Cambridge History of the Cold War*; J.M. Hanhimäki/O.A. Westad (eds), *The Cold War: A History in Documents and Eyewitness Accounts*; J.L. Gaddis, *The Cold War: A New History*; V. Zubok, *A Failed Empire*.

**Assessment:** Exam (75%, duration: 3 hours) in the summer exam period.

Essay (25%, 3000 words) in the LT.

## HY465 Not available in 2022/23

### The International History of the Balkans since 1939: State Projects, Wars, and Social Conflict

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Svetozar Rajak SAR.3.15

**Availability:** This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This course examines the history of the Balkans in the second half of the Twentieth century and on the threshold of the Twenty First century. The course aims to integrate broader themes and interpretations of the Cold War and its legacy, and of deeper civilizational undercurrents of the second half of the Twentieth Century, with the study of the region and its only

federation, Yugoslavia. It invokes three main themes that will also facilitate insight into the interaction between the global, regional, and country specific. Firstly, the course will explore the regional and inter-bloc dynamics within the structured Cold War system by looking at the impact the Cold War had on the region, and, at the influence the Balkans, in particular the Greek Civil War and Yugoslavia's conflict with the USSR exercised on the institutionalization and the dynamics of the early Cold War. Secondly, the course will look into the unique role Yugoslavia played in the creation of the alternatives and challenges to the bipolar structure and rigidity of the Cold War world, namely the Non-aligned Movement and the so called "Yugoslav road to Socialism" that created a schism within the global Communism. Thirdly, the course will offer insight into the dramatic impact the end of the Cold War on the developments in the region, namely the collapse of the Yugoslav federation and the transition of the Communist regimes. Moreover, it will assess the role that the disintegration of Yugoslavia and the subsequent wars of secession had in inaugurating the concepts that would define the post-Cold War international system, such as nation-building, humanitarian intervention, international community, conflict-resolution, limited sovereignty, decreasing role of the UN, the US hegemony, etc.

**Teaching:** 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.

There will be a reading week in week 6 of the Michaelmas and the Lent Terms.

**Formative coursework:** Students are required to write one 3,000-word essay in the Michaelmas term. There will also be a mock exam (a one-hour essay, in class) in the end of the Lent term.

**Indicative reading:** Crampton, Richard J., *The Balkans Since the Second World War*, (New York: Longman, 2002).

Glenny, Misha, *The Balkans 1804 - 1999: Nationalism, War and the Great Powers*, (London, Granta Books, 1999).

Jelavich, Barbara, *History of the Balkans: Twentieth Century*, Vol. 2, (Cambridge: Cambridge University Press, 1983).

Dimitrov, Vesselin, *Stalin's Cold War: Soviet Foreign Policy, Democracy and Communism in Bulgaria, 1941-48*, (Basingstoke, New York: Palgrave Macmillan, 2008).

Ramet, Sabrina, *The Three Yugoslavias: State Building and Legitimation, 1918-2005*, (Washington D.C.: Woodrow Wilson Center Press/Bloomington and Indianapolis: Indiana University Press, 2006).

Todorova Maria, *Imagining the Balkans*, Oxford University Press, 1997.

Lawrence S. Wittner, *American Intervention In Greece, 1943-1949*, (New York, Columbia University Press, 1982).

Peter J. Stavrakis, *Moscow and Greek Communism, 1944-1949*, (Ithaca and London, Cornell University Press, 1989).

Rajak, Svetozar, *The Cold War in the Balkans: From the Greek Civil War to the Soviet-Yugoslav Normalization in Leffler, Melvyn and Westad, Arne (eds), The Cambridge History of the Cold War, Volume I: Origins*, (Cambridge: Cambridge University Press, 2010).

Rajak, Svetozar, *Yugoslavia and the Soviet Union in the Early Cold War: Reconciliation, Comradeship, Confrontation, 1953-57*, (London: Routledge, 2011).

Woodward, Susan L., *Balkan Tragedy: Chaos and Dissolution after the Cold War*, (Washington D.C.: The Brookings Institution, 1995).

Bose, Sumantra, *Bosnia After Dayton: Nationalist Partition and International Intervention*, (New York: Oxford University Press, 2002)

**Assessment:** Exam (50%, duration: 2 hours) in the summer exam period.

Essay (25%, 3000 words) in the LT.

Class participation (15%) and presentation (10%) in the MT and LT.

## HY469

### Maps, History and Power: The Spaces and Cultures of the Past

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Paul Stock SAR 2.15

**Availability:** This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** How did past societies and cultures understand the world around them? How did those societies use maps to represent physical, social and imaginative spaces? Do maps merely reflect particular mentalities and social practices, or do they actively shape the experience and perception of the world? *Maps, History and Power* addresses these and other questions by exploring mapping practices and spatial thought in several European and non-European contexts from the medieval to the modern periods. The course explores how past societies have used maps to serve a number of practical and ideological purposes: to express religious belief, to aid navigation and commerce, to assert cultural superiority, and to enable state formation or imperial control. Alongside readings in history and cartography, the course will make extensive and innovative use of the latest digital resources, allowing students to view and discuss historical maps from the world's great research libraries and collections.

**Teaching:** 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.

There will be a reading week in week 6 of the MT and the LT.

**Formative coursework:** Students will be required to submit two formative essays (one per term). They will also have the opportunity to sit a mock exam.

**Indicative reading:**

- Jeremy Black, *Maps and History: Constructing Images of the Past* (New Haven: Yale University Press, 1997)
- Jerry Brotton, *A History of the World in Twelve Maps* (London: Allen Lane 2012)
- David Buisseret, *The Mapmakers' Quest: Depicting New Worlds in Renaissance Europe* (Oxford: Oxford University Press, 2003)
- Denis Cosgrove (ed.), *Mappings* (London: Reaktion, 1999)
- J.B. Harley, *The New Nature of Maps: Essays in the History of Cartography* (Baltimore: Johns Hopkins University Press, 2001)
- Christian Jacobs, *The Sovereign Map: Theoretical Approaches in Cartography throughout History*, trans. Tom Conley, ed. Edward H. Dahl (Chicago: Chicago University Press, 2006)
- Mark Monmonier, *How to Lie with Maps* (Chicago: Chicago University Press, second ed. 1996)
- David Turnbull, *Maps are Territories, Science is an Atlas* (Chicago: Chicago University Press, 1993)
- Denis Wood, *The Power of Maps* (London: Routledge, 1993)

**Assessment:** Exam (100%, duration: 3 hours) in the summer exam period.

## HY471 Not available in 2022/23

### European Empires and Global Conflict, 1935-1948

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr David Motadel SAR 3.16

**Availability:** This course is available on the MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and



World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** The course examines the history of the European empires in the Second World War. It covers the history of the war fought in the imperial world and its impact on the lives of millions of colonial civilians; the political, military, and social history of colonial soldiers who fought in Europe's multi-ethnic and multi-religious armies; the history of anti-colonial movements during the war, from Ho Chi Minh's Viet Minh to Gandhi's Quit India movement; and the history of the war's impact on decolonisation and the twentieth century world order. Overall, the course explores the non-European experience of the Second World War, examining the ways in which the conflict shaped societies and political orders in Africa, Asia, and beyond. Drawing on key secondary texts, primary sources, and visual material, the course provides a broad introduction to the most destructive and cataclysmic conflict in modern global history.

**Teaching:** Seminars will be taught on campus, with online teaching via Zoom as a back-up if required.

There will be reading weeks in the MT and the LT.

**Formative coursework:** Students will be expected to produce one essay (2,500 to 3,000 words) in MT; one presentation in MT; and one presentation in LT. Students will also be required to prepare short summaries of the readings (bullet points) for the weekly meetings.

**Indicative reading:** C. A. Bayly and Tim Harper, *Forgotten Armies: Britain's Asian Empire and the War with Japan* (London, 2004).

Judith A. Byfield, Carolyn A. Brown, Timothy Parsons, and Ahmad Alawad Sikainga (eds.), *Africa and World War II* (Cambridge, 2015).  
Ronald Hyam, *Britain's Declining Empire: The Road to Decolonisation, 1918-1968* (Cambridge, 2007).

Ashley Jackson, *The British Empire and the Second World War* (London, 2006).

Eric T. Jennings, *Vichy in the Tropics: Pétain's National Revolution in Madagascar, Guadeloupe and Indochina, 1940-1944* (Stanford, 2001).

John Kent, *The Internationalization of Colonialism: Britain, France and Black Africa, 1939-1956* (Oxford, 1992).

Yasmin Khan, *The Raj at War: A People's History Of India's Second World War* (London, 2015).

David Killingray and Richard Rathbone (ed.), *Africa and the Second World War* (London, 1986).

William Roger Louis, *Imperialism at Bay, 1941-45: The United States and the Decolonization of the British Empire* (Oxford, 1977).

Emily S. Rosenberg (ed.), *A World Connecting, 1870-1945* (Cambridge, MA, 2012).

Aviel Roshwald, *Estranged Bedfellows: Britain and France in the Middle East during the Second World War* (New York, 1990).

Alberto Sbacchi, *Ethiopia under Mussolini: Fascism and the Colonial Experience* (London, 1985).

Martin Thomas, *The French Empire at War, 1940-1945* (Manchester, 1998).

Stein Tønnesson, *The Vietnamese Revolution of 1945: Roosevelt, Ho Chi Minh and de Gaulle in a World at War* (London, 1991).

Gerhard L. Weinberg, *A World at Arms: A Global History of World War II* (Cambridge, 2005).

**Assessment:** Essay (50%, 5000 words) in the LT.

Essay (50%, 5000 words) in the ST.

International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This course provides a critical overview of the history of Qing China from the early eighteenth to the mid-nineteenth centuries, tracing political, institutional, cultural, and social continuities and changes, particularly in China's land and maritime frontiers. Beginning in the Qianlong period, the Qing Empire became involved in an ever-growing network of commerce and cultural exchange, extending from Manchuria to Inner Asia, and from the East Sea to the Indian Ocean. Following the bloody suppression of the Lhasa riots in 1750, a series of events further connected China to the external world: the infamous Dzungar genocide, European encroachment in Asian seas, the rise of port cities in Southeast Asia that were dominated by Chinese entrepreneurs, and increasing tension between China and Western powers over sea lanes and maritime boundaries. This course will use China's shifting frontiers as a fulcrum to re-examine Chinese history in the modern era, factoring in the movement of people, commodities, ideas, cultural meanings, and imaginaries, which clearly indicate "China's outwardness." This challenges the common perception of China as isolated and inward-looking.

**Teaching:** Students will engage with class content in large and small group meetings. Learning engagement will include live sessions, small group meetings, asynchronous moodle posts, video clips, and short presentations.

There will be a reading week in week 6 of the Michaelmas and the Lent Terms.

**Formative coursework:** One formative essay in the Michaelmas Term.

**Indicative reading:** Mark C. Elliot, *Emperor Qianlong: Son of Heaven, Man of the World* (New York: Longman, 2009).

Peter C. Perdue, *China Marches West: The Qing Conquest of Central Eurasia* (Cambridge, Mass.: Harvard University Press, 2009).

John. E. Wills, *China and Maritime Europe, 1500-1800: Trade, Settlement, Diplomacy, and Missions* (Cambridge; New York: Cambridge University Press, 2011).

Robert Antony, *Like Froth Floating on the Sea: The World of Pirates and Seafarers in Late Imperial South China* (Berkeley, Calif.: Institute of East Asian Studies, 2003).

Kenneth Pomeranz, *The Great Divergence: China, Europe, and the Making of the Modern World Economy* (Princeton, N.J.: Princeton University Press, 2000).

Eric Tagliacozzo, Helen F. Siu, Peter C. Perdue, *Asia Inside Out: Connected Places* (Cambridge, Mass.: Harvard University Press, 2015).

Ronald C. Po, *The Blue Frontier: Maritime Vision and Power in the Qing Empire* (Cambridge: Cambridge University Press, 2018).

Timothy Brook, *Great State: China and the World* (London: Profile Books, 2019).

William Rowe, *China's Last Empire: The Great Qing* (Cambridge, MA.: Harvard University Press, 2009)

**Assessment:** Exam (50%, duration: 2 hours) in the summer exam period.

Essay (35%, 3500 words) in the LT.

Presentation (15%) in the MT and LT.

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## **HY472 Not available in 2022/23 China and the External World, 1711-1839**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Chung Yam Po SAR 2.18

**Availability:** This course is available on the MSc in China in Comparative Perspective, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in

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## **HY478**

### **Genesis of the Modern World: Europe, China & India, 1550-1840**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Gagandeep S. Sood SAR 2.07

**Availability:** This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in Empires, Colonialism and Globalisation, MSc in History



of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This course is about the developments which led to the emergence of our modern world. A variety of conditions have been highlighted by historians as responsible for this, including government reform, agricultural practices, empirical rationality, consumption patterns, military conflict, property rights, family arrangements, territorial conquest, revenue administration, and sheer accident. Although scholarly consensus on the leading-edge conditions still eludes us, there is broad agreement that the politics of northwestern Europe, eastern China and northern India played critical roles, and that the fateful changes occurred between the late sixteenth and early nineteenth centuries.

We examine these politics and the relations between them from two distinct but complementary perspectives. These perspectives define the two terms of the course. One is historiographical and centres on received interpretive frameworks, the other is historical and builds on our best current knowledge of the period. In Michaelmas Term, we study the most influential paradigms and narratives elaborated by historians to make sense of the early modern step change that transformed the capacities of human endeavour. Each crystallises a specific set of structures and gives primacy to different polities of Eurasia, with a particular stress on Early Modern England and the English Atlantic, Late Ming and High Qing China, and Mughal and post-Mughal India. In studying these frameworks, we gain familiarity with the most significant attributes of these polities, and how they have been interpreted by scholars. In Lent Term, we study the ways in which the individual polities of the three regions addressed the near-universal problems faced by all complex states and societies. The solutions to these problems - grouped under the rubric of 'centralised institutions & sovereign ideology', 'indirect rule & political economy', and 'plurality, them & us' - powerfully shaped their future trajectories, and had a direct bearing on relations between Europe, China and India. By recovering the most consequential structures and solutions over the two terms of this course, we thereby seek to apprehend the genesis of the modern world.

**Teaching:** 20 hours of seminars in the MT. 20 hours of seminars in the LT.

There will be a reading week in week 6 of the MT and the LT. As no prior knowledge of the course's subject is either assumed or required, it is essential for students to do the set readings and assignments, attend the seminars and engage actively in discussion. It is also strongly recommended that students meet informally outside the class setting to compare notes and learn from each other.

**Formative coursework:** A 3000-word essay will be due towards the end of MT on a historiographical topic decided in consultation with the instructor. Each week, students will work through one or more core readings which provide important background information, as well as selected further readings in line with their developing interests. These tasks will be supplemented with short reading responses/memos to be posted on Moodle before the weekly seminars and unassessed debates and oral presentations during the seminars themselves.

**Indicative reading:** For general surveys, students may consult:

- David B. Abernethy, *The Dynamics of Global Dominance: European Overseas Empires, 1415-1980* (New Haven, CT, 2000).
- Christopher A. Bayly, *The Birth of the Modern World, 1780-1914: Global Connections and Comparisons* (Oxford, 2004).
- John Darwin, *After Tamerlane: The Global History of Empire* (London, 2007)

Signal contributions to the subject include:

- Fernand Braudel, *Civilization and Capitalism, 15th-18th Century*, 3 vols (New York, 1981-1984).
- Marshall G. S. Hodgson, *Rethinking World History: Essays on Europe, Islam, and World History* (Cambridge, UK, 1993).
- Antony G. Hopkins (ed.), *Globalization in World History* (London,

2002).

- Victor Lieberman, *Strange Parallels: Southeast Asia in Global Context, c. 800-1830*, 2 vols (Cambridge, UK, 2003-2009).
- Geoffrey Parker, *Global Crisis: War, Climate Change and Catastrophe in the Seventeenth Century* (New Haven, NH, 2013).
- Kenneth Pomeranz, *Great Divergence: Europe, China and the Making of the Modern World Economy* (Princeton, NJ, 2000).
- Bartolomé Yun-Casalilla & Patrick K. O'Brien (eds), *The Rise of Fiscal States: A Global History, 1500-1914* (Cambridge, UK, 2012)

**Assessment:** Essay (40%, 4000 words) in the LT.

Essay (45%, 4000 words) in the ST.

Class participation (15%) in the MT and LT.

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## **HY480 Not available in 2022/23**

### **Cold War Public Diplomacy: United States Cultural Battles Abroad**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Victoria Phillips

**Availability:** This course is available on the MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** The course is intended for students with or without a detailed knowledge of public diplomacy. However, students without a detailed knowledge of Cold War history are advised to undertake preliminary background reading.

**Course content:** Because the Cold War was a series of ideological battles for the "hearts and minds of mankind," culture became a weapon. This seminar examines the United States' export of its ideals to counter communism abroad. Although the course focuses on American-led projects, soft power, and psychological warfare, the reach was global and thus offers the opportunity to examine nations world-wide. The class opens with an examination of American political power from the 19th-century's claims about the frontier through the American Century and Cold War conceptions of "truth," "propaganda," and "informational" practices. The intersection of American governmental branches and clandestine operations with international private foundations, the press, advertising agencies, universities, corporations, and private individuals unpack the complexity of export operations. The course continues to explore cultural diplomacy through radio, music, modernist art, dance, literature, books, magazines, film, television, architecture, and sports. It examines the power of race, gender, and religion. The concept of soft power is challenged by its intersection with military operations, hot wars, or the threat of nuclear attacks in case studies of Korea, Berlin, Cuba, and Vietnam. Cultural exports are examined in the context of secondary source readings and primary sources including conventional archival documents as well as examples of art, film, and performances.

**Teaching:** Seminars will either be on campus or via Zoom, as circumstances dictate.

There will be a reading week in the Michaelmas and the Lent Terms.

**Formative coursework:** Students will be expected to produce 1 essay and 1 other piece of coursework in the MT.

Students are required to produce one formative essay (3,000 words maximum) by the conclusion of the reading week in the MT. A formative primary source analysis exercise will be due at the conclusion of the MT.

**Indicative reading:**

- Leigh Armistead, ed., *Information Operations: Warfare and the Hard Reality of Soft Power*;
- Richard Arndt, *The First Resort of Kings: American Cultural Diplomacy in the Twentieth Century*;

- Greg Barnhisel, *Cold War Modernists: Art, Literature, & American Cultural Diplomacy*;
- Laura Belmonte, *Selling the American Way: U.S. Propaganda and the Cold War*;
- Richard H. Cummings, *Cold War Radio: The Dangerous History of American Broadcasting in Europe, 1950-1989*;
- Mary L. Dudziak, *Cold War Civil Rights: Race and the Image of American Democracy*;
- Danielle Fosler-Lussier, *Music in America's Cold War Diplomacy*;
- A. Ross Johnson and R. Eugene Parta, *Cold War Broadcasting: Impact on the Soviet Union and Eastern Europe*;
- Dianne Kirby, ed., *Religion and the Cold War*;
- Melvin P. Leffler and Odd Arne Westad, eds., *The Cambridge History of the Cold War, Volumes I, II, and III*;
- Jane Loeffler, *The Architecture of Diplomacy: Building America's Embassies*;
- Joseph S. Nye, Jr., *Soft Power: The Means to Success in World Politics*;
- Margaret E. Peacock, *Innocent Weapons: The Soviet and American Politics of Childhood in the Cold War*;
- Alfred A. Reisch, *Hot Books in the Cold War: The C.I.A. Funded Secret Western Book Distribution Program Behind the Iron Curtain*;
- Laura Roselle, *Media and the Politics of Failure: Great Powers, Communication Strategies, and Military Defeats*;
- Tony Shaw and Denise J. Youngblood, *Cinematic Cold War: The American and Soviet Struggle for Hearts and Minds*;
- Anders Stephanson, *Manifest Destiny: American Expansion and the Empire of Right*;
- Stephen Wagg and David Andrews, eds., *East Plays West: Sport and the Cold War*;
- Audrea J. Wolfe, *Freedom's Laboratory: The Cold War Struggle for the Soul of Science*;
- Odd Arne Westad, *The Cold War: A World History*.

**Assessment:** Essay (55%, 5000 words) in the ST. Presentation (10%), class participation (10%) and online assessment (25%) in the MT and LT.

On alternate weeks, students will post a brief essay on the syllabus topic (500 word-maximum – 25%) and participate in the seminar discussions (10%). During either the MT or LT, each student will give an in-class presentation relating to the week's agenda (maximum fifteen minutes, 10%). In lieu of a final exam, students will write one maximum 5,000 word essay (including footnotes) based on a primary and secondary source analysis due in the ST (55%).

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## HY483

### Land and Conflict in Latin America since 1750

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Anna Cant SAR 3.12

**Availability:** This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** Extending from the late Spanish colonial era, through the wars of independence and up to present-day social conflicts, this course will focus on land. How has land been conceptualised and fought over? How have different social groups developed relationships with land? In what ways have conflicts over land shaped Latin American politics? Students will be encouraged to take an interdisciplinary approach to these questions, drawing on new research in geography, anthropology and political science, as well as various strands of history. Despite the great diversity of the Latin American continent,

land is a constant reference point and one that lends itself to rich comparative study. Topics will include the global and local politics of the colonial hacienda system, anti-colonial indigenous rebellions, scientific exploration and population displacement, peasant movements, land reform, Cold War development policies and ongoing social protests over land and resource extraction.

**Teaching:** 20 hours of seminars in the MT. 20 hours of seminars in the LT.

There will be a reading week in week 6 of the Michaelmas and the Lent Terms.

**Formative coursework:** Students are required to write one 3000-word formative essay in the Michaelmas Term and post weekly reflections to the Moodle discussion board in the Michaelmas and Lent Terms. They must also give one 15-minute presentation in the Michaelmas and the Lent Terms.

**Indicative reading:**

- Brooke Larson, *Cochabamba, 1550-1900: Colonialism and Agrarian Transformation in Bolivia* (Duke University Press, 1998);
- Steve J. Stern, *The Tupac Amaru Rebellion* (Harvard University Press, 2014);
- F. Salomon and S. Schwartz (eds.), *Cambridge History of the Native Peoples of the Americas: South America* (CUP, 1999);
- Nora E. Jaffary and Jane E. Mangan (eds.), *Women in Colonial Latin America, 1526 to 1806: Texts and Contexts* (Hackett Publishing Company, Inc., 2018);
- Nancy P. Appelbaum, *Mapping the Country of Regions: The Chorographic Commission of Nineteenth-century Colombia* (University of North Carolina Press, 2016);
- Laura Gotkowitz, *A Revolution for Our Rights: Indigenous Struggles for Land and Justice in Bolivia, 1880-1952* (Duke University Press, 2007);
- Jacob Blanc, *Before the Flood: The Itaipu Dam and the Visibility of Rural Brazil* (Duke University Press, 2019);
- Carmen Diana Deere and Magdalena León, *Empowering Women: Land and Property Rights in Latin America* (University of Pittsburgh Press, 2001);
- Cindy Forster, *The Time of Freedom: Campesino Workers in Guatemala's October Revolution* (University of Pittsburgh Press, 2001);
- Enrique Mayer, *Ugly Stories of the Peruvian Agrarian Reform* (Duke University Press, 2009);
- Anthony Bebbington (ed.), *Social Conflict, Economic Development and the Extractive Industry: Evidence from South America* (Routledge, 2011);
- Andrés García Trujillo, *Peace and Rural Development in Colombia: The Window for Distributive Change in Negotiated Transitions* (Routledge, 2020).

**Assessment:** Essay (50%, 5000 words) in the ST.

Essay (30%, 3000 words) in the LT.

Class participation (20%) in the MT and LT.

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## HY484L Half Unit

### Empire, Colonialism and Globalisation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Nailya Shamgunova SAR M.13

**Availability:** This course is compulsory on the MSc in Empires, Colonialism and Globalisation. This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in Global Economic History (Erasmus Mundus), MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History and MSc in International and World History (LSE & Columbia). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This course covers the comparative history of empires from the fifteenth century to the present day. Students will study the Ottoman, Mughal, Qing, Spanish, and British empires in depth. Students explore the ways in which these empires encountered, understood and governed difference. The course also

explores the ways in which the imperial past has helped shape the processes of globalisation.

A number of themes are addressed: exploration and trade; empiricism, science, race and the natural world; encountering and governing indigenous peoples; gender and imperial power; translation, conversion and coexistence in the management of religious relations; slavery, indenture and other forms of unfree labour; race, science and empire; art, artefacts and collecting; museums after empire. Developing with a decolonised approach to knowledge, history and material culture, students are encouraged to think across time and space to make creative connections and comparisons.

**Teaching:** 20 hours of seminars in the LT.

There will be a reading week in week 6.

**Formative coursework:** Students are expected to submit 1 draft essay (1200 words), and one formative essay (3000 words) in the LT.

**Indicative reading:** A full reading list will be provided. For general surveys of the subject, students may consult:

- Jane Burbank & Frederick Cooper, *Empires in World History: Power and the Politics of Difference* (Princeton, NJ, 2010);
- Frederick Cooper, *Colonialism in Question: Theory, Knowledge and History* (Berkeley, 2005);
- Christopher A. Bayly, *The Birth of the Modern World, 1780-1914: Global Connections and Comparisons* (Oxford, 2004);
- Alejandro Colás, *Empire* (Cambridge, 2007);
- John Darwin, *After Tamerlane: The Global History of Empire* (London, 2007);
- Michael W. Doyle, *Empires* (Ithaca, NY, 1986);
- Michael Hardt & Antonio Negri, *Empire* (Cambridge, MA, 2001);
- Stephen R. Howe, *Empire: A Very Short Introduction* (Oxford, 2002);
- Herfried Münkler, *Empires: The Logic of World Domination from Ancient Rome to the United States* (Cambridge, 2007).

**Assessment:** Essay (50%, 5000 words) in the ST.

Class participation (25%) and group project (25%) in the LT.

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## HY484M Half Unit Empire, Colonialism and Globalisation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Nailya Shamgunova SAR M.13

**Availability:** This course is compulsory on the MSc in Empires, Colonialism and Globalisation. This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in Global Economic History (Erasmus Mundus), MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History and MSc in International and World History (LSE & Columbia). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This course covers the comparative history of empires from the fifteenth century to the present day. Students will study the Ottoman, Mughal, Qing, Spanish, and British empires in depth. Students explore the ways in which these empires encountered, understood and governed difference. The course also explores the ways in which the imperial past has helped shape the processes of globalisation.

A number of themes are addressed: exploration and trade; empiricism, science, race and the natural world; encountering and governing indigenous peoples; gender and imperial power; translation, conversion and coexistence in the management of religious relations; slavery, indenture and other forms of unfree labour; race, science and empire; art, artefacts and collecting; museums after empire. Developing with a decolonised approach to knowledge, history and material culture, students are encouraged to think across time and space to make creative connections and comparisons.

**Teaching:** 20 hours of seminars in the MT.

There will be a reading week in week 6 of the Michaelmas Term.

**Formative coursework:** Students are expected to submit 1 draft essay (1200 words), and one formative essay (3000 words) in the MT.

**Indicative reading:** A full reading list will be provided. For general surveys of the subject, students may consult:

- Jane Burbank & Frederick Cooper, *Empires in World History: Power and the Politics of Difference* (Princeton, NJ, 2010);
- Frederick Cooper, *Colonialism in Question: Theory, Knowledge and History* (Berkeley, 2005);
- Christopher A. Bayly, *The Birth of the Modern World, 1780-1914: Global Connections and Comparisons* (Oxford, 2004);
- Alejandro Colás, *Empire* (Cambridge, 2007);
- John Darwin, *After Tamerlane: The Global History of Empire* (London, 2007);
- Michael W. Doyle, *Empires* (Ithaca, NY, 1986);
- Michael Hardt & Antonio Negri, *Empire* (Cambridge, MA, 2001);
- Stephen R. Howe, *Empire: A Very Short Introduction* (Oxford, 2002);
- Herfried Münkler, *Empires: The Logic of World Domination from Ancient Rome to the United States* (Cambridge, 2007).

**Assessment:** Essay (50%, 5000 words) in January.

Class participation (25%) and group project (25%) in the MT.

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## HY486

### The Anti-Slave-Trade Atlantic World, c. 1807-1870

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jake Subryan Richards MT; TBC LT and ST

**Availability:** This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** Britain's parliamentary act to abolish the transatlantic trade in enslaved African people in 1807 is a standard reference point in histories of slavery and abolition. But much less is known about the consequences of enforcing that act in West Africa, Latin America, and the Caribbean. Enforcement required huge investment in colonial and naval forces to try to stop slaving ships from crossing the Atlantic; it caused a build-up of captives on the African coast because some traders could no longer sell them overseas; it prompted other traders to develop a huge illegal slave trade to Brazil and Cuba; and it generated new forms of bonded labour (such as indenture) in the Americas to replace the diminishing supply of enslaved people. These changes altered Britain's political and commercial relationships with polities in Africa and the Americas. This module investigates anti-slave-trade practices between British agents and the rulers, traders, enslaved, and free(d) peoples of different Atlantic societies. How did Britain's colonial empire adapt to accommodate the influx of African captives from captured slave ships? How did political authorities in Africa and Latin America respond to British demands for abolition? And what did enslaved people make of the transformations wrought by abolition? We will explore these questions using sources such as slave narratives, legal cases, political pamphlets, travel literature, and diplomatic correspondence. Through this course, students will examine how abolishing the transatlantic slave trade produced new modes of encounter, empire, and labour in the Atlantic world.

**Teaching:** 20 hours of seminars in the MT. 20 hours of seminars in the LT.

There will be a reading week in week 6 of the Michaelmas and the Lent Terms.



**Formative coursework:** Students will be expected to produce 1 essay in the MT.

**Indicative reading:**

- Lauren A. Benton and Lisa Ford, *Rage for order: the British Empire and the origins of international law, 1800-1850*, Cambridge, Mass., 2016.
- Nemata Amelia Blyden, *West Indians in West Africa, 1808-1880: the African diaspora in reverse*, Rochester, NY, 2000
- Christopher Leslie Brown, *Moral capital: foundations of British abolitionism*, Chapel Hill, NC, 2006.
- David Eltis, *Economic growth and the ending of the transatlantic slave trade*, New York, 1987
- Ada Ferrer, *Freedom's mirror: Cuba and Haiti in the age of revolution*, New York, NY, 2014.
- Richard Huzzey, *Freedom burning: anti-slavery and empire in Victorian Britain*, Ithaca, N.Y., 2012
- Mary C. Karasch, *Slave life in Rio de Janeiro, 1808-1850* (Princeton, N.J., 1987).
- Kristin Mann, *Slavery and the birth of an African city: Lagos, 1760-1900*, Bloomington, IN, 2007
- Jenny S Martinez, *The slave trade and the origins of international human rights law*, Oxford, 2012
- R. Marquese, T. Parron, and M. Berbel, *Slavery and Politics: Brazil and Cuba, 1790-1850*. Albuquerque, NM, 2016.
- Padraic Scanlan, *Freedom's debtors: British antislavery in Sierra Leone in the age of revolution*, New Haven, Conn., 2017

**Assessment:** Essay (40%, 4000 words) in the LT. Essay (60%, 6000 words) in the ST.

## HY487 Half Unit

### Islam, State and Conflict in Southeast Asia

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Kirsten E. Schulze SAR 2.12

**Availability:** This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available as an outside option to students on other programmes where regulations permit.

**Course content:** This course looks at Islam, state and conflict in Southeast Asia in the twentieth century. Following a historical introduction on the Islamisation of Southeast Asia and the entry of the European colonial powers, this course examines the Darul Islam rebellions (Indonesia), the Aceh conflict (Indonesia), the Mindanao conflict (the Philippines), the southern Thailand conflict, and the Rohingya conflict (Myanmar). It also explores the role of Islam in social conflict in Malaysia as well as the rise of regional and international jihadism with Jemaah Islamiyah and the Southeast Asian affiliates of ISIS.

**Teaching:** 10 two-hour seminars in the LT.

**Formative coursework:** One formative essay (3000 words) in the LT.

**Assessment:** Essay (60%, 4000 words) in the ST. Presentation (20%) and class participation (20%).

## HY488 Half Unit

### European Empires and Global Conflict, 1935-1948

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Diva Gujral

**Availability:** This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History,

MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** The course examines the history of the European empires in the Second World War. It covers the history of the war fought in the imperial world and its impact on the lives of millions of colonial civilians; the political, military, and social history of colonial soldiers who fought in Europe's multi-ethnic and multi-religious armies; the history of anti-colonial movements during the war, from Ho Chi Minh's Viet Minh to Gandhi's Quit India movement; and the history of the war's impact on decolonisation and the twentieth century world order. Overall, the course explores the non-European experience of the Second World War, examining the ways in which the conflict shaped societies and political orders in Africa, Asia, and beyond. Drawing on key secondary texts, primary sources, and visual material, the course provides a broad introduction to the most destructive and cataclysmic conflict in modern global history.

**Teaching:** 20 hours of seminars in the LT.

There will be a reading week in the LT.

The School aims to run in-person seminars, subject to circumstances, with some online provision as and where necessary.

**Formative coursework:** Students will be expected to produce one essay (2,000 to 2,500 words) and one presentation in the LT. Students will also be required to prepare short summaries of the readings (bullet points) for the weekly meetings.

**Indicative reading:**

- C. A. Bayly and Tim Harper, *Forgotten Armies: Britain's Asian Empire and the War with Japan* (London, 2004).
- Judith A. Byfield, Carolyn A. Brown, Timothy Parsons, and Ahmad Alawad Sikainga (eds.), *Africa and World War II* (Cambridge, 2015).
- Ronald Hyam, *Britain's Declining Empire: The Road to Decolonisation, 1918-1968* (Cambridge, 2007).
- Ashley Jackson, *The British Empire and the Second World War* (London, 2006).
- Eric T. Jennings, *Vichy in the Tropics: Pétain's National Revolution in Madagascar, Guadeloupe and Indochina, 1940-1944* (Stanford, 2001).
- John Kent, *The Internationalization of Colonialism: Britain, France and Black Africa, 1939-1956* (Oxford, 1992).
- Yasmin Khan, *The Raj at War: A People's History Of India's Second World War* (London, 2015).
- David Killingray and Richard Rathbone (ed.), *Africa and the Second World War* (London, 1986).
- William Roger Louis, *Imperialism at Bay, 1941-45: The United States and the Decolonization of the British Empire* (Oxford, 1977).
- Emily S. Rosenberg (ed.), *A World Connecting, 1870-1945* (Cambridge, MA, 2012).
- Aviel Roshwald, *Estranged Bedfellows: Britain and France in the Middle East during the Second World War* (New York, 1990).
- Alberto Sbacchi, *Ethiopia under Mussolini: Fascism and the Colonial Experience* (London, 1985).
- Martin Thomas, *The French Empire at War, 1940-1945* (Manchester, 1998).
- Stein Tønnesson, *The Vietnamese Revolution of 1945: Roosevelt, Ho Chi Minh and de Gaulle in a World at War* (London, 1991).
- Gerhard L. Weinberg, *A World at Arms: A Global History of World War II* (Cambridge, 2005).

**Assessment:** Essay (100%, 5000 words) in the ST.

Assessment will be via one 5,000 word essay. The essay will be submitted in week 1 of ST. Essay titles will be drawn from an approved list supplied at the start of the course.



**HY489 Half Unit****China and the External World, 1644-1839**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Ronald Chung Yam Po, SAR 2.18

**Availability:** This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in China in Comparative Perspective, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This course provides a critical overview of the history of Qing China from the late seventeenth to the mid-nineteenth centuries, tracing political, institutional, cultural, and social continuities and changes, particularly in China's land and maritime frontiers. Beginning in the Kangxi period, the Qing Empire became involved in an ever-growing network of commerce and cultural exchange, extending from Manchuria to Inner Asia, and from the East Sea to the Indian Ocean. Following the annexation of Taiwan in 1683, a series of events further connected China to the external world: the bloody suppression of the Lhasa riots in 1750, the infamous Dzungar genocide, European encroachment in Asian seas, the rise of port cities in Southeast Asia that were dominated by Chinese entrepreneurs, and increasing tension between China and Western powers over sea lanes and maritime boundaries. This course will use China's shifting frontiers as a fulcrum to re-examine Chinese history in the modern era, factoring in the movement of people, commodities, ideas, cultural meanings, and imaginaries, which clearly indicate "China's outwardness" and challenge the common perception of China as isolated and always inward-looking.

**Teaching:** Ten weekly two-hour seminar meetings in the Michaelmas Term, with a reading week in week 6.

**Formative coursework:** One formative essay in the Michaelmas Term.

**Indicative reading:**

- Mark C. Elliot, *Emperor Qianlong: Son of Heaven, Man of the World* (New York: Longman, 2009).
- Peter C. Perdue, *China Marches West: The Qing Conquest of Central Eurasia* (Cambridge, Mass.: Harvard University Press, 2009).
- John. E. Wills, *China and Maritime Europe, 1500-1800: Trade, Settlement, Diplomacy, and Missions* (Cambridge; New York: Cambridge University Press, 2011).
- Robert Antony, *Unruly People: Crime, Community, and State in Late Imperial South China* (Hong Kong: Hong Kong University Press, 2016).
- Kenneth Pomeranz, *The Great Divergence: China, Europe, and the Making of the Modern World Economy* (Princeton, N.J.: Princeton University Press, 2000).
- Eric Tagliacozzo, Helen F. Siu, Peter C. Perdue, *Asia Inside Out: Connected Places* (Cambridge, Mass.: Harvard University Press, 2015).
- Ronald C. Po, *The Blue Frontier: Maritime Vision and Power in the Qing Empire* (Cambridge: Cambridge University Press, 2018).
- Timothy Brook, *Great State: China and the World* (London: Profile Books, 2019).
- William Rowe, *China's Last Empire: The Great Qing* (Cambridge, MA.: Harvard University Press, 2009).

**Assessment:** Essay (70%, 4500 words) in January. Presentation (15%) and class participation (15%) in the MT.

**HY490****MA in Modern History Dissertation**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Gagan Sood, SAR 2.07

**Availability:** This course is compulsory on the MA in Modern History. This course is not available as an outside option.

**Course content:** The dissertation is an exercise in using primary sources to write on a precise topic in Modern History. Students will be required to write a 10,000-word dissertation based on their own research. This can be on any topic decided in consultation with a supervisor in the Department of International History, and include topics which are international, domestic, theoretical and historiographical. Candidates should aim to include an element of originality in the argument and/or the treatment of the evidence.

**Teaching:** 4 hours of workshops in the MT.

Teaching is provided through dissertation workshop sessions and through the individual supervision of dissertation projects by supervisors in the Department of International History. Students should use the Michaelmas Term to find, decide on, and develop a suitable dissertation topic and consider possible dissertation supervisors. Help with this process is available from the students' personal advisers. Students are then required to complete the Dissertation Proposal Form and to seek approval for their project from their dissertation supervisor. It is the students' responsibility to locate a supervisor. They should meet with the potential supervisor in late Michaelmas term (every member of staff has weekly office hours) to discuss their dissertation proposal, and then ask the supervisor to sign the Dissertation Proposal Form before the published deadline. It is the students' responsibility to contact their supervisor to arrange at least one but no more than three meetings in the Summer Term to discuss their dissertation. At this stage the supervisor will be prepared to read and give feedback on a draft table of contents and a draft chapter, or a section or a detailed plan of the dissertation of no more than 1,000 words. Students should note that if they submit a dissertation proposal after the deadline the Teacher Responsible for the course may need to allocate them to a non-subject-specialist supervisor, if no specialists are available.

**Assessment:** Dissertation (100%, 10000 words) in September.

**HY491 Half Unit Not available in 2022/23****Race, Gender and Reproduction in the Caribbean, 1860s-1930s**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Imaobong Umoren SAR G.04

**Availability:** This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** In the wake of slavery, debates about the intersecting politics of race, gender, and reproduction arose in the Francophone, Anglophone, and Hispanic Caribbean. This module explores the ways in which formerly enslaved Africans as well as former planters, imperial officials, newly indentured labourers from South Asia, philanthropists, medical professionals, and welfare workers contributed to and shaped colonial social welfare, health policies, and ideas surrounding racial uplift colonialism, race consciousness and equality. Students will engage in comparative intellectual and social history by drawing on primary and secondary sources to consider the influence of European and American imperialism in the Caribbean. A range of topics will be explored including post-emancipation population decline; infant

mortality; illegitimacy; venereal disease; birth control; inter- and extra regional migration; and eugenics.

**Teaching:** 20 hours of seminars in the MT.

There will be a reading week in week 6 of the MT.

**Formative coursework:** Students will be expected to produce one essay (1,500 to 2,000 words) in MT.

**Indicative reading:** Bourbonnais, Nicole, *Birth Control in the Decolonizing Caribbean: Reproductive Politics and Practice on Four Islands, 1930-1970* (Cambridge: Cambridge University Press, 2016)

Briggs, Laura, *Reproducing Empire: Race, Sex, Science and US Imperialism in Puerto Rico* (Berkeley: University of California Press, 2002).

De Barros, Palmer, Steven and Wright, David (eds.), *Health and Medicine in the Circum-Caribbean, 1800-1968* (New York: Routledge, 2009).

De Barros, Juanita, *Reproducing the British Caribbean: Sex, Gender and Population Politics after Slavery* (Chapel Hill: University of North Carolina Press, 2014).

Findlay, Eileen, *Imposing Decency: The Politics of Sexuality and Race in Puerto Rico, 1870-1902* (Durham: Duke University Press, 1999).

Macpherson, Anne, *From Colony to Nation: Women Activists and the Gendering of Politics in Belize, 1912-1982* (Lincoln: University of Nebraska Press, 2007).

Renda, Mary, *Taking Haiti: Military Occupation and the Culture of U.S. Imperialism, 1915-1940* (Chapel Hill: University of North Carolina Press, 2001).

Palmer, Steven, *Launching Global Health: The Caribbean Odyssey of the Rockefeller Foundation* (Ann Arbor: University of Michigan Press, 2010).

Putnam, Lara, *The Company they Kept: Migrants and the Politics of Gender in Caribbean Costa Rica, 1870-1969* (Chapel Hill: University of North Carolina Press, 2002).

**Assessment:** Essay (85%, 5000 words) in January.  
Class participation (15%) in the MT.

## HY498

### Dissertation: LSE-PKU Double Degree MSc in International Affairs; MSc Theory and History of International Relations

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Gagan Sood, SAR 2.07

**Availability:** This course is compulsory on the MSc in International Affairs (LSE and Peking University) and MSc in Theory and History of International Relations. This course is not available as an outside option.

**Course content:** The dissertation is an exercise in using primary source material to write on a precise topic in the history of international affairs. Although candidates may engage with relevant theories and concepts, the dissertation should be largely devoted to utilising such theories and concepts in the analysis of one or more specific historical events and should be based largely upon primary sources. Candidates should aim to include an element of originality in the conceptualising of the thesis or the treatment of evidence. The subject must fall within the syllabus of the degree and must be supervised by a member of staff in the Department of International History

**Teaching:** Four one-hour sessions in the Michaelmas Term. HY498 teaching is provided through HY498 Dissertation workshop sessions and through the individual supervision of dissertation projects by supervisors in the Department of International History. Students should use the Michaelmas Term to find, decide on, and develop a suitable dissertation topic and consider possible dissertation supervisors. Help with this process is available from the students' personal advisers. Students are then required to complete the HY498 Dissertation Proposal Form and to seek approval for their project from their dissertation supervisor. It is

the students' responsibility to locate a supervisor. They should meet with the potential supervisor in late Michaelmas term (every member of staff has weekly office hours) to discuss their dissertation proposal, and then ask the supervisor to sign the HY498 Dissertation Proposal Form before the published deadline. It is the student's responsibility to contact their supervisor to arrange at least one but no more than three meetings in the Summer Term to discuss their dissertation. At this stage the supervisor will be prepared to read and give feedback on a draft table of contents and a draft chapter, or a section or a detailed plan of the dissertation of no more than 1,000 words. Students should note that if they submit a dissertation proposal after the deadline the Teacher Responsible for the course may need to allocate them to a non-subject-specialist supervisor, if no specialists are available.

**Assessment:** Dissertation (100%, 10000 words) in September. The dissertation must not exceed 10,000 words (100% of course mark), including text and footnotes but excluding the cover page, the table of contents, the list of abbreviations, the bibliography and appendices. A Fail cannot be compensated, and a degree cannot be awarded unless HY498 has been passed. The dissertation must be submitted by the published deadline.

## HY499

### Dissertation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Gagan Sood, SAR 2.07

**Availability:** This course is compulsory on the MSc in Empires, Colonialism and Globalisation and MSc in History of International Relations. This course is not available as an outside option.

**Course content:** The HY499 dissertation is an exercise in using primary sources to write on a precise topic in International History. The only formal limit on the choice of subject is that it must fall within the syllabus - i.e. it has to be a topic in International History, and the dissertation has to be a study in the discipline of history. Dissertations that represent contributions to disciplines outside history, such as International Relations or Politics, will not be approved or accepted. Dissertations must therefore be based substantially on a critical analysis of primary sources, and candidates should aim to include an element of originality in the argument and/or the treatment of the evidence. The subject must involve an element of engagement with the analysis of relations between states and/or societies; alternatively it may involve the study of the history of attitudes and/or policies in one society towards others or comparative studies involving at least two states and/or societies. The topic must not be confined purely to the domestic affairs of one society or state. The dissertation supervisor is the final judge of whether a particular topic falls within the syllabus.

**Teaching:** Four one-hour sessions in the Michaelmas Term. HY499 teaching is provided through HY499 Dissertation workshop sessions and through the individual supervision of dissertation projects by supervisors in the Department of International History. Students should use the Michaelmas Term to find, decide on, and develop a suitable dissertation topic and consider possible dissertation supervisors. Help with this process is available from the students' personal advisers. Students are then required to complete the HY499 Dissertation Proposal Form and to seek approval for their project from their dissertation supervisor. It is the students' responsibility to locate a supervisor. They should meet with the potential supervisor in late Michaelmas term (every member of staff has weekly office hours) to discuss their dissertation proposal, and then ask the supervisor to sign the HY499 Dissertation Proposal Form before the published deadline. It is the students' responsibility to contact their supervisor to arrange at least one but no more than three meetings in the Summer Term to discuss their dissertation. At this stage the supervisor will be prepared to read and give feedback on a draft table of contents and a draft chapter, or a section or a detailed plan

of the dissertation of no more than 1,000 words. Students should note that if they submit a dissertation proposal after the deadline the Teacher Responsible for the course may need to allocate them to a non-subject-specialist supervisor, if no specialists are available.

**Assessment:** Dissertation (100%, 10000 words) in September. 100% by dissertation. A Fail cannot be compensated, and a degree cannot be awarded unless HY499 has been passed. Dissertations must not exceed 10,000 words, including text and footnotes but excluding the cover page, the table of contents, the list of abbreviations, the bibliography and appendices. The dissertation must be submitted by the published deadline.

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## HY4A4

### Dissertation with an Asian focus

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Kirsten Schulze SAR 2.12

**Availability:** This course is compulsory on the MA in Asian and International History (LSE and NUS) and MSc in International and Asian History. This course is not available as an outside option.

**Course content:** The dissertation is an exercise in using primary sources to write on a precise topic in International and Asian History. The only formal limit on the choice of subject is that it must fall within the syllabus - i.e. it has to be a topic in International History with an Asian angle, and the dissertation has to be a study in the discipline of history. Dissertations that represent contributions to disciplines outside history, such as International Relations or Politics, will not be approved or accepted. Dissertations must therefore be based substantially on a critical analysis of primary sources, and candidates should aim to include an element of originality in the argument and/or the treatment of the evidence. The subject must involve an element of engagement with the analysis of relations between states and/or societies; alternatively it may involve the study of the history of attitudes and/or policies in one society towards others or comparative studies involving at least two states and/or societies. The topic must not be confined purely to the domestic affairs of one society or state. The dissertation supervisor is the final judge of whether a particular topic falls within the syllabus.

**Teaching:** Four one-hour sessions in the Michaelmas Term.

**Assessment:** Dissertation (100%, 10000 words) in September.

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## HY4A5 Half Unit Not available in 2022/23

### Women as Weapons: The Conservative Political Tradition in the Cold War

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Lucy Phillips

**Availability:** This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** Cold War ideological campaigns for the "hearts and minds" abutted "hot war" confrontations between 1945 and 1991, and conservative women engaged with both. This course has four purposes: (i) to examine the role of women first in the United States, and then internationally, as a reflection and enactment of Cold War conservative politics; (ii) to provide an understanding of cultural forces in building conservative ideas and its shifting ideologies surrounding motherhood, family, the kitchen, race, the workplace; (iii) to understand the traditional Cold War

historiography of conservative women's groups; (iv) reframe an understanding of women and gender with an examination of global conservatives, and unrecognized, influential "Big Women" in history be it the wives of diplomats, diplomats themselves, or cultural actors in the church, foundations, or Hollywood.

To this end, the class will open with a history and examination of the conservative tradition adding women and their writings to the study, basic readings in gender and republican motherhood, and the literature of women in "wars," hot and cold. We will continue to explore the post-World War II power of women, diplomacy, on the home front, in the workplace, as activists, feminists, anti-feminists, and include case studies of conservative international leaders. By the conclusion of the semester, students will have a firm understanding of women in the conservative tradition in the global context of the Cold War through secondary literature of the field. Each week students will also engage with primary resources, and they will become adept at parsing primary materials in the context of secondary readings. The source analysis and on-line assessment will prepare the student to write a final paper on a topic approved by the instructor that builds on class materials. Each student will do one class presentation, which will prepare them for a larger student conference. Analysis, writing and presentation skills will be honed through instruction, feedback, and practice.

The requirements include significant weekly readings of either one book or 400-500 pages, attendance at seminar discussions, a class presentation, a source analysis (750-1000 words), on-line assessment of secondary literature, a final paper of 2,500-3,000 words, and participation in the class conference at the conclusion of the semester. If a physical meeting is not possible for the final conference, students will present their papers and receive feedback from students and participating professors via the Zoom platform.

**Teaching:** 20 hours of seminars in the LT.

Students on this course will have a reading week in Week 6 of the LT during which they will meet with the professor to discuss their source analysis, on-line assessment, and the final paper strategy.

#### Weekly topics

- 1 Introduction and Women's Spheres
  - 2 Reading Conservatism: Where are the Women?
  - 3 Gendering the Political Rhetoric: Mothers, Wives, Children, Transnational Women's Groups, and Red-Hot Peace in the Cold War
  - 4 Is it Only Black and White? Race, Equal Rights, and Left Goes Right in the Cold War
  - 5 The Private-Public Partnership: Global Missionaries, the Church, and Women as Philanthropists
  - 6 The Science of Women, the Economics of Homes, Population Control and Goodwill as a Weapon
  - 7 Women and the Empire: Margaret Thatcher and Indira Gandhi - Conservatives in Question
  - 8 Decolonizing Women - Eugenia Charles, Prime Minister of Dominica
  - 9 Latin America and the Right: Women's Movements
  - 10 Cinematic Export of Women and by Women
- The School aims to run in-person seminars, subject to circumstances, with some online provision as and where necessary.

**Formative coursework:** Students will be expected to produce 5 pieces of coursework in the LT.

Five online assessed critical reading essays (max 750 words) will offer students the opportunity to engage with the professor and receive detailed written feedback and will provide discussion points for optional office hour meetings.

One on-line assessment will include a primary source analysis. Due at the conclusion of Reading Week, students will submit a Formative Essay (2,500 words) to prepare for the final paper. This work will be marked as a formative assignment and then returned and reviewed during office hours the following week.

#### Indicative reading:

- Bacchetta, Paola and Margaret Power. Right-Wing Women: From Conservatives to Extremists Around the World. New York:



Routledge, 2002.

- Blain, Keisha. *Set The World on Fire: Black Nationalist Women and the Global Struggle for Freedom*. Philadelphia: University of Pennsylvania Press, 2018.
- Clare Boothe Luce Policy Institute. *Conservative Women: A Collection of Speeches*. Herndon, VA: The Clare Boothe Luce Policy Foundation, 2012 (selections).
- Critchlow, Donald T. Phyllis Schlafly and Grassroots Conservatism: A Woman's Crusade. Princeton, NJ: Princeton University Press, 2005.
- Durham, Martin and Margaret Power, eds. *New Perspectives on the Transnational Right*. New York: Palgrave Macmillan, 2011 (selections).
- Frost, Jennifer. *Hedda Hopper's Hollywood: Celebrity Gossip and American Conservatism*. New York: New York University Press, 2011.
- Klagsbrun, Francine. *Lioness: Golda Meir and the Nation of Israel*. New York: Random House, 2017.
- Manning, Christel. *God Gave Us the Right: Conservative Catholic, Evangelical Protestant, and Orthodox Women Grapple with Feminism*. New Jersey: Rutgers University Press, 1999.
- Moore, Charles. *Margaret Thatcher: At Her Zenith in London, Washington and Moscow*. New York: Vintage Books, 2015.
- Power, Margaret. *Right Wing Women in Chile: Feminine Power and the Struggle Against Allende, 1964-1973*. University Park: Pennsylvania State University, 2002.
- Rand, Ayn. *Capitalism: The Unknown Ideal* [new e edition]. New York: Penguin, 1994 (selections).
- Umoren, Imaobong D. *Race Women Internationalists: Activists-Intellectuals and Global Freedom Struggles*. University of California Press, 2019.

#### Background reading:

- Kerber, Linda. *Toward and Intellectual History of Women*. Chapel Hill: University of North Carolina Press, 1997.
- Morgan, Sue with Judith Butler. *Feminist History Reader*. New York: Routledge, 2006.
- Muller, Jerry Z., ed. *Conservatism: An Anthology of Social and Political Thought from David Hume to the Present*. NJ: Princeton University Press, 1997 (selections).

**Assessment:** Essay (50%), presentation (15%), class participation (15%) and assignment (20%) in the LT.

#### Further information:

- 50% Essay (Late Lent term, maximum 5,000 words)
- 20% Critical Reading Assignment
- 15% Participation
- 15% Presentation (10-minutes duration in class)

## HY4A7 Half Unit Not available in 2022/23 Islam, Power and Culture in Mughal India

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Zahra Shah

**Availability:** This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** From 1526 to 1857, the Mughal empire was a powerful political and cultural presence in India, whose image has been shaped and deployed in diverse ways by colonial and nationalist projects in modern times. Through a focus on themes of sovereignty and space, and the cultural and political brokerage of power, this course situates understandings of Islam in South Asia in historical context. Each week, students will choose a primary source to interpret alongside secondary literature, in order to better understand the complexity of the South Asian experience

of Mughal rule.

**Teaching:** 20 hours of seminars in the MT.

There will be a reading week in week 6 of the Michaelmas Term.

**Formative coursework:** Students will be expected to produce 1 essay in the MT.

#### Indicative reading:

- 1 Kumar, Sunil. 2007. *The Emergence of the Delhi Sultanate, 1192 - 1286*. Ranikhet: Permanent Black.
- 2 Orsini, Francesca, and Samira Sheikh, eds. 2014. *After Timur Left: Culture and Circulation in Fifteenth-Century North India*. First edition. New Delhi, India: Oxford University Press.
- 3 Eaton, Richard Maxwell. 2019. *India in the Persianate Age, 1000-1765*.
- 4 Faruqi, Munis D. 2015. *The Princes of the Mughal Empire, 1504-1719*. New York: Cambridge University Press.
- 5 Hasan, Farhat. 2004. *State and Locality in Mughal India: Power Relations in Western India, C. 1572-1730*. Cambridge; New York: Cambridge University Press.
- 6 Richards, John F. 2007. *The Mughal Empire*. Cambridge: Univ. Pr.
- 7 Green, Nile. 2012. *Making Space: Sufis and Settlers in Early Modern India*. New Delhi: Oxford University Press.
- 8 Ernst, Carl W. 2016. *Refractions of Islam in India: Situating Sufism and Yoga*. Los Angeles: Sage, YodaPress.
- 9 Moin, A. Azfar. 2014. *The Millennial Sovereign: Sacred Kingship and Sainthood in Islam*.
- 10 Alam, Muzaffar. 2004. *The Languages of Political Islam: India, 1200-1800*. London.
- 11 Busch, Allison. 2011. *Poetry of Kings: The Classical Hindi Literature of Mughal India*. New York.

**Assessment:** Essay (70%, 5000 words) in January.

Presentation (15%) and class participation (15%) in the MT.

## HY4A8 Half Unit Asian Borderlands

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Qingfei Yin SAR M.06

**Availability:** This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This seminar takes a borderland perspective to Modern Asian History, challenging the practice of treating national territories as the building blocks of academic enquiry. Through a wide range of readings, the participants examine the transformation of modern Asia by centring on the historically marginal societies and come to better understand a borderlands approach to the studies of history. The first part of the course follows a chronological scheme, tracing the changing political, social, and cultural landscapes of Asian borderlands in the eras of imperial encounters, decolonization, and the Cold War. The second part of the seminar focuses on a series of analytical lenses commonly applied in the study of borderlands history, such as state power, state resistance, identity, ethnicity, and environment. Through the course of the seminar, students will critically analyse "space," "frontiers," "geo-body," "Zomia," and other important concepts that have informed the historiography of Asian borderlands. Through the assigned readings, discussion, and written assignments, students will also learn about how historians synthesize contributions originating from different regional historiographical literatures.

**Teaching:** 20 hours of seminars in the MT.

There will be a reading week in week 6 of the Michaelmas Term.

**Formative coursework:** One essay (2000-2500 words) in the Michaelmas Term.



**Indicative reading:**

- Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Revised ed. London: Verso, 2016.
- Baldanza, Kathlene. *Ming China and Vietnam: Negotiating Borders in Early Modern Asia*. New York, NY: Cambridge University Press, 2016.
- Bhabha, Homi K. *Nation and Narration*. New York, NY: Routledge, 1990.
- Chandler, Andrea. *Institutions of Isolation: Border Controls in the Soviet Union and Its Successor States, 1917-1993*. Montreal: McGill-Queen's University Press, 2014.
- Davis, Bradley Camp. *Imperial Bandits: Outlaws and Rebels in the China-Vietnam Borderlands*. Seattle, WA: University of Washington press, 2017.
- Gavrilis, George. *The Dynamics of Interstate Boundaries*. Cambridge: Cambridge University Press, 2008.
- Giersch, C. Patterson. *Asian Borderlands: The Transformation of Qing China's Yunnan Frontier*. Cambridge, MA: Harvard University Press, 2006.
- Goscha, Christopher E. *Going Indochinese: Contesting Concepts of Space and Place in French Indochina*. Copenhagen: NIAS Books, 2012.
- Gupta, Charu and Mukul Sharma. *Contested Coastlines: Fisherfolk, Nations and Borders in South Asia*. New Delhi: Routledge, 2008.
- Guyot-Réchar, Bérénice. *Shadow States: India, China and the Himalayas, 1910-1962*. Cambridge University Press, 2016.
- Ishikawa, Noboru. *Between Frontiers: Nation and Identity in a Southeast Asian Borderland*. Athens, OH: Ohio University Press, 2010.
- Khan, Sulman Wasif. *Muslim, Trader, Nomad, Spy: China's Cold War and the People of the Tibetan Borderlands*. Chapel Hill, NC: University of North Carolina Press, 2015.
- Kinzley, Judd. *Natural Resources and the New Frontier: Constructing Modern China's Borderlands*. Chicago, IL: University of Chicago Press, 2018.
- Marsden, Magnus, and Benjamin Hopkins. *Fragments of the Afghan Frontier*. Oxford: Oxford University Press, 2011.
- Scott, James. *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*. New Haven, CT: Yale University Press, 2009.
- Song, Nianshen. *Making Borders in Modern East Asia: The Tumen River Demarcation, 1881-1919*. Cambridge: Cambridge University press, 2018.
- Sunderland, Willard. *Taming the Wild Field: Colonization and Empire on the Russian Steppe*. Ithaca, NY: Cornell University press, 2004.
- Szonyi, Michael. *Cold War Island: Quemoy on the Front Line*. Cambridge: Cambridge University Press, 2008.
- Tagliacozzo, Eric. *Secret Trades, Porous Borders: Smuggling and Trade along a Southeast Asian Frontier, 1865-1915*. New Haven, CT: Yale University Press, 2009.
- Wilson, Thomas M. and Hastings Donnan. *Border Identities: Nation and State at International Frontiers*. Cambridge: Cambridge University Press, 1998.
- Winichakul, Tongchai. *Siam Mapped: A History of the Geo-Body of a Nation*. Honolulu, HI: University of Hawaii Press, 1994.

**Assessment:** Essay (85%, 5000 words) in January. Class participation (15%) in the MT.

**HY4A9L Half Unit****China and the United States Since 1949**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Elizabeth Ingleson SAR 2.06

**Availability:** This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and

Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** Trade wars. The end of engagement. Racial violence against Asian American and Pacific Islander communities. A new Cold War? This course addresses some of the major questions and issues facing the United States and China today through a deep historical analysis of their shared past. It explores the decisions of a range of people in both countries—including policymakers, immigrants, businesspeople, and workers—as they navigated and helped shape the bilateral relationship since 1949. Throughout the course, we focus on three core themes: globalisation, geopolitics, and race. Together we will ask, how did both countries shape, and become shaped by, the post-World War Two era of globalisation? How have both nations' understanding of their roles in Asia affected the geopolitical architecture of the region? And how have the relationships between foreign policy and race affected the lives of ordinary people in both nations? We will explore topics including how Mao used the history of American imperialism to support his political agenda in the Third World; how African Americans understood their own history of oppression in relation to Mao Zedong Thought; how Chinese Americans navigated and influenced the changing social and political terrain within the United States; and how trade ties have been shaped, and limited by, the two nations' diplomatic relationship.

**Teaching:** 20 hours of seminars in the LT.

Students on this course will have a reading week in Week 6 of the LT.

**Formative coursework:** One source analysis and one essay (2000-2500 words) in the Lent Term.

**Indicative reading:**

- David Arkush and Leo Lee, *Land Without Ghosts: Chinese Impressions of America from the Mid-Nineteenth Century to the Present* (1989)
- Harry Harding, *A Fragile Relationship: The United States and China Since 1972* (1992)
- Gordon Chang, *Fateful Ties: A History of America's Preoccupation with China* (2015)
- Odd Arne Westad, *Restless Empire: China and the World Since 1850* (2012)
- Mae Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America* (2004)
- Robeson Taj Frazier, *The East Is Black: Cold War China in the Black Radical Imagination*
- Jane Hong, *Opening the Gates to Asia: A Transpacific History of How America Repealed Asian Exclusion* (2019)
- Kristen Hopewell, *Clash of Powers: U.S.-China Rivalry in Global Trade Governance* (2020)
- Yuen Yuen Ang, *How China Escaped the Poverty Trap* (2016)
- Graham Allison, *Destined For War: Can America and China Escape the Thucydides Trap?* (2017)

**Assessment:** Essay (50%, 5000 words) in the ST.

Class participation (15%) and source analysis (35%) in the LT.

Essay (50%, 5000 words) in the Summer Term. Class participation (15%) and source analysis (35%) in the Lent Term.

**HY4A9M Half Unit****China and the United States Since 1949**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Elizabeth Ingleson SAR 2.06

**Availability:** This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is

available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** Trade wars. The end of engagement. Racial violence against Asian American and Pacific Islander communities. A new Cold War? This course addresses some of the major questions and issues facing the United States and China today through a deep historical analysis of their shared past. It explores the decisions of a range of people in both countries—including policymakers, immigrants, businesspeople, and workers—as they navigated and helped shape the bilateral relationship since 1949. Throughout the course, we focus on three core themes: globalisation, geopolitics, and race. Together we will ask, how did both countries shape, and become shaped by, the post-World War Two era of globalisation? How have both nations' understanding of their roles in Asia affected the geopolitical architecture of the region? And how have the relationships between foreign policy and race affected the lives of ordinary people in both nations? We will explore topics including how Mao used the history of American imperialism to support his political agenda in the Third World; how African Americans understood their own history of oppression in relation to Mao Zedong Thought; how Chinese Americans navigated and influenced the changing social and political terrain within the United States; and how trade ties have been shaped, and limited by, the two nations' diplomatic relationship.

**Teaching:** 20 hours of seminars in the MT.

Students on this course will have a reading week in Week 6 of the MT.

**Formative coursework:** One source analysis and one essay (2000-2500 words) in the Michaelmas Term.

**Indicative reading:**

- David Arkush and Leo Lee, *Land Without Ghosts: Chinese Impressions of America from the Mid-Nineteenth Century to the Present* (1989)
- Harry Harding, *A Fragile Relationship: The United States and China Since 1972* (1992)
- Gordon Chang, *Fateful Ties: A History of America's Preoccupation with China* (2015)
- Odd Arne Westad, *Restless Empire: China and the World Since 1850* (2012)
- Mae Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America* (2004)
- Robeson Taj Frazier, *The East Is Black: Cold War China in the Black Radical Imagination*
- Jane Hong, *Opening the Gates to Asia: A Transpacific History of How America Repealed Asian Exclusion* (2019)
- Kristen Hopewell, *Clash of Powers: U.S.-China Rivalry in Global Trade Governance* (2020)
- Yuen Yuen Ang, *How China Escaped the Poverty Trap* (2016)
- Graham Allison, *Destined For War: Can America and China Escape the Thucydides Trap?* (2017)

**Assessment:** Essay (50%, 5000 words) in January. Class participation (15%) and source analysis (35%) in the MT.

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## HY4B1

### The Vietnam Wars, 1930-75: Regional and International Perspectives

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Matthew Jones SAR 309

**Availability:** This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** The purpose of this course is to place the wars in

Vietnam in a fuller regional and international perspective in order to understand their course, outcomes and consequences. Hence, this will involve not just studying the internal dynamic of conflict within Vietnam, as first French colonialism was met with nationalist and Communist resistance, and then from c. 1959 when insurgency in the southern part of Vietnam eventually triggered wholesale US intervention, but the involvement and interests of other major powers, including the Soviet Union and China. There will also be a need to examine the relationship between developments in Vietnam and the rest of South East Asia (such as in Laos, Thailand and Indonesia), the connections between the wider Cold War and events in Vietnam, and decision-making on the part of the Vietnamese Communists. Although it will necessarily be important to look at US policies and attitudes, the general aim of the course is to encourage students to depart from a 'Washington-focused' perspective and consider the wars in Vietnam as multifaceted, where the interaction of different actors, ideologies, and agendas produced either conflict or moves toward negotiated settlements (as in 1954 and 1970-73).

**Teaching:** 20 hours of seminars in the MT. 20 hours of seminars in the LT.

Students will be expected to read essential primary and secondary material for each weekly two hour class, to deliver presentations, and to participate in seminar discussions. Reading weeks will take place in week 6 of MT and LT.

**Formative coursework:** Students will be expected to produce 1 essay in the MT.

One formative essay of 2,000 words maximum is required in week 6 of the MT.

**Indicative reading:**

- Pierre Asselin, *Vietnam's American War: A History* (2018).
- Pierre Asselin, *Hanoi's Road to the Vietnam War, 1954-1965* (2013).
- Mark P. Bradley, *Imagining Vietnam and America: The Making of Postcolonial Vietnam, 1919-1950* (2000).
- James Cable, *The Geneva Conference of 1954 on Indochina* (1984).
- Laura M. Calkins, *China and the First Vietnam War, 1947-54* (2013).
- William Duiker, *The Communist Road to Power in Vietnam*, 2nd ed (1996)
- Ilya V. Gaiduk, *Confronting Vietnam: Soviet Policy toward the Indochina Conflict, 1954-1963* (2003).
- Christopher E. Goscha, *Thailand and the Southeast Asian Networks of the Vietnamese Revolution, 1885-1954* (1999).
- Kevin Ruane and Matthew Jones, *Anthony Eden, Anglo-American Relations, and the Indochina Crisis of 1954* (2019).
- Matthew Jones, 'U.S. Relations with Indonesia, the Kennedy-Johnson Transition, and the Vietnam Connection, 1963-1965,' *Diplomatic History*, 26, 2, Spring 2002, 249-82.
- Mark A. Lawrence, *The Vietnam War: A Concise International History* (2008).
- Mark A. Lawrence and Fredrik Logevall (eds), *The First Vietnam War: Colonial Conflict and Cold War Crisis* (2007).
- Fredrik Logevall, 'De Gaulle, Neutralization and American Involvement in Vietnam, 1963-1964,' *Pacific Historical Review*, 41, 1992, 69-102.
- Lien-Hang Nguyen, *Hanoi's War: An International History of the War for Peace in Vietnam* (2012).
- Mari Olsen, *Soviet-Vietnam Relations, and the Role of China, 1949-64* (2006).
- Qiang Zhai, *China and the Vietnam Wars, 1950-1975* (2000).

**Assessment:** Essay (35%, 3000 words) in the LT Week 1.

Essay (35%, 3000 words) in the ST Week 1.

Source analysis (30%) in the MT Week 9.

Students on this course will be assessed through completion of two 3,000 word essays, and one 1,000 word primary source analysis.

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## HY4B2 Half Unit Not available in 2022/23

### The Afterlives of Empires in the Neo-Colonial Caribbean

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Imaobong Umoren SAR G.04

**Availability:** This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** One of the first regions in the world to be colonised by western powers the contemporary Caribbean is shaped indelibly by this historical legacy that is inextricably linked to neo-colonialism and neo-liberalism. This course introduces students to the twentieth century origins and diverse range of neo-colonialism in the Hispanic, Anglophone, and Francophone Caribbean and its ties to hierarchies of race, class, gender, and geography. It aims to expand students' knowledge of wide range of neo-colonial practices and policies in the context of the Caribbean from an economic, political, social, and cultural standpoint. Students unfamiliar with Caribbean history will at the start of the course learn about the origins of conquest, colonialism, and racial slavery in the region from the seventeenth to nineteenth century. Next students will engage with the twinned rise of US imperialism and neo-colonialism in the Caribbean through an examination of both political economy and the US occupations of Cuba, Haiti, and the Dominican Republic and their control of Puerto Rico. The post-war period was critical to the reformed relationship that French Caribbean territories had with France and students will critically engage with the 1946 vote for departmentalisation and its legacies. Other topics the course will explore include Cold war conflicts in British Guiana and Cuba, constitutional decolonisation and Black Power, the debt crisis and role of the International Monetary Fund in Jamaica; the 1979 Grenadian Revolution and the 1983 US invasion of Grenada; the rise of offshore financial centres with a focus on the Bahamas, the Cayman Islands and Bermuda; tourism, development, and public health and climate change and reparations. Students will explore these themes through a combination of primary and secondary source material. By the end of the course students will be able to identify the origins of neo-colonialism in the Hispanic, Anglophone and Francophone Caribbean and will be able to critically evaluate the ways in which its practices and policies shapes hierarchies of race, class, gender and geography.

**Teaching:** 20 hours of seminars in the LT.

There will be a reading week in week 6 of the Lent Term.

**Formative coursework:** One 2000-word annotated bibliography in the Lent Term.

**Indicative reading:**

- Adlai Murdoch, H ed., *The Struggle of Non-Sovereign Caribbean Territories: Neoliberalism Since The French Antillean Uprisings of 2009* (Rutgers University Press, 2021).
- Bishop, Matthew Louis, *The Political Economy of Caribbean Development* (New York: Palgrave Macmillan, 2013).
- Bonilla, Yarimar, *Non-Sovereign Futures: French Caribbean Politics in the Wake of Disenchantment* (Chicago: University of Chicago Press, 2015),
- Childers, Kristen Stromberg, *Seeking Imperialism's Embrace: National Identity, Decolonization, and Assimilation in the French Caribbean* (Oxford: Oxford University Press, 2016),
- Franczak Michael, *Global Inequality and American Foreign Policy in the 1970s* (2022 forthcoming)
- Getachew, Adom, *Worldmaking After Empire: The Rise and Fall of Self-Determination* (Princeton: Princeton University Press, 2020).
- Hudson, Peter James. *Bankers and Empire : How Wall Street Colonized the Caribbean*. Chicago, 2017
- Manjapra, Kris, *Black Ghost of Empire: The Long Death of Slavery*

- and the Failure of Emancipation (2022 forthcoming)
  - Maurer, Bill, *Recharting the Caribbean: Land, Law, and Citizenship in the British Virgin Islands* (Ann Arbor: University of Michigan Press, 1997).
  - Navarro, Tami, *Virgin Capital: Race, Gender, and Financialization in the US Virgin Islands* (State of New York University Press, 2021).
  - Ogle, Vanessa, 'Archipelago Capitalism: Tax Havens, Offshore Money, and the State, 1950s–1970s', *The American Historical Review* 122, no. 5 (1 December 2017)
  - Ogle, Vanessa, "'Funk Money': The End of Empires, The Expansion of Tax Havens, and Decolonization as an Economic and Financial Event', *Past & Present* 249, no. 1 (1 November 2020): 213–49.
  - Ortiz, Angel Israel Rivera and Aarón Gamaliel Ramos, eds., *Islands at the Crossroads: Politics in the Non-Independent Caribbean* (Kingston: Ian Randle, 2001).
  - Sheller, Mimi, *Island Futures: Caribbean Survival in the Anthropocene* (2020)
  - Taiwo, O Olufemi, *Reconsidering Reparations* (2022 forthcoming)
  - Wilder, Gary, *Freedom Time: Negritude, Decolonization, and the Future of the World* (Durham: Duke University Press, 2015)
- Assessment:** Essay (70%, 5000 words) in the ST Week 1. Class participation (15%) and presentation (15%) in the LT.

## HY4B3 Half Unit

### Citizenship in 20th century political thought: intellectual history in case studies

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Dina Gusejnova SAR M.14

**Availability:** This course is available on the MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** The history of citizenship has often been linked both to the western Canon and to the rise of liberal democratic states, a connection which is itself the product of a particular lineage of teaching political philosophy and theory. This course will challenge students to re-examine this association in a critical light by revisiting changing conceptions of citizenship in twentieth-century European and global history. We will begin with two prominent critiques of the European tradition of political thought, which were launched in the wake of the First World War. From there, we will look back at the chief characteristics which had turned modern European and North American universities into global centres of the institutionalised study of citizenship and political obligation. In subsequent case studies, we will investigate alternative conceptions of civic consciousness, including competing ideas of rural self-government at the time of the Russian revolutions and in the early USSR, ideas of municipal self-government and the revival of cities in American and German political thought, the conceptualisation of denationalization and naturalisation entailed in the Nazi understanding of the Volk, postimperial forms of citizenship in the Anglophone and Francophone worlds, and competing conceptions of citizenship in the Cold War.

**Teaching:** 20 hours of seminars in the LT.

Students on this course will have a reading week in Week 6 of the LT.

**Formative coursework:** At the end of Reading week, students will be expected to produce a 1,500 word literature review, in which they should discuss the twentieth-century reception of a premodern author on citizenship. This can be done by examining 20th century editions, translations, commentary, or discussion of a particular author in a specific linguistic or national setting.

**Indicative reading:** There is now a vast set of readings on the



subject. The list below contains a selection of surveys and edited collections ranging from older approaches in liberal political theory of citizenship, to more recent and historically specific studies of citizenship in particular national contexts.

- Alexander Aleinikoff and Douglas Klusmeyer, eds., *Citizenship Today: Global Perspectives and Practices* (Washington: Brookings Institution Press, 2010).
- Richard Bellamy, *Citizenship: A Very Short Introduction*. Very Short Introductions (Oxford; New York: Oxford University Press, 2008).
- Seyla Benhabib, *The Rights of Others Aliens, Residents, and Citizens* (Cambridge; New York: Cambridge University Press, 2004).
- Derek Heater, *What Is Citizenship?* (Malden, Mass: Polity Press, 1999).
- Engin F. Isin and Peter Nyers, eds., *Routledge Handbook of Global Citizenship Studies* (Abingdon, Oxon: Routledge, 2014).
- Niraja Gopal Jayal, *Citizenship and Its Discontents: An Indian History* (Harvard University Press, 2012)
- Leigh Jenco, *Making the Political: Founding and Action in the Political Theory of Zhang Shizhao* (Cambridge: Cambridge University Press, 2010)
- Ayelet Shachar, Rainer Bauböck, Irene Bloemraad, and Maarten Vink, eds. *The Oxford Handbook of Citizenship*. 1st ed. Oxford University Press, 2017.
- Gershon Shafir (ed.) *The Citizenship Debates: A Reader* (Minneapolis: University of Minnesota Press, 1998).
- Mira L. Siegelberg, *Statelessness: A Modern History* (Cambridge, Massachusetts: Harvard University Press, 2020).
- Bryan Turner, 'Outline of a Theory of Citizenship,' in Chantal Mouffe, *Dimensions of Radical Democracy* (London: Verso, 1992).

**Assessment:** Essay (60%, 4000 words), presentation (20%) and source analysis (20%) in the LT.

## HY4B4 Half Unit

### Maritime Asia in Transition, 1405-1839

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr. Ronald Chung Yam Po, SAR.2.18

**Availability:** This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** The subject of this course is the history of maritime Asia, particularly East and Southeast Asia, from the fifteenth to the early nineteenth centuries. If there is something we could refer to as a transition, would it be one related to a shift from being a not-so-maritime Asia to a relatively more-maritime Asia, or vice versa? Or perhaps the question should be one regarding a transition from one kind of Asia to another; for instance, from being secluded to embracing openness on its way to progress, or from being fairly continental to more maritime. Are there any fundamental differences between the conception of a maritime Asia and of a maritime Europe? These questions sound teleological in that the people of the time would hardly have made these enquiries. In the present century, however, it is imperative that we ask these questions in order to better situate Asia, especially during the early modern era, within a broader global context. In this seminar we will focus on a variety of themes so as to identify whether there were transitions and/or transformations in the history of maritime Asia that helped formulate the geopolitical order, cultural landscape/seascape, and trading networks of the Asian Pacific region and beyond. Throughout the course we will regard the ocean itself as an important segment of the world, whose fate is entwined with that of the human race.

Using both textual and non-textual historical materials, we will critically examine various topics ranging from stories of an admiral, policy makers, and pirates, to the histories of a port city, an island, and a vast swath of sea space.

**Teaching:** 20 hours of seminars in the LT.

There will be a reading week in week 6 of the Lent Term.

**Formative coursework:** One essay (2000 words) in the Lent Term.

**Indicative reading:**

- David Armitage, Alison Bashford, and Sujit Sivasundaram, *Oceanic Histories* (Cambridge: Cambridge University Press, 2017).
- Edward L. Dreyer, Zheng He: China and the Oceans in the Early Ming Dynasty, 1405-1433 (Old Tappan, N.J.: Pearson Longman, 2006).
- Adam Clulow, *The Company and the Shogun: The Dutch Encounter with Tokugawa Japan* (New York: Columbia University Press, 2014).
- James B. Lewis (eds.), *The East Asian War, 1592-1598: International Relations, Violence, and Memory* (London: Routledge, 2015).
- Xing Hang, *Conflict and Commerce in Maritime East Asia: The Zheng Family and the Shaping of the Modern World, c. 1620-720* (Cambridge: Cambridge University Press, 2015).
- Ronald C. Po, *The Blue Frontier: Maritime Vision and Power of the Qing Empire* (Cambridge: Cambridge University Press, 2018).
- John E. Wills, *China and Maritime Europe, 1500-1800: Trade, Settlement, Diplomacy, and Missions* (Cambridge: Cambridge University Press, 2011)
- Antony Reid (ed.), *Southeast Asia in the Early Modern Era: Trade, Power and Belief* (Ithaca and London: Cornell University Press, 1993).
- Leonard Blussé, *Visible Cities: Canton, Nagasaki, and Batavia and the Coming of the Americans* (Cambridge and London: Harvard University Press, 2008).
- Paul van Dyke, *The Canton Trade: Life and Enterprise on the China Coast, 1700-1845* (Hong Kong: Hong Kong University Press, 2007).
- Robert Antony, *Unruly People: Crime, Community, and State in Late Imperial South China* (Hong Kong: Hong Kong University Press, 2016).

**Assessment:** Essay (70%, 5000 words) in the ST.

Class participation (15%) and presentation (15%) in the LT.

## HY4B5 Half Unit

### Queer Early Modernities

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Nailya Shamgunova SAR M.13

**Availability:** This course is available on the MA in Modern History, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This paper introduces Masters students to the meanings of queerness in the early modern period. They will meet lesbian nuns, gender nonconforming soldiers, samurai besotted with their male beloveds, powerful eunuchs, and famous castrati. They will learn how different cultures understood gender and sexuality, and what happened when those cultures encountered each other. The course engages with a wide range of textual and visual sources, including autobiographies, illustrated satirical pamphlets, sermons, conduct books, legal and medical texts, illustrated poetry volumes and objects relevant to gender and sexuality. The course will prepare students to navigate the theoretical frameworks of queer history and understand empirical knowledge of specific cultures and the development of research and source interpretation skills in this exciting and innovative field of historical research. All sources will be available in English



translation.

**Teaching:** 20 hours of seminars in the LT.

There will be a reading week in week 6 of the Lent Term.

**Formative coursework:** One essay (2500 words) in the Lent Term.

**Indicative reading:**

- Jonathan Goldberg, *Queering the Renaissance*, 1994
- Valerie Traub, *The Renaissance of Lesbianism in Early Modern England*, 2002.
- Winfried Schleiner, "'That Matter Which Ought Not To Be Heard Of': Homophobic Slurs in Renaissance Cultural Politics", *Journal of Homosexuality*, 26 (1994): 41–75.
- G.Ferguson, *Same-Sex Marriage in Renaissance Rome: Sexuality, Identity, and Community in Early Modern Europe* (2016).
- Pete Sigal, "The Cuiloni, the Patlache, and the Abominable Sin: Homosexualities in Early Colonial Nahua Society", *Hispanic American Historical Review* 1 November 2005;85 (4): 555–593.
- Walter G.Andrews and Mehmet Kalpakli *The Age of Beloveds Love and the Beloved in Early-Modern Ottoman and European Culture and Society*, 2005.
- Afsaneh Najmabadi, *Women with mustaches and men without beards gender and sexual anxieties of Iranian modernity* (2010)
- Alan Bray, *Homosexuality in Renaissance England with a new afterword and updated bibliography by the author*, 1995.
- Heather Martel, "Colonial Allure: Normal Homoeroticism and Sodomy in French and Timucuan Encounters in Sixteenth-Century Florida", *Journal of the History of Sexuality*, vol. 22, no. 1, 2013, pp. 34–64.
- Michael Peletz, "Transgenderism and Gender Pluralism in Southeast Asia since Early Modern Times", *Current Anthropology* 47 (2006)
- Charlotte Furth, "Androgynous Males and Deficient Females: Biology and Gender Boundaries in Sixteenth- and Seventeenth-Century China", *Late Imperial China* 9, no. 2 (1988): 13.
- Gary Leupp, *Male Colors: The Construction of Homosexuality in Tokugawa Japan* (1997).
- Sherry Velasco, *The Lieutenant Nun: Transgenderism, Lesbian Desire, and Catalina De Erauso* (2001).

**Assessment:** Essay (50%, 5000 words) in the ST.

Class participation (15%) and video (35%) in the LT.

Further details:

A museum trail video project - in groups, the students will be asked to create their own museum queer trails based on a London museum collection, consisting of 5 objects - a 10 minute film/online presentation for assessment, to be submitted by week 11. 35%

A summative essay, 5000 words. The students will be expected to engage with primary sources. 50%

Class participation grade. 15%

## HY4B6 Half Unit

### German Transformations since 1990

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Constantin Goschler

**Availability:** This course is available on the MA in Asian and International History (LSE and NUS), MA in Modern History, MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and Asian History, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** Following German reunification in 1990, both Germany and its role in Europe have undergone substantial changes in the past 30 years. The course will bring together political, economic and social history in a transnational perspective and thus place the neoliberal and human rights agendas of the first decade of the post-cold-war era within a common interpretative framework. On the one hand, the transformation of

East Germany must be viewed against the backdrop of the parallel transformation processes in Eastern and Western Europe. On the other hand, it is also a question of the extent to which German reunification also changed West Germany in the context of a retroactive "co-transformation" (Philip Ther). Combining the often separately discussed issues of societal changes and transitional justice following the collapse of communism can provide a better understanding of both internal developments in Germany and its changing role in Europe. For that purpose, the course will focus on the following questions: How did political, economic and social transformation develop in Germany since 1990 and how were these processes interrelated? And how did these developments shape the perception of Germany in Europe and other parts of the world?

**Teaching:** 20 hours of seminars in the MT.

Students on this course will have a reading week in Week 6 of the MT.

**Formative coursework:** One essay (2000 words) in the Michaelmas Term.

**Indicative reading:**

- Böick, Marcus. "From the socialist 'cold,' but burned by the capitalist 'heat'? The dynamics of political revolution and economic transformation in Eastern Germany after 1990." *Sustainability: Science, Practice and Policy* 16,1, 2020: 143-154
- Goschler, Constantin. "German Reunification and the Challenge of Transitional Justice." In *Transitional Justice in Unified Korea*, edited by Baek Buhm-Suk and Ruti G. Teitel, 123-135. London: Palgrave Macmillan, 2015
- Sharp, Ingrid. "The Sexual Unification of Germany." *Journal of the History of Sexuality* 13,3, 2004: 348-365
- Silver, Hilary. "The Social Integration of Germany since Unification." *German Politics & Society*, 28, 2010,1, Special Issue: 165-188
- Ther, Philipp. *Europe since 1989: A History*, translated by Charlotte Hughes-Kreutzmüller. Princeton: Princeton University Press, 2016
- Ther, Philipp. "The price of unity: The transformation of Germany and Eastern Europe after 1989." *OENB. Focus on European Economic Integration*, Q3/2019: 41-54
- Zatlin, Jonathan R. "Unifying without Integrating: The East German Collapse and German Unity." *Central European History* 43,3, 2010: 484-507.

**Assessment:** Essay (85%, 5000 words) in January.

Presentation (15%) in the MT.

## IR411

### Foreign Policy Analysis III

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Federica Bicchì CBG.9.11

**Availability:** This course is available on the MSc in Comparative Politics, MSc in International Affairs (LSE and Peking University), MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the online application form linked to course selection on LSE for You.

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for most students that apply, but that may not continue to be the case.

**Pre-requisites:** Students need not have studied Foreign Policy Analysis before, but some familiarity with 1) theories of International Relations and 2) contemporary international history is essential.

**Course content:** Foreign Policy Analysis (FPA) looks at the way in which policies affecting external relations are made and shaped by state actors, as well as by actors below and above the state level. This makes it distinct from approaches to International Relations

that take the structure of the international system as a starting point for analysis. By understanding how policies are shaped by domestic and international politics and structures, it is possible to arrive at new understandings of the foreign policies of individual states and to critique and enrich scholarship in the mainstream of International Relations. This course prepares students for such tasks by introducing them to the major theoretical concepts and approaches of FPA, and applying them to a range of case studies selected from a wide variety of states and international organisations.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas and Lent Term. Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students will be expected to produce two 1,500 word essays for their seminar leader (1 essay in the MT and 1 essay in the LT). Students will also be expected to present one seminar topic.

**Indicative reading:**

- Alden, Chris and Aran, Amnon, *Foreign policy analysis: new approaches: understanding the diplomacy of war, profit and justice*, (Abingdon: Routledge, 2016).
- Morin, Jean-Frédéric, and Jonathan Paquin, *Foreign Policy Analysis: A Toolbox*, (Springer, 2018).
- Smith, Steve, Hadfield, Amelia and Dunne, Tim, (eds.), *Foreign policy; theory, actors, cases*, (Oxford: Oxford University Press, 2016).

**Assessment:** Take-home assessment (100%) in the ST.

## IR412

### International Institutions

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Mathias Koenig-Archibugi CBG.3.38

**Availability:** This course is available on the MSc in Global Politics, MSc in International Affairs (LSE and Peking University), MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the online application form linked to course selection on LSE for You.

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for most students that apply, but that may not continue to be the case

**Course content:** The first part of the course introduces the main theoretical approaches that provide alternative explanations for key questions about international institutions: their creation, institutional design, decision-making processes, their impact and their interactions with other international institutions. The second part analyses these key questions with regard to specific international institutions, including the United Nations, the European Union, the North Atlantic Treaty Organisation, the World Trade Organisation, the International Monetary Fund and the World Bank, as well as international institutions in the areas of human rights, environmental protection, and health policy.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas and Lent Term.

Students on this course will have a reading week in Week 6 of each term, in line with departmental policy.

**Formative coursework:** Students will be expected to produce 1 formative essay in the MT and 1 formative assessment in the LT. Each seminar participant is required to give presentations on seminar topics.

**Indicative reading:** Volker Rittberger, Bernhard Zangl, Andreas Kruck and Hylke Dijkstra. 2019. *International Organization: Polity, Politics and Policies*, Third Edition, London: Red Globe Press  
Ian Hurd. 2018. *International Organizations: Politics, Law, Practice*,

Third Edition. Cambridge: Cambridge University Press  
Aggarwal, V. K. and Dupont, C. (2014) *Cooperation and conflict in the global political economy*. In: Ravenhill, John, *Global political economy*. 4th edition. Oxford: Oxford University Press  
Fehl, C. (2004) 'Explaining the International Criminal Court: A 'Practice Test' for Rationalist and Constructivist Approaches', *European Journal of International Relations* 10(3): 357-94  
Niemann, A. (2006) 'Beyond Problem-Solving and Bargaining: Genuine Debate in EU External Trade Negotiations', *International Negotiation* 11: 467-97

**Assessment:** Essay (100%, 4000 words) in the LT.

## IR416 Not available in 2022/23

### The EU in the World

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Karen Smith CBG.10.04

**Availability:** This course is available on the MSc in Global Politics, MSc in International Affairs (LSE and Peking University), MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research), MSc in The Global Political Economy of China and Europe (LSE and Fudan) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the online application on LSE for You. Admission is not guaranteed.

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for most students that apply but that may not continue to be the case.

**Pre-requisites:** Some basic knowledge of International Relations as an academic discipline is desirable, together with some acquaintance with the general evolution of world politics over the last one hundred years.

**Course content:** The development of the external activities of the European Communities, now the European Union, since 1957, including the development of European Political Cooperation and the Common Foreign and Security Policy, and trade and development policy. The relationship between the member states and these external activities, in particular the impact of the evolution of EU institutions and policies on national foreign policies. Relations between the EU and non-EU states and regions, including the United States, Russia, the Middle East, Asia and Africa.

Watch a short introductory video on this course:

<http://www.lse.ac.uk/internationalRelations/video/IR416-EUW-video.aspx>

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 40 hours across Michaelmas and Lent Term. This year, some or all of this teaching will be delivered through a combination of online lectures and in-person classes/classes delivered online. Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students are expected to submit two 2,000-word essays during the course, to be marked by seminar leaders. Students will be expected to produce 1 essay in the MT and 1 essay in the LT.

**Indicative reading:** Sieglinde Gstöhl and Simon Schunz, eds, *The External Action of the European Union*, Macmillan, 2021  
Amelia Hadfield, Ian Manners, and Richard Whitman, eds, *Foreign Policies of EU Member States*, Routledge 2017  
Christopher Hill and Michael Smith (eds), *International Relations and the European Union*, 3rd edition, OUP, 2017  
Stephan Keukeleire and Tom Delreux, *The Foreign Policy of the European Union*, 2nd edition, Palgrave, 2014  
Karen E. Smith, *European Union Foreign Policy in a Changing World*, 3rd edition, Polity Press, 2014

**Assessment:** Take-home assessment (100%) in the ST.

**IR418 Not available in 2022/23****International Politics: Asia & the Pacific**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jurgen Haacke CBG.9.01

**Availability:** This course is available on the MSc in Development Studies, MSc in International Affairs (LSE and Peking University), MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the online application form linked to course selection on LSE for You. Admission is not guaranteed. This course has a limited number of places (it is controlled access) and demand is typically high.

**Course content:** The course looks at how states in the Asia-Pacific region develop policies and strategies to manage international crises and build stability through regionalization. The first term develops knowledge of the policies and strategies of the states in Northeast Asia and uses scenario building to explore the management of the challenges posed by the rise of China and the role of the US, disputes over territory in the East China Sea between China and Japan, the status and security of Taiwan, and the nuclear crisis on the Korean Peninsula. The second term focuses on Southeast Asia's international relations. Topics covered include the region's state-formation processes; Southeast Asia's inter-state relations, ASEAN's search for regional order, the development and potential of economic regionalism, the Southeast Asia strategies and policies pursued by the United States and China, the foreign policy ambitions and roles of Indonesia as the largest state in the sub-region, the multi-faceted (e.g. hedging) strategies adopted by maritime and continental Southeast Asian states vis-à-vis great powers and China in particular, and the case of Myanmar to explore the prospects for peace and stability, democracy, and human rights against the backdrop of geopolitical change.

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 40 hours across Michaelmas, Lent and Summer Term. This year, some or all of this teaching will be delivered through a combination of online lectures and in-person classes/classes delivered online. Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students will be expected to produce one 2,000-word policy paper in the MT and one 2,000-word essay in the LT on dates stipulated by the teacher responsible.

**Indicative reading:**

- Michael Yahuda, *The International Politics of the Asia-Pacific, 1945-1995* (Routledge Curzon, 4th edn, 2019);
- Alagappa (Ed), *Asian Security Order* (Stanford University Press 2003);
- Amitav Acharya, *The Making of Southeast Asia* (Cornell University Press, 2013);
- Christopher Dent, *East Asian Regionalism* (Routledge, 2nd ed., 2016);
- Evelyn Goh *The Struggle for Order: Hegemony, Hierarchy, and Transition in Post-Cold War East Asia* (Oxford, 2015);
- Leszek Buszynski, *Geopolitics and the Western Pacific: China, Japan and the US* (Routledge, 201)
- Maung Aung Myoe, *In the Name of Pauk-Phaw: Myanmar's China Policy Since 1948* (ISEAS, 2011)

**Assessment:** Exam (50%, duration: 2 hours) in the summer exam period.

Coursework (50%, 2000 words) in the LT.

The 50% coursework will be a policy memo. The exam will cover LT material.

**IR419****International Relations of the Middle East**

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Fawaz Gerges CBG.10.03

**Availability:** This course is available on the MSc in Global Politics, MSc in International Affairs (LSE and Peking University), MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

The course is intended primarily for students on programmes run by the Department of International Relations (IR). Students on the MSc in Comparative Politics and MSc in Global Politics may take the course, but this is subject to students demonstrating that they have a grasp of International Relations theory, or have made efforts to cover this ground before starting the course.

All students are required to obtain permission from the Teacher Responsible by completing the online application form linked to course selection on LSE for You. Students external to the IR department must clearly outline the extent to which they are familiar with IR theory / efforts they will make to familiarise themselves with this area before the course begins.

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for most students that apply, but that may not continue to be the case.

**Pre-requisites:** A knowledge of the international political system, of the major issues in its contemporary development, and at least a basic understanding of core International Relations theory, is required. Background in IR and/or political science and/or history is a prerequisite.

**Course content:** The course is intended to provide an analysis of the regional politics of the Middle East since 1918, and of their interaction with problems of international security, global resources and great power/super power/hyperpower politics.

Topics covered include: The emergence of the state system in the Middle East during the inter-war period; the interplay of domestic politics, regional conflicts and international rivalries; the Cold War and post-Cold War significance of the Middle East in global politics; the importance of oil and other economic factors and interests; conflict in the Gulf and the Arab-Israeli conflict; the foreign policies of major Middle Eastern states and the Lebanese civil war; the role of ideologies and social movements: Arab nationalism, militarism, political Islam and global jihadism; state and non-state actors; democracy and human rights issues, the Arab Spring uprisings; and international relations theory and its significance for the study of Middle East politics.

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 40 hours across Michaelmas, Lent and Summer Term. Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students will be expected to produce 2 essays and 2 presentations in the MT and LT.

Seminar attendees will be expected to submit two 2,500-word essays, based on past examination papers, to be marked by their seminar teacher, and to give presentations in both the MT and LT.

**Indicative reading: Students are strongly advised to read before the beginning of the course:**

- Fawaz A. Gerges, *Making the Arab World: Nasser, Qutb, and the Clash That Shaped the Middle East*
  - F. Halliday, *The Middle East in International Relations: Power, Politics and Ideology*
  - Madawi al-Rasheed, *A Most Masculine State: Gender, Politics and Religion in Saudi Arabia*
  - Fawaz A. Gerges, *The Superpowers and the Middle East: Regional and International Politics*
  - Louise Fawcett, *International relations of the Middle East*
- In addition they are recommended to consult:**
- Nazih Ayubi, *Over-stating the Arab State: politics and society in the Middle East*
  - Lisa Anderson, 'The State in the Middle East and North Africa'

- Comparative Politics, October 1987
- R Hinnebusch & A Ehteshami (Eds), *The Foreign Policies of Middle East States*
  - B Korany & A Dessouki (Eds), *The Foreign Policies of Arab States*
  - John Chalcraft, *Popular Politics in the Making of the Middle East*
  - Madawi al-Rasheed, *Demystifying the Caliphate*
  - Fanar Haddad, *Sectarianism in Iraq: Antagonistic Visions of Unity*
  - Fawaz A. Gerges (ed.), *The New Middle East: Protest and Revolution in the Arab World*
  - Z. Lockman, *Contending Visions of the Middle East: The History and Politics of Orientalism*

**Assessment:** Take-home assessment (100%) in the ST.

## IR422

### Conflict and Peacebuilding

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr David Rampton

**Availability:** This course is available on the MSc in Conflict Studies, MSc in Gender, Peace and Security, MSc in Global Politics, MSc in International Affairs (LSE and Peking University), MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the online application form linked to course selection on LSE for You. Admission is not guaranteed. This course has a limited number of places (it is controlled access) and demand is typically high.

**Pre-requisites:** A basic background knowledge of the subject would be an advantage.

**Course content:** This course is intended for those interested in theoretical and practical approaches to the question of peace, the problems of war, conflict and violence, and responses to them particularly in the form of liberal peacebuilding and statebuilding. The course is divided into three unequal but interconnected parts. The first part examines ideas and debates about the concepts, causes, contexts, dynamics and representations of conflict, violence and war. The second explores and problematises the concept of peace and the nature, meanings and goals of peace and peacebuilding. This leads into the third section which is concerned with a critical engagement with the range of international responses to conflict associated with the discourses and practices of liberal peacebuilding and statebuilding. The seminars explore the nexus between theory and practice. Although the course and its readings are mainly theoretical and conceptual rather than empirical, students are encouraged to apply the ideas to actual cases, past and present. The course reading list has been selected in order to explore the contentions between mainstream and critical (e.g. feminist, postcolonial and poststructural) perspectives.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas and Lent Term. Students on this course will have a reading week in Week 6, in line with departmental policy. The course teaching includes film showings linked to some of the lecture themes, followed by a discussion session. These are normally delivered in-person but may occasionally involve online screening and discussion sessions.

**Formative coursework:** Students will be expected to produce 1 essay in the MT and 1 piece of coursework in the LT. The MT formative essay up to 2,000 words. The LT essay outline up to 1,500 words.

**Indicative reading:** Mark Duffield *Global Governance and the New Wars* (Zed Books 2014).

Sinisa Malesevic *The Sociology of War and Violence* (Cambridge University Press 2010).

Gezim Visoka *Peace Figuration after International Intervention:*

*Intentions, Events and Consequences of Liberal Peacebuilding* (Routledge 2018)

Edward Newman and Karl DeRouen (eds.) *Routledge Handbook of Civil Wars* (Routledge, 2016).

Jacob Bercovitch, Victor Kremenyuk and William Zartman (eds.) *The Sage Handbook of Conflict Resolution* (Sage Publications, 2009)

Oliver Richmond (ed.) *Palgrave Advances in Peacebuilding: Critical Developments and Approaches* (Palgrave MacMillan UK 2010).

Hugh Miall, Oliver Ramsbotham, and Tom Woodhouse, *Contemporary Conflict Resolution: The Prevention, Management and Transformation of Deadly Conflicts*, 3rd ed (Polity, 2011).

**Assessment:** Essay (40%, 2500 words) in the LT.

Essay (60%, 4000 words) in the ST.

## IR433 Half Unit Not available in 2022/23

### The International Politics of EU Enlargement

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Karen Smith CLM.4.09

**Availability:** This course is available on the MSc in International Affairs (LSE and Peking University), MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research) and MSc in International Relations Theory. This course is available with permission as an outside option to students on other programmes where regulations permit.

**All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE4You.**

**Admission is not guaranteed.**

**Course content:** This course examines EU enlargement from the point of view of International Relations. The principal aim is to understand the interplay between enlargement, EU (foreign) policy and wider geopolitics. With this in mind enlargement is considered both as an act of European foreign policy and as a phenomenon impacting on the (foreign) policies of other states and actors. The course begins with a discussion of the theoretical issues of the international dimension of EU enlargement, including: size; diversity; pace of change; reach; external reactions; and the widening v. deepening dilemma within the EU. It moves on to a broadly chronological discussion of the various phases of enlargement from 1973 to the present, examining the inputs from key Member States as well as from the EU institutions, and analysing the extent to which strategic policy-making characterised each round. In the last part of the course attention switches to more thematic concerns: the impact of EU enlargement on the self-excluded states (Norway, Switzerland, Iceland, and the UK); security, NATO and the post-Cold War European order; the geopolitical issue of Europe's final border; and the view from outsiders, such as the United States and Russia.

Watch a short introductory video on this course: <http://www.lse.ac.uk/internationalRelations/video/IR433-EUE-video.aspx>

**Teaching:** 10 hours of lectures and 15 hours of seminars in the LT. 1 hour of lectures in the ST.

Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Two 2,000-word essays.

**Indicative reading:** Marise Cremona, ed, *The Enlargement of the European Union* (Oxford University Press, 2003); Heather Grabbe, *The EU's Transformative Power: Europeanization Through Conditionality in Central and Eastern Europe* (Palgrave, 2006); IDEAS, *Special Report, The Crisis of EU Enlargement*, 2014; Neill Nugent, ed., *European Union Enlargement* (Palgrave, 2004); Frank Schimmelfennig and Ulrich Sedelmeier, eds., *The Politics of European Union Enlargement: Theoretical Approaches* (Routledge, 2005); Christina J. Schneider, *Conflict, Negotiation and European Union Enlargement* (Cambridge University Press, 2009); Helene Sjursen, ed., *Questioning EU Enlargement: Europe in Search of Identity* (Routledge, 2006); Karen E. Smith, *The Making of EU*



Foreign Policy: The Case of Eastern Europe, 2nd edition (Palgrave, 2004)

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

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## IR434 Half Unit

### European Defence and Security

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Irene Morlino

**Availability:** This course is available on the MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in International Affairs (LSE and Peking University), MSc in International Relations, MSc in International Relations (LSE and Sciences Po) and MSc in International Relations (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the online application on LSE for You. Admission is not guaranteed.

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for most students who apply but that may not continue to be the case.

**Course content:** This course examines the role of defence and security issues in European integration. It traces the evolution and nature of decision-making with respect to European defence initiatives, and examines the structures and institutions of EU defence and security. It also seeks to understand the relationship between foreign policy and security/defence policy in the EU especially in the context of transatlantic relations, and NATO, and the EU's wider international role. The course examines defence and security issues in European integration, as well as addressing the question of defence and European identity, the relationship between European defence and the national objectives of Member States, the link between collective defence and collective security, and the role of defence in the EU's evolution as a civilian, normative and global actor in international relations. The course also examines the relationship between NATO and European security concerns, and more contemporary developments with regard to provisions for crisis management and conflict prevention.

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 20 hours across Lent Term.

Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students will be expected to produce 1 essay in the LT.

The essay word limit will be 2,000 words.

**Indicative reading:** Anne Deighton (Ed), Western European Union: Defence Security Integration; Andrew Cottey, Security in the New Europe; Jolyon Howorth, Security and Defence Policy in the European Union; Simon Duke, The Elusive Quest for European Security; From EDC to CFSP; Paul Gebhard, The United States and European Security; Heather Grabbe, The Sharp Edges of Europe; Francois Heisbourg et al, European Defence: Making it Work; Sean Kay, Nato and the Future of European Security; G Rees Wyn, The Western European Union at the Crossroads; Stanley Sloan, The United States and European Defence; Panos Tsakaloyannis, The European Union as a Security Community (1996).

**Assessment:** Take-home assessment (100%) in the ST.

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## IR445

### Global Politics of China

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof William A. Callahan CBG.9.05

**Availability:** This course is available on the MSc in China in Comparative Perspective, MSc in International Relations, MSc in International Relations (LSE and Sciences Po) and MSc in International Relations (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the online application form linked to course selection on LSE for You. Admission is not guaranteed. This course has a limited number of places (it is controlled access) and demand is typically high.

**Course content:** China has long been of interest to students of International Relations due to its historical role as the major power of East Asia, and its current status as a great power with influence in geopolitics, world trade, and global governance. The course lectures examine the development of China's relations with the world in terms of history, culture, and policy-making, and consider how power works in various ways: economic power, military power, soft power, United Front Work, race and gender, and normative power. The remainder of the course analyses case studies on China's relations with the United States, Russia, Japan, Hong Kong and Taiwan, Southeast Asia, and on the topical issues of Chinese IR theory, grand strategy, the Belt and Road Initiative, the environment, global cyber-politics, and Chinese world orders (including analysing science fiction for China's futuristic 'galactic politics').

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas, Lent and Summer Term.

Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students will complete two 2,000 word essays during the course and will make two presentations to the seminar. It is permissible for the presentations to be on the same topics as the essays.

**Indicative reading:** Economy, Elizabeth C., The World According to China, Oxford University Press, 2022.

Breslin, Shaun. China Risen? Studying Chinese Global Power, Bristol University Press, 2021.

Yahuda, Michael, The International Politics of the Asia-Pacific, 4 edn. London: Routledge, 2019.

Zhao, Suisheng, China's Big Power Ambition under Xi Jinping: Narratives and Driving Forces, Routledge, 2021.

**Assessment:** Take-home assessment (100%) in the ST.

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## IR448 Half Unit

### American Grand Strategy

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Peter Trubowitz CBG 10.16

**Availability:** This course is available on the MSc in International Relations, MSc in International Relations (LSE and Sciences Po) and MSc in International Relations (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the online application on LSE for You. Admission is not guaranteed.

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for most students that apply but that may not continue to be the case.

**Course content:** This course will explore American foreign policy at the broadest level of analysis – the level known as grand strategy. The course will showcase the main theoretical

perspectives that inform the study of US grand strategy and apply them to historical and contemporary cases of American statecraft. In this connection, we will assess the relevance of the US experience for theorizing about power politics and the implications of alternative theories for thinking critically about American behaviour. Students will gain an appreciation of the debates and controversies that animate the study of US foreign policy, as well as of the unique challenges posed by making foreign policy in the American political, economic, and cultural context.

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 20 hours across Lent Term (LT). Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students will write short weekly blog posts on Moodle and provide an 800-word outline of their assessed essay by the end of Week 8. This will be returned by the end of LT.

**Indicative reading:**

- John Lewis Gaddis, *Strategies of Containment* (2005)
- Peter Trubowitz, *Politics and Strategy* (Princeton 2011)
- Linda Weiss, *America Inc.?* (Cornell 2014)
- Rebecca Thorpe, *The American Warfare State* (Chicago 2014)
- Fareed Zakaria, *From Wealth to Power* (Princeton 1998)
- Robert Kagan, *The Jungle Grows Back* (Knopf, 2018)
- Joan Hoff, *A Faustian Foreign Policy* (Cambridge 2008)

**Assessment:** Essay (100%, 4000 words) in the ST.

Students will write a 4,000-word assessed essay selecting from a list of topics and questions provided by the course coordinator. The essay will be due at the end of Week 1 of the ST.

## IR452 Half Unit Not available in 2022/23 Empire and Conflict in World Politics

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Tarak Barkawi CBG.9.03

**Availability:** This course is available on the CEMS Exchange, MBA Exchange, MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in Gender, Peace and Security, MSc in International Relations, MSc in International Relations (LSE and Sciences Po) and MSc in International Relations (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the online application on LSE for You. Admission is not guaranteed.

This course has a limited number of places (it is controlled access) and demand is typically high.

**Course content:** This is a course about war and empire. Many peoples and places in the world have been shaped by imperialism. This course explores some of the violent dimensions of the imperial past and present. It imagines world politics as a space of co-constitution and war or violent conflict as a form of social interconnection. The course considers armed conflict in imperial context from colonial "small war" through to the War on Terror. It looks at how warfare shapes (and is shaped by) the societies, cultures and politics that populate world politics. The course considers also some of the intellectual traditions that have arisen out of the experience of, and inquiry into, colonial violence, from the thought of resistance leaders to subaltern and postcolonial studies. The premise of the course is that imperial warfare and violence have been generative forces in shaping world politics, well beyond the times and places of specific battles and killings. This course familiarises students with some themes from scholarship on empire and conflict in the social sciences and humanities. This involves, first, understanding the limitations of the sovereign nation-state as the basic unit of world politics. For most people in most times and places, international relations have taken imperial form of one kind or another. What would it mean to take empire seriously in international thought and inquiry? The course approaches this question by looking at the relations between

empire and globalisation in historical and theoretical context. Second, although much scholarship on empire concerns economy and culture, the history of empire is a history of continual warfare and armed resistance. Such "small wars" have shaped society and politics in both the core and periphery of the international system, and often continue to do so long after the guns fall silent (as for example in the case of the US and the Vietnam War). The course will cover the histories, strategies and theories associated with such wars and their effects. Third and finally, the course will explore the intersection between empire and knowledge in political theory and social inquiry. Not only did anti-colonial resistance produce its own theorists, such as Frantz Fanon and Mao Zedong, but in recent decades empire has been the site of new turns in social and political theory and inquiry, as for example in subaltern studies and post-colonialism. The course will introduce students to this work and its applications to understanding world politics.

**MSc Seminars.**

The seminars will develop students' abilities to read, digest, and critique monograph length texts. Each will be based upon a single book. Students will be expected to read the assigned book in its entirety before each seminar. Every student will be expected to come to seminar prepared to participate. There will be no individual seminar presentations. Every student is expected to speak in every seminar. Students should be prepared to comment on the main argument of each book; to place each text in a wider intellectual context, concerning for example the debates and audiences the book is speaking to; and to offer a critical assessment of the book's contributions.

Note: The required texts for this course change every year.

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 20 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of online lectures and in-person classes/ classes delivered online. Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students will be expected to produce 1 essay in the LT.

**Indicative reading:**

- Tzvetan Todorov, *The Conquest of America: The Question of the Other* (Norman: University of Oklahoma Press, 1999 [1984]).
- Peter Linebaugh and Marcus Rediker, *The Many-Headed Hydra: The Hidden History of the Revolutionary Atlantic* (London: Verso, 2000).
- Ranajit Guha, *Elementary Aspects of Peasant Insurgency in Colonial India* (Durham and London: Duke University Press, 1999).
- Edward Said, *Culture and Imperialism* (New York: Vintage, 1994 [1993]).
- Frantz Fanon, *The Wretched of the Earth* (Harmondsworth: Penguin Books, 1967 [1961]).
- Lisa Yoneyama, *Cold War Ruins: Transpacific Critique of American Justice and Japanese War Crimes* (Durham: Duke University Press, 2016)
- Gary Wilder, *Freedom Time: Negritude, Decolonization and the Future of the World* (Durham: Duke University Press, 2015)
- Greg Grandin, *Empire's Workshop: Latin America, the United States, and the Rise of the New Imperialism* (New York: Owl Books, 2007 [2006]).
- Faisal Devji, *The Terrorist in Search of Humanity: Militant Islam and Global Politics* (London: Hurst, 2008).

**Assessment:** Essay (100%, 5000 words) in the ST.

## IR453 Half Unit Global Business in International Relations

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Ellen Holtmaat

**Availability:** This course is available on the MSc in International Political Economy, MSc in International Political Economy (LSE and Sciences Po) and MSc in International Political Economy (Research). This course is available with permission as an outside

option to students on other programmes where regulations permit. All students are required to obtain permission from the Teacher Responsible by completing the online application form linked to course selection on LSE for You. Admission is not guaranteed. This course has a limited number of places (it is controlled access) and demand is typically high.

**Course content:** This course examines the role of global business as an actor in international relations. It reviews the political and economic theories that seek to explain the rise of global business, paying attention in particular to International Relations and International Political Economy theories (realism, liberalism, Marxism), but also covering the main economic explanations of MNCs. Thereafter, the course examines the interaction between global business and states in international relations. This involves the study of corporate power and how to conceptualise it in IPE, the study of state-firm bargaining over investment decisions, and the regulation of global business by states and international governance institutions. The final part of the course considers the role that global business plays in selected global policy areas: economic development, environmental protection and human rights.

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 20 hours across Michaelmas Term. Students on this course will have a reading week in Week 6, in line with departmental policy.

10 lectures and 10 seminars on the following topics:

1. Introduction: global business in international relations
2. Globalisation and the rise of MNCs
3. Economic theories of the global firm
4. The political economy of MNC-state relations
5. International rules for MNCs I: trade and investment
6. International rules for MNCs II: taxation and offshore finance
7. The UN and global business regulation
8. MNCs, FDI and developing countries
9. MNCs and environmental protection
10. MNCs, corporate social responsibility and human rights

**Formative coursework:** Students will be expected to produce 1 essay in the MT.

Formative essay of 2,000 words.

**Indicative reading:**

- Bonnitcha, J., Poulsen, L. N. S., & Waibel, M. (2017). *The political economy of the investment treaty regime*: Oxford University Press.
- Dashwood, H. S. (2012). *The Rise of Global Corporate Social Responsibility: Mining and the Spread of Global Norms*. Cambridge, Cambridge University Press.
- Falkner, R. (2008). *Business Power and Conflict in International Environmental Politics*. Basingstoke, Palgrave Macmillan.
- Hughes, O. E. and D. O'Neill (2008). *Business, Government and Globalization*. Basingstoke, Palgrave Macmillan.
- Knudsen, J.S. and J. Moon (2017). *Visible Hands. Government Regulation and International Business Responsibility*. Cambridge, Cambridge University Press.
- Manger, M. (2009). *Investing in Protection*. Cambridge, Cambridge University Press.
- Mikler, J., Ed. (2013). *The Handbook of Global Companies*. Wiley-Blackwell.
- Mikler, J. (2018). *The political power of global corporations*. Cambridge: Polity.
- Rugman, A. M. (2014). *Multinationals and development*: Yale University Press.
- Woll, C. (2008). *Firm Interests: How Governments Shape Business Lobbying on Global Trade*. Ithaca, Cornell University Press.

**Assessment:** Take-home assessment (100%) in January.

## IR454 Half Unit

### Governing International Political Economy: Lessons from the Past for the Future

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr James Morrison CBG.8.06

**Availability:** This course is available on the MSc in Financial History, MSc in International Political Economy, MSc in International Political Economy (LSE and Sciences Po) and MSc in International Political Economy (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the online application form linked to course selection on LSE for You. Admission is not guaranteed. This course has a limited number of places (it is controlled access) and demand is typically high.

**Course content:** History has always been central to the study and practice of international political economy. The field's most influential scholars and practitioners have repeatedly turned to history both to explain, and to offer a fresh perspective on, the great challenges of their times. This course is designed to help students cultivate that invaluable skill and habit of mind. Tracing the evolution of the global political-economic order across the last several centuries, this course examines:

- canonical theorists' particular treatments of international political economy.
- the on-going, timeless debate between these theorists.
- the major shifts in the global political-economic order.
- the interaction between theories and policy shifts.

A number of important questions will be considered, including:

- What role do ideas play in international relations?
- To what extent can individual actors shape the global political-economic order?
- Do circumstances determine which ideas and which leaders come to the fore? Or do men and women make their own history?
- What does this history reveal that might help us to shape international politics today and in the future?

This course considers international order from the standpoint of both international security and international political economy. It will appeal to students who want to delve deeper into the history and evolution of the international system.

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 20 hours across Michaelmas Term.

Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students will be expected to produce an essay and deliver an in-class presentation.

**Indicative reading:** Keynes, JM. *The Economic Consequences of the Peace*.

Marx, Karl. *The Eighteenth Brumaire of Louis Napoleon*.

Angell, Norman. *The Great Illusion*.

Arendt, Hannah. *The Origins of Totalitarianism*.

**Assessment:** Essay (100%, 2000 words) in the LT.

## IR461

### Islam in World Politics

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof John Sidel

**Availability:** This course is available on the MSc in Conflict Studies, MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in Global Politics, MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research) and MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other programmes where



regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the online application form linked to course selection on LSE for You. Admission is not guaranteed. This course has a limited number of places (it is controlled access) and demand is typically high.

**Course content:** The course focuses on the role of Islam in world politics, posing two inter-related questions: First, how can we explain the varying nature and strength of Islam as a discursive and mobilizational force in world politics? Second, how should we understand the impact of changes in world politics on the institutions, authority structures, and identities associated with Islam? In this course, the approach to these questions is comparative. The course begins with an examination of the distinctive transnational structures of Islam as compared with another major world religion: Christianity. The trajectory of Islam as a force in international relations since the late 19th century is examined across successive periods in world history. The course covers the expanding instrumentalization of Islam by state leaders and the rise of transnational Islamist networks from the late Ottoman era through the tumultuous years of mass mobilisation in the interwar era, demobilisation with the formation of new nation-states in the early Cold War era, and the revival of Islam in world politics by the 1970s with the Iranian Revolution and developments elsewhere in the Muslim world. But most of the course covers the contemporary post-Cold War era, examining the varying role of Islam in diverse regional settings - Asia, Africa, the Middle East, and Europe - and in the contexts of globalization and democratization, mass migration, separatist struggles and regional conflicts. Close attention is paid to the role of Saudi Arabia and Iran and the rise of sectarian conflict between Sunnis and Shi'a. The course also focuses on important cases like Al Qa'ida and the Taliban in Afghanistan and Pakistan, civil wars in settings as varied as Chechnya and Somalia, the rise of the so-called 'Islamic State' in Iraq and Syria, as well as important trends in the UK and across Europe, with close attention to the rise of Islamophobia in these countries and elsewhere.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 40 hours across Michaelmas, Lent and Summer terms. Professor Sidel will be solely responsible for the lectures and the seminars. Students will be divided into seminar discussion groups at the beginning of the course.

**Formative coursework:** Students are expected to submit two essays of roughly 2,000 words in length over the Michaelmas and Lent terms. These essays should address questions drawn from the course outline and reading list or agreed with the course instructor, who will also provide guidance on structure, substance, and sources, and extensive feedback.

**Indicative reading:** Akbar Ahmed, *The Thistle and the Drone: How America's War on Terror Became a Global War on Tribal Islam* (Washington, DC: Brookings Institution Press, 2013); Seema Alavi, *Muslim Cosmopolitanism in the Age of Empire* (Cambridge, MA: Harvard University Press, 2015); Mayanthi L. Fernando, *The Republic Unsettled: Muslim French and the Contradictions of Secularism* (Durham, NC: Duke University Press, 2014); Fawaz A. Gerges, *ISIS: A History* (Princeton, NJ: Princeton University Press, 2016); Antonio Giustozzi, *The Taliban at War: 2001-2018* (London: C. Hurst, 2019); Fanar Haddad, *Understanding 'Sectarianism': Sunni-Shi'a Relations in the Modern Arab World* (London: C. Hurst, 2020); Darryl Li, *The Universal Enemy: Jihad, Empire, and the Challenge of Solidarity* (Stanford, CA: Stanford University Press, 2019); Laurence Louer, *Shiism and Politics in the Middle East* (London: C. Hurst, 2013); Carrie Rosefsky Wickham, *The Muslim Brotherhood: Evolution of an Islamist Movement* (Princeton, NJ: Princeton University Press, 2013); Mohammad Ayatollahi Tabar, *Religious Statecraft: Politics and Islam in Iran* (New York: Columbia University Press, 2017).

**Assessment:** Take-home assessment (100%) in the ST.

## IR462 Half Unit Not available in 2022/23 International Political Theory

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Henry Radice

**Availability:** This course is available on the MSc in China in Comparative Perspective, MSc in Global Politics, MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research), MSc in International Relations Theory, MSc in Political Theory and MSc in Theory and History of International Relations. This course is not available as an outside option.

All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed.

**Course content:** Introduction to International Political Theory; the ethics of statehood; the politics of humanity; human rights and their critiques; humanitarianism; the ethics of war and violence; global justice; borders, migration, and refugees; climate ethics.

**Teaching:** 18 hours of seminars in the MT.

Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students will be expected to produce 1 x 2,000 word essay and a 2-page outline of the summative essay.

**Indicative reading:** Appiah, K.A. *Cosmopolitanism: Ethics in a World of Strangers* (Allen Lane, 2006); Benhabib, S. *Another Cosmopolitanism* (Oxford, 2006); Brown C. and Eckersley R. *The Oxford Handbook of International Political Theory* (Oxford, 2018); Brown C. *International Society, Global Polity* (Sage, 2015); Crawford, N. *Argument and Change in World Politics* (Cambridge, 2002); Erskine, T. *Embedded Cosmopolitanism* (Oxford, 2008); Griffin, J. *On Human Rights* (Oxford, 2009); Hutchings, K. *Global Ethics: An Introduction* (Polity, 2010); Walzer M. *Just and Unjust Wars* (Basic Books, 2006).

**Assessment:** Essay (100%, 4000 words) in the LT.

## IR464 Half Unit Not available in 2022/23 The Politics of International Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Kirsten Ainley

**Availability:** This course is available on the MSc in China in Comparative Perspective, MSc in Global Politics, MSc in Human Rights, MSc in Human Rights and Politics, MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research), MSc in International Relations Theory and MSc in Theory and History of International Relations. This course is not available as an outside option.

**Course content:** An introduction to the politics of the creation and implementation of international law, intended for non-lawyers. The course focuses on the areas of international law most relevant to International Political Theory: human rights, the use of force and international crime, and examines the increasing legalization of international politics, the tensions between international politics and international law, alternatives to international law and international law post 9/11.

Watch a short introductory video on this course: <http://www2.lse.ac.uk/internationalRelations/video/IR464-PIL-video.aspx>

**Teaching:** 20 hours of seminars in the LT. 4 hours of seminars in the ST.

There are no lectures on the course, but there are a number of voluntary workshops as well as a voluntary class trip to international courts in The Hague. Students on this course will have a reading week in Week 6, in line with departmental policy



**Formative coursework:** A 2000-2500 word essay.

**Indicative reading:** Alter, K. *The New Terrain of International Law* (Princeton, 2014); Armstrong, D. *International Law & International Relations* (Cambridge, 2007); Bass, G. *Stay the Hand of Vengeance: The Politics of War Crimes Tribunals* (Princeton UP, 2000); Charlesworth, H. & Chinkin, C. *The Boundaries of International Law* (Manchester UP, 2000); Koskeniemi, M. *The Politics of International Law* (Hart, 2011); Maogoto, J. *War Crimes and Realpolitik: International Justice from World War I to the 21st Century* (Lynn Rienner, 2004); McGoldrick, D. *From 9-11 to the Iraq War 2003: International Law in an Age of Complexity* (Hart Publishing, 2004); Orford, A. *Reading Humanitarian Intervention* (Cambridge, 2003); Reus-Smit, C. ed. *The Politics of International Law* (Cambridge, 2004); Simpson, G. *Law, War & Crime* (Polity, 2007).

**Assessment:** Essay (100%, 4000 words) in the ST.

## IR465 Not available in 2022/23

### The International Politics of Culture and Religion

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Katerina Dalacoura CBG.9.14

**Availability:** This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in Human Rights, MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research), MSc in International Relations Theory and MSc in Social Anthropology (Religion in the Contemporary World). This course is available with permission as an outside option to students on other programmes where regulations permit.

**All students are required to obtain permission from the Teacher Responsible by completing the online application form linked to course selection on LSE for You. Admission is not guaranteed.**

**Pre-requisites:** Background in International Relations or a related discipline.

**Course content:** The overall objective of the course will be to explore the role of culture and religion in the discipline of IR from both a theoretical and an empirical perspective, using Islam as a major case study. The first part of the course will place culture and religion within the broader context of global history, global modernity and social science. In its second part, the course will concentrate on the role of culture and religion in a number of international relations theories, such as constructivism, the English School, cosmopolitanism and communitarianism, historical sociology, post-colonialism and feminism. The third part of the course will examine the role that cultural and religious issues play in the practice of international relations and in particular their influence on international norms, foreign policy, conflict and war and theories of the state.

**Teaching:** 20 hours of seminars in the MT. 20 hours of seminars in the LT. 2 hours of seminars in the ST.

**Formative coursework:** Students will be expected to produce 1 essay in the MT and 2 essays in the LT.

Formative essays 2,000 words.

**Indicative reading:** A detailed reading list will be available online and in printed form well before the first lecture/seminar.

W.C. Smith (1991) *The Meaning and End of Religion* (Fortress Press).

Monica Toft (2013) 'Religion and International Relations Theory', in: Risse, Thomas, Walter

Carlsnaes, and Beth A Simmons. *Handbook of International Relations*, edited by Thomas Risse, et al. (SAGE Publications)

Christian Reus-Smit (2018) *On Cultural Diversity* (Cambridge University Press)

Brenda Shaffer, ed. (2006) *The Limits of Culture: Islam and Foreign Policy* (MIT Press)

Ashis Nandy (1988) *The Intimate Enemy: Loss and Recovery of*

*Self under Colonialism* (Oxford University Press)

**Assessment:** Exam (100%, duration: 3 hours) in the summer exam period.

## IR466 Half Unit Genocide

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Jens Meierhenrich CBG.10.01

**Availability:** This course is available on the MSc in Conflict Studies, MSc in Gender, Peace and Security, MSc in Global Politics, MSc in Human Rights, MSc in Human Rights and Politics, MSc in International Affairs (LSE and Peking University), MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research), MSc in Theory and History of International Relations and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the online application form linked to course selection on LSE for You. Admission is not guaranteed. This course has a limited number of places (it is controlled access) and demand is typically high.

**Course content:** This seminar course provides an introduction to the study of genocide. The course's disciplinary ambit ranges from anthropology to economics, from history to law, and from political science to sociology. Against the background of diverse disciplinary approaches, it explores major theoretical and empirical aspects of the role(s) of genocidal campaigns in international politics, inter alia, their origins, development, and termination; the manner of their perpetration, progression, and diffusion; their impact on the maintenance of international peace and security; their consequences for the reconstruction and development of states and the building of nations; and their adjudication in domestic and international courts and tribunals. Empirical cases to be discussed include Australia, Cambodia, China, the Democratic Republic of Congo, East Timor, Nazi Germany, Guatemala, Iraq, Northern Ireland, the Ottoman Empire, Rwanda, Uganda, the Soviet Union, Sudan, and the former Yugoslavia, among others. The course is designed to equip students with the analytic tools necessary for making sense of the evolution of the international system from the nineteenth century to the present and for critically assessing the promise and limits of responding to collective violence.

**Teaching:** This course is delivered through ten 2-hour seminars, totalling a minimum of 20 hours in Michaelmas Term.

Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students are required to research and write one formative essay (2,000 words) due in Week 7 of Michaelmas Term. Essays must be fully - and carefully - referenced using one of the major conventions consistently.

**Indicative reading:** Lee Ann Fujii, *Show Time: The Logic and Power of Violent Display* (Ithaca: Cornell University Press, 2021).

Christian Gerlach, *The Extermination of the European Jews* (Cambridge: Cambridge University Press, 2016).

Jens Meierhenrich, *Genocide: A Reader* (Oxford: Oxford University Press, 2014).

A. Dirk Moses, *The Problems of Genocide: Permanent Security and the Language of Transgression* (Cambridge: Cambridge University Press, 2021).

Diane M. Nelson, *Who Counts? The Mathematics of Death and Life after Genocide* (Durham and London: Duke University Press, 2015).

Gérard Prunier, *Africa's World War: Congo, the Rwandan Genocide, and the Making of a Continental Catastrophe* (Oxford: Oxford University Press, 2009)

Sean R. Roberts, *The War on the Uyghurs: China's Internal Campaign against a Muslim Minority* (Princeton: Princeton University Press, 2020)

William A. Schabas, *Genocide in International Law: The Crimes of Crimes*, Second edition (Cambridge: Cambridge University Press, 2009).

**Assessment:** Essay (100%, 5000 words) in the LT.

Essays must be fully - and carefully - referenced using one of the major conventions consistently.

## IR467 Half Unit Global Environmental Politics

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Joanna Flavell CBG 10.08

**Availability:** This course is available on the MSc in Environmental Economics and Climate Change, MSc in Environmental Policy and Regulation, MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University), MSc in Environmental Policy, Technology and Health (Environmental Policy and Regulation) (LSE and Peking University), MSc in Global Politics, MSc in International Affairs (LSE and Peking University), MSc in International Political Economy, MSc in International Political Economy (LSE and Sciences Po), MSc in International Political Economy (Research), MSc in Political Science and Political Economy and MSc in Regulation. This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the online application form linked to course selection on LSE for You. Admission is not guaranteed. This course has a limited number of places (it is controlled access) and demand is typically high.

**Course content:** An introduction to concepts and issues in the study of global environmental politics, with special emphasis on the political economy of environmental protection. The course will explore environmentalism and the greening of society through different theoretical and ideological perspectives. Throughout the course, students will interrogate what it means to demonstrate 'environmental leadership' and examine different environmental actors from non-state actors (NGOs and business), environmental movements and traditional political environmental leaders. Students will expand their knowledge on different aspects of global environmental politics, engaging with concepts such as Sustainable Development; private environmental governance; trade and environment; climate change; biodiversity; deforestation.

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 20 hours across Lent Term.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Indicative List of Topics:

- Introduction: The rise of global environmentalism in international politics.
- Environmental Theories and Perspectives.
- Global Environmental Governance.
- Environmental Movements.
- Environmental NGOs and non-state actors.
- Global Finance, aid and Sustainable Development.
- Multinational corporations and private environmental governance

**Formative coursework:** Students will be expected to produce 1 essay in the LT.

**Indicative reading:** Betsill, M. M., K. Hochstetler and D. Stevis, Eds. (2014). *Advances in International Environmental Politics*. Basingstoke, Palgrave.

Biermann, F., & Kim, R. E. (2020). *Architectures of Earth System Governance: Institutional Complexity and Structural Transformation*. Cambridge: Cambridge University Press.

Chasek, Pamela S., Downie, David L., & Brown, Janet Welsh. (2021). *Global Environmental Politics* (8th edition ed.). London: Routledge.

Clapp, J. and P. Dauvergne (2011). *Paths to a Green World: The Political Economy of the Global Environment*. Cambridge, MA, MIT Press.

Corry, O., & Stevenson, H. (2017). *Traditions and trends in global environmental politics: International relations and the earth*. London: Routledge.

Death, C. (ed.). (2014). *Critical environmental politics*. Abingdon: Routledge.

Falkner, R. (2021). *Environmentalism and Global International Society*. Cambridge University Press.

Falkner, R. (2008). *Business Power and Conflict in International Environmental Politics*. Basingstoke, Palgrave Macmillan.

Falkner, R., Ed. (2016). *The Handbook of Global Climate and Environment Policy*. Cheltenham, John Wiley & Sons.

Jinnah, Sikina, & Morin, Jean-Frédéric. (2020). *Greening through trade: How American trade policy is linked to environmental protection abroad*. Cambridge, MA: MIT Press.

Jordan, A., Huitema, D., van Asselt, H., & Forster, J. (Eds.). (2018). *Governing Climate Change: Polycentricity in Action?* Cambridge, Cambridge University Press

**Assessment:** Take-home assessment (100%) in the ST.

## IR468 Half Unit The Political Economy of Trade

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr. Marta Soprana

**Availability:** This course is available on the MSc in International Affairs (LSE and Peking University), MSc in International Political Economy, MSc in International Political Economy (LSE and Sciences Po), MSc in International Political Economy (Research) and MSc in Political Science and Political Economy. This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the online application form linked to course selection on LSE for You. Admission is not guaranteed. This course has a limited number of places (it is controlled access) and demand is typically high.

**Course content:** The course explores the economic and political factors shaping international trade policy and the role of international institutional arrangements underpinning world trade, with a focus on the World Trade Organization (WTO). It covers the nature of the global trading system, the ideational factors that have shaped and continue to shape trade policy, some of the core analytical models that help with our understanding of the political economy of trade, the nature of trade and investment in the 21st century, including the impact of the growth of global supply chains on the political economy of trade and investment, and the domestic and international institutional frameworks within which trade and investment policy are conducted. The course also focuses on discussing key topics in current international trade negotiations, investigating the links between trade and development, and addressing issues related to sustainable trade and fair trade. Attention is also dedicated to examining growing trends towards the use of preferential and plurilateral trade agreements rather than multilateral approaches to trade negotiations, and discussing the current crisis in the world trading system and the sources of international trade frictions.

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 20 hours across Lent Term.

Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students will be expected to produce 1 essay in the LT.

The formative essay is 2,000 words.

**Indicative reading:**

- Heydon, K and Woolcock, S (eds) (2012) *The Ashgate Research Companion to International Trade Policy*, HF 1379 A 82: e-book and hard copies available.
- Hoekman, B and Kosteki. (2009) *The Political Economy of the World Trading System* HF 1359 H69 e-book available but

reasonably price in paperback so something to purchase.

- Martin, L (ed) (2014) Oxford Handbook of The Political Economy of International Trade, available as an e-book.

**Assessment:** Take-home assessment (100%) in the ST.

## IR469 Half Unit Politics of Money in the World Economy

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Jeffrey Chwieroth CBG.10.12

**Availability:** This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MSc in International Affairs (LSE and Peking University), MSc in International Political Economy, MSc in International Political Economy (LSE and Sciences Po), MSc in International Political Economy (Research), MSc in Political Science and Political Economy and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed.

This course has a limited number of places (it is controlled access) and demand is typically high.

**Pre-requisites:** Students intending to take the course should have a strong background in monetary economics.

**Course content:** This course is designed as a component of the study of a global system in which the management and mismanagement of money and finance are matters of fundamental consequence for international relations. It is intended to be of particular relevance to students specialising in international political economy. This is a course in applied international political economy theory. It deals with the basic concepts regarding the creation, use and management of money and finance in the global system. Students are then introduced to the political foundations of international monetary governance. Issues covered include the use of national currencies as international money, the politics of exchange rate adjustment, the operations of banks and other institutions in international money and capital markets, the evolution of global financial markets, the relationship between states and markets in the arena of global finance, international monetary cooperation, and the choices of monetary and financial policies open to developed and developing countries. The course emphasises that contemporary issues, such as international financial crises, international financial regulation and the politics of IMF conditionality, are best understood in a broader theoretical and analytical context.

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 20 hours across Michaelmas Term.

Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students will be expected to produce 1 essay in the MT.

Students are expected to make presentations on topics of their choice and to write one 1,500 word essay, to be marked by the seminar teacher.

**Indicative reading:** No one book covers the entire syllabus, but the following general works provide a useful introduction:

- B Eichengreen, *Globalizing Capital* (2019);
- T Porter, *Globalization and Finance* (2005);
- D Andrews (ed), *International Monetary Power* 2006);
- J Frieden, *Currency politics: the political economy of exchange rate policy* (2015);
- E Helleiner, *The status quo crisis: global financial governance after the 2008 meltdown* (2014);
- C. Norloff, *America's global advantage: US hegemony and*

*international cooperation* (2010);

- B Cohen, *Currency power: understanding monetary rivalry* (2015);
- J Chwieroth and A Walter, *The Wealth Effect* (2019)

**Assessment:** Take-home assessment (100%) in January.

## IR470 Half Unit International Political Economy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr James Morrison CBG.8.06

**Availability:** This course is compulsory on the MSc in International Political Economy, MSc in International Political Economy (LSE and Sciences Po) and MSc in International Political Economy (Research). This course is not available as an outside option.

This course has a limited number of places (it is controlled access). Students who have this course as a compulsory course are guaranteed a place

**Course content:** This is the core course for the International Political Economy MSc degrees. It principally aims to introduce students to the wide array of approaches taken to the study of international political economy (IPE), broadly construed. This is undertaken so as to: (1) acquaint students with the diversity of approaches in the field; (2) help students identify the strengths and weaknesses of each set of approaches; and (3) enable students to employ—and, as necessary, advance—these approaches in the context of their own academic pursuits. Put more prosaically, the course aims to help students: (1) build a robust "tool kit" for understanding IPE; (2) deepen their understanding of where, when, and how to employ these "tools"; and (3) set students to task utilising these "tools" on their own projects. This should prove particularly helpful in the context of students' dissertation research; but the "core" learned here should complement students' study in all of their other IPE courses as well.

Substantively, the course will grapple with the contending theoretical, analytical, and methodological challenges and opportunities in the field of IPE. The course will also use empirical material from the past and present to both illustrate and probe these approaches. Thus, the course does speak to timeless and contemporary issues in international economic relations; although it is expected that students will develop proper specialist knowledge in their optional courses.

The first part of the course introduces students to the traditional, "mainstream" approaches to IPE. The course then considers the more "modern," "non-mainstream" approaches. The course, however, goes beyond a mere "survey" of the field or a simple "tour" of the "menu" of approaches on offer. Instead, it emphasises the connections—often, the interactions—between the various approaches. For instance, it considers how domestic-level approaches evolved as a response to the perceived failings of system-level approaches (such as Hegemonic Stability Theory). Similarly, it explores the development of feminist approaches from—but also against—other "critical" perspectives.

Yet, the course is also neither a history of the global political economy nor an intellectual history of the field of IPE. Such history will indeed be considered throughout the course; but that will be done toward the end of helping students understand the approaches themselves. Instead, students will be encouraged—and challenged—to discover the insights that each approach can offer, particularly by applying each approach to their own substantive concerns.

This course design ensures that it will be accessible to students who have limited (or no) prior study in the field of International Political Economy. Those who do have such training will have the opportunity to broaden and advance their skills. Thus, previous training in International Political Economy is helpful, but it is not required. The same is true with the cognate fields of international relations (more generally), international economics, comparative politics, sociology, and history. Background in these fields is helpful, but it is not a requirement. The same is true of practical, working experience. It is quite valuable but not required.

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 20 hours across Michaelmas Term.

Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students will submit regular reaction and application papers throughout the term.

Students will also deliver an in-class presentation.

**Indicative reading:** It is advisable to begin reading before the lectures start, particularly for students with no prior training in International Political Economy. The following texts are a good starting point. A more complete source list is provided in the course outline.

Oatley, 'International Political Economy' (2017)

Ravenhill, 'Global Political Economy' (2020)

Walter and Sen, 'Analyzing the Global Political Economy' (2009)

J Frieden, D Lake and JL Broz (eds), 'International Political Economy' (2017)

**Assessment:** Essay (100%, 2500 words) in the LT.

## IR471 Half Unit

### Critical International Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Jens Meierhenrich CBG.10.01

**Availability:** This course is available on the MSc in Gender, Peace and Security, MSc in International Affairs (LSE and Peking University), MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research), MSc in Theory and History of International Relations and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the online application form linked to course selection on LSE for You. Admission is not guaranteed. This course has a limited number of places (it is controlled access) and demand is typically high.

**Course content:** This taught graduate seminar introduces students to the theory and history of international accountability. Focusing on justice mechanisms from the Nuremberg, Tokyo, and Eichmann trials to the Waitangi Tribunal and international commissions of inquiry, and from the UN ad hoc tribunals to—especially—the International Criminal Court, the course inquires deeply into the violence of international law. Bringing critical international theory to bear, it blends methodological approaches from law, the social sciences and the humanities. By thinking critically about international law, the seminar raises—and answers—pertinent theoretical and empirical questions about the power—and pathologies—of international organizations. Paying special attention to the ICC's ongoing investigations and prosecutions—its so-called Situations—the course exemplifies the politics of international law in the context of one of the most embattled international organizations in the international system.

**Teaching:** This course is delivered through ten 2-hour seminars totalling a minimum of 20 hours across Lent Term. Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students are required to research and write one formative essay (1,000 words) due in Week 7 of Lent Term. Essays must be fully - and carefully - referenced using one of the major conventions consistently.

**Indicative reading:** Andrea Bianchi, *International Law Theories: An Inquiry into Different Ways of Thinking* (2016).

Clarke, Kamari Maxine, *Affective Justice: The International Criminal Court and the Pan-Africanist Pushback* (Durham: Duke University Press, 2019).

Richard Devetak, *Critical International Theory: An Intellectual History* (Oxford: Oxford University Press, 2018).

Alexander Laban Hinton, *The Justice Facade: Trials of Transition in*

*Cambodia* (Oxford: Oxford University Press, 2018).

Martti Koskenniemi, *To the Uttermost Parts of the Earth: Legal Imagination and International Power 1300–1870* (Cambridge: Cambridge University Press, 2021).

Jens Meierhenrich and Oliver Simons, eds., *The Oxford Handbook of Carl Schmitt* (Oxford: Oxford University Press, 2016).

Anne Orford, *International Law and the Politics of History* (Cambridge: Cambridge University Press, 2021).

Kim Christian Priemel, *The Betrayal: The Nuremberg Trials and German Divergence* (Oxford: Oxford University Press, 2016).

Judith Shklar, *Legalism: Law, Morals, and Political Trials* (Cambridge: Harvard University Press, 1964).

Benjamin N. Schiff, *Building the International Criminal Court* (Cambridge: Cambridge University Press, 2008).

Prabbakar Singh and Benoit Mayer, eds., *Critical International Law: Postrealism, Postcolonialism, and Transnationalism* (Delhi: Oxford University Press, 2014).

**Assessment:** Essay (100%, 5000 words) in the ST.

Essays must be fully - and carefully - referenced using one of the major conventions consistently.

## IR472 Half Unit

### Diplomacy in the 21st Century

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Thierry Balzacq (Susan Strange Visiting Professor during 2022/2023)

**Availability:** This course is available on the MSc in International Relations, MSc in International Relations (LSE and Sciences Po) and MSc in International Relations (Research). This course is not available as an outside option.

All students are required to obtain permission from the Teacher Responsible by completing the online application linked to the course selection on LSE for You. Admission to the course is not guaranteed.

**Course content:** Diplomacy is one of the oldest institutions of world politics. Its study is on the rise, but the contours of diplomacy has considerably expanded which raises questions about its meaning if not its utility. This course investigates the discourses, theories and practices associated with diplomacy across time, types, and spaces. It equips you with the basic vocabulary of diplomacy and provides you with clear applications of its concepts to a wide range of subjects. Questions of central interest to the course are: What is diplomacy and where does it come from? What difference (if any) is there between state and non-state diplomacies? How is state diplomacy produced? What instruments actors employ to achieve their diplomatic objectives? Why International Organizations recruit "ambassadorial celebrities"? How do new technologies of information and communication influence classical tools of diplomacy? What are the characteristics of diplomacy in different areas (e.g., defense, culture, humanitarian and economics)?

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Michaelmas Term. Students on this course will have a reading week in Week 6, in line with departmental policy.

**Indicative topics include:**

1. Introduction.
2. The origins of diplomacy: Western and non-Western lineages.
3. Diplomatic articulations: Ministry of foreign affairs and beyond.
4. Relational social theories and diplomacy.
5. Performing diplomacy: rituals and protocols.
6. Enacting diplomacy: mediation and negotiation.
7. Emotion and rationality: the case of humanitarian diplomacy.
8. The character of diplomatic language.
9. Diplomacies of entertainment.
10. The rise of anti-diplomacies

**Formative coursework:** Students will be expected to produce 1 essay (1,500 words) in the MT.

**Indicative reading:** Balzacq, Thierry, Frédéric Charillon and Frédéric



Ramel (eds.), *Global Diplomacy: An Introduction to Theory and Practice* (Basingstoke: Palgrave Macmillan, 2020).

Berridge, G. R., Maurice Keens-Soper and T. G. Otte, *Diplomatic Theory from Machiavelli to Kissinger* (Basingstoke: Palgrave Macmillan, 2001).

Cooper, Andrew F., Jorge Heine and Ramesh Thakur (eds.), *The Oxford Handbook of Modern Diplomacy* (Oxford: Oxford University Press, 2013).

Kerr, Pauline and Geoffrey Wiseman, *Diplomacy in a Globalizing World: Theories and Practices* (New York: Oxford University Press, 2017).

Nicolson, Harold G., *Diplomacy* (Washington: Georgetown University Press, 1998).

**Assessment:** Essay (100%, 4000 words) in the LT.

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## IR473 Half Unit

### China and the Global South

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Chris Alden 9th Floor IDEAS, PAN

**Availability:** This course is available on the MSc in China in Comparative Perspective, MSc in International Relations, MSc in International Relations (LSE and Sciences Po) and MSc in International Relations (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the online application on LSE for You. Admission is not guaranteed.

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for most students that apply but that may not continue to be the case.

**Course content:** This course focuses on the substantive role that China plays in the Global South where its preponderance of material power and putative developing country status confers upon it a dominant position in bilateral and regional political economies. China's economic position, coupled to an astute use of finances flowing from its mercantilist policies, has enabled it to become the leading trading partner and a significant investor in the developing world. Moreover, the Global South is increasingly figuring in Beijing's expanding security interests and soft power provisions. Interpretations embedded in prevailing academic discussions like socialisation, threat and peaceful rise take on new meaning when studied through the lens of ties with developing countries. Understanding how dynamics in this relationship are impacting upon a host of global and contemporary issues (BRICs, multilateralism, peacekeeping, the environment) is crucial to the shape of the 21st century. Students will acquire a deeper appreciation of the concept of agency linked to the varied response of countries and regional organisations in the Global South, from policy elites to local communities, to China's growing structural power, as well as placing Chinese engagement within the context of other 'traditional' and emerging powers. This will offer a deeper analysis of the way in which the dynamics of China's economic and political model impact on its relationship with the Global South.

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 20 hours across Michaelmas Term. Students on this course will have a reading week in Week 6, in line with departmental policy. The course is delivered in cooperation with Dr. Alvaro Mendez (PAN 9.01C).

**Formative coursework:** There are two possible formative coursework options.

The first option is a book review of one of the publications on the reading list (weeks 1 through 4). Students will be expected to produce 1 book review in the MT. Essay length for book review 1000 words.

The second option is to produce a 2 minute video based on course materials (reading lists, lectures and seminar discussions) in

week 1 through 4. The video should be accompanied by a short annotated bibliography.

**Indicative reading:** Ariel Ahram, 'Theory and Method of Qualitative Area Studies', *Qualitative Research* (11:1 2011), pp. 69-90.

Chris Alden and Chris R Hughes, 'Harmony, Discord and Learning in China's Foreign Policy', *China Quarterly*, Special Issue (No.9 December 2009), pp.13-34.

Chris Alden, 'China and Africa - The Relationship Matures', *Strategic Analysis* (36:5 2012), pp.701-707.

Chris Alden and Lu Jiang. (2019). Brave new world: debt, industrialization and security in China–Africa relations. *International Affairs*, 95(3), 641-657. doi:<https://doi.org/10.1093/ia/iiz083>.

Gaston Fornes & Alvaro Mendez. (2018). *The China-Latin America Axis: Emerging Markets and their Role in an Increasingly Globalised World* (2 ed.). New York: Palgrave Macmillan.

Van Staden, Cobus, Alden, Chris, & Wu, Yu-Shan. (2020). Outlining African Agency Against the Background of the Belt and Road Initiative. *African Studies Quarterly*, 19(3-4), 115-134.

Arthur R Kroeber, *China's Economy: What Everyone Needs to Know* (OUP: 2016).

Alvaro Mendez & Chris Alden. (2021). China in Panama: From Peripheral Diplomacy to Grand Strategy. *Geopolitics*, 26(3), 838-860. doi:10.1080/14650045.2019.1657413.

Alvaro Mendez. (2019). Latin America and the AIIB: Interests and Viewpoints. *Global Policy*, 10(4), 639-644. doi:<https://doi.org/10.1111/1758-5899.12733>.

Barry Naughton, 'China's Distinctive System: Can it be a Model for Others?' *Journal of Contemporary China* (19:65: 2010), pp.437-460.

Michael Pettis, *Avoiding the Fall: China's Economic Restructuring* (Washington DC: Carnegie Endowment for International Peace: 2013).

David Shambaugh (Ed.) (2016). *The China Reader: Rising Power* (6 ed.). Oxford, UK: Oxford University Press.

Ian Taylor, *Africa Rising? BRICs and Diversifying Dependency* (James Currey: 2014)

**Assessment:** Essay (75%, 4000 words) in the LT.

Presentation (25%) in the MT.

During the course of the seminars students will participate in a group presentation (25%) and submit a 4,000 word essay (75%) at the start of the LT.

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## IR475 Half Unit

### Gender/ed/ing International Politics

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Katharine Millar CBG.8.13

**Availability:** This course is available on the MSc in International Relations, MSc in International Relations (LSE and Sciences Po) and MSc in International Relations (Research). This course is not available as an outside option.

All students are required to obtain permission from the Teacher Responsible by completing the online application form linked to course selection on LSE for You.

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for most students that apply, but that may not continue to be the case.

**Course content:** This course foregrounds gender - as noun, verb and structure - in understanding the practices/events studies as global politics and the discipline/study of international relations. The course is grounded in feminist theory and provides students with an introduction to feminist epistemologies and methods. It proceeds in two sections, moving from theoretical foundations to an examination of gender and the macro, transnational and historical processes of global politics. Each 'macro' examination of the gendering of international politics is followed by a corresponding examination of several substantive areas of international politics, including security, development, NGOs and transnational social movements and international law/organisations. These overarching topics are balanced with issue-

specific case studies (eg sexual/sexualised violence in conflict; gendering of the informal economy), derived from current events, to be discussed in seminars. Particular thematic attention will be paid to the on-going construction (and transmission) of global/transnational hierarchies that are gendered and gendering.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours across Lent Term. Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students must submit formative essay questions and outlines in LT in order to support success in the summative.

**Indicative reading:** B Ackerly, J True and M Stern (eds), *Feminist Methodologies for International Relations* (CUP: 2006)

C Enloe, *Bananas, beaches and bases: making feminist sense of international relations*, rev'd 2nd ed (University of California Press: 2014)

C Mohanty, *Feminism without Borders: Decolonising Theory; Practising Solidarity* (Duke University Press: 2003)

L Sjobeg, *Gender, War and Conflict* (Polity: 2014)

C Weber, *Queer International Relations: sovereignty, sexuality and the will to knowledge* (OUP:2016)

**Assessment:** Coursework (25%) in the LT.

Essay (75%, 4000 words) in the ST.

Coursework (25%) in the LT and essay (75%, 4000 words) in the ST. The coursework is comprised of:

- One (500 word max) blog posts, to a Moodle forum on a week assigned by the instructor (marked with grade, 15%).
- Two (250 word max) response to colleagues' blog posts (completion/participation grade, 10%, 5% each)

Marks are docked for late submission

Summative assessment:

A 4000-word essay delivered in ST (75%)

## IR476 Half Unit Not available in 2022/23 Gender and Political Violence

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Katharine Millar CBG.8.13

**Availability:** This course is available on the MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research) and MSc in International Relations Theory. This course is not available as an outside option. All students are required to obtain permission of the Teacher Responsible by completing the online application linked to LSE for You. Admission to the course is not guaranteed.

**Course content:** This course foregrounds gender as an analytic lens to highlight and question received wisdom regarding the interrelations of various practices of violence and manifestations of conflict. It moves away from the concept of 'security' to examine assemblages of threats and vulnerabilities that connect and problematise traditional international relations concepts of scale (eg local, national, international) as well as the public and private. Taking gender seriously allows us to trace the 'systems level' war into the everyday, and to follow everyday practices of violence into the global. The course encourages students to consider not only the ways different practices of violence are masculinised/feminised, but also how these gendering violences are implicated in social power relations, sexualised/sexual hierarchies, and the production of order/normality. Geographically, this approach brings the Global North and South into the same analytical frame. Particular thematic emphasis is placed on the questions of what constitutes violence, and how this key conceptualisation relates to our ways of analysing, interpreting and making sense, both academically and experientially, of the phenomenon.

**Teaching:** 20 hours of seminars in the LT.

**Formative coursework:** Students will be expected to produce 2 essays in the LT.

**Indicative reading:** M Zalweski, *Feminist International Relations: Exquisite Corpse* (2013)

C Sylvester, *War as Experience* (2012)

M Erikson Baaz and M Stern, *Sexual Violence as a Weapon of war?* (2013)

V Hudson, *Sex and World Peace* (2012)

C Nordstrum, *Shadows of War* (2004)

M Jackman, 'Violence in Social Life', *ARS* (Vol.28, 2002)

T N Coates, *Between the World and Me* (2015)

**Assessment:** Essay (100%, 4000 words) in the ST.

## IR477 Half Unit

### The Politics of Peace & Security in Sub-Saharan Africa

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Stephanie Schwartz

**Availability:** This course is available on the MSc in International Relations, MSc in International Relations (LSE and Sciences Po) and MSc in International Relations (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission of the Teacher Responsible by completing the online application linked to LSE for You. Admission to the course is not guaranteed.

**Course content:** This course explores the politics of peace, civil wars, and security in sub-Saharan Africa as it relates to the broader global context. Using post-independence sub-Saharan Africa as the background, we will explore the causes of civil war and determinants of peace, as well as the different political responses embraced by African leaders and politicians to other security challenges characteristic of the post-colonial period. We will study with a range of cases, including Rwanda, Burundi, Sudan and South Sudan, through which we will engage topics such as the relationship between identity and conflict, the origins of insurgency, conflict prevention, and post-conflict justice and reconciliation.

**Teaching:** This course is delivered through seminars totalling a minimum of 20 hours across Lent Term. Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Each student will be assigned one week to be the discussion leader. Each student must produce 2 reading memos over the course of the semester that draw bullet point links between readings / identify core debates. Students will submit 3 discussion questions each week via moodle.

**Indicative reading:**

- Ade Ajayi, J.F. 1982. "Expectations of Independence." *Daedalus* 3:2.
- Mahmood Mamdani, 2001. *When Victims Become Killers*, Princeton: Princeton University Press., selections.
- Kalyvas, Stathis N. 2003. "The Ontology of 'Political Violence': Action and Identity in Civil Wars." *Perspectives on Politics* 1 (3): 475 - 494.
- Reno, William. *Warlord Politics and African States*. London: Lynne Rienner, 1998. Introduction, chapters 3-4.
- Mampilly, Zachariah. *Rebel rulers: Insurgent governance and civilian life during war*. Cornell University Press, 2012. Selected chapters on blackboard.
- Okech, Awino (2021) 'Governing Gender: Violent Extremism in Northern Nigeria.' *Africa Development*, 46 (3). pp. 1-19.
- De Waal, Alex. 2005. "Who are the Darfurians? Arab and African identities, violence and external engagement." *African Affairs*, 104 (415): 181-205.
- Deng, Francis Mading ; Deng, Daniel J; Cahill, Kevin M New York: "Bound by Conflict: Dilemmas of the Two Sudans" Fordham University Press; 2016, selected chapters.
- Cohen, Dara Kay. 2013. *Female Combatants and the Perpetration of Violence: Wartime Rape in the Sierra Leone Civil War*. *World Politics* 65 (3): 383-415.
- Jok, Jok Madut. "Militarization and gender violence in South Sudan." *Journal of Asian and African studies* 34, no. 4 (1999): 427-427.

- Fujii, Lee Ann. "Killing neighbors." In *Killing Neighbors*. Cornell University Press, 2010.
- Alan Kuperman, "Rwanda in Retrospect," *Foreign Affairs* (January/February 2001); and Alison Des Forges, et al. response to Kuperman.
- Samantha Power, "Bystanders to Genocide," *The Atlantic Monthly* 288, no 2 (September 2001): 84-108.
- Berry, Marie E. *War, women, and power: From violence to mobilization in Rwanda and Bosnia-Herzegovina*. Cambridge University Press, 2018.
- Autesserre, S., 2010. *The trouble with the Congo: Local violence and the failure of international peacebuilding* (Vol. 115). Cambridge University Press., selections.
- Roland Paris, "Peacebuilding: The Limits of Liberal Internationalism," *International Security*, Vol. 22, no. 2 (1997).
- Msimang, Sisonke. "All Is Not Forgiven: South Africa and the Scars of Apartheid. (Essay)." *Foreign Affairs* 97, no. 1 (January 1, 2018): 28–34.
- Chapman, Audrey R. 2007. "Truth Commissions and Intergroup Forgiveness: The Case of the South African Truth and Reconciliation Commission." *Peace and Conflict: Journal of Peace Psychology*, 13(1): 51–69.
- Longman, Timothy. 2017. *Memory and Justice in Post-Genocide Rwanda*. Cambridge University Press. Selected Chapters on Blackboard

**Assessment:** Essay (80%, 4000 words) in the ST.

Class participation (20%).

Students will submit a 4,000 word essay (80%) due in week 1 of the ST.

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## IR478 Half Unit Not available in 2022/23 Critical War Studies

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Tarak Barkawi CBG.9.03

Tarak Barkawi is Professor in the Department of International Relations at the London School of Economics and Political Science. He studies warfare between the West and the non-European world, past and present. He writes on the pivotal place of armed force in globalization, imperialism, and modernization, and on the neglected significance of war in social and political theory. He is author of *Soldiers of Empire, Globalization and War* and many scholarly articles.

**Availability:** This course is available on the MSc in International Relations, MSc in International Relations (LSE and Sciences Po) and MSc in International Relations (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed

**Course content:** War transforms the social and political orders in which we live, just as it obliterates our precious certainties. Nowhere is this more obvious than in the fate of truths offered about war itself. War regularly undermines expectations, strategies and theories, and along with them the credibility of those in public life and the academy presumed to speak with authority about it. This course begins with the recognition that the unsettling character of war has been a profound opportunity for scholarship. For it is precisely in war's disordering and unsettling of politics and identities that the socially and historically generative powers of war are exposed. In bending, stretching and even breaking institutions and societies, war reveals them to us anew and offers perspectives obscured in times of peace. At the same time, these disruptions shape and inform the course and character of war. This violent but fecund juncture between war, society and politics is what this course seeks to understand.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across

Michaelmas Term. Students on this course will have a reading week in Week 6, in line with departmental policy.

This course consists of ten lectures, nine seminars and eight film evenings. It is primarily a book-based graduate seminar.

The lecture series provides concepts, ideas and histories - intellectual scaffolding - against which to read the course books. Each of the nine seminars for this course will be based upon a single book. The seminars will develop students' abilities to read, digest, and critique monograph length texts. Students will be expected to read the assigned book in its entirety before each seminar. Every student will be expected to come to seminar prepared to participate. There will be no individual seminar presentations. Every student is expected to speak in every seminar. Students should be prepared to comment on the main argument of each book; to place each text in a wider intellectual context, concerning for example the debates and audiences the book is speaking to; and to offer a critical assessment of the book's contributions.

The optional film series provides an opportunity for sociability and the exploration of course themes in popular cultures. Films are an important way in which war has shaped modern culture. The course coordinator will briefly introduce each film and a short discussion will follow the screening.

**Formative coursework:** To help them prepare for their summative essay, students will write two 2000 word book reviews of seminar books of their choosing.

**Indicative reading:** Note: required texts change every year

1. Hew Strachan, *Clausewitz's On War* (New York: Grove Press, 2007).
2. Michel Foucault, *Society Must be Defended* (London: Penguin, 2004).
3. Anders Engberg-Pedersen, *Empire of Chance: The Napoleonic Wars and the Disorder of Things* (Cambridge, MA: Harvard University Press, 2015).
4. Helen M. Kinsella, *The Image Before the Weapon: A Critical History of the Distinction between Combatant and Civilian* (Ithaca: Cornell University Press, 2011).
5. Paul Fussell, *The Great War and Modern Memory* (New York: Oxford University Press, 1975).
6. Adam Tooze, *The Deluge: The Great War and Remaking of Global Order* (London: Allen Lane, 2014).
7. Debbie Lisle, *Holidays in the Danger Zone: Entanglements of War and Tourism* (Minneapolis: University of Minnesota Press, 2016).
8. Hugh Gusterson, *Nuclear Rites: A Weapons Laboratory at the End of the Cold War* (Berkeley: University of California Press, 1998).
9. Banu Bargu, *Starve and Immolate: The Politics of Human Weapons* (New York: Columbia University Press, 2014)

**Assessment:** Essay (100%, 5000 words) in the LT.

The course will be 100% assessed by essay due after the end of term and based on a topic of the student's choice.

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## IR479 Half Unit Russia in World Politics

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Tomila Lankina CBG.10.13

**Availability:** This course is available on the MSc in Global Politics, MSc in International Affairs (LSE and Peking University), MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research) and MSc in Theory and History of International Relations. This course is not available as an outside option.

The course offers an analysis of key issues in the development of Russian domestic politics and foreign and security policies and the role that it plays in global politics. It is primarily intended for the courses listed above and is available as an outside option on the MSc in Comparative Politics to students with permission.

All students are required to obtain permission from the Teacher Responsible by completing the online application form linked to course selection on LSE for You. Admission is not guaranteed.



This course has a limited number of places (it is controlled access) and demand is typically high.

**Pre-requisites:** There are no formal prerequisites but some knowledge of social science methods and an interest in Russian politics will be taken for granted.

**Course content:** The course covers the various factors shaping Russian domestic politics and political regime, foreign and security policy. It will explore the domestic politics, economy and society changes in political regime over time; and both the traditional foreign policy and security issues, such as Russia's military build-up, economic power projection, the geopolitics of oil and gas, as well as soft power and soft security aspects of Russia's foreign policy, including the role of the media and propaganda; hybrid warfare; the role of ideas and norms; we will also explore the historical legacies influencing how Russia sees the world and its neighbours. There will be separate sessions exploring in detail Russia's war in Ukraine. Each of the ten topics covered will speak to the major theoretical debates on the factors shaping security and foreign policy and students will be encouraged to evaluate the merits of the various theories based on available evidence. The background seminar focuses on the domestic and international context preceding Russia's emergence as a successor to the Soviet Union. The subsequent sessions analyse post-communist Russian domestic politics and foreign policy with a special focus on domestic politics and foreign policy under President Putin, including the consolidation of autocratic rule, the wars against Georgia and Ukraine, the securitisation of Russia's media and Russia's attempts to influence politics in the EU and beyond.

Some of the questions to be addressed in the course of the ten seminars are: How have domestic institutions and political regime changed following the collapse of the USSR? What are the impacts on Russian society and economy? How have these developments impacted on foreign policy making and thinking? How has Russia sought to use traditional security mechanisms, hard power and soft power to influence the "near abroad"? What are the key mechanisms of Western influence on Russia? Are sanctions against Russia effective? What kind of a relationship has Russia forged with China and what are the factors shaping this relationship? What drives the nuances of Russia's policy in the Middle East? What role do energy politics play in Russia's relations with its neighbours and in Russia's foreign policy globally? The final section will address the question of the other longer-term historical influences shaping Russian politics.

**Teaching:** This course is delivered through seminars totalling a minimum of 20 hours across Michaelmas Term.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Students who are new to international politics are advised to attend the lectures for IR202, Foreign Policy Analysis.

**Formative coursework:** Students will be expected to produce 1 presentation and 1 other piece of coursework in the MT. Each student will write a review of one of the required readings in no more than 500 words.

In the course of the academic term, each student will be also expected to make one presentation on a given topic. Presenters will be expected to distribute a 1 paragraph summary of the main points of their presentations to Professor Lankina and students in advance of the seminar.

Students will also produce a 2-3 page outline of their assessed essay by Week 6 of the MT.

**Indicative reading:** Tomila V. Lankina, *The Estate Origins of Democracy in Russia: From Imperial Bourgeoisie to Post-Communist Middle Class* (Cambridge University Press 2022). Catherine Belton, *Putin's People: How the KGB Took Back Russia and then Took on the West* (William Collins 2021). Kathryn E. Stoner, *Russia Resurrected: Its Power and Purpose in a New Global Order* (Oxford University Press 2021). Timothy Frye, *Weak Strongman: The Limits of Power in Putin's Russia* (Princeton University Press 2021). Andrei Tsygankov, ed. *Routledge Handbook of Russian Foreign Policy* (Routledge 2020).

Gulnaz Sharafutdinova, *The Red Mirror: Putin's Leadership and Russia's Insecure Identity* (Oxford University Press 2020).

Alexander Sergunin, *Explaining Russian Foreign Policy Behavior - Theory and Practice: 147* (Soviet and Post-Soviet Politics and Society), Stuttgart, Ibidem, 2016

**Assessment:** Essay (80%, 5000 words) in the LT. Class participation (20%) in the MT.

## IR480 Half Unit

### The Politics of Inequality and Development

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Victoria Paniagua

**Availability:** This course is available on the MSc in Global Politics, MSc in International Affairs (LSE and Peking University), MSc in International Political Economy, MSc in International Political Economy (LSE and Sciences Po), MSc in International Political Economy (Research) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the online application form linked to course selection on LSE for You. Admission is not guaranteed. This course has a limited number of places (it is controlled access) and demand is typically high.

**Course content:** This course examines the interaction between markets and states to understand the causes and consequences of development and economic inequality in the developing world and beyond. We will explore these topics in light of contemporary theoretical, substantive, and methodological debates within the fields of international and comparative political economy.

The course will examine the various forces that affect development, as well as exploring economic inequality as a consequence of economic development (or lack thereof). Forces we consider include the state, political institutions, socio-economic actors' preferences and power, and social structure. We will further interrogate the political and economic foundations of inequality, its political implications, and, finally, the main policy tools available to curb economic inequality in the developing world and beyond.

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 20 hours across Lent Term.

Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students will be expected to produce 2 pieces of coursework in the LT.

The 2 pieces of coursework will be reading response memos.

**Indicative reading:** Piketty, Thomas (2014). *Capital in the 21st Century*. Harvard University Press.

Boix, Carles (2015). *Political order and inequality*. Cambridge University Press.

Milanovic, Branko (2016). *Global Inequality: A New Approach for the Age of Globalization*. Harvard University Press.

Atkinson, Anthony (2015). *Inequality: What Can be Done?* Harvard University Press.

Frieden, Jeffrey (1992). *Debt, Development, and Democracy*. Princeton University Press.

Gerschenkron, Alexander (1962). *Economic Backwardness in Historical Perspective*. Harvard University Press.

Evans, Peter (1995). *Embedded Autonomy: States and Industrial Transformation*. Princeton University Press.

**Assessment:** Presentation (10%) in the LT. Take-home assessment (90%) in the ST.



## IR481 Half Unit Not available in 2022/23 Europe, the US and Arab-Israeli Relations

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Federica Bicchi CLM. 4.13

**Availability:** This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in Global Politics, MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research), MSc in International Relations Theory and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the online application form linked to course selection on LSE for You. Admission is not guaranteed.

**Pre-requisites:** A knowledge of post-1945 world history of the European Union governance system and of Middle East politics is required.

**Course content:** The course focuses on the foreign policy of the EU and of EU member states towards Arab-Israeli relations (with a special emphasis on Palestinian-Israeli relations), in comparison with the US foreign policy. The main focus will be on the European perspective, but it would be impossible to analyse this subject without taking into account the US position and, to some extent, Transatlantic relations. After an overview of Palestine during the British mandate, the course will cover the period from 1948 to nowadays with a particular emphasis on contemporary issues. The British mandate on Palestine. The partition of Israel and the birth of Israel. Early support for Israel. The Suez crisis. The evolution of European and US policy towards Israel. The birth of the "special relationship" between the US and Israel. The 1973 war, the energy crisis and the Euro-Arab Dialogue. The Venice Declaration. The US and European contribution to the Arab-Israeli peace process in the 1990s. The Euro-Mediterranean Partnership and the European Neighborhood Policy. Western democracy promotion and trade. Western aid to the Palestinians. The legalisation of relations with Israel. The collapse of the peace process and attempts at reviving it.

**Teaching:** 10 hours of lectures and 15 hours of seminars in the LT. 1 hour of lectures and 1 hour and 30 minutes of seminars in the ST.

Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** One 2,000-word essay during the course and one presentation (or alternatively two 2000-word essays), to be marked by seminar teachers. These do not count towards the final mark.

**Indicative reading:** Students will be expected to read widely in appropriate books and journals. A detailed reading list will be provided at the beginning of the course. The following provide a general background to the topic: Bicchi, Federica, *European Foreign Policy Making toward the Mediterranean*, New York: Palgrave (2007); Fawcett, L. (2013) *International Relations of the Middle East*, 3rd ed., Oxford: Oxford University Press; Lesch, David, ed. *The Middle East and the United States*. Boulder: Westview (2012), 5th ed.; Pardo, S. and J. Peters (2009), *Uneasy Neighbours: Israel and the European Union*, Lexington Books; Quandt, W.B. (1993) *Peace Process. American Diplomacy and the Arab-Israeli Conflict Since 1967*, Washington /Berkeley/Los Angeles: The Brookings Institution/University of California Press; Roberson, B.A. (1998) *The Middle East and Europe. The Power Deficit*, London/New York: Routledge; Spiegel, Steven, *The Other Arab-Israeli Conflict: Making America's Middle East Policy from Truman to Reagan*, Chicago, (1985); Youngs, Robert, *Europe and the Middle East. In the Shadow of September 11*. Boulder/London: Lynne Rienner, (2006).

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

The normal length of the examination paper is eight questions, of which candidates are invited to answer any two.

## IR485

### Dissertation in International Political Economy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Nikhil Kalyanpur

**Availability:** This course is compulsory on the MSc in International Political Economy, MSc in International Political Economy (LSE and Sciences Po) and MSc in International Political Economy (Research). This course is not available as an outside option.

**Course content:** MSc students are required to write a 10,000 word dissertation on a topic within the field of IPE approved by the student's dissertation lead. The dissertation need not be an account of original research and may rely on secondary sources.

**Teaching:** All MSc IPE students will be assigned dissertation supervisors before the end of the Michaelmas Term. The Department will allocate dissertation supervisors on the basis of the relevant expertise and availability of members of academic staff, with student preferences taken into consideration. Dissertation supervisors will be available to provide guidance in one-on-one meetings and through other forms of communication over the late Michaelmas, Lent, and Summer terms. Thereafter students are expected to work independently on their dissertations without further supervision.

In addition, the Department will provide support by offering a number of lectures and workshops throughout the academic year. An introductory lecture in the Michaelmas Term will provide an overview of the MSc Dissertation and the processes involved in terms of requirements, oversight and supervision, research and writing, submission and assessment. Bespoke workshops will be offered in the Michaelmas, Lent, and Summer terms in collaboration with LSE Life to guide students in choosing a topic and research question, designing and implementing a dissertation project. The MSc IPE programme director will also offer a question-and-answer session in the Summer Term in conjunction with the LSE Life workshop. Over the summer period the Department will also offer 'drop-in' sessions for students with individual queries.

**Indicative reading:** George, A., & Bennett, Andrew. (2005). *Case studies and theory development in the social sciences (BCSIA studies in international security)*. Cambridge, Mass.: MIT Press. Gerring, J. (2006). *Case study research: Principles and practices (Second ed., Strategies for social inquiry)*.

King, G., Keohane, Robert O., & Verba, Sidney. (1994). *Designing social inquiry: Scientific inference in qualitative research (Princeton paperbacks)*.

Seawright, J., & Gerring, J. (2008). *Case Selection Techniques in Case*.

*Study Research: A Menu of Qualitative and Quantitative Options. Political Research Quarterly*, 61(2), 294-308.

**Assessment:** Dissertation (100%, 10000 words) in August.

## IR486

### Dissertation in International Relations Theory and International Relations (Research)

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof John Sidel CBG.3.35

**Availability:** This course is compulsory on the MSc in International Relations (Research). This course is not available as an outside option.

**Course content:** MSc students are required to write a 10,000-word dissertation on a topic within the field of IR to be determined in consultation with their academic mentors and dissertation supervisors. The dissertation should be understood as a work of independent analysis and research, but empirical research based on primary sources is not required.

**Teaching:** All MSc IR (Research) students will be assigned dissertation supervisors before the end of the Michaelmas Term. The Department will allocate dissertation supervisors on the basis of the relevant expertise and availability of members of

academic staff, with student preferences taken into consideration. Dissertation supervisors will be available to provide guidance in one-on-one meetings and through other forms of communication over the late Michaelmas, Lent, and Summer terms. Thereafter students are expected to work independently on their dissertations without further supervision.

In addition, the Department will provide support by offering a number of lectures and workshops throughout the academic year. An introductory lecture in the Michaelmas Term will provide an overview of the MSc Dissertation and the processes involved in terms of requirements, oversight and supervision, research and writing, submission and assessment. The MSc IR Program Director will also hold further sessions to answer questions from students in the Michaelmas and Lent terms. Bespoke workshops will be offered in the Lent and Summer terms to guide students in crafting their research questions, designing their dissertation projects, and bringing them to fruition.

Over the summer period the Department will also offer 'drop-in' sessions for students with individual queries.

**Assessment:** Dissertation (100%, 10000 words) in August.

## IR487 Half Unit

### International Relations: Critical Perspectives

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Katharine Millar CBG.8.13

**Availability:** This course is available on the MSc in International Relations, MSc in International Relations (LSE and Sciences Po) and MSc in International Relations (Research). This course is not available as an outside option.

**Course content:** This course examines the ways that critical theories conceive, analyse and critique the character of international relations. The purpose of the course is to provide a thorough interrogation of these theories, exploring debates both within and between them. Theoretical approaches to be considered include: classical critical theory; post-colonialism and decolonialism; post-structuralism; and feminism and queer theory. The course also interrogates issues relating to the philosophy of science.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours in Michaelmas Term.

Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students will be expected to produce 1 essay in the MT.

Students are required to submit one formative coursework (2,000-word essay). All students are expected to prepare for and participate in seminar discussions.

**Indicative reading:**

- Chris Brown and Kirsten Ainley (2010) *Understanding International Relations*, 4th Ed. (Palgrave Macmillan);
- Patrick Jackson (2010), *The Conduct of Inquiry in International Relations*, (London: Routledge);
- Christian Reus-Smit and Duncan Snidal (eds, 2010), *The Oxford Handbook of International Relations*, (Oxford: Oxford University Press);
- Scott Burchill et al (eds, 2009), *Theories of International Relations*, 4th ed. (London: Palgrave).

**Assessment:** Blog post (15%).

Take-home assessment (85%) in the MT.

**Blog component (15%):** Students will, via sign up, compose one blog post of up to 500 words applying the concepts (and readings) of the week to analyse and understand a contemporary event or phenomenon in international politics. This component is worth 10%. Students will also comment upon and engage with one (via sign up) of their peers' posts, for a completion grade of 5%.

**Take-home assessment (85%):** due in Lent term: Students will compose two (2) 2000 word answers to a pre-given set of questions provided at the end of MT.

## IR488 Half Unit

### International Politics of Southeast Asia

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jürgen Haacke CBG.9.01

**Availability:** This course is available on the MSc in Development Studies, MSc in International Affairs (LSE and Peking University), MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the online application form linked to course selection on LSE for You. Admission is not guaranteed. This course has a limited number of places (it is controlled access) and demand is typically high.

**Course content:** This half-unit course examines the contemporary international politics of Southeast Asia. It is particularly concerned with the construction and maintenance of regional order against the backdrop of Southeast Asia's complex and changing politics and intra-regional relations as well as the wider geopolitical shifts associated with the rise of China and the often-competitive policies of external powers towards the region. The course will thus focus both on the different contexts in which Southeast Asian governments operate and the strategies they pursue to manage the multiple challenges they confront, not least vis-à-vis the great powers. Topics covered include ASEAN's institutional design and the nature of intra-regional political-security cooperation; the characteristics of economic regionalism; the US role in and policies toward Southeast Asia; China's relations with and influence in Southeast Asia; Indonesia's foreign policy; as well as the alignment and risk-management (hedging) strategies adopted by maritime and continental Southeast Asian states. The course also explores the case of political conflict and violence in Myanmar with reference to the responsibility to protect, ASEAN involvement, and wider geopolitical competition.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours across Lent and Summer Term.

Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students will be expected to produce one 2,000-word essay in the LT on a date stipulated by the teacher responsible.

**Indicative reading:**

- Michael Yahuda, *The International Politics of the Asia-Pacific, 1945-1995* (Routledge Curzon, 4th edn, 2019).
- Amitav Acharya, *The Making of Southeast Asia* (Cornell University Press, 2013).
- Joseph Chinyong Liow, *Ambivalent Engagement: The United States and Regional Security in Southeast Asia after the Cold War* (Brookings Institution Press, 2017).
- Christopher Dent, *East Asian Regionalism* (Routledge, 2nd ed., 2016).
- Evelyn Goh *The Struggle for Order: Hegemony, Hierarchy, and Transition in Post-Cold War East Asia* (Oxford, 2015).
- Maung Aung Myoe, *In the Name of Pauk-Phaw: Myanmar's China Policy Since 1948* (ISEAS, 2011).
- David Shambaugh, *Where Great Powers Meet: America & China in Southeast Asia* (Oxford: Oxford University Press, 2021).
- Thant Myint-U, *The Hidden History of Burma: Race, Capitalism, and the Crisis of Democracy in the 21st Century* (Atlantic Books, 2020).
- Ulla Fionna, Siwage Dharma Negara and Deasy Simandjuntak, eds, *Aspirations with Limitations: Indonesia's Foreign Affairs under Susilo Bambang Yudhoyono* (ISEAS, 2018).
- Weatherbee, Donald E., *ASEAN's Half Century: A Political History of the Association of Southeast Asian Nations* (Rowman & Littlefield, 2019)

**Assessment:** Take-home assessment (100%) in the ST.

## IR489 Half Unit Economic Diplomacy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Boram Lee, CBG.8.09

**Availability:** This course is available on the MSc in Global Politics, MSc in International Affairs (LSE and Peking University), MSc in International Political Economy, MSc in International Political Economy (LSE and Sciences Po) and MSc in International Political Economy (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

All students will be required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for you. Admission to the course is not guaranteed, due to limited space. The course is primarily for students on the IPE Masters and LSE-Sciences-Po Double Degree masters.

**Course content:** The course introduces students to the theories and analytical frameworks relating to decision-making and negotiation in international economic relations and enables them to develop the skills needed to apply these to cases. It discusses the roles of the main actors, institutional settings and processes involved in domestic decision-making and international economic negotiations, and their interaction. The aim of the course is to provide participants with the ability to understand and analyse the factors shaping international negotiations in a range of policy issues from trade and investment, to the environment, economic summits and finance.

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 20 hours during Lent Term. Students on this course will have a reading week in Week 6, in line with departmental policy.

The course is composed of two modules. The first module (Week 1-3) discusses analytical toolkits for understanding economic diplomacy. During these initial weeks, students will learn about four approaches to economic diplomacy: a) balance of power and coercive bargaining, b) negotiations within international institutions, c) the effect of domestic politics, and d) the role of ideas and issue framing.

The second module (Week 4-10) features specific negotiation tactics frequently adopted by policymakers and important challenges that negotiators face in policy processes.

**Formative coursework:** Students will be expected to produce 1 essay in the LT.

**Indicative reading:**

- Bayne, Nicholas and Woolcock, S. *The new economic diplomacy: decision-making and negotiation in international economic relations*, Third edition, Ashgate, Stephen 2013.
- Koremenos, Barbara. *The continent of international law: Explaining agreement design*. Cambridge University Press, 2016.
- Davis, Christina L. "Food fights over free trade." *Food Fights over Free Trade*. Princeton University Press, 2011.
- Oye, Kenneth A. *Economic discrimination and political exchange: World political economy in the 1930s and 1980s*. Princeton University Press, 1993.

**Assessment:** Take-home assessment (100%) in the ST.

## IR490 Half Unit The Strategy of Conflict in International Relations

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr. Anna Getmansky CBG 8.05

**Availability:** This course is available on the MSc in International Affairs (LSE and Peking University), MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research) and MSc in Theory and History of International Relations. This course is not available as an

outside option.

All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed.

**Course content:** This course provides students with an opportunity to apply their theoretical knowledge and simulate decision-making based on a case study of an actual conflict. The first part of the course serves as an introduction and a refresher on several theories and models of conflict, and provides a background to one conflict. In the second part of the course, students will split into several teams, each representing a player in the conflict. They will receive scenarios and will re-enact specific events. The main goal of the course is to experience how IR theories and concepts can be applied to decision-making in somewhat realistic scenarios.

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 20 hours across Lent Term. Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students will write short weekly blog posts on Moodle and provide an 800-word outline of their assessed essay by the end of Week 8. This will be returned by the end of LT.

**Indicative reading:**

- Thomas Schelling. *Arms and Influence* (Yale University Press 2008)
- Sara McLaughlin Mitchell and John A. Vasquez (eds.), *What Do We Know About War?* (Rowman & Littlefield 2021)
- Bruce Bueno de Mesquita, Alastair Smith, Randolph Siverson, and James Morrow, *The Logic of Political Survival* (MIT 2003)
- Joshua Kertzer, *Resolve in International Politics* (Princeton University Press 2016)
- Laia Balcells, *Rivalry and Revenge* (Cambridge University Press 2017)
- Aila Matanock, *Electing Peace* (Cambridge University Press 2017)
- Agnia Grigas, *Beyond Crimea* (Yale University Press 2016)

**Assessment:** Essay (100%, 4000 words) in the ST Week 1. Students will write a 4,000-word assessed essay selecting from a list of topics and questions provided by the course coordinator.

## IR495 Half Unit The Politics of Displacement and Refuge

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Stephanie Schwartz

**Availability:** This course is available on the MSc in International Relations, MSc in International Relations (LSE and Sciences Po) and MSc in International Relations (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

Priority will be given to students on the MSc in International Relations, MSc in International Relations (Research), and MSc in International Relations (LSE and Sciences Po) programmes.

**Course content:** The number of forcibly displaced people has nearly doubled in the last decade. Amid this rise in forced migration, how are states, international organizations, and local communities responding? What is causing this increase in displacement and what are the political consequences - both in the Global North and the Global South? What are the everyday realities of being forcibly displaced? This course takes on these questions as we examine the politics of displacement and the evolution of the global asylum and refugee protection regime.

The course begins with an overview of the historical and legal origins of the asylum and refugee protection regime, including who qualifies as a refugee and asylum-seeker under international law and why. We then explore the disconnect between this foundation and the realities of displacement and mobility today. The course continues with an analysis of the causes and consequences of displacement, followed by an examination of the evolution of state, international and local responses to asylum-seeking. Throughout the course we pay particular attention to the politics of refugee and



IDP hosting in the Global South, where the majority of displaced persons live, as well as refugees' and migrants' own perspectives on the experience and politics of displacement.

By the end of the course students will be able to articulate complex issues related to forced migration and global asylum governance; synthesize and critique scholarly work from a variety of disciplines - including political science, sociology, and anthropology; and analyze the causes of displacement and state responses to asylum-seeking.

**Teaching:** 10 hours of lectures in the MT.

16 hours of seminars (5x90 mins and 4x120 mins) in the MT.

Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students will be expected to produce 1 case study and 1 presentation in the MT.

Students will complete a 1-page case study proposal for feedback from the instructor by Week 4, and will also conduct a class presentation on the same topic. Both of these assessments will elicit feedback to aid the student in the preparation of the summative case study submission.

**Case Study Proposal Memo:** Students will submit a 1-page written case study proposal memo in Week 4 of the course, outlining their proposed case, the rationale for case selection, and a plan for its analysis, that aligns with course themes.

**Seminar Presentations:** students will do a seminar presentation on the topic of their case study. Students will present for a maximum of 8-10 minutes. This builds skills in summarising complex arguments, prioritising what is most important, and building oral and written arguments and presentation skills.

The rest of the class are required to engage critically with the presentation, and pose questions and offer feedback. They build skills in active listening to the oral presentation and responding to complex arguments in real-time. Students are provided with oral feedback on their presentations, so that other students can learn from this experience.

**Indicative reading:**

- Fiddian-Qasmiyeh, Elena et al., eds. *Oxford Handbook of Refugee and Forced Migration Studies*. Oxford: Oxford University Press. 2014.
- Nguyen, V.T. ed., 2018. *The displaced: Refugee writers on refugee lives*. Abrams
- Rawlence, B., 2016. *City of thorns: Nine lives in the world's largest refugee camp*. Picador.
- Tinti, P. and Reitano, T., 2018. *Migrant, Refugee, Smuggler, Saviour*. Oxford University Press.
- Hannah Arendt. "We Refugees" (1943) (11 pp)
- Gammeltoft-Hansen, T., 2014. International refugee law and refugee policy: The case of deterrence policies. *Journal of Refugee Studies*, 27(4), pp.574-595.

**Additional reading**

- Zolberg, Aristide R. 1983 "The formation of new states as a refugee-generating process." *The Annals of the American Academy of Political and Social Sciences*, 467, (1983): 24-38. (14 pp)
- Martin, D. A. (1991) "The Refugee Concept: On Definitions, Politics, and the Careful Use of a Scarce Resource". In Adelman, H. (ed.) *Refugee Policy: Canada and the United States*. Toronto: York Lanes Press, pp. 30-51. (21 pp)
- Kelley, Ninette. 2001. "The Convention Refugee Definition and Gender-Based Persecution: A Decade's Progress." *International Journal of Refugee Law* 13 (4), pp. 559-568 (9 pp)
- Zetter, R. (2007) "More Labels, Fewer Refugees: Remaking the Refugee Label in an Era of Globalization". *Journal of Refugee Studies*, 20(2). (20 pp)
- Janmyr, M., & L. Mourad. 2018. "Modes of Ordering: Labelling, Classification and Categorization in Lebanon's Refugee Response." *Journal of Refugee Studies*, vol. 31(4), pp. 544-565. (21 pp)
- Gleditsch, Kristian, and Idean Salehyan. "Refugees and the spread of civil war." *International Organization* 60.2 (2006): 335-366. (31 pp)
- Tinti, Peter and Tuesday Reitano. 2016. *Migrant, Refugee,*

*Smuggler, Savior*. New York: Oxford University Press. Part I.

- Arar, R. (2017). "The New Grand Compromise: How Syrian Refugees Changed the Stakes in the Global Refugee Assistance Regime," *Middle East Law and Governance*, 9(3), 298-312. (14 pages)
- McAdam, J. (2014) "Conceptualizing Climate Change-Related Movement." In *Climate Change, Forced Migration and International Law*, Oxford: Oxford University Press, Chapter 1
- De Chatel, F. (2014). "The role of drought and climate change in the Syrian uprising: Untangling the triggers of the revolution." *Middle Eastern Studies*, 50(4), 521-535. (14 pp)
- Khoury, R. B. "Finding Home in War: The history—and limitations—of the international refugee regime." *Lapham's Quarterly "Roundtable."* 25 January 2017
- Finnemore, M. and Sikkink, K., 1998. International norm dynamics and political change. *International Organization*, 52(4), pp.887-917
- Lamis Abdelaaty (2020), "Rivalry, ethnicity, and asylum admissions worldwide," *International Interactions*, DOI: 10.1080/03050629.2020.1814768
- Gammeltoft-Hansen, T., 2014. International refugee law and refugee policy: The case of deterrence policies. *Journal of Refugee Studies*, 27(4), pp.574-595.
- Hansen, R. (2014) "State Controls: Borders, Refugees and Citizenship." In *Oxford Handbook RFMS*
- Costello, C., C. Nalule, & D. Ozkul. 2020. "Recognising refugees: understanding the real routes to recognition," *Forced Migration Review* 65, November
- Hamlin, R., 2012. "International law and administrative insulation: a comparison of refugee status determination regimes in the United States, Canada, and Australia." *Law & Social Inquiry*, 37(4), pp.933-968. (35 pp)
- Zhou, Y.Y. and Shaver, A., 2021. Reexamining the effect of refugees on civil conflict: a global subnational analysis. *American Political Science Review*, 115(4), pp.1175-1196.
- Barnett, M. and Finnemore, M., 2012. *Rules for the World*. Cornell University Press. Chapter 4 "Defining Refugees and Repatriation at the United Nations High Commissioner for Refugees"
- Bradley, Megan. "Rethinking refugeehood: statelessness, repatriation, and refugee agency." *Review of International Studies* 40, no. 1 (2014): 101-123 (22 pp)
- Stephanie Schwartz 2019. "Home, Again: Refugee Return and Post-Conflict Violence in Burundi," *International Security* 44:2, 110-145

**Assessment:** Case study (100%) in the LT.

## IR499

### Dissertation in International Relations

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof John Sidel CBG.3.35

**Availability:** This course is compulsory on the MSc in International Relations and MSc in International Relations (LSE and Sciences Po). This course is not available as an outside option.

**Course content:** All MSc IR student are required to write a 10,000-word dissertation on a topic within the field of IR, to be determined in consultation with their academic mentors and dissertation supervisors. The dissertation should be understood as a work of independent analysis. Original empirical research based on primary sources is not required.

**Teaching:** All MSc IR students will be assigned dissertation supervisors before the end of the Michaelmas Term. The Department will allocate dissertation supervisors on the basis of the relevant expertise and availability of members of academic staff, with student preferences taken into consideration. Dissertation supervisors will be available to provide guidance in one-on-one meetings and through other forms of communication over the late Michaelmas, Lent, and Summer terms. Thereafter students are expected to work independently on their dissertations without further supervision.

In addition, the Department will provide support by offering a



number of lectures and workshops throughout the academic year. An introductory lecture in the Michaelmas Term will provide an overview of the MSc Dissertation and the processes involved in terms of requirements, oversight and supervision, research and writing, submission and assessment. The MSc IR Program Director will also hold further sessions to answer questions from students in the Michaelmas and Lent terms. Bespoke workshops will be offered in the Lent and Summer terms to guide students in crafting their research questions, designing their dissertation projects, and bringing them to fruition.

Over the summer period the Department will also offer 'drop in' sessions for students with individual queries.

**Assessment:** Dissertation (100%, 10000 words) in August.

## IR4A1 Half Unit

### International Relations: Core Theories and Debates

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr. Rohan Mukherjee

**Availability:** This course is available on the MSc in International Relations, MSc in International Relations (LSE and Sciences Po) and MSc in International Relations (Research). This course is not available as an outside option.

**Course content:** This course is a graduate-level introduction to the study of international relations. It has 5 objectives: (i) to enquire into the nature of international politics and the role of theory in advancing our understanding of it; (ii) to introduce students to the main contributions and debates in theories of international politics; (iii) to provide students with a range of concepts, ideas, and perspectives to enable them to widen and deepen their understanding and analysis of international politics; and (iv) to encourage critical, independent thought. At the end of the course students should be able to think, talk and write in an informed, precise and analytical manner about developments within the field of International Relations, past and present.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours in Michaelmas Term.

Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students will write one 2,000-word essay for their seminar teachers

**Indicative reading:**

- Jennifer Mitzen. *Power in Concert: The Nineteenth-Century Origins of Global Governance*. 2013
- Martha Finnemore and Kathryn Sikkink. *International Norm Dynamics and Political Change*. 1998
- Ayse Zarakol. *Before the West: The Rise and Fall of Eastern World Orders*. 2022
- James D. Fearon. *Rationalist Explanations for War*. 1995
- Robert Axelrod and Robert O. Keohane. *Achieving Cooperation under Anarchy: Strategies and Institutions*. 1985
- John J. Mearsheimer. *The False Promise of International Institutions*. 1994
- Joshua Shiffrin. *Rising Titans, Falling Giants: How Great Powers Exploit Power Shifts*. 2018
- Helen V. Milner. *Interests, Institutions, and Information: Domestic Politics and International Relations*. 1998

**Assessment:** Essay (100%) in the LT.

## IR4A2 Half Unit

### International Relations: Global Applications

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jennifer Jackson Preece CBG.7.05

**Availability:** This course is available on the MSc in International

Relations, MSc in International Relations (LSE and Sciences Po) and MSc in International Relations (Research). This course is not available as an outside option.

**Course content:** This course is a graduate-level introduction to global applications of international relations. It provides an opportunity to gain an analytically deeper understanding of the issues that shape the development of the contemporary international order, and reflect critically on the practical applications of the discipline. The course encourages students to engage in debating the nature of, and possible responses to, contemporary challenges in international politics, while emphasizing the need for critical analytical depth when reflecting on the implications of global policy. The course complements IR4A1 with a more applied policy focus. Students will develop an awareness of the relationship between the discipline of International Relations as a field of knowledge and the practices of world politics.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in the MT. A 3-hour online simulation exercise will replace the lecture and classes in Week 11.

Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students deliver one seminar presentation and write one 2,000-word essay proposal for their seminar teachers.

**Indicative reading:**

- John Baylis, Steve Smith and Patricia Owen (eds), *The Globalization of World Politics* 8th ed (OUP: 2020)
- Chris Brown, *Understanding International Relations* 5th ed (Palgrave: 2019)
- Jenny Edkins and Maja Zehfuss (eds), *Global Politics: A New Introduction* (Routledge: 2019)
- Mary Kaldor and Iavor Rangelov (eds), *The Handbook of Global Security Policy* (Wiley-Blackwell: 2014).

**Assessment:** Essay (100%) in the LT.

## LL468 Half Unit

### European Human Rights Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Kai Möller

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time), MSc in Conflict Studies, MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Human Rights and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Course content:** The course will offer a theoretically informed introduction to the law of the European Convention on Human Rights. It will focus on both the doctrinal framework that the European Court of Human Rights has developed – in particular: proportionality, the margin of appreciation, negative and positive obligations, the living instrument doctrine, and the emerging consensus doctrine – and the substantive questions of what the values underlying human rights are and what these values require in specific contexts. With regard to the latter, more philosophical, aspect, we will pay special attention to the idea of human dignity, exploring in some depth the Court's view that respect for human dignity [and human freedom] is the 'very essence' of the Convention.

Topics include: An introduction to the European Convention. Basic concepts of European Convention law: proportionality, the margin of appreciation, living instrument, emerging consensus. Human dignity - 'the very essence' of the Convention? Freedom from

torture and inhuman or degrading treatment or punishment and the role of religious arguments in human rights law. The right to freedom of expression and the protection of offensive expression. Militant democracy and democratic backsliding in Europe. The right to private life and the enforcement of morality. The right to freedom of religion and religious pluralism in Europe.

**Teaching:** There will be 20 hours of teaching in Michaelmas Term and two hours in Summer Term. There will be a Reading Week in Week 6 of Michaelmas Term.

**Formative coursework:** There will be a formative assessment; its format will be confirmed at the start of the course.

**Indicative reading:** There is no single text covering the course and required readings will be uploaded to Moodle before the seminars. The readings will consist of a mixture of cases and theoretical materials. The following are useful textbooks:

- Jacobs, White and Ovey, *The European Convention on Human Rights*, 8th edn (OUP 2020).
- Harris, O'Boyle and Warbrick, *Law of the European Convention on Human Rights*, 4th edn (OUP 2018).

A strong European perspective is to be found in:

- van Dijk, van Hoof, van Rijn and Zwaak (eds), *Theory and Practice of the European Convention on Human Rights* 5th edn (Intersentia, 2018).

Very good edited books include:

- Brems and Gerards (eds), *Shaping Rights in the ECHR* (CUP 2013).
- Follesdal, Peters and Ulfstein (eds), *Constituting Europe* (CUP 2013)

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

## LL469 Half Unit

### UK Human Rights Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Conor Gearty

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

Those seeking to take it will need to discuss this first with the course teacher: the course is quite legal in focus.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Course content:** This course will be made up of a detailed study of the UK Human Rights Act. The origins and the political background to the Act will be explained, and the structure of the measure will be fully elaborated, relying on the text of the Act itself but also on the burgeoning case law that accompanies the measure. The course will identify the principles that underpin the Act and explain its proper place in English law. It will also explore the wider constitutional implications of the measure, looking at its effect on the relationship between courts and Parliament. The political context in which the measure has had to operate will be considered, and the relationship with the change to human rights protection following the UK's departure from the EU will be considered. The recent official review of the Act (and the further government consultation that has followed its publication) will be discussed.

**Teaching:** There will be two hours of teaching content each week in Michaelmas Term. There will be a Reading Week in Week 6 of Michaelmas Term.

**Formative coursework:** One 2,000 word essay.

**Indicative reading:** The key text is C A Gearty, *On Fantasy Island. Britain, Strasbourg and Human Rights* (OUP, 2016). See also R Costigan and R Stone, *Civil Liberties and Human Rights* (11th edn, OUP, 2017); Kavanagh, *Constitutional Review under the UK Human Rights Act*

(Cambridge, 2009);

Hickman, *Public Law After the Human Rights Act* (Hart, 2010); Gearty, *Principles of Human Rights Adjudication* (Oxford University Press, 2004).

While these books will be referred to, students will also be expected to read cases: they will receive a detailed Reading list for each topic.

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

## LL475 Half Unit

### Terrorism and the Rule of Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Conor Gearty

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time), MSc in Conflict Studies, MSc in Human Rights and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit. This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Course content:** This course will provide a theoretical and historical introduction to the concept of terrorism. It will critically consider definitions of terrorism, and analyse the relationship between terrorism and the right to rebel, and the right to engage in civil disobedience. The historical development of the idea of 'terrorism' from the late eighteenth century through to the present will then be traced, with the emphasis on locating the practice of political terror in its political and military/quasi-military context. The role of international law generally and international human rights law in particular in the context of terrorism and anti-terrorism action will be considered in detail. The course will teach the material in context, so the subject will be analysed by reference to particular situations where necessary, e.g. Northern Ireland, the Palestine/Israel conflict and the post 11 September 'war on terror'. The recent extension of state controls from terrorism to 'extremism' will be analysed. The aim of the course is to give the student a good critical understanding of this most controversial of subjects, and also to impart an understanding of the role of law in shaping the fields of terrorism and of counter-terrorism.

**Teaching:** This course will have two hours of teaching content each week in Michaelmas Term. There will be a Reading Week in Week 6. Teaching will be mainly by Professor Gearty with input from Dr Richard Martin and Ms Michelle Hughes.

**Formative coursework:** One 2,000 word essay.

**Indicative reading:** There is no set text though reliance is made on the work of authors such as Richard English, Adrian Guelke, Lawrence Freedman, Igor Primoratz, Paul Wilkinson and the course teacher Conor Gearty. Students will receive a detailed Reading list for each topic, which will include legal cases from time to time. Two recommended texts are Gearty, *Liberty and Security* (Polity Press, February 2013) and English, *Terrorism How to respond* (Oxford 2009).

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

## LL4A6 Half Unit

### Climate Change and International Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Stephen Humphreys

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time), MSc in Environmental Policy and Regulation, MSc in Environmental Policy, Technology and Health (Environmental Policy and Regulation) (LSE and Peking University),

MSc in Human Rights and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Course content:** This course covers international law in relation to climate change with a view to assessing how the harms and burdens associated with climate change are governed and allocated in different legal regimes. The course adopts the stance that the political and ethical questions raised by climate change cannot be addressed by reference to climate change law or international environmental law alone. Climate change gives rise to a series of profound problems touching upon a range of bodies of law (trade, human rights, migration, state responsibility) in a complex political and ethical environment. In approaching climate change as a concrete concern relevant to these various bodies of law and practice, the course will address the normative bases for choosing between actions designed to prevent and/or manage climate change and its consequences, given developmental imperatives and the concerns raised by the 'fragmented' nature of international law. Projected seminars include: climate change science, politics and ethics; the theory of international law; international environmental law; trade law; human rights law; migration law. The course includes two case studies, from among the following: technology transfer; carbon markets; food security.

**Teaching:** This course will have two hours of teaching content each week in Lent Term. There will be a Reading Week in Week 6 of Lent Term.

**Formative coursework:** One 1,800 word essay to be submitted by the end of Week 6.

**Indicative reading:** IPCC, Fifth Assessment Report, Cambridge UP (2013-14); IPCC, Special Report on Global Warming of 1.5 Degree C (2018); Rosemary Rayfuse and Shirley Scott (eds), *International Law in the Era of Climate Change*, Edward Elgar (2011); Stephen Gardiner, Simon Caney, Dale Jamieson and Henry Shue (eds), *Climate Ethics: Essential Readings*, Oxford UP (2010); Stephen Humphreys (ed.), *Climate Change and Human Rights*, Cambridge UP (2010); Larry Lohmann, *Carbon Trading*, Dag Hammarskjöld Foundation (2006); Margaret Young (ed.), *Regime Interaction in International Law: Facing Fragmentation*, Cambridge UP (2012).

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

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## LL4A8 Half Unit

### International Law and the Use of Force

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Devika Hovell

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time), MSc in Conflict Studies, MSc in Gender, Peace and Security, MSc in Human Rights and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Pre-requisites:** Some prior knowledge of international law is useful but not essential.

**Course content:** This half unit course examines the law relating to when it is permissible to use force (*jus ad bellum*). The aim of this course is to develop an understanding of the principles of international law that regulate the use of force in international society. It concentrates on the prohibition of resort to force in Article 2(4) of the United Nations Charter and the exceptions to that prohibition, examining in detail the various elements and controversies impacting on the right to self-defence and Security Council authorisation. We also examine 'creeping' exceptions

to the prohibition on the use of force, including humanitarian intervention, pro-democratic intervention and the protection of nationals. The criminalisation of aggression is also considered.

**Teaching:** This course will have two hours of teaching content each week in Michaelmas Term. There will be a Reading Week in Week 6 of Michaelmas Term.

**Formative coursework:** One 2,000 word essay.

**Indicative reading:** A detailed reading list will be issued on Moodle. For a comprehensive textbook, see Christine Gray, *International Law and the Use of Force* (4th ed., 2018).

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

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## LL4A9 Half Unit

### Law in War

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Stephen Humphreys

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time), MSc in Human Rights and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Pre-requisites:** Some prior knowledge of international law is useful but not essential. LL4A8 is useful but not essential.

**Course content:** This course covers the international law governing the conduct of hostilities (*jus in bello*, also known as the law of armed conflict (LOAC) or international humanitarian law (IHL))--as distinct from the law on the resort to force (*jus ad bellum*), which is covered in a separate course (LL4A8). The course will take a critical and historical approach to the international regulation and facilitation of armed conflict. As well as the laws governing the means and methods of war ('Hague' law), the 'protected' groups hors de combat ('Geneva' law), and the distinction between international and non-international armed conflict, the course will cover 'lawfare' more generally: the recourse to law as a means of waging war. It will examine the application of the laws of war, including occupation law, in historical, actual, and ongoing conflicts, including recent wars in Iraq, Afghanistan, and Syria, the 'war on terror', and the Occupied Palestinian Territories. Students can expect to have a thorough grasp of the principles and regulations governing the conduct of hostilities, the context and efficacy of enforcement mechanisms, and a critical understanding of the normative and political stakes of international law in this area.

**Teaching:** This course will have two hours of teaching content each week in Lent Term. There will be a Reading Week in Week 6 of Lent Term.

**Formative coursework:** Students have the option of submitting a 1,800 word essay to be submitted at the end of Week 6.

**Indicative reading:** It is worthwhile acquiring the following book: Yoram Dinstein, *The Conduct of Hostilities Under the Law of International Armed Conflict* (Cambridge UP, 3rd ed., 2016). The following book of primary texts may be taken into an exam (unannotated) and may be worth acquiring: Roberts and Guelff, *Documents on the Laws of War* (Oxford UP, 2000); Michael Walzer, *Just and Unjust Wars* (Basic books, 4th ed. 2006); David Kennedy, *Of Law and War* (Princeton UP, 2006); Geoffrey Best, *War and Law Since 1945* (Oxford UP, 1997). Current debates in this field are very lively on blogs such as *Opinio Juris*, *EJILTalk!* and *Lawfare*. Detailed readings for each seminar will be made available on Moodle.

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

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## LL4AD Half Unit Not available in 2022/23

### Rethinking International Law: International Law and Contemporary Problems

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Susan Marks

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is part of the following LLM specialism: Public International Law.

This course has a limited number of places and we cannot guarantee all students will get a place.

**Pre-requisites:** There are no formal prerequisites.

**Course content:** This course is primarily designed for students who have already had some exposure to public international law and wish to deepen their understanding of the international legal dimensions of contemporary problems. Each week the relation will be explored between international law and a different global issue or theme, such as war, poverty, terrorism, humanity, and territory. Course readings will encompass both legal scholarship and relevant writing by scholars from other disciplines (geography, anthropology, philosophy, literary studies, etc.).

**Teaching:** This course will have two hours of teaching content each week in Michaelmas Term, either in the form of a two hour seminar or an online lecture and one hour class. There will be a Reading Week in Week 6 of Michaelmas Term.

Students are expected to have done the set reading and be willing to participate in discussion.

**Formative coursework:** Class exercises will be set.

**Indicative reading:** Reading lists will be provided for each seminar on Moodle. Relevant readings are likely to include: David Kennedy, *Of War and Law*; Sundhya Pahuja, *Decolonising International Law: Development, Economic Growth and the Politics of Universality*; and Balakrishnan Rajagopal, *International Law from Below: Development, Social Movements and Third World Resistance*.

**Assessment:** Assessment will be based on submission of an 8,000 word essay.

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## LL4AE Half Unit

### The Politics of International Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Gerry Simpson

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Course content:** In this course, we study international law as a literary, historical and political project – and a diplomatic language – through which different arrangements of global power and well-being are advanced and defended. And we do this in relation to three moments in global history: the post WW1 period, the Cold War and the war in Ukraine. We begin with three classes on Ukraine in which we think about the "relevant" legal rules, the politics behind the deployment of legal categories in the conflict (war crimes, sanctions, sovereignty) and the way in which international law might open up, or close down, the possibilities of some sort of resolution. We then reverse back to one of the origins of sovereignty, self-determination and institutionalism in 1919 with the apparent revitalisation of international law (and the re-colonisation of The Levant) at Versailles and in Geneva (Weeks 4 and 5). In Weeks 6 to 7, we turn to the Cold War as a lawful

moment and international law as a Cold War project by re-thinking the nuclear threat as a juridical category (Week 6) and, by looking at the Cold War in - and of - the Global South (through a study of neutrality or non-alignment as a world-making effort and a Cold War ideal) (Week 7). The course ends with three thematic classes - based around my recently published book, *The Sentimental Life of International Law* (Oxford University Press: 2022) - on international law as lived experience, international law as comic gesture, and international law as utopian bet, respectively.

**Teaching:** There will be 20 hours of teaching in Michaelmas Term. There will be a Reading Week in Week 6.

This is a conversational course. The usual practice is that I introduce the topics for 45 minutes and then we engage in a discussion of the readings. These are often relatively short but there is an expectation that everyone will have done the reading and be willing to participate in seminar discussion.

**Formative coursework:** One 2,000 word essay.

**Indicative reading:** Reading lists will be provided for each seminar on Moodle. Readings likely to be set include a selection of international legal texts (including work-in-progress and "new authors") and readings from the fields of intellectual history, 18th century literature and political theory.

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

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## LL4AF Half Unit

### Principles of Global Competition Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Niamh Dunne

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time), MSc in Regulation and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Course content:** This module provides an overview of the major features of contemporary competition (antitrust) law. Competition law comprises a set of legal rules which aim to control the socially-harmful exercise of private market power, whether through hardcore cartels, single firm monopoly behaviour, or mergers that reduce structural competition. This is a discipline that has undergone a remarkable process of expansion in recent decades, and competition laws are now actively enforced in around 130 jurisdictions worldwide. Instead of focusing on a particular regime, the module puts an emphasis on the fundamental debates underlying the adoption and evolution of this field, addressed in comparative perspective. Examples drawn primarily from EU and US competition law will be generally used by way of illustration. The course assumes no prior knowledge of competition law or economics, but aims to equip students to understand and analyse the key substantive elements found within most competition regimes. These include:

- Competition policy and basic concepts of antitrust economics;
- Anti-competitive agreements, including cartels and vertical restraints;
- Unilateral conduct rules, including refusal to deal and exclusionary practices; and
- Merger control, including horizontal and vertical mergers.

**Teaching:** This course will have two hours of teaching content each week in Michaelmas Term. There will be a Reading Week in Week 6 of Michaelmas Term.

**Formative coursework:** All students are expected to produce one 1,500 word formative essay during the course.

**Indicative reading:**

- Whish & Bailey, *Competition Law* (10th ed., 2021);
- Jones & Sufrin, *EU Competition Law: Cases and Materials* (7th ed., 2019);



- Roger van den Bergh, *Comparative Competition Law and Economics* (2017); and
- Hovenkamp, *The Antitrust Enterprise* (2005).

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

## LL4AG Half Unit

### Competition Law, Technology and Intellectual Property

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Pablo Ibanez Colomo

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time), MSc in Regulation and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Pre-requisites:** Prior knowledge of Competition Law is desirable, but not essential.

**Course content:** This module addresses some of the most topical and intellectually challenging aspects of contemporary Competition Law. The emphasis will be put on US antitrust and EU Competition Law, but developments from other jurisdictions are discussed where relevant. The module examines, inter alia, the application of competition law in high-technology and digital markets as well as its intersection with intellectual property (in particular patents and copyright).

Topics may include the following:

- Competition Law, Intellectual Property and Innovation
- Competition Law in High-Technology Markets (including investigations involving the Big Tech giants like Google and Amazon)
- Online distribution and brand protection over the Internet
- Competition Law and the pharmaceutical industry
- Standard-setting and technology licensing

**Teaching:** There will be 20 hours of seminars in the Lent Term and two hours of seminars in the Summer Term. Regular teaching may be complemented with visits from officials and practitioners from the UK and the EU. There will be a Reading Week in Week 6 of Lent Term.

**Formative coursework:** All students are expected to produce one 2,000 word formative essay during the course.

**Indicative reading:** Whish, *Competition Law* (10th edn, 2020-21); Jones & Sufrin, *EU Competition Law: Cases and Materials* (7th edn, 2019).

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

## LL4AH Half Unit

### Corporate Governance

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Eva Micheler

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time), MSc in Regulation and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Pre-requisites:** Students should have some knowledge of corporate law.

**Course content:** This course will focus on the corporate

governance of companies. The course will be taught largely on a comparative basis, focussing on English and German law. We will also cover the relevant EU materials. Topics such as the following will be discussed:

- 1- Corporate governance: law, codes and theory.
- 2- Allocation of decision making within the company.
- 3- Board structure (one tier boards/two tier boards/board committees) and board remuneration.
- 4- Directors' duties – proper purpose.
- 5- Directors' duties – duty of care/business judgement.
- 6- Directors' duties – related party transactions and corporate opportunities.
- 7- Auditors.
- 8- Stakeholders.
- 9- Extended reporting and employee interests.
- 10- Shareholder activism/stewardship.

These topics may slightly change from year to year reflecting current developments.

**Teaching:** This course will have two hours of teaching content each week in Michaelmas Term. Please be aware that in 2022/23 topic 5 of the course will be taught during Week 6 (Reading Week).

**Formative coursework:** All students are expected to produce one 1,500 word formative essay during the course.

**Indicative reading:** Micheler, *Company Law - A Real Entity Theory* (OUP 2021); Gordon and Ringe, *The Oxford Handbook of Corporate Law and Governance* (OUP 2018); M Moore and M Petrin, *Corporate Governance: Law, Regulation and Theory* (Palgrave 2017)

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

## LL4AJ Half Unit

### Corporate Rescue and Reorganisation

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Sarah Paterson

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Course content:** This course focuses on the rescue of companies and the rescue of businesses in financial distress. We use Chapter 11 in the US as our jumping off point, before moving on to analyse the procedures which are available in England. We then consider the European Restructuring Directive, and we finish by setting everything we have studied against academic theories of the role of law in promoting rescue.

**Teaching:** This course will have two hours of teaching content each week in Michaelmas Term. There will be a Reading Week in Week 6 of Michaelmas Term.

**Formative coursework:** One 1,500 word essay.

**Indicative reading:** A full Reading List will be distributed during the course. For introductory purposes, students are referred to V. Finch and D. Milman, *Corporate Insolvency Law: Perspectives and Principles* (Cambridge University Press, 2017) (3rd edition).

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

## LL4AK Half Unit

### Principles of Corporate Insolvency Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Sarah Paterson

**Availability:** This course is available on the LLM (extended part-

time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Pre-requisites:** Many students find that the course complements Corporate Rescue and Reorganisation (LL4AJ), although this is not a prerequisite.

**Course content:** This course is concerned with the principles and policies underlying the realisation and distribution of a company's assets in an insolvency. The impact of these principles on third parties such as corporate groups, secured and unsecured creditors, directors, and employees, is also considered. Topics include: secured credit; the distributional order of priority in insolvency; setting aside transactions; protecting unsecured creditors and consumers; the problem of corporate groups; company directors in troubled times; employees in distress; and European and international recognition of insolvency proceedings.

**Teaching:** This course will have 20 hours of teaching in the Lent Term and two hours in the Summer Term. There will be a Reading Week in Week 6 of Lent Term.

**Formative coursework:** One 1,500 word essay.

**Indicative reading:** A full Reading List will be distributed during the course. For introductory purposes students are directed to V. Finch and D. Milman, *Corporate Insolvency Law: Perspectives and Principles* (Cambridge University Press, 2017) (3rd edition).

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

## LL4AL Half Unit

### International Business Transactions: Commercial Litigation

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Trevor Hartley

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Pre-requisites:** Knowledge of conflict of laws (private international law) would be useful but is not essential. A general understanding of contract, tort, and commercial law is essential.

**Course content:** This course deals with jurisdictional problems arising in litigation resulting from international business transactions. We consider relevant rules in English law and European Union law, and take a comparative look at developments in the United States. The following issues are included in the syllabus: (a) General jurisdiction over companies and individuals; (b) Specific jurisdiction in relation to contract and tort claims; (c) Jurisdiction over branches and agents; (d) Parallel litigation ('lis pendens', 'forum non conveniens', anti-suit injunctions); and (e) Constitutional limitations on jurisdiction in the United States.

**Teaching:** This course will have two hours of teaching content each week in Michaelmas Term and an additional two hours of teaching in the Summer Term. There will be a Reading Week in Week 6 of Michaelmas Term.

**Formative coursework:** All students are expected to produce one 1,500 word formative essay during the course.

**Indicative reading:** Core textbook: Trevor C Hartley, *International Commercial Litigation* (Cambridge University Press, 3rd edn, 2020, (selected chapters). Further reading: Born (Gary B) and Rutledge (Peter B), *International Civil Litigation in United States Courts: Commentary and Materials* (Wolters Kluwer, Austin, Boston,

Chicago, New York, the Netherlands, 6th edn, 2018); Fentiman (Richard), *International Commercial Litigation* (Oxford University Press, Oxford, 2nd edn, 2015).

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

## LL4AM Half Unit

### International Business Transactions: Advanced Procedure and Tactics

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Trevor Hartley

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Pre-requisites:** Students should preferably have taken LL4AL International Business Transactions: Commercial Litigation or obtained equivalent knowledge elsewhere. Knowledge of conflict of laws (private international law) would be useful but is not essential. Non-LLM students must have a full law degree (a degree which fulfils the degree requirement for becoming a lawyer in your country).

A good general understanding of commercial law is essential.

**Course content:** Litigation resulting from international business transactions. The following topics will be studied from the point of view of European Union law, English law and US law: choice-of-court agreements; forum non conveniens and lis pendens; antisuit injunctions; freezing orders; arbitration and the Brussels Regulation; obtaining evidence abroad; recognition and enforcement of foreign judgments.

**Teaching:** This course will have two hours of teaching content each week in the Lent Term and two hours in the Summer Term. There will be a Reading Week in Week 6 of Lent Term.

**Formative coursework:** All students are expected to produce one 2,000 word formative essay during the course.

**Indicative reading:** Core textbook: Trevor C Hartley, *International Commercial Litigation* (Cambridge University Press, 3rd edn, 2020) (specified chapters only). For reference: Trevor C Hartley, *Civil Jurisdiction and Judgments in Europe* (Oxford University Press, 2017). Further reading: Born (Gary B) and Rutledge (Peter B), *International Civil Litigation in United States Courts: Commentary and Materials* (Wolters Kluwer, Austin, Boston, Chicago, New York, the Netherlands, 6th edn, 2018); Fentiman (Richard), *International Commercial Litigation* (Oxford University Press, Oxford, 2nd edn, 2015); Hartley, "Jurisdiction in Conflict of Laws – Disclosure, Third-Party Debt and Freezing Orders" (2010) 126 LQR 194

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

## LL4AN Half Unit Not available in 2022/23

### International Business Transactions: Conflict of Laws, Extraterritoriality, and Global Governance

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jacco Bomhoff NAB 6.09

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

**Pre-requisites:** Knowledge of conflict of laws (private international law) would be useful but is not essential.

**Course content:** States often aim to regulate activities that transcend their own borders. When such measures are challenged or enforced through litigation, domestic courts become important sites of global governance. This course brings together perspectives from tort & company law, private international law (conflict of laws), public law, and regulation theory, to study such forms of extraterritorial and transnational regulation. Questions for discussion include: What law should a court in England apply to a case involving environmental damage allegedly caused abroad by a multinational mining company? Should companies operating in China ever be bound by US competition law rules or other US regulations? Should the UK Human Rights Act apply to actions by British soldiers in a foreign country? Topics to be studied throughout the course are: (1) Choice of law in tort law and in company law (especially in Europe and the US); (2) Extraterritorial application of statutes (incl. competition law, securities law, and environmental regulations); (3) extraterritorial application of constitutional- and human rights law; (4) theories of transnational regulation (e.g. institutional roles of courts, regulatory arbitration).

**Teaching:** 20 hours of seminars in the LT. 2 hours of seminars in the ST.

There will be a reading week in week 6.

**Formative coursework:** All students are expected to produce one 2,000 word formative essay during the course.

**Indicative reading:** Core textbook: Trevor C Hartley, *International Commercial Litigation* (Cambridge University Press, 2nd edn, 2015, or newer) (specified chapters only). Further reading: Christopher Whytock, *Domestic Courts and Global Governance*, 84 *Tulane Law Review* (2009); Campbell McLachlan, *Foreign Relations Law* (Cambridge University Press, 2016); Brillmayer, Goldsmith & O'Hara O'Connor, *Conflict of Laws: Cases and Materials* (7th edn., 2015).

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

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## LL4AP Half Unit Not available in 2022/23

### International Business Transactions: Contracts and Property

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Trevor Hartley

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and we cannot guarantee all students will get a place.

**Pre-requisites:** Knowledge of conflict of laws (private international law) would be useful but is not essential. Good general understanding of commercial law is essential. Non-LLM students must have a full law degree (a degree which fulfils the degree requirement for becoming a lawyer in your country).

**Course content:** The following topics will be studied from the point of view of European Union law, English (common and statute) law, Canadian law and US law: 1) Principles and theories of choice of law; 2) Proof and application of foreign law; 3) Contracts: applicable law; 4) The international reach of legislation for the regulation of business and the protection of consumers and employees; 5) The private international law aspects of boycotts and embargoes; 6) Exchange controls; 7) Currency problems in international contracts; 8) The international aspects of property transactions; 9) The recognition of foreign expropriations and other governmental acts affecting property (including financial assets).

**Teaching:** This course will have two hours of teaching content each week in Michaelmas Term, either in the form of a two hour seminar or an online lecture and one hour class. There will be a Reading Week in Week 6 of Michaelmas Term.

**Formative coursework:** All students are expected to produce one 2,000 word formative essay during the course.

**Indicative reading:** Core textbook: Trevor C Hartley, *International Commercial Litigation* (Cambridge University Press, 3rd edn, 2020) (selected chapters). Further reading: Dicey, Morris & Collins, *The Conflict of Laws* (Sweet and Maxwell, London, 15th edn, 2012 by Sir Lawrence Collins with specialist editors); Plender (Richard) and Wilderspin (Michael), *The European Private International Law of Obligations* (Sweet & Maxwell, London, 4th edn, 2015)

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

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## LL4AQ Half Unit

### Constitutional Theory

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Martin Loughlin

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Course content:** This course takes its cue from the fact that today, more than ever, the constitution plays a major role in regulating the political and social life of the nation. How has this come about? With what political and social consequences? And what have been the implications for contemporary jurisprudence? This course seeks answers to these questions. It pursues this task by examining the emergence in the modern era the constitution as a document of higher-order law and considering the ways in which this understanding has acquired a heightened significance in recent decades. Course topics include: the invention of the documentary constitution, the ideology of constitutionalism, emergency powers, constitutional rights, constitutional democracy, constitutional adjudication, constitutional recognition, and cosmopolitan constitutionalism.

**Teaching:** This course will have 20 hours of teaching in the Michaelmas Term and two hours in the Summer Term. There will be a Reading Week in Week 6 of Michaelmas Term.

**Formative coursework:** All students are expected to produce one 2,000 word formative essay during the course.

**Indicative reading:** Most of the reading for the course consists of texts available online and delivered through Moodle. Students will find it useful to have regular access to Martin Loughlin, *Against Constitutionalism* (Harvard University Press, 2022).

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

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## LL4AR Half Unit

### International Criminal Law: Core Crimes and Concepts

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Gerry Simpson

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time), MSc in Human Rights and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Course content:** The course looks at considers the rules, concepts, principles, history, institutional architecture, and enforcement of



what we call international criminal law or international criminal justice, or, sometimes, the law of war crimes. The focus of the course teaching is the area of international criminal law concerned with traditional "war crimes" and, in particular, four three of the core crimes set out in the Rome Statute (war crimes, torture as a crimes against humanity, genocide and aggression). It adopts a historical, philosophical and practical focus throughout, though the course is mainly directed at the conceptual problems associated with the prosecution of war criminals and, more broadly, legalised retribution. Attention, in this respect, will be directed towards the moral and jurisprudential dilemmas associated with bureaucratic criminality and individual culpability during international criminal law's iconic events at Versailles in 1919, at "Tokyoberg" between 1945 and 1948, in The Hague, and in Jerusalem in 1961. Topics might include Pre-History (Vitoria, Grotius, Gentili, Cicero), Versailles, Nuremberg and Tokyo, the Trial of Adolf Eichmann, Crimes Against Humanity, the Crime of Aggression, Anti-Anti-Impunity, International Criminal Law's Historical Method.

**Teaching:** This course will have two hours of teaching content each week in Michaelmas Term. There will be a Reading Week in Week 6 of Michaelmas Term.

**Formative coursework:** One 2,000 word essay.

**Indicative reading:** Gerry Simpson, *Law, War and Crime*, (2007). Gerry Simpson "Unprecedents" in *Retrials* (eds. Immi Tallgren and Thomas Skouteris, Cambridge: 2020)

Gerry Simpson "Epilogue: The Next Hundred Years" in *The Oxford Handbook of International Criminal Law*. (eds. Kevin Heller, Jens Ohlin, Sarah Nouwen, Fred Megret, Darryl Robinson, Oxford: 2019. Philippe Sands, *East-West Street*, (2017).

Georg Schwarzenberger, *International Law and Totalitarian Lawlessness*, (1943)

Judith Shklar, *Legalism*, (1964)

Maurice Hankey, *Politics, Trials, Errors* (1950)

Christine Schwobel, *Critical Approaches to International Criminal Law: An Introduction* (2015).

Mark Lewis, *The Birth of the New Justice: The Internationalization of Crime and Punishment, 1919-1950* (2014).

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

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## LL4AS Half Unit

### International Criminal Law: Prosecution and Practice

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Devika Hovell

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time), MSc in Human Rights and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Course content:** This course examines the practice and procedure of international criminal law. Rather than examining the history and core crimes, the course focuses on the law, theory and politics impacting the process of legalised retribution entailed in the prosecution of international crimes. The course aims to provide opportunity for critical thought and analysis of the concept of international criminal responsibility and the various fora developed for the prosecution of international crimes, including the ad hoc tribunals for Rwanda and the former Yugoslavia, 'hybrid' tribunals such as the Special Tribunal for Lebanon, the Special Court for Sierra Leone and the Extraordinary Chambers in the Courts of Yugoslavia and domestic prosecution using the concept of universal jurisdiction. Over half the course will centre on the International Criminal Court, focusing in particular on questions, theory and case law surrounding modes of liability, immunities,

defences and state cooperation. While we will take historical, theoretical and critical approaches to such questions, the aim is also to provide the opportunity to examine current contemporary challenges and controversies affecting the practice and procedure of international criminal law.

**Teaching:** This course will have two hours of teaching content each week in Lent Term. There will be a Reading Week in Week 6 of Lent Term.

**Formative coursework:** One 2,000 word essay.

**Indicative reading:** Reading lists will be provided for each week's seminar on Moodle. Indicative reading includes Jose Alvarez, 'Crimes of States/Crimes of Hate: Lessons from Rwanda' (1999) 24 *Yale Journal of International Law* 365; Henry Kissinger, 'The Pitfalls of Universal Jurisdiction', *Foreign Affairs* (July 2001); Darryl Robinson, 'Inescapable Dyads: Why the International Criminal Court Cannot Win' (2015) 28 *Leiden Journal of International Law* 323; Sara Kendall and Sarah Nouwen, 'Representational Practices: The Gap Between Juridified and Abstract Victimhood' (2013) 76(3) *Law and Contemporary Problems* 235. Students may wish to refer to Robert Cryer et al., *An Introduction to International Criminal Law and Procedure* (Cambridge, 2019), 4th edition.

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

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## LL4AT Half Unit Not available in 2022/23

### Regulation: Strategies and Enforcement

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Veerle Heyvaert

Also taught by: Professor Nicola Lacey

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time), MSc in Public Administration and Government (LSE and Peking University), MSc in Public Policy and Administration and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is NOT available for students of the MSc Regulation programme.

This course will be relevant to the following LLM specialisms: Banking Law and Financial Regulation; Corporate and/or Commercial Law; Criminology and Criminal Justice; Information Technology, Media and Communications Law; Intellectual Property Law; Legal Theory; and Public Law.

This course has a limited number of places and we cannot guarantee all students will get a place.

**Course content:** The course provides an introduction to key topics relating to regulatory strategies and their implementation. It deals with issues from a systemic and comparative perspective and draws on approaches encountered in public administration, socio-legal studies and institutional economics. Topics include:

- Introduction: What is Regulation and why regulate?
- Regulation Strategies: Command-and-control; regulating through rules, standards and principles; alternative approaches including emissions trading; and self-regulation
- Risk regulation as a regulatory paradigm
- Enforcement: tools, strategies and principles
- Regulatory Policy: Cost/benefit Assessment, Regulatory Impact Assessment and Better Regulation;
- Regulatory competition; and
- Transnational Regulation

**Teaching:** This course will have two hours of teaching content each week in Lent Term, either in the form of a two hour seminar or an online lecture and one hour class. There will be a Reading Week in Week 6 of Lent Term.

**Formative coursework:** One 1,000 - 1,500 (upper limit) word essay. Students will also have the opportunity to sit a mock exam.

**Indicative reading:** R Baldwin, M Cave and M. Lodge *Understanding Regulation* 2nd ed.(OUP, 2012); R. Baldwin, M. Cave and M. Lodge (ed.) *Oxford Handbook on Regulation* (OUP,



2010) Ian Ayres and John Braithwaite, *Responsive Regulation: Transcending the Deregulation Debate* by (OUP, 1992); V. Heyvaert, *Transnational Environmental Regulation and Governance* (CUP, 2019) B. Morgan and K. Yeung, *An Introduction to Law and Regulation* (CUP, 2007).

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

## LL4AU Half Unit Not available in 2022/23 Regulation: Legal and Political Aspects

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Veerle Heyvaert

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time), MSc in Public Administration and Government (LSE and Peking University), MSc in Public Policy and Administration and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is NOT available for students of the MSc Regulation programme.

This course will be relevant to the following LLM specialisms: Banking Law and Financial Regulation; Corporate and/or Commercial Law; Criminology and Criminal Justice; Information Technology, Media and Communications Law; Intellectual Property Law; Legal Theory; and Public Law.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSE for You.

**Pre-requisites:** Students must have taken Regulation: Strategies and Enforcement (LL4AT).

**Course content:** The course aims to give students an essential grounding in theories of regulation as these relate to the evaluation of regulatory regimes and the challenges of accounting for regulatory practice. Different ways of understanding regulatory developments will be discussed as will the set of challenges that arise when regulation is carried out by numbers of regulators at different levels of government. Topics dealt with will include:

- What is Good Regulation?
- Accountability & Regulation
- Regulation and Cost Benefit Analysis
- The Better Regulation Movement
- Self-Regulation
- Rules, Standards and Principles
- Regulatory Competition
- Regulatory Networks
- Lenses for Viewing Regulation
- The Future of Regulation

**Teaching:** 20 hours of seminars in the LT. 2 hours of seminars in the ST.

There will be a reading week in week 6.

**Formative coursework:** One 2,000 word essay.

**Indicative reading:** R Baldwin, M Cave and M. Lodge, *Understanding Regulation* 2nd ed.(OUP, 2012); R. Baldwin, M. Cave and M. Lodge (ed.) *Oxford Handbook on Regulation* (OUP, 2010) R Baldwin, C Hood & C Scott, *Socio-Legal Reader on Regulation* (OUP, 1998); *Responsive Regulation: Transcending the Deregulation Debate* by Ian Ayres and John Braithwaite (OUP, 1992). B. Morgan and K. Yeung (2007,) *An Introduction to Law and Regulation* (Cambridge University Press, 2007); J. Jordana and D. Levi-Faur (2004/eds), *The Politics of Regulation* (Edward Elgar, 2004) A Ogus, *Regulation* (OUP, 1994); R Baldwin, *Rules and Government* (OUP, 1995); I Ayres & J Braithwaite, *Responsive Regulation* (OUP, 1992).

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

## LL4AV Half Unit

### International Economic Law and Development

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Mona Paulsen

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and demand is typically high. This may mean that you're not able to get a place on this course.

**Pre-requisites:** There are no prerequisites for this course, and it is intended to be both an introduction and a complement to other course offerings at LSE Law. Students with no previous background in public international law may find it helpful to consider consulting G. Hernandez, *International Law* (2019).

**Course content:** This course focuses on how international trade, investment, and financial rules and institutions (collectively, the international economic order) impact states' development, and vice versa – that is, what political and economic forces shape the practices of development and how this, in turn, constitutes the international economic order.

We will situate our discussion of state's development strategies against live debates about the resiliency of economic globalisation in the face of several international economic disruptions. A range of readings are assigned to enhance participatory learning, particularly country case studies, primary source materials, and scholarly work. This is an interactive course that engages with both theory and practice; it is dependent on class participation.

We begin by exploring various conceptions of development, with thoughtful attention as to how different theories of development have progressed over time. Thereafter, we will analyse the linkages between law and development, including discussion on the World Bank's institutional account of the rule of law. This includes introduction into the different international economic institutions that enable states to integrate into the global economy. We close the first half of the seminar by examining the role of the State in economic development, setting up our study of China's approach to law and development later in the course.

In the second half of the course, we utilise our theory work to appraise the role of international institutions in the process of economic development in practice. What are the challenges that states face by adhering to the principles and rules driving a law-centred, liberal, multilateral economic order? We will consider the advantages and disadvantages of global engagement by thinking through the relationships between politics, economics, and law in the work of the IMF and World Bank, the role of developing countries at the World Trade Organisation, and why and how developing countries conclude investment treaties. Finally, we analyse emerging issues in the international economic order, such as injecting international rights in trade agreements, the expansion of national security policy preferences, climate change, and the future of the data-driven economy.

**Teaching:** This course will have two hours of teaching content each week in Lent Term. There will be a Reading Week in Week 6 of Lent Term.

**Formative coursework:** One 2,000 word formative essay during the course.

**Indicative reading:** Reading lists will be provided for each seminar on Moodle. Where possible, readings will include relevant videos and podcasts to enhance student learning.

Readings will draw from materials authored by international institutions covered in the course, including the World Bank's Development Reports and the World Trade Organization's documents. Indicative scholarly readings include: A. Anghie, *Imperialism, Sovereignty and the Making of International Law* (2005); A. Roberts and N. Lamp, *Six Faces of Globalization* (2021); M.J. Trebilcock and M. Moto Prado, *What Makes Poor Countries Poor? Institutional Determinants of Development* (2011); J. Bonnitcha et al., *The Political Economy of the Investment Treaty*

Regime (2017); L. Eslava, *Local Space, Global Life: The Everyday Operation of International Law and Development* (2015); A. Narlikar, *Power Narratives and Power Paradoxes in International Trade Negotiations and Beyond* (2020); A. Santos et al., *World Trade and Investment Law Reimagined: A Progressive Agenda for an Inclusive Globalization* (2019); A. Sen, *Development as Freedom* (1999); N. Woods, *The Globalizers: The IMF, the World Bank, and their Borrowers* (2012); H. Wang, "The Belt and Road Initiative Agreements: Characteristics, Rationale and Challenges," *World Trade Review* (2021); M. Erie, "Chinese Law and Development" 61(1) *Harvard International Law Journal* (2021); G. Shaffer, *Emerging Powers and the World Trading System* (2021); and, S. Pahuja, *Decolonising International Law; Development, Economic Growth and the Politics of Universality* (2011).

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

## LL4AW Half Unit Not available in 2022/23 Foundations of International Human Rights Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Susan Marks

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time), MSc in Development Studies, MSc in Human Rights and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is part of the following LLM specialisms: Public International Law, Human Rights Law.

This course has a limited number of places and we cannot guarantee all students will get a place.

**Pre-requisites:** None

**Course content:** The course provides an introduction to key developments, issues and ideas that have given shape to the regime of international human rights law. We consider enduring debates around the foundations and universality of human rights, and look at a range of controversies relating to the interpretation and application of human rights treaties. Through the study of relevant concepts, norms, processes and debates, students are encouraged to develop an informed and critical assessment of the significance of international human rights law as a force for emancipatory change.

**Teaching:** This course will have two hours of teaching content each week in Michaelmas Term, either in the form of a two hour seminar or an online lecture and one hour class. There will be a Reading Week in Week 6 of Michaelmas Term.

Students are expected to have done the set reading and be willing to participate in discussion.

**Formative coursework:** Class exercises will be set.

**Indicative reading:** Reading lists will be provided for each seminar on Moodle. Relevant readings may include: Charles Beitz, *The Idea of Human Rights* (2009); Conor Gearty and Costas Douzinas (eds.), *The Cambridge Companion to Human Rights Law* (2012); and Philip Alston and Frédéric Mégret, *The United Nations and Human Rights: A Critical Appraisal* (2017).

**Assessment:** Assessment will be based on submission of an 8,000 word essay.

## LL4AX Half Unit Selected Topics in International Human Rights Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Margot Salomon

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time), MSc in Development Studies, MSc in Human Rights and University of Pennsylvania Law School LLM Visiting

Students. This course is available with permission as an outside option to students on other programmes where regulations permit. This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Course content:** This course explores international human rights law through a range of contemporary topics. We consider international human rights law and issues such as water, property, sexuality, and indigenous rights to land and resources. This course also investigates overarching issues that help us situate human rights in wider socio-economic and political context. Here we tend to investigate human rights and resistance, the fragmentation of international law, and current developments at international human rights institutions. Through the study of relevant concepts, norms, processes and debates, students are encouraged to develop an informed and critical assessment of the significance of international human rights law as a force for emancipatory change.

**Teaching:** 20 hours of seminars in the LT.

There will be a reading week in Week 6.

**Formative coursework:** One 2,000 word essay.

**Indicative reading:** O de Schutter, *International Human Rights Law: Cases, Material and Commentary* (CUP); P Mecklem, 'Human Rights in International Law: Three Generations or One?' 3 *London Review of International Law* 1 (2015); C Clark, 'Of What Use is a Deradicalized Human Right to Water?' 17 *Human Rights Law Review* 2 (2017); W Schabas, 'The Omission of the Right to Property in the International Covenants' 4 *Hague Yearbook of International Law* (1991); J Kozma, M Nowak and M Scheinin, *A World Court of Human Rights - Consolidated Draft Statute and Commentary* (Neuer Wissenschaftlicher Verlag, 2010)

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

## LL4AY Half Unit International Tax Systems

**This information is for the 2022/23 session.**

**Teacher responsible:** Eduardo Baistrocchi

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Pre-requisites:** There are no formal pre-requisites for this module.

**Course content:** The course offers a comprehensive introduction to international taxation. It examines how taxation applies to transactions in the international context. The focus is on rules that operate at a global level, particularly the OECD Model Tax Convention on Income and on Capital, which is the basis of over 3,000 bilateral tax treaties worldwide. The course will look at a series of cross-border transactions, starting with the basic example of an export and import of goods and culminating with the treatment of some complex and artificial structures. The features of tax systems will be studied through these transactions, particularly those found in double tax conventions and the law of the European Union. This approach will be supplemented with the analysis of some foundation concepts needed to study international taxation. Throughout the course examples will be drawn from the tax systems of a range of jurisdictions, including G20 countries and non-G20 tax hubs.

**Teaching:** This course will have 20 hours of teaching content in Michaelmas Term and an additional two hours of teaching in the Summer Term. There will be a Reading Week in Week 6 of Michaelmas Term.

**Formative coursework:** Students will have the option of producing a formative essay of 2,000 words.

**Indicative reading:** Detailed reading lists will be provided during the course via Moodle.

Sample readings:

Reuven S. Avi-Yonah, 'Double Tax Treaties: An Introduction (2007).

Available at SSRN: <http://ssrn.com/abstract=1048441>;

Eduardo Baistrocchi, The International Tax Regime and Global Power Shifts (May 17, 2021). *Virginia Tax Review*, Vol. 20, No. 2, 2021, Available at SSRN: <https://ssrn.com/abstract=3744992>;

Eduardo Baistrocchi, The International Tax Regime and the BRIC World: Elements for a Theory (May 10, 2013). *Oxford J Legal Studies*, May 2013, Available at SSRN: <https://ssrn.com/abstract=2336294>;

Edward Kleinbard, Stateless Income (November 15, 2011). *Florida Tax Review*, Vol. 11, p. 699, 2011, Available at SSRN: <https://ssrn.com/abstract=1791769>;

Roxan, Ian, 'Limits to Globalisation: Some Implications for Taxation, Tax Policy, and the Developing World' (January 30, 2012). LSE Legal Studies Working Paper No. 3/2012. Available at SSRN: <http://ssrn.com/abstract=1995633>

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

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## LL4AZ Half Unit

### Taxation of Multinational Enterprises: Transfer Pricing

**This information is for the 2022/23 session.**

**Teacher responsible:** Eduardo Baistrocchi

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Pre-requisites:** There are no formal pre-requisites for this module.

**Course content:** The course offers a comprehensive analysis of the taxation of multinationals, focusing on transfer pricing. It offers both theoretical and practical understanding of the fundamentals of this fascinating topic. The course will begin with an overview of the transfer pricing issue, including its history, current importance and global trends. General concepts, special rules and the different types of transfer pricing transactions will be discussed, as well as the specific rules and methods for tangible goods, intangibles, services and loans. Finally, the course will provide a review of transfer pricing controversy in a number of jurisdictions, including G20 countries and non-G20 global tax hubs.

**Teaching:** This course will have 20 hours of teaching content in Lent Term and two additional hours of teaching in the Summer Term. There will be a Reading Week in Week 6.

**Formative coursework:** Students will have the option of producing a formative essay of 2,000 words.

**Indicative reading:** Detailed reading lists will be provided during the course via Moodle.

Sample readings include:

Báez, Andrés and Brauner, Yariv, Taxing the Digital Economy Post BEPS ... Seriously (March 1, 2019). University of Florida Levin College of Law Research Paper No. 19-16, Available at SSRN: <https://ssrn.com/abstract=3347503> or <http://dx.doi.org/10.2139/ssrn.3347503>

E. Baistrocchi, Article 9: Associated Enterprises – Global Tax Treaty Commentaries, *Global Tax Treaty Commentaries*, International Bureau of Fiscal Documentation, 2022. Available at: <https://www.ibfd.org/news/global-tax-treaty-commentaries-gttc>

E. Baistrocchi, 'Transfer Pricing Dispute Resolution: The Global Evolutionary Path' in E. Baistrocchi and I. Roxan (eds.), *Resolving Transfer Pricing Disputes: A Global Analysis* (Cambridge University Press). Available at SSRN: <https://ssrn.com/abstract=2337717>

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

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## LL4B1 Half Unit

### International Trade Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Mona Paulsen

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time), MSc in Development Studies and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Pre-requisites:** None. Students with no previous background in public international law may find it helpful to consider consulting a standard textbook such as M. Evans (ed.), *International Law* (5th ed., 2018) or G. Hernandez, *International Law* (2019).

**Course content:** This course offers an introduction to the basic legal principles of the World Trade Organization (WTO), as well as the most salient challenges confronting the organisation today.

The course begins by introducing students to the economic and political theories of international trade and global economic integration. The course proceeds with a history of the multilateral trading system, beginning with the stillborn International Trade Organization, the slow legalisation of trade pursuant to the General Agreement on Tariffs and Trade, and the eventual creation of the WTO. Against this history, students will study the political economy of trade, and evaluate the debates about economic globalisation.

By the end of the course, students will understand the basic system of WTO rules and exceptions. In addition, students will evaluate WTO institutional functions, including trade negotiations and dispute settlement. We will critically assess current challenges to the functioning of the WTO disputes settlement system, which operates without a functioning appeals mechanism since 2019.

This course aims for students to gain a solid theoretical understanding of WTO principles and practices, to gain the skills to evaluate WTO rules, and to debate future WTO reforms. Every effort is made to contextualise current trade conflicts in the political economy of international trade. Seminar readings will include interdisciplinary authorities to help students dissect various economic, political, and social questions about the international economic order. The course closes with discussion on the future of the multilateral trading system, considering member states interests in novel areas, such as electronic commerce, the rising securitisation of trade, climate change, and future coordination for pandemics.

Students with deeper interests in development issues and/or the political economy of trade may complement this course with LL4AV: *International Economic Law and Development*.

**Teaching:** This course will have two hours of teaching content each week in Michaelmas Term and two additional hours in the Summer Term. There will be a Reading Week in Week 6 of Michaelmas Term.

**Formative coursework:** One 2,000 word formative essay during the course.

**Indicative reading:** Each week includes a detailed reading guide of essential and further readings. Essential readings are often extracted textbook chapters, relevant WTO rules, and extracts from WTO dispute settlement reports. Some weeks may require students to read academic work or other primary materials. Where possible, readings will include relevant videos and podcasts to enhance student learning.

There is no set textbook for the course, but textbooks are all found online. Indicative textbooks include P. Van den Bossche & W. Zdouc, *The Law and Policy of the World Trade Organization: Text, Cases and Materials* (CUP, 5th ed., 2021); S. Lester et al., *World Trade Law, Texts Materials, and Commentary* (3rd ed. 2018); and R.



Howse et al *The Regulation of International Trade* (4th ed., 2013). Primary WTO source materials are available for download from the WTO's website.

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

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## LL4BA Half Unit Not available in 2022/23 International Law and the Movement of Persons within States

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Chaloka Beyani

Associate Professor of Law and former UN Special Rapporteur on the Human Rights of Internally Displaced Persons 2010-2016. Member of the UN Secretary General's Human Rights Up Front 2014 and continuing.

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time), MSc in Human Rights, MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course will be relevant to the following LLM specialisms: Public International Law and Human Rights Law.

This course has a limited number of places and we cannot guarantee all students will get a place.

**Course content:** The course provides a detailed study of the international legal framework in which the causes, problems, policies, standards, techniques and institutions concerning the movement of persons within States and protection of internally displaced persons are situated. The course explores the overlap between International Human Rights Law, International Humanitarian Law and Humanitarian Assistance with respect to internally displaced persons. It covers: the definition of internally displaced persons; individual criminal responsibility for forcible displacement before ad hoc Tribunals with criminal jurisdiction and the International Criminal Court; standards applicable in international law to the protection of internally displaced persons, the regime of humanitarian assistance to displaced persons; and finally the institutional protection of internally displaced persons by the United Nations Special Rapporteur on the Human Rights of Internally Displaced Persons, the United Nations High Commissioner for Human Rights, and the United Nations High Commissioner for Human Refugees. Topics include:

- Regulation of movement within States in International Law
- Territorialism, movement, and displacement
- Internally displaced persons and the role of the UN Special Rapporteur on the Human Rights of Internally Displaced Persons
- Protection of Internally Displaced Persons in International Human Rights Law
- Protection of Internally Displaced Persons in International Humanitarian Law
- The Regime of Climate Change induced Displacement
- Individual Criminal Responsibility for Forcible Displacement
- Institutional Protection and Humanitarian Assistance
- Internally Displaced Persons in Post-Conflict Situations
- Remedies and 'durable' solutions for Internally Displaced Persons.

**Teaching:** This course will have two hours of teaching content each week in Lent Term, either in the form of a two hour seminar or an online lecture and one hour class. There will be a Reading Week in Week 6 of Lent Term.

**Formative coursework:** All students are expected to produce one 2,000 word formative essay during the course.

**Indicative reading:** G.S. Goodwin-Gill and Jane MacAdam, *The Refugee in International Law*, 3rd ed., (Oxford, 2007). Allehone Abebe, *The Emerging Law of Forced Displacement in Africa: Development and Implementation of the Kampala Convention on Internally Displaced Persons* (Routledge, 2017).

C.Phuong, *International Protection of Internally Displaced Persons* (Cambridge, 2009). J. McAdam, *Climate Change, Forced Migration, and International Law* (OUP, 2012)

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

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## LL4BB Half Unit Not available in 2022/23 International Law and the Movement of Persons Between States

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Chaloka Beyani

Associate Professor of Law and former UN Special Rapporteur on the Human Rights of Internally Displaced Persons 2010-2016. Member of the UN Secretary General's Human Rights Up Front 2014 and continuing.

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time), MSc in Human Rights, MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course will be relevant to the following LLM specialisms: Public International Law and Human Rights Law.

This course has a limited number of places and we cannot guarantee all students will get a place.

**Course content:** The course provides a detailed study of the international legal framework in which the causes, problems, policies, standards, techniques and institutions concerning the protection of asylum seekers, refugees and refugee women, and migrants are situated. The course explores the overlap between International Refugee Law, International Human Rights Law, International Criminal Law, the phenomenon of Migration, including Human Trafficking in the context of refugees, legal and illegal migrants. It covers: the definition of refugees, legal and illegal migrants, including trafficking in human beings; the concepts of 'well-founded fear' of persecution and group eligibility to refugee protection; procedures for determining refugee status on an individual and group basis, in Africa, Asia, Australia, the European Union, North America, and Latin America; temporary protection; the process of exclusion from refugee protection; the role, in refugee law and human rights, of the principle of non-refoulement in refugee protection; the cessation of refugee status, voluntary repatriation, and safe return; standards applicable in international law to the protection of refugees, migrants, and evolving standards against human trafficking; the regulation of migration in regional economic and political unions, namely the European Union, East African Community, the Union of West African States, the Caribbean Community and the Southern African Development Community; and finally the institutional protection of refugees, and migrants by the United Nations High Commissioner for Refugees and the, the International Organisation for Migration. Topics include:

- International Law and the Movement of Persons Between States
- Definition of Refugees
- The Right to Seek and Obtain Asylum and Determination of Refugee Status
- Exclusion from Refugee Protection
- Protection of asylum seekers and refugees from Refoulement
- Standards of Protection and cessation of refugee status
- Definition of Migrants
- Protection of Migrants in International Human Rights Law
- Regional Integration and Migration
- Trafficking in Human Beings and Human Smuggling

**Teaching:** This course will have two hours of teaching content each week in Michaelmas Term, either in the form of a two hour seminar or an online lecture and one hour class. There will be a Reading Week in Week 6 of Michaelmas Term.



**Formative coursework:** All students are expected to produce one 2,000 word formative essay during the course.

**Indicative reading:** G.S. Goodwin-Gill and Jane MacAdam, *The Refugee in International Law*, 3rd ed., (Oxford, 2007) J. Hathaway, *The Rights of Refugees under International Law* (Cambridge, 2005) E. Feller, V. Turk and F. Nicholson, *Refugee Protection in International Law: UNHCR's Global Consultations on International Protection* (Cambridge University Press 2003) I. Brownlie and G. Goodwin-Gill, *Basic Documents on Human Rights* latest edition, Oxford: Clarendon Press, OR Ghandi, *International Human Rights Documents*, latest edition, Oxford: Clarendon Press

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

## LL4BF Half Unit

### International Financial Regulation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Philipp Paech

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time), MSc in Accounting, Organisations and Institutions, MSc in Regulation, MSc in Risk and Finance and University of Pennsylvania Law School LLM Visiting Students. This course is not available as an outside option.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Course content:** This course focuses on the micro- and macro-prudential regulation of financial institutions and the financial system. It examines the prudential regulation of banks, bank resolution schemes, the regulation of shadow banking and other regulatory attempts to ensure financial stability, including with regard to novel, technology-induced types of financial services ('FinTech'). The focus will be on the regulation of national and international aspects of financial institutions and the financial system, rather than on private law and transactional aspects. No previous knowledge of financial market regulation or background in economics is required for those wishing to follow this course. For non-lawyers, a willingness to engage in legal analysis will be necessary, although a legal background is not required.

The syllabus may include the following topics:

The Rational of International, EU and UK Regulatory Structures  
Core concepts of Financial Regulation, pre- and post-Crisis  
Financial Stability – Policy Issues, Principles and Global Standard  
Setters

Prudential Regulation of Banks – The Basel Accords

National and Cross-border Resolution of Failing Banks

Regulating Shadow Banks

Regulating Credit Rating Agencies

Regulating FinTech

**Teaching:** This course will have two hours of teaching content each week in Lent Term. There will be a Reading Week in Week 6 of Lent Term.

**Formative coursework:** All students are expected to produce one 2,000 word formative essay during the course. The course offers also a voluntary mock exam.

**Indicative reading:** A full reading list will be distributed during the course and essential materials will be made available to the students electronically where possible. In addition, the students will be invited to do independent reading. A good general introduction is J. Armour et al, *Principles of Financial Regulation*, OPU 2016

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

## LL4BG Half Unit

### Rethinking EU Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jan Zgliniski

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Course content:** The course examines the theoretical underpinnings of the EU and European Union law: it explores issues such as the nature and evolution of the EU and its legal order, its democratic and constitutional credentials, the place of fundamental rights and their relationship to market freedoms, the idea of a European economic constitution, and the impact of the Euro-crisis, the rule of law crisis, populism and Brexit on the trajectory of integration. It offers students a deeper understanding of the structures that constitute the EU but also an opportunity to think about how European integration informs our ideas of law and the modern state.

**Teaching:** This course will have two hours of teaching content each week in Lent Term. There will be a Reading Week in Week 6 of Lent Term.

**Formative coursework:** All students are expected to produce one 2,000 word formative essay during the course.

**Indicative reading:** Michael A. Wilkinson, *Authoritarian Liberalism and the Transformation of Modern Europe* (OUP, 2021); K. Tuori and K. Tuori, *The Eurozone Crisis: A Constitutional Analysis* (Cambridge University Press, 2014); J Habermas, *The Crisis of the European Union: A Response* (Polity 2012); C Bickerton, *European Integration: From Nation-States to Member States* (Oxford University Press, 2012); P Lindseth, *Power and Legitimacy: Reconciling Europe and the Nation-State* (OUP 2010); L van Middelaar, *The Passage to Europe: How a Continent Became a Union* (Yale University Press, 2013); F Scharpf, *Governing in Europe* (OUP 1999); A Stone Sweet, *The Judicial Construction of Europe* (OUP 2004); JHH Weiler, *The Constitution of Europe: "Do the New Clothes Have an Emperor?" And Other Essays on European Integration* (CUP 1999); A Wiener and T Diez (eds), *European Integration Theory* 2nd ed (OUP 2009)

**Assessment:** Essay (100%) in the ST.

## LL4BH Half Unit

### Law and Government of the European Union

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Floris De Witte

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Pre-requisites:** Basic knowledge (at an undergraduate level) of EU law is required.

**Course content:** How is the European Union governed? This course will discuss this question in both a descriptive and a

normative fashion. In descriptive terms, the course looks at the way in which the EU institutions are structured, how they function internally, and the powers that they have. It looks at the power of the European Court of Justice, at the role of fundamental rights, and the way in which the Treaty can be amended. This descriptive discussion forms the backdrop for the (more central) normative discussion: how should Europe be governed? Is the EU democratic? Should it be? Should Member States have more or less power to challenge EU measures? What will the future of the EU look like? And what should it look like?

Students will be challenged to think about the EU as an institutional structure in which both law and politics play a crucial role.

Really understanding the EU requires knowledge of both areas as well as knowledge of their interaction. At no other time in the development of the EU has the interaction between law and politics so fundamentally affected the direction of the integration process. The coming years will see fundamental changes to the EU's structure; which are informed as much by political dynamics as by legal mechanisms. This course prepares you to fully understand those changes - and allow you to analyse critically both their normative content and institutional structure. We will of course discuss these questions with a focus on the contemporary challenges of the EU: ranging from Russia's invasion of Ukraine and Brexit to the rule of law crisis and the climate change challenge.

**Teaching:** This course will have 20 hours of teaching content in Michaelmas Term. There will be a Reading Week in Week 6.

**Formative coursework:** All students are expected to produce one 2,000 word formative essay during the course. The formative essay serves as a basis for the assessed essay.

**Indicative reading:** Dawson & De Witte, 'EU Law and Government' (CUP 2022).

**Assessment:** Essay (100%, 8000 words) in the ST.

## LL4BK Half Unit Corporate Crime

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Jeremy Horder

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time), MSc in Accounting and Finance, MSc in Regulation, MSc in Risk and Finance and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Course content:** This course focuses on crime committed within the commercial and business environment. The course considers the principles of corporate criminal liability and different models of corporate criminal liability. The exercise of prosecutorial discretion in corporate crime cases, with a consideration of deferred prosecution agreements, is examined. The course addresses the challenges in the international fight against corruption. As well as exploring the nature, extent and consequences of corruption, the course examines the law of fraud and false accounting, as well as international responses to corporate crime and their implementation into domestic law. The increasing emphasis placed by the law on a company's obligation to prevent the occurrence of corporate crime is also examined, in relation to fraud, environmental crime and the abuse of human rights. There is no overlap between this course and the course on Financial Crime in the Lent (second) Term.

**Teaching:** This course will have two hours of teaching content each week in Michaelmas Term. There will be a Reading Week in Week 6 of Michaelmas Term.

**Formative coursework:** One 2,000 word essay.

**Indicative reading:** Reading is prescribed for each lecture and seminar. There are no core textbooks available for the course, although Ashworth's Principles of Criminal Law (10th edition)

has a chapter on Financial Crime that may be of assistance. All the reading material is available from resources easily accessible through LSE Moodle, LSE Electronic Library and the internet.

Preliminary reading is not required but for an understanding of the areas covered in the course students may read Wells: Corporations and Criminal Responsibility, 2nd edition, 2001, Oxford University Press; Gobert & Punch: Rethinking Corporate Crime, 2003, Butterworths LexisNexis; Green: Lying, Cheating and Stealing: A Moral Theory of White Collar Crime, 2007, Oxford University Press.

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

## LL4BL Half Unit Financial Crime

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jonathan Fisher

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time), MSc in Accounting and Finance, MSc in Regulation, MSc in Risk and Finance and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Course content:** This course focuses on financial crime committed within the commercial and business environment and explores current perspectives in the detection, investigation and prosecution of these cases.

The first part of the course considers the emergence of anti-money laundering regimes, through criminal offences and regulatory compliance, as the primary response to financial crime. In addition, the course examines models for confiscation of criminally obtained property following conviction and frameworks for non-conviction-based confiscation and taxation in the civil courts. The case for illicit enrichment offences and use of special investigation tools such as unexplained wealth orders and compulsory interrogation powers in the detection of financial crime is explored. The course addresses the compatibility of these initiatives with protections on due process and the rights to privacy and property set out in the European Convention on Human Rights and other international instruments.

The second part of the course examines the engagement between financial crime and the global financial markets, with a close focus on offences such as insider dealing, misleading the financial markets and false accounting. The challenges of detection and enforcement are discussed, and the contribution of financial crime to the global financial crisis in 2008 is studied. In addition, the course explores the potential criminality of other market malpractices such as manipulating the financial markets, short selling and reckless risk taking.

The course is bracketed by introductory and concluding sessions. The first session explores the nature and extent of financial crime, the relationship between organised crime groups and financial crime, and the social and economic impact of financial crime. The session also addresses the perceived ambivalence to the prosecution of financial crime cases, the limitations on public authorities to fight financial crime, the role of public/private partnerships and the rise of private prosecutions.

The course concludes with a session on the principles of sentencing in financial crime cases and an examination of alternatives to the imposition of lengthy custodial sentences.

There is no overlap between this course and the course on Corporate Crime in the Michaelmas (first) Term. Corporate Crime is not a pre-requisite for this course.

**Teaching:** This course will have two hours of teaching content each week in Lent Term. There will be a Reading Week in Week 6 of Lent Term.

**Formative coursework:** One 2,000 word essay.

**Indicative reading:** Reading is prescribed for each lecture and seminar. There are no core textbooks available for the course; however, all the reading material is available from resources easily accessible through LSE Moodle, LSE Electronic Library and the internet. Preliminary reading is not required but for an understanding of the areas covered in the course students may read Green: Lying, Cheating and Stealing: A Moral Theory of White Collar Crime, 2007, Oxford University Press; Alldridge: Money Laundering Law: Forfeiture, Confiscation, Civil Recovery, Criminal Laundering and Taxation of the Proceeds of Crime, 2003, Hart Publishing; Ryder: Financial Crime in the 21st Century, Law and Policy, 2011, Edward Elgar.

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

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## LL4BM Half Unit Not available in 2022/23

### The Legal Protection of Inventions

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Siva Thambisetty

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course will be relevant to the following LLM specialisms: Information Technology, Media and Communications Law, Intellectual Property Law, Corporate and Commercial Law, International Business Law, and Competition, Innovation and Trade Law.

This course has a limited number of places and we cannot guarantee all students will get a place.

**Pre-requisites:** Students interested in this subject are encouraged to consider enrolling onto Innovation, Technology and Patent Law (LL4BN) in the Lent Term.

**Course content:** This course provides an advanced and comprehensive introduction to the legal protection of invention through patents. Legally defined inventions are everywhere - in the velcro used to fasten a gym bag, in the tap or touch of a smartphone, in the food we eat, the medicines we take, the clothes we wear and in the buildings we live in.. Patent rights increasingly intersect with diverse issues such as competitive innovation, inequitable access to technologies, global public health, regulation of risky technologies and the pursuit of science. This course addresses the basics of patent prosecution as well as the theoretical and actual relationship between patents and innovation, both in law and in economics. We will study patentability criteria as well as patent eligibility for inventions that incorporate software, medical innovations, biotechnology or morally controversial technologies. A comparative approach based on UK, EU and US patent law will be adopted where relevant.

An aim of this course is to gain familiarity with widely different contexts of innovation and a sound critical approach to the general principles of the legal protection of inventions. Recent developments such as Covid-19 treatments and vaccine innovation will be addressed and students will be equipped to engage in current legal and policy issues in some depth. Students do not need a scientific background and will be supported in understanding technical aspects.

Topics covered include: Novelty, inventive step, person skilled in the art, industrial applicability, sufficiency of disclosure, computer implemented inventions and business methods, biotechnology, exclusions (such as animal varieties, diagnostic methods, on grounds of morality) and the fundamentals of claim construction and infringement.

**Teaching:** This course will have two hours of teaching content each week in Lent Term, either in the form of a two hour seminar or an online lecture and one hour class. There will be a Reading Week in Week 6 of Lent Term.

**Formative coursework:** All students are expected to produce one 2,000 word formative essay during the course.

**Indicative reading:** Weekly reading will include core chapters from

books, cases and articles from law reviews.

Bentley, Sherman, Gangjee and Johnson Intellectual Property Law Oxford University Press 2018

Fysh et al The Modern Law of Patents Lexis Nexis Butterworths

Michael Spence Intellectual Property Clarendon Law Series 2007

Tanya Aplin Intellectual Property Law: Text, Cases and Materials (Oxford University Press 2013)

Justine Pila The Requirement for an Invention in Patent Law (OUP 2010)

**Assessment:** Essay (100%, 8000 words) in the LT.

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## LL4BN Half Unit Not available in 2022/23

### Innovation, Technology and Patent Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Siva Thambisetty NAB 7.29

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course will be relevant to the following LLM specialisms:

Information Technology, Media and Communications Law, Intellectual Property Law, Corporate and Commercial Law, International Business Law and Competition, Innovation and Trade Law.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

**Pre-requisites:** Students must have completed The Legal Protection of Inventions (LL4BM).

**Course content:** This course will build on the comprehensive introduction to patent law provided in LL4BM to address sophisticated issues of law and public policy through multiple perspectives. Indicative list of weekly seminar topics include biotechnology and biodiversity, synthetic biology, artificial intelligence, pharmaceuticals and access to medicines, research use exception, competition law and policy with respect to the patent rights in particular sectors, patent offices and patent litigation, and the Unitary Patent Convention. The course will allow students to bring a wide variety of interests to the table and will address questions of reform of law and institutions. Course content complements several areas of national and international law and policy including competition law, access and benefit sharing issues around genetic resources, transnational rules that impact domestic innovation policy, institutional theory, affordability of patented medicines, human rights and bioethics.

**Teaching:** 20 hours of seminars in the LT. 2 hours of seminars in the ST.

This is a Lent term course, and consists of 10 weekly two-hour seminars in variable format including lecture-discussions, student-led seminars and guest lecturers where appropriate. Students are expected to participate in class discussions and critically explore further implications of the reading covered each week.

**Formative coursework:** All students are expected to produce one 2,000 word formative essay during the course.

**Indicative reading:** Weekly readings will include book chapters, law review articles, reports and studies as well as cases.

Robert Merges Justifying Intellectual Property Law HUP 2011

James Boyle The Public Domain: Enclosing the Commons of the Mind Yale University Press 2008 (free access online)

Boldrin and Levin Against Intellectual Monopoly CUP 2010

Alexander Stack International Patent Law: Cooperation, Harmonisation and an Institutional Analysis of WTO and WIPO Edward Elgar 2012

Justine Pila The Requirement for an Invention in Patent Law OUP 2010

A Pottage and B Sherman Figures of Invention: A History of Modern Patent Law OUP 2011

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

**LL4BP Half Unit****Current Issues in Intellectual and Cultural Property Law**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Luke McDonagh

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Course content:** The aim of the module is to introduce key themes in critical debates about intellectual and cultural property. This course takes a historical, theoretical and contextual approach to current debates and controversies over patents, copyright, trademarks and art restitution. The module focuses on a set of topical questions that illuminate concepts, institutional models, and socio-economic formations that cut across the diversity of intellectual and cultural property regimes. Questions are posed on a range of topics including the following: on the nature of property in patented inventions during a global pandemic; on the implications of the transnational expansion of intellectual property forms and institutions such as the WTO/TRIPS and the corresponding effect on global political economy; and on how regimes forged in the era of industrialization have adapted to new modes of production and distribution in a global market for knowledge. These expansive questions are not asked in abstraction. Seminars will focus on specific case studies of institutions, transactional forms and social effects. Many of these studies are chosen for their topicality, so the contents of the course will evolve from year to year, but seminar topics might include: the nature of the link between legal-economic incentives and technological innovation; the importance of knowledge sharing and the optimal use of intellectual property in an emergency; the use and circulation of genetic resources under the Convention on Biological Diversity; the contested ideas of ownership, property and heritage in the market for tangible objects and intangible culture; the disputes over the meaning of authorship in collaborative fields such as music, film and theatre; the relevance (or not) of intellectual property in the context of 'negative spaces' (the fashion industry, fan fiction, magicians, and stand-up comedy); the use and misuse of the public domain in intellectual property discourses; the evolution of non-conventional trade marks such as scents, shapes and over-arching brands; and the linked questions of (i) whether intellectual property is a human right, and if so, (ii) whether companies are 'legal persons' capable of asserting this human right.

**Teaching:** This course will have 20 hours of teaching content in Lent Term and an additional two hours of teaching in the Summer Term. There will be a Reading Week in Week 6 of Lent Term.

**Formative coursework:** All students are expected to produce one 2,000 word formative essay during the course.

**Indicative reading:**

- Biagioli, Jaszi & Woodmansee, Making and Unmaking Intellectual Property (2011).
- Boyle, The Public Domain. Enclosing the Commons of the Mind (2009).
- Miles, Art as Plunder. The Ancient Origins of Debate About Cultural Property (2008).
- McDonagh, Performing Copyright: Law, Theatre and Authorship (2021).

**Assessment:** Essay (100%, 8000 words) in the ST.

**LL4BQ Half Unit****Trade Mark Law**

**This information is for the 2022/23 session.**

**Teacher responsible:** Luke McDonagh

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Course content:** This course offers in depth analysis of legislation and case law concerning trade marks in the UK and EU. In so doing the module considers relevant developments in international and comparative law. Topics covered include: national, regional and international trade mark registration systems; absolute grounds and relative grounds of refusal; the scope of trade mark rights; trade mark infringement; exceptions and defences; and the ownership of brand image in the context of the interaction between consumers and corporate brands.

**Teaching:** This course will have two hours of teaching content each week in Michaelmas Term. There will be a Reading Week in Week 6 of Michaelmas Term.

**Formative coursework:** One 2,000 word essay.

**Indicative reading:** Core Textbook - S Karapapa and L McDonagh, Intellectual Property Law 1st edition (OUP, Oxford 2019). Students will be expected to read widely in designated journals and books. All of the recommended cases and journal articles are available in electronic form and additional materials will be made available on the Moodle website which supports this course. A detailed reading list will be provided for the course, but the following are indicative (and available in the LSE Library): L Bently, J Davis, J Ginsburg (eds) Trade Marks & Brands: An Interdisciplinary Critique (CUP, Cambridge 2008); A Arvidsson, Brands. Meaning and Value in Media Culture (Routledge, London 2006); C Lury, Brands. The Logos of the Global Economy (Routledge, London 2004); G Dinwoodie & M Janis (eds) Trade Mark Law and Theory: A Handbook of Contemporary Research (Edward Elgar, Cheltenham 2008); S Maniatis & D Botis, Trade Marks in Europe: A Practical Jurisprudence 2nd ed (Sweet & Maxwell, London 2010).

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

**LL4BT Half Unit Not available in 2022/23****Cultural Property and Heritage Law**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Tatiana Flessas

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Course content:** This course looks at cultural property and heritage law from legal, social theoretical and practice-oriented perspectives. It provides an overview of existing and emerging cultural property and heritage legislation (domestic and international). We will be looking in particular at the development of cultural property legislation in the 20th century and emerging international cultural property and heritage initiatives under the auspices of the UN and UNESCO. Topics to be covered include the origins of cultural property law, the problems in defining cultural property and heritage, current issues and cases in repatriation and restitution of cultural objects, the National Trust and other



heritage protection regimes, and intangible cultural heritage. The course also addresses the creation and management of museums and heritage sites, primarily within the UK, but also including sites in North and South America, Europe and Asia. We consider how the issues that we've identified throughout the course arise in the ongoing construction, protection, and (primarily economic) uses of heritage. Along with specialist seminars, the course includes visits to museums and contact with practising experts in the field.

**Teaching:** This course will have two hours of teaching content each week in Michaelmas Term. There will be a Reading Week in Week 6 of Michaelmas Term.

**Formative coursework:** One 2,000 word essay or other type of formative assessment.

**Indicative reading:** Neil Cookson, *Archaeological Heritage Law* (2000 Barry Rose); John Henry Merryman and Albert E. Elsen, *Law, Ethics and the Visual Arts* (2002 Kluwer Law International); Lyndel V. Prott & P.J. O'Keefe, *Law and the Cultural Heritage Vol 1* (1984 Abingdon); Lyndel V. Prott & P.J. O'Keefe, *Law and the Cultural Heritage Vol 3* (1989 Butterworths); J.E. Tunbridge and G.J. Ashworth, *Dissonant Heritage: the management of the past as a resource in conflict* (1996 J. Wiley); Norman Palmer, *Museums and the Holocaust: law, principles and practice* (2000 Institute of Art and Law); John Henry Merryman, *Thinking about the Elgin Marbles: critical essays on cultural property, art and law* (2000 Kluwer Law International); Nick Merriman, *Beyond the Glass Case: the past, the heritage and the public in Britain* (1991); Jeanette Greenfield, *The Return of Cultural Treasures* (1989); Richard Prentice, *Tourism and Heritage Attractions* (1993); G.J. Ashworth and P.J. Larkham, eds. *Building a New Heritage: tourism, culture, and identity* (1994); Peter Mandler, *The Fall and Rise of the Stately Home* (1997); Patrick J O'Keefe, *Trade in Antiquities: reducing destruction and theft* (1997); Ismail Serageldin, Ephim Shluger, Joan Martin-Brown, eds. *Historic Cities and Sacred Sites: cultural roots for urban futures* (2001); Federico Mayor, *Memory of the Future* (1995); Peter J. Fowler, *The Past in Contemporary Society: then, now* (1992); David Brett, *The Construction of Heritage* (1996); Karl Ernest Meyer, *The Plundered Past* (1974).

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

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## LL4BU Half Unit

### Art Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Tatiana Flessas

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Course content:** This course engages in a discussion of specific cases and issues regarding acquisition, ownership, and restitution of works of art, and the problems that arise in regulating markets in art and cultural artefacts. We will look at domestic (UK and US) and international legislation regulating the art trade. Against this legislative background, the course examines important cases in disputes regarding commodification and sale of cultural goods, including the issues that arise in the operation of the art market (dealers, museums, collectors and auction houses). 'Art Law' is a specialised area of practice and an emerging area of theory and scholarship. We will look at some of the cases and theory of art and law, including the practices of dealers and auction houses in valuing (and mis-valuing) art for sale; the recent developments in addressing the restitution of art taken during the Nazi era; museum loans and the cross-border movement of art; the restoration and conservation debate(s) and then turn to a scholarly and interpretive approach to the issues that arise in considering the art market. We

will also return to the questions that arise in dealer, auction house and museum policies more generally. Finally, practitioners in these areas, museum and auction house professionals, archaeologists, and art experts will be contributing to the seminars on the emerging legal issues in this area.

**Teaching:** This course has 20 hours of teaching content in Lent Term and an additional two hours of teaching in the Summer Term. There is a Reading Week in Week 6 of Lent Term.

**Formative coursework:** One 2,000 word essay.

**Indicative reading:** Colin Renfrew, *Loot, Legitimacy and Ownership: The Ethical Crisis in Archaeology* (2000 Duckworth); Neil Cookson, *Archaeological Heritage Law* (2000 Barry Rose); James Cuno, *Who Owns Antiquity? Museums and the Battle over our Ancient Heritage* (2010 Princeton University Press); John Henry Merryman and Albert E. Elsen, *Law, Ethics and the Visual Arts* (2002 Kluwer Law International); Lyndel V. Prott & P.J. O'Keefe, *Law and the Cultural Heritage Vol 1* (1984 Abingdon); Lyndel V. Prott & P.J. O'Keefe, *Law and the Cultural Heritage Vol 3* (1989 Butterworths); Norman Palmer, *Museums and the Holocaust: law, principles and practice* (2000 Institute of Art and Law); Olav Velthuis, *Talking Prices: Symbolic Meanings of Prices on the Market for Contemporary Art* (2007 Princeton University Press); Jason Felch & Ralph Frammolino, *Chasing Aphrodite: The Hunt for Looted Antiquities at the World's Richest Museum* (2010 Houghton Mifflin Harcourt); Sarah Thornton, *Seven Days in the Art World* (2009 Granta Books); Jeanette Greenfield, *The Return of Cultural Treasures* (1989); Patrick J O'Keefe, *Trade in Antiquities: reducing destruction and theft* (1997); Karl Ernest Meyer, *The Plundered Past* (1974).

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

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## LL4BV Half Unit

### Transnational Environmental Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Veerle Heyvaert

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time), MSc in Environmental Policy and Regulation, MSc in Environmental Policy, Technology and Health (Environmental Policy and Regulation) (LSE and Peking University), MSc in Regulation and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Course content:** The course instructs students on key issues in environmental law and governance beyond the state. Through the study of recent developments in international environmental law, regional law (including EU law) and private environmental regulation, the course investigates how new transnational environmental laws are made, what the role is of science and of indigenous knowledge in environmental decision-making and dispute resolution, how transnational environmental law is implemented and enforced, and whether transnational corporations can be held accountable for environmental damage. The questions are illustrated through case studies relating to, among others, climate change and biodiversity protection.

**Teaching:** This course will have 20 hours of teaching content in Lent Term and an additional two hours of teaching in the Summer Term. There will be a Reading Week in Week 6 of Lent Term.

**Formative coursework:** One 1,000 - 1,500 (upper limit) word essay. The students are given an opportunity to sit a mock exam in Week 9 of Lent Term.

**Indicative reading:** A detailed reading list will be provided for each seminar. The overwhelming majority of readings are electronically available as e-books or in journals. Essential reference works include the journal *Transnational Environmental Law*; Heyvaert,

Transnational Environmental Regulation and Governance (CUP, 2019); Heyvaert & Duvic-Paoli, *Research Handbook on Transnational Environmental Law* (Edward Elgar, 2020); Kingston, Heyvaert & Cavoški, *European Environmental Law* (CUP, 2017); Sands & Peel, *Principles of International Environmental Law* (4th ed, CUP, 2018); Bodansky, *The Art and Craft of International Environmental Law* (2010, Harvard University Press); Bodansky, Brunnee & Hey, *The Oxford Handbook of International Environmental Law* (OUP, 2007); and the Stern Review Executive Summary (online).

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

## LL4BW Half Unit

### Law and Political Thought

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Thomas Poole

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time), MSc in Political Theory and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Course content:** This course examines the relationship between law and political theory. It does so through the study of classic texts of political thought: typically Hobbes, *Leviathan*, Rousseau, *Social Contract*; Burke, *Reflections on the Revolution in France*; Schmitt, *Constitutional Theory*; Arendt, *On Revolution*; Hayek, *Law, Legislation and Liberty*. In this way, the course deals with major topics of theoretical and juridical interest, such as the rule of law, law and government, theories of authority and legitimacy, revolution and the state, nationalism and cosmopolitanism.

**Teaching:** This course will have 20 hours of teaching content in Lent Term and an additional two hours of teaching in the Summer Term. There will be a Reading Week in Week 6 of Lent Term.

**Formative coursework:** All students are expected to produce one 2,000 word formative essay during the course.

**Indicative reading:** The reading for the course consists of classic texts in political thought. Many are available online and the course is delivered through Moodle.

**Assessment:** Essay (100%, 8000 words) in the ST.

## LL4C2 Half Unit

### World Poverty and Human Rights

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Margot Salomon

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time), MSc in Development Studies, MSc in Global Politics, MSc in Human Rights and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Pre-requisites:** None but some knowledge of public international law is helpful.

**Course content:** This course examines world poverty and inequality considering the regime of international law aimed at the protection of human rights. It unpacks the duties of states and non-state actors and the ways in which they may be implicated in the deprivation that has 2.7 billion people concentrated in the South, and many in the North, unable to exercise even their

minimum essential levels of human rights. The course is interested in studying conceptual, normative, and critical approaches to human rights and will draw on literature that situates human rights and development in broader interdisciplinary and structural contexts. It will explore the role of international actors and institutions that impact positively or negatively on human rights today, as well as examine global developments and the application of legal standards to some areas of outstanding concern. Topics to be covered may include: Poverty as a human rights issue

- Human rights and development
- The right to development and claims against the public international order
- The scope, content and limits of the obligation of international cooperation
- Human rights, the World Bank and IMF
- Human rights and international trade, investment, and finance
- Interrogating the Sustainable Development Goals
- Pandemic and international law

**Teaching:** This course will have two hours of teaching content each week in Lent Term and an additional two hours of teaching in the Summer Term. There will be a Reading Week in Week 6 of Lent Term.

**Formative coursework:** One 2,000 word essay.

**Indicative reading:** G. Abi-Saab, 'The Legal Formulation of the Right to Development', in R-J Dupuy (ed), *The Right to Development at the International Level*, Hague Academy of International Law (1980).

B.S. Chimni, 'International Institutions Today: An Imperial Global State in the Making' *European Journal of International Law* (2004).

C. Chinkin, 'The United Nations Decade for the Elimination of Poverty: What Role for International Law?' *54 Current Legal Problems* (2001).

A. Eide, 'Human Rights-Based Development in the Age of Economic Globalization' in B.A. Andreassen and S.P. Marks (eds), *Development as a Human Right: Legal, Political and Economic Dimensions* (2010).

M.E. Salomon, *Global Responsibility for Human Rights: World Poverty and the Development of International Law* (2007).

R. Danino, 'The Legal Aspects of the World Bank's Work on Human Rights' in P. Alston and M. Robinson (eds), *Human Rights and Development* (2005).

P. Muchlinski, 'Holistic Approaches to Development and International Investment Law: The Role of International Investment Agreements' in J. Faundez and C. Tan (eds), *International Law, Economic Globalization and Development* (2010).

*Maastricht Principles on Extraterritorial Obligations of States in the area of Economic, Social and Cultural Rights* (2011).

M.E. Salomon, 'Of Austerity, Human Rights and International Institutions' *European Law Journal* (2015).

Report of the UN Independent Expert on the effects of foreign debt and other related international financial obligations of states on the full enjoyment of all human rights, particularly economic, social, and cultural rights: *Mission to Greece* UN Doc A/HRC/31/60/Add2 (29 Feb 2016).

O.C. Okafor, 'The Bandung Ethic and International Human Rights Praxis: Yesterday, Today and Tomorrow' in L. Eslava, M. Fakhri and V. Nesiha (eds) *Bandung, Global History, and International Law* (2017).

J. Linarelli, M.E. Salomon and M. Sornarajah, *The Misery of International Law: Confrontations with Injustice in the Global Economy* (2018).

A detailed reading list will be issued at the first seminar.

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

## LL4C5 Half Unit

### International Commercial Arbitration

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Paul MacMahon

**Availability:** This course is available on the LLM (extended part-

time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Course content:** Arbitration – binding adjudication outside the courts deriving its authority from party consent – is a standard form of dispute resolution for international commercial disputes. Supporters of arbitration cite its neutrality, its confidentiality, its flexibility, the greater expertise of arbitrators, and the global enforceability of arbitral awards. To detractors, however, international arbitration is often expensive and slow; other critics contend, more fundamentally, that arbitration infringes the spheres appropriately occupied by national courts and national law. Regardless, the complex relationship between arbitrators and courts, especially when combined with transnational elements, raises a host of fascinating theoretical and practical problems. London is one of the world's main centres for international commercial arbitration and, accordingly, this course focuses on English arbitration law. English law, however, is consistently placed in comparative perspective, especially with UNCITRAL's Model Law and with the laws of some of London's most significant competitors: France, Switzerland, Hong Kong, Singapore, and the United States. Coverage includes:

- Forms of international commercial arbitration.
- Validity and interpretation of arbitration agreements.
- Challenges to arbitral jurisdiction.
- Appointment of arbitrators.
- Arbitral procedure.
- The role of courts in assisting arbitral proceedings.
- Law applicable to the merits of the dispute.
- Challenges to arbitral awards.
- Recognition and enforcement of arbitral awards.
- Public policy limitations on international commercial arbitration.
- International commercial arbitration 'English-style'.

This course concentrates on arbitration resulting from agreements between private parties and may particularly appeal to students with interests in contracts and private international law.

Considerations specific to states and state-owned enterprises as parties to arbitration are left to LL4C6 International Arbitration, which complements this course and offers a perspective on all forms of international arbitration.

**Teaching:** This course will have 20 hours of teaching content in Michaelmas Term and an additional two hours of teaching in the Summer Term. There will be a Reading Week in Week 6 of Michaelmas Term.

**Formative coursework:** One 2,000 word essay.

**Indicative reading:** Nigel Blackaby & Constantine Partasides, Redfern and Hunter on International Commercial Arbitration (6th edn, OUP 2015); Margaret Moses, *The Principles and Practice of International Commercial Arbitration* (3rd edn, CUP 2017); Gary Born, *International Arbitration: Law and Practice* (3rd edn, Kluwer 2015); Emmanuel Gaillard & John Savage, *Fouchard Gaillard Goldman on International Commercial Arbitration* (1999); George Bermann, 'The "Gateway" Problem in International Commercial Arbitration' (2012) 37 *Yale Journal of International Law* 1; Jan Kleinheisterkamp, 'Overriding Mandatory Laws in International Arbitration' (2018) 67 *ICLQ* 903-930

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

## LL4C6 Half Unit International Arbitration

This information is for the 2022/23 session.

**Teacher responsible:** Oliver Hailles

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School

LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Pre-requisites:** None, but students may benefit from enrolling in LL4E6 International Dispute Resolution, LL4E7 Investment Treaty Law, or LL4C5 International Commercial Arbitration. Commercial lawyers with no background in international law should refer to chapters 2, 25, 28 and 32 in J Crawford, *Brownlie's Principles of Public International Law* (9th edn, OUP 2019). Students may also find it helpful to consult one of the recent introductory manuals: CL Lim (ed), *The Cambridge Companion to International Arbitration* (CUP 2021); or T Schultz & F Ortino (eds), *The Oxford Handbook of International Arbitration* (OUP 2020).

**Course content:** From the Alabama Claims to climate change, international arbitration has emerged as the preeminent procedure for disciplining sovereign conduct, protecting foreign property, and resolving commercial disputes. In substance, these matters may be determined by public international law, the parties' choice of domestic law, or questions of law and fact from several systems. Practitioners of inter-State, investor-State, and commercial arbitration must be able to codeswitch between these applicable laws and legal traditions when representing businesses or governments. Differences among forms of arbitration are equally important for scholars and policymakers who study their interaction with economic regulation or the role of domestic or international courts.

The main forms are introduced in LL4E6 International Dispute Resolution, LL4E7 Investment Treaty Law, and LL4C5 International Commercial Arbitration. Through a programme of wide reading and group discussion, this course connects these specialised forms to develop a generalist perspective on international arbitration as a unified but diverse field of transnational practice. Problem questions will call for strategic choices in making or facing claims involving, for example, breach of contract by a State, allegations of corruption, or environmental protection.

To compare the three forms of contemporary practice and their possible futures, this course addresses the following topics:

- Theoretical, historical, and sociological perspectives.
- Key institutions and instruments, such as the Permanent Court of Arbitration, New York Convention, ICSID Convention and Rules, UNCITRAL Arbitration Rules and Model Law on International Commercial Arbitration, and ICC Rules of Arbitration.
- Consent to jurisdiction and choice of applicable law.
- Sources and interpretation of domestic and international law.
- Parallel proceedings, anti-suit injunctions, and *res judicata*.
- Remedies, enforcement, and annulment.
- Third-party participation and reform proposals.
- Contract-based investor-State arbitration.
- Umbrella clauses in investment treaty arbitration.
- Energy, natural resource, and territorial disputes with environmental dimensions.
- Allegations of fraud, corruption, or illegality.
- State-owned enterprises as claimants, respondents, or attributable entities

**Teaching:** There will be 20 hours of teaching content in Lent Term and an additional two hours of teaching in the Summer-Term. There will be a Reading Week in Week 6 of Lent Term.

**Formative coursework:** One 2,000 word essay.

**Indicative reading:** Alongside excerpts from arbitral awards and other primary materials, students will engage with foundational and current secondary literature: eg A Stone Sweet & F Grisel, *The Evolution of International Arbitration: Judicialization, Governance, Legitimacy* (OUP 2017); C McLachlan, 'Lis Pendens in International Litigation' (2008) 336 *Recueil des Cours* 199; C Gray & B Kingsbury, 'Developments in Dispute Settlement: Inter-State Arbitration Since 1945' (1992) 63 *British Yearbook of International Law* 97; E Gaillard, *Legal Theory of International Arbitration* (Brill 2010); GB Born, *International Arbitration: Cases and Materials* (2nd edn, Wolters Kluwer 2015); I de la Rasilla & JE Viñuales (eds),



Experiments in International Adjudication: Historical Accounts (CUP 2019); J Crawford, 'Treaty and Contract in Investment Arbitration' (2008) 24 *Arbitration International* 351; J Paulsson, 'Arbitration Without Privity' (1995) 10 *ICSID Review* 181; J Ho, *State Responsibility for Breaches of Investment Contracts* (CUP 2018); M Scherer (ed), *International Arbitration in the Energy Sector* (OUP 2018); M Schinazi, *The Three Ages of International Commercial Arbitration* (CUP 2021); R Radovic, *Beyond Consent: Rethinking Jurisdiction in Investment Treaty Arbitration* (Brill 2021); S Rosenne, *The Hague Peace Conferences of 1899 and 1907 and International Arbitration: Reports and Documents* (Asser 2001); T St John, *The Rise of Investor-State Arbitration: Politics, Law, and Unintended Consequences* (OUP 2018); Y Dezalay & BG Garth, *Dealing in Virtue: International Commercial Arbitration and the Construction of a Transnational Legal Order* (Chicago 1996).  
**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

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### LL4CB Half Unit Not available in 2022/23

#### Modern Legal History: Private Law and the Economy 1750-1950

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Michael Lobban

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time), MSc in Economic History, MSc in Economic History (Research), MSc in Regulation and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

LLM Specialisms: This course will be relevant to the following LLM specialisms: Legal Theory; Corporate and/or Commercial Law. This course has a limited number of places and we cannot guarantee all students will get a place.

**Course content:** This course will examine how the common law aided or hindered economic growth in the era between 1750 and 1950, by focusing in particular on the development of doctrines of private law. The course will concentrate on a number of themes and topics. It will begin with a discussion of the nature of the common law, and the modes of common law reasoning, to establish what kind of legal system economic actors were dealing with. It will then look at the developing law of contract, to explore how far the ideology of 'freedom of contract' assisted growth. It will further explore the law relating to civil wrongs (including the law relating to compensation for accidents and pollution) and unjust enrichment (particularly in the context of business failures). It will also explore some specific topics, including the law relating to corporate enterprise, bankruptcy and insurance.

**Teaching:** This course will have two hours of teaching content each week in Lent Term, either in the form of a two hour seminar or an online lecture and one hour class. There will be a Reading Week in Week 6 of Lent Term.

**Formative coursework:** All students are expected to produce one 2,000 word formative essay during the course.

**Indicative reading:** J. Oldham, *English Common Law in the Age of Mansfield* (Chapel Hill, 2005).

W.R. Cornish et al, *The Oxford History of the Law of England* vols. 11-13 (Oxford, 2010).

W.R. Cornish and et al, *Law and Society in England 1750-1950* (London, 2019).

P.S. Atiyah, *The Rise and Fall of Freedom of Contract* (Oxford, 1979).

R. Harris, *Industrializing English Law: Entrepreneurship and Business Organization, 1720-1844* (Cambridge, 2000).

Rob McQueen, *A Social History of Company Law: Great Britain and the Australian Colonies 1854-1920* (Ashgate, 2009).

J. Taylor, *Creating Capitalism: Joint Stock Enterprise in British Politics and Culture 1800-1870* (Boydell, 2006).

M. Finn, *The Character of Credit: Personal Debt in English Culture,*

1740-1914 (Cambridge 2003).

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

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### LL4CC Half Unit

#### Commercial Remedies

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Charlie Webb

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is not available as an outside option.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Pre-requisites:** Undergraduate contract law

**Course content:** The module will examine a range of remedial issues in a commercial context. The reading addresses both case law and academic commentary.

Here is an indicative list of the sorts of issues to be considered on the module:

1. The aims of commercial remedies: What interests and other policies may be served by the law when remedying commercial disputes?
2. The function of contract damages: How do the courts assess damages for breaches of contract? Should the courts do more to protect the claimant's interest in performance? What limits are placed on the recovery or measure of damages?
3. Gain-based remedies: When does the law allow claimants to recover a defendant's wrongful gains? On what basis are gain-based remedies awarded?
4. Agreed remedies: To what extent are commercial parties free to fix the remedies available to them in the event of breach? Does freedom of contract extend to the parties' secondary obligations?
5. Unjust enrichment: What is the law of unjust enrichment? What is its relationship to the law of contract? What can commercial parties recover under the law of unjust enrichment?

**Teaching:** This course has 20 hours of teaching content in Lent Term. There will be a Reading Week in Week 6.

**Formative coursework:** All students are expected to produce one 1,500 word formative essay during the course.

**Indicative reading:** Burrows, *Remedies for Torts and Breach of Contract* (4th edn OUP 2019).

Virgo and Worthington (eds), *Commercial Remedies: Resolving Controversies* (CUP 2017)

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

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### LL4CE Half Unit

#### Security and Criminal Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Peter Ramsay

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Pre-requisites:** Undergraduate study of criminal law (or equivalent).

**Course content:** This is a course in advanced criminal law theory. The central concern of contemporary criminal justice policy is public protection. The course examines the different security



interests that are protected by the different categories of criminal offence and the issues at stake in the expansion of the scope of the substantive criminal law. Examples will be drawn mainly from the criminal law of England and Wales, but also from other jurisdictions. An introduction to the structure of the criminal law in the common law world will be included. The theoretical issues are universal.

This course will cover:

the concept of security;  
the concept of criminal law;  
the presumption of innocence;  
'true crimes';  
public welfare offences;  
inchoate offences;  
pre-emptive offences;  
fear, harassment and speech offences;  
the right to security.

Each class will consist of a student presentation on a key question, class discussion and a teacher presentation.

**Teaching:** This course has 20 hours of teaching content in Michaelmas Term. There will be a Reading Week in Week 6 of Michaelmas Term.

**Formative coursework:** All students are expected to produce one 2,000 word formative essay during the course.

**Indicative reading:** A Ashworth and L Zedner Preventive Justice (OUP 2014); I Dennis and GR Sullivan (eds), Seeking Security: Pre-empting the Commission of Criminal Harms (Hart, 2012); A Brudner, Punishment and Freedom (OUP, 2009); RA Duff, Answering for Crime (Hart, 2007); P Ramsay The Insecurity State: Vulnerable Autonomy and the Right to Security In the Criminal Law (OUP, 2012); A Ashworth (et al), Prevention and the Limits of Criminal Law (OUP, 2013).

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

## LL4CF Half Unit UK Corporate Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Elizabeth Howell

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is not available as an outside option.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Course content:** 1. The conception of the UK company - the nature and evolution of the company; the sole-trader and partnership organisational forms will be contrasted with the corporate/ entity conception. 2. Legal personality, formation and structure – considering the implications and function of separate legal personality and the scope to disregard the corporate veil. 3. The distribution of power in a UK company – considering the location and contractual distribution of power in a UK corporation; the problem of separation of ownership and control/the agency problem; mandatory versus default rules; core mandatory rights: removal of directors and calling shareholder meetings. 4. Director's duties I: the nature of duties; who owes them; to whom; the loyalty dimension. 5. Directors Duties II: the duty to act within powers; the duty to promote the success of the company and the particular question of creditors; the duty to exercise independent judgement; the duty of care. 6. Directors Duties III: the conflict rules (self-dealing transactions, corporate opportunities, competing with the company, bribes and commissions). 7. Protecting shareholder rights and derivative actions: personal actions and reflective loss; the derivative action mechanism. 8. Minority shareholder protections I – common law restraints on the exercise of majority shareholder power and influence; statutory constraints on the exercise of such power and influence - section 994 Companies Act

2006. 9. Minority shareholder protections II – remedies under s994 Companies Act 2006 for unfairly prejudicial conduct. 10. Just and equitable winding up under section 122(1)(g) Insolvency Act 1986; arbitration.

**Teaching:** There will be 20 hours of teaching content in Michaelmas Term, however please note the final class may take place in the first week of Lent Term. There will be a Reading Week in Week 6 of Michaelmas Term.

**Formative coursework:** One 1,500 word essay.

**Indicative reading:** B Hannigan, Company Law (6th ed OUP 2021); or

P Davies and Sarah Worthington, Gower: Principles of Modern Company Law (11th ed 2021 Sweet & Maxwell)

For detailed reading lists please see the Moodle website.

**Assessment:** Exam (100%, duration: 2 hours, reading time: 30 minutes) in the summer exam period.

## LL4CG Half Unit Tax Policy and Design

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Andy Summers

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Pre-requisites:** This course is suitable for students from any social science background, including but not only Law. No previous study of taxation is required. Some prior familiarity with tax concepts is advantageous but not essential.

**Course content:** This course provides an introduction to the evaluation and design of tax policies using a variety of disciplinary perspectives including economics, philosophy, and political science, as well as law. It addresses questions such as: What is a 'fair' tax? What makes a tax efficient or inefficient? How do people respond to taxes? What can be done to improve tax compliance? What are the political influences on the tax policymaking process?. The aim of the course is to develop a 'toolkit' for thinking about taxes that enables students to critically assess existing tax policies and develop proposals for reform. We will use a range of examples from across the tax system including taxes on individuals and companies. Most examples will be drawn from the UK context but the principles are of wide application to other developed tax systems.

The seminar topics are: (1) Approaches to tax policy; (2) Fairness and taxation; (3) Tax and property rights; (4) Tax, public provision, and market failure; (5) Key economic concepts; (6) Behavioural responses to tax; (7) Choices of tax base; (8) Setting tax rates; (9) Tax administration and compliance; (10) Tax and the political process.

**Teaching:** This course will have two hours of teaching content each week in Michaelmas Term. There will be a Reading Week in Week 6 of Michaelmas Term.

**Formative coursework:** Students will receive formative feedback on one 1500 word essay.

**Indicative reading:** Devereux, M. et al (2021), Taxing Profit in a Global Economy. Oxford University Press.

Kay, J., & King, M. (1990), The British tax system. Oxford University Press.

Kleven, H. et al (2019), Taxation and Migration: Evidence and Policy Implications' The Journal of Economic Perspectives.

Meade, J. et al (1978), The Structure and Reform of Direct Taxation: The Meade Report.

Adam, S. & Miller, H. (2020), 'Principles and practice of taxing small business' in The Dynamics of Taxation. Hart Publishing.

Mirrlees, J. et al (2011), Tax by design: the Mirrlees review. Oxford

University Press.

Murphy, L. & Nagel, T. (2002), *The Myth of Ownership: Taxes and Justice*. Oxford University Press.

Oates, W. & Schwab, R. (2015), *The Window Tax: A Case Study in Excess Burden*. *The Journal of Economic Perspectives*.

Slemrod, J., (2013), *Buenas notches: lines and notches in tax system design*.

Stanford Encyclopaedia of Philosophy, *Distributive Justice*

**Assessment:** Essay (100%, 8000 words).

## LL4CH Half Unit

### VAT and VAT Litigation: UK, EU and Global Perspectives

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Michael Blackwell

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Pre-requisites:** This course is suitable for all LLM students with no prior knowledge of tax or litigation required.

**Course content:** How do you present a successful legal argument? How do judges choose between plausible but alternative legal arguments put by counsel? How strategic is the state when litigating? Why does the state win so frequently in tax cases? How useful are data science/artificial intelligence approaches, including text mining previous decisions, in informing litigation? This course will address these and similar questions in the context of VAT/GST litigation in the UK, EU and Australia.

Students will thus develop both an understanding of the social science literature on litigation, along with an understanding of VAT law: not merely learning the rules but developing a critical understanding of their application.

The substantive VAT law content of this course will vary year-to-year, as it will aim to draw on disputes presently before the courts and tribunals to give students the opportunity to observe and consider litigated cases. Topics covered are likely to include the scope of VAT and the charge to tax, the taxable person, supply and consideration, valuation, VAT registration, tax points, the right to deduct, place of transactions, reliefs and exemptions and accounting for and administration of VAT.

**Teaching:** This course will have two hours of teaching content each week in Lent Term. There will be a Reading Week in Week 6 of Lent Term.

**Formative coursework:** Students are expected to submit one 2,000 word formative essay or an equivalent assignment.

**Indicative reading:** Detailed reading lists will be provided during the course via Moodle.

Recommended preliminary reading:

Hartley Foster, "VAT – The Foundations" (Chapter 50) in Anne Fairpo and David Salter (eds), *Revenue Law: Principles and Practice* (Bloomsbury Professional, 2019).

Daniel Kessler, Thomas Meites, and Geoffrey Miller. "Explaining deviations from the fifty-percent rule: A multimodal approach to the selection of cases for litigation." *The Journal of Legal Studies* 25.1 (1996): 233-259.

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

## LL4CL Half Unit

### Explaining Punishment: Philosophy, Political Economy, Sociology

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Nicola Lacey (Course Convener) and Professor Peter Ramsay

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available as an outside option to students on other programmes where regulations permit. This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Course content:** The course aims to provide students with a comprehensive overview of the theories that explain the practice of punishment, a practice that defines the criminal law. It will do this by introducing students to philosophical, sociological, political economy and comparative approaches to punishment. It will involve the discussion of all the major philosophical justifications and critiques of state punishment, and sociological and political economy explanations and critiques of punishment.

After an introduction discussing the different approaches to punishment, three seminars will discuss the classical philosophical justifications of punishment and a fourth the contemporary critiques of those classical approaches. Seminars 5 and 6 will discuss punishment from the perspective of sociology and political economy. Seminar 7 will consider comparative approaches to punishment. Seminars 8 and 9 will look at two key aspects of the sociology of punishment, punishment as a cultural phenomenon and punishment as an exercise of power and authority. The final seminar considers the relation between these different perspectives.

**Teaching:** This course will have two hours of teaching content each week in Michaelmas Term. There will be a Reading Week in Week 6 of Michaelmas Term.

**Formative coursework:** Students will be expected to produce one essay in Michaelmas Term and give one brief presentation in class during the term.

**Indicative reading:**

- A von Hirsch, A Ashworth and J Roberts, *Principled Sentencing: Readings on Theory and Policy* (Hart, 2009).
- B Hudson, *Understanding Justice* (Open University Press 2003).
- N Lacey, *The Prisoners' Dilemma: Political Economy and Punishment in Contemporary Democracies*, (Cambridge University Press 2008).
- J Simon and R Sparks (eds), *The Sage Handbook of Punishment and Society* (Sage 2013).
- D Garland, *Punishment and Modern Society: A Study in Social Theory* (Oxford University Press 1990)

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

## LL4CO Half Unit

### Taxation of Wealth

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Andrew Summers

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time), MSc in Inequalities and Social Science and University of Pennsylvania Law School LLM Visiting Students.

This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Pre-requisites:** Students are strongly recommended to take LL4CG Tax Policy and Design together with (or prior to) this course. Alternatively, students must demonstrate that they have some

familiarity with key principles of tax design via previous academic or professional experience. The course is suitable for students from any social science background and non-Law students are also welcome.

**Course content:** The course examines how the UK taxes wealth (and the wealthy) and evaluates options for reform. It addresses questions such as: Should inheritance tax be paid on lifetime gifts? Should capital gains be taxed at lower rates than regular income? What are the arguments for and against an annual wealth tax? How does the UK's 'non-dom' tax regime work and how should it be reformed? What is the extent of offshore evasion and what steps can be taken to improve compliance?

We will draw on the latest research from multiple disciplines including economics, philosophy and political science, as well as law. The primary focus is on the UK context, although comparisons will also be made with other jurisdictions. For each topic, students will learn (in outline) how the existing tax system operates and then consider how it could be reformed.

The seminar topics are: (1) Introduction to UK taxes on wealth; (2) Inheritance Tax; (3) Reforming taxes on transfers of wealth; (4) Capital Gains Tax and Income Tax; (5) Reforming taxes on returns on wealth; (6) Property taxes; (7) Net wealth taxes; (8) International dimensions; (9) Enforcement; (10) Redesigning taxes on wealth.

**Teaching:** This course will have two hours of teaching content each week in Michaelmas Term. There will be a Reading Week in Week 6.

**Formative coursework:** Students will receive formative feedback on two essay-plans (comprising 300-word abstract, outline of sub-headings, and bibliography) based on past or sample summative essay titles.

**Indicative reading:** Advani, A., and Summers, A. (2020), 'How Much Tax Do the Rich Really Pay? New Evidence from Tax Microdata in the UK', CAGE Policy Briefing 27

Advani, A., Chamberlain, E., and Summers, A. (2020), 'A Wealth Tax for the UK', Wealth Tax Commission Final Report

Alstadsater, A., Johannesen, N., and Zucman, G. (2019) 'Tax Evasion and Inequality', *American Economic Review*, 109, 2073-2103

Corlett, A. (2018), 'Passing On: Options for Reforming Inheritance Taxation', Resolution Foundation

Delestre, I., Kopczuk, W., Miller, H., and Smith, K. (2022), 'Top Income Inequality and Tax Policy', IFS Deaton Review of Inequalities

Mirrlees, J., Adam, S., Besley, T., Blundell, R., Bond, S., Chote, R., Gammie, M., Johnson, P., Myles, G., and Poterba, J. M. (2011), *Tax by Design: The Mirrlees Review*, Vol. 2, Oxford: Oxford University Press

Office of Tax Simplification (2018), 'Inheritance Tax Review – First Report: Overview of the Tax and Dealing with Administration'

Sandford, C. (1987), 'Death Duties: Taxing Estates or Inheritances', *Fiscal Studies*, 8, 15-23

Scheuer, F., and Slemrod, J. (2020), 'Taxation and the Superrich', *Annual Review of Economics*, 12, 189–211

Summers, A. (2021), 'Ways of Taxing Wealth: Alternatives and Interactions', *Fiscal Studies*, 42, 485–507

**Assessment:** Essay (100%, 6000 words) in the ST. Students must answer two essay questions (3,000 words each) from a set of essay titles.

## LL4CP Half Unit Tax Avoidance

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Michael Blackwell

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time), MSc in Regulation and University of Pennsylvania Law School LLM Visiting Students. This course is available as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on

this course.

**Course content:** This course will provide a comprehensive overview of the phenomenon of tax avoidance and of the attempts by states to combat it: both unilaterally and multilaterally. Whilst using examples predominantly from the UK, Australia and USA the issues addressed by the course are general across many jurisdictions and so will be applicable to those with interests beyond the UK, Australia and USA.

The course will be multi-disciplinary, in that the course will draw on accessible social-science literature.

Taxpayers have always sought to minimise their tax burden. However recent decades have witnessed a sharp rise in popular and governmental concern with tax shelters and other tax avoidance. Traditional strategies of tax avoidance have included postponement of taxes and tax arbitrage, in addition to attempting to exploit 'loopholes' through a formalist interpretation of legislation. In recent years the proliferation of complex financial instruments has increased the opportunities for such avoidance.

Additionally, globalisation and the development of the digital economy have facilitated tax avoidance strategies of base erosion and profit shifting (BEPS). This rise in opportunities for tax avoidance has been accompanied by an increased public concern that individuals and companies pay their 'fair share' of taxation: which states have responded to both through unilateral and multilateral actions (including the OECD's project on BEPS and the EU's Anti Tax Avoidance Package).

Particular topics covered will include (i) defining avoidance; (ii) strategies of tax avoidance; (iii) statutory interpretation and judicial approaches to tax avoidance especially with reference to the UK and USA; (iv) General Anti-Abuse and Anti-Avoidance Rules and Specific and Targeted Anti-Avoidance Rules; (v) reporting rules and other policies to deter avoidance; (vi) BEPS and the EU; and (vii) corporate social responsibility, professional ethics and public attitudes with regard tax avoidance.

**Teaching:** This course will have two hours of teaching content each week in Lent Term. There will be a Reading Week in Week 6 of Lent Term.

**Formative coursework:** Students should submit a detailed essay plan and working bibliography for the assessed essay. All students are expected to contribute to a series of class and online exercises and act as either a presenter or discussant during seminars.

**Indicative reading:** Michael Blackwell, 'The April 2019 loan charge' [2019] (3) *British Tax Review* 240-257.

Michael Blackwell, 'Conduct Unbefitting: Solicitors, the SRA and Tax Avoidance' [2019] (1) *British Tax Review* 31-55.

Michael Blackwell, 'Variation in the Outcomes of Tax Appeals Between Special Commissioners: An Empirical Study' [2013] *British Tax Review* 154-174.

Dharmika Dharmapala, 'What Do We Know about Base Erosion and Profit Shifting? A Review of the Empirical Literature' (2014)

35(4) *Fiscal Studies* 421.

J Feldman and JA Kay, 'Tax Avoidance' in Paul Burrows and Cento G Veljanovski (eds), *The Economic approach to law* (Butterworths 1981).

Edward J McCaffery, *Income Tax Law: Exploring the Capital Labour Divide* (OUP 2012) 12-22; 182-202 (ie 1.6 until the end of Chapter 1 and 'Chapter 7, 'A Summary, of Sorts: Anatomy of a Tax Shelter').

Judith Freedman, 'Interpreting Tax Statutes: Tax Avoidance and the Intention of Parliament' (2007) 53 *LQR* 123.

David A Weisbach, 'An Economic Analysis of Anti-Tax-Avoidance Doctrines' [2002] *American Law and Economics Review* 88.

Grahame R Dowling, 'The curious case of corporate tax avoidance: Is it socially irresponsible?' (2014) 124 *Journal of Business Ethics* 173.

Judith Freedman, 'The Tax Avoidance Culture: Who is Responsible?' (2006) 59 *Current Legal Problems* 359.

Kevin Holland, Sarah Lindop, and Fatimah Zainudin, 'Tax Avoidance: A Threat to Corporate Legitimacy? An Examination of Companies' Financial and CSR Reports' [2016] (3) *BTR* 310

**Assessment:** Essay (100%, 6000 words) in the ST.



**LL4CQ Half Unit****Legal Aspects of Private Equity and Venture Capital**

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Sarah Paterson and Dr Simon Witney (Visiting Professor in Practice), assisted by guest teachers David Dowling and Sean Pierce.

Simon Witney and David Dowling teach weeks 1-5, and 7-9. Sarah Paterson and Sean Pierce teach weeks 10 and 11. Week 6 is Reading Week.

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

Students should note that private equity is a specialist asset class, and the basics of debt and equity are not covered in LL4CQ. The course is, therefore, recommended for students who are taking other, relevant corporate law and financial law courses, or who have relevant experience.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Course content:** This course will equip students with a detailed understanding of the legal structures and issues arising in international private equity and venture capital. It is founded on deep academic analysis of pertinent theoretical and legal issues complemented by insights from relevant practitioners. It will have a UK focus but will include relevant aspects of European Union law with comparative global perspectives.

**Class 1:** Introduction to private equity and venture capital and some basic theory

This class will introduce the legal structures and commercial dynamics of private equity and venture capital and the theoretical frameworks that will underpin the course. We will also review some pertinent academic literature.

**Class 2:** Fund terms

In this class we examine the core economic and non-economic terms of a typical private equity or venture capital fund. We consider the theoretical basis for these terms.

**Class 3:** Fund structures: the limited partnership

In this class we look at the limited partnership structure, examine why it is used and its main legal and tax characteristics. We focus on the UK limited partnership, but also consider other equivalent structures. We also look at other aspects of the typical private equity fund structure.

**Class 4:** Private equity fund (and manager) regulation

This session looks at UK and EU regulatory initiatives, and critically evaluates the provisions of the Alternative Investment Fund Managers Directive which affect private equity funds.

**Class 5:** Venture capital investments

Starting from a theoretical perspective, we will analyse the terms of a typical venture capital investment into a portfolio company by reference to example documents. We will also examine various aspects of contract and company law which have particular relevance to VC structures.

**Class 6:** The VC deal: feedback from a practitioner.

This week the students will discuss the key points arising from a venture capital investment case study with a leading VC lawyer. We will focus on key points which have a legal as well as a commercial aspect, and connect these to the theoretical discussions in Class 5.

**Class 7:** The buyout: structure and terms.

In this class we will examine the structure of a buyout and how it differs from a VC investment. We will focus on pertinent company law rule and the main commercial terms.

**Class 8:** The buyout: corporate governance issues.

In this class we will examine the ways in which private equity firms approach corporate governance. We will consider this in the context of the UK legal framework and some recent developments in corporate governance regulation that apply to large, private companies.

**Class 9:** LBO debt financing.

This week we will analyse and evaluate the structure of the LBO financing transaction; the relationship between the theory and practice of private equity and the legal terms found in the leveraged loan agreement; and the relationship between the theory and practice of private equity and the negotiating points which arise for the lenders and the PE sponsor on these legal terms.

In class, students will be provided with the Loan Market Association leveraged loan agreement and asked to apply the theory covered in the lecture and readings to the deal documentation.

**Class 10:** LBO debt financing (cont'd).

This week we will analyse agency theory and maintenance financial covenants; the rise of covenant-lite and covenant-loose financing for PE LBOs; and the implications of these developments. In class, students will work in peer study groups to discuss certain readings on the implications of the leveraged model and the loosening of terms in PE LBOs.

**Teaching:** This course will have 20 hours of teaching content in Lent Term. Students will usually have two additional hours in the Summer Term. This course includes a reading week in Week 6 of Lent Term.

**Formative coursework:** A formative essay will be due in Week 7 and detailed feedback will be provided shortly after. The essay will have a word limit of 1,500 and will provide invaluable preparation for the summative assessment.

**Indicative reading:** Example core readings:

Gilligan, J. and Wright, M., *Private equity demystified: An explanatory guide* (2020, 4th edition, Oxford University Press), selected chapters.

Hale, C. (ed), *Private Equity: A Transactional Analysis* (2020, 4th edition, Globe Law and Business), selected chapters.

Gullifer, L. and Payne J., *Corporate Finance Law: Principles and Policy* (2020, 3rd edition, Hart Publishing), Chapter 16 (Private Equity).

Jensen, M.C. & Meckling, W.H., "Theory of the firm: Managerial behavior, agency costs and ownership structure", 1976, *Journal of Financial Economics*, 3(4), pp.305–360.

Talmor, E. & Vasvari, F., *International Private Equity* (2011, John Wiley & Sons), selected chapters.

Witney, S., *Corporate Governance and Responsible Investment in Private Equity* (2020, Cambridge University Press)

Additional weekly readings will be provided to the students at the beginning of the course.

**Assessment:** Take-home assessment (100%) in the ST.

Students will be given a period of time in which to complete and return a take home exam, with penalties for late submission.

Students will be asked to complete 2 questions from a possible 6 (with a requirement to choose one question from Part 1 and one question from Part 2) and each answer will be limited to 1,500 words, with penalties for exceeding the word limits. The length of time set for this assessment already takes into account that students may also have one or more other exams during this period.

For more information regarding penalties, please refer to the LLM Handbook.

**LL4CS Half Unit****Law and Economics of Network Industries**

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Pablo Ibáñez Colomo

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Regulation and University of Pennsylvania Law School LLM Visiting Students. This course is not available as an outside option.

This course has a limited number of places and demand is



typically high. This may mean that you're not able to get a place on this course.

**Course content:** The course provides an overview of the regulation of network industries. It encompasses not only sector-specific regimes but also the ways in which competition law contributes to shaping those industries.

Instead of focusing on a particular system, it revolves around the main underlying issues. The EU-UK system provides the basis for class discussions. Examples from the US will be used where relevant.

The module is divided into three parts: one that discusses generalities about the law and economics of network industries; a second that focuses on the sector-specific regimes applying to three sectors (telecommunications, energy and transport); and a third that covers the application of competition law and examines how this area of the law is transformed and adapted when it engages with sectoral regulation.

Part I: Generalities.

Session 1: The Economics of Network Industries.

This session addresses the features of network industries, in particular the concepts of natural monopoly, network effects and two-sided markets. It discusses the implications of the tendency of these industries towards monopoly.

Session 2: Regulatory approaches to network industries.

The second session discusses the various regulatory techniques that have been used to deal with network industries. These techniques are also put in perspective: it covers the days of exclusive rights, the liberalisation efforts in the 1980s and 1990s (in the US, the EU and beyond) as well as the modern regimes.

Part II: Specific issues.

Session 3: Telecommunications and electronic communications (I).

This session provides an overview of the regulation of telecommunications (or electronic communications in the EU system). After a brief overview of the basic technology-related concepts (access, interconnection) and of the evolution of regulation, it will cover the EU Regulatory Framework for electronic communications.

Session 4: Telecommunications and electronic communications (II).

This session covers some specific issues at length, in particular access to the incumbent network by new entrants and network neutrality.

Session 5: Energy (I).

The first session covers the basic concepts (TSO, DSO) as well as the regulatory models that have been put in place in the EU and the US.

Session 6: Energy (II).

The second session would deal in detail with some contemporary challenges, namely the decarbonisation of the economy and energy prices.

Session 7: Transport.

The regulation of railways gives rise to major challenges and has been controversial, in the UK and beyond. This session covers the UK model and the various liberalisation steps taken in the EU.

Part III: Competition law and network industries.

Session 8: The relationship between competition law and regulation.

Competition law overlaps to some extent with regulation. The question is whether the former takes precedence, or vice versa. This session covers the EU and US responses.

Session 9: Competition law and network industries (I).

Competition law is transformed when it applies to network industries. This session explores the reasons for this transformation with some concrete examples.

Session 10: Competition law and network industries (II).

See above. It builds and expands on the preceding session.

**Teaching:** This course will have two hours of teaching content each week in Michaelmas Term and may include visits from experts based at regulatory authorities in the UK and the EU. Students will usually have two additional hours in the Summer Term. There will be a Reading Week in Week 6 of Michaelmas Term.

**Formative coursework:** All students are expected to produce one 2,000 word formative essay during the course.

**Indicative reading:**

- Christopher Decker, *Modern Economic Regulation* (Cambridge University Press 2014)
- Niamh Dunne, *Competition Law and Economic Regulation: Making and Managing Markets* (Cambridge University Press 2015)
- Christopher Jones (ed), *EU Energy Law* (Claeys & Casteels 2020)
- Tony Prosser and Luke Butler, 'Rail Franchises, Competition and Public Service' (2018) 81 *Modern Law Review* 23
- Oz Shy, *The Economics of Network Industries* (Cambridge University Press 2001)
- Ian Walden, *Telecommunications Law and Regulation* (5th edn, Oxford University Press 2018)

**Additional reading:**

- Robert Baldwin, Martin Cave and Margin Lode, *Understanding Regulation* (2nd edn, Oxford University Press 2012)
- Leigh Hancker, 'Community, State and Market' dans Paul Craig and Grainne de Burca (eds), *The Evolution of EU Law* (Oxford University Press 1999), pp. 721-743
- Stuart Minor Benjamin et James Speta, *Telecommunications Law and Policy* (4ème édition, Carolina Academic Press 2015), pp. 187-216
- Stephen Breyer, *Regulation and Its Reform* (Harvard University Press 1984)
- Pierre Larouche, *Competition and Regulation in European Telecommunications* (Hart Publishing 2000)
- Christopher Jones (ed), *EU Energy Law, Volume I - The Internal Market* (Claeys & Casteels 2020)

**Assessment:** Essay (100%, 8000 words) in the ST.

Students will be free to choose a topic concerning the regulation of network industries, whether or not covered in class (for instance, postal services, or broadcasting). The essay can relate both to sector-specific regulation and to the application of competition law to network industries.

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## LL4E6 Half Unit

### International Dispute Resolution: Courts and Tribunals

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Devika Hovell

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time), MSc in Human Rights and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Pre-requisites:** Some prior knowledge of international law is useful but not essential.

**Course content:** Increasingly, international law is developed, applied and amended through litigation in international, regional and domestic courts. In this course, we examine key courts and tribunals operating on the world stage, including the International Court of Justice, the International Criminal Court, the European Court of Human Rights and the WTO Dispute Settlement Body. We look at the theory, politics and practical difficulties of international dispute resolution in these courts. The theoretical dimension of the course involves three main elements:

1. First, the course examines the structure and work of the International Court of Justice, the principal judicial organ of the United Nations, focusing on jurisdiction/admissibility, contentious cases and advisory opinions.
2. Secondly, the course introduces a variety of other international courts and tribunals, such as the International Criminal Court, domestic and regional courts dealing with international law and

human rights, including the European Court of Human Rights and the European Court of Justice, the WTO Dispute Settlement Body and investment treaty arbitral tribunals. Using contemporary and controversial case studies, the course will critically analyse and contrast the institutional design and jurisdiction of these courts and tribunals.

3. Thirdly, throughout the course we explore key theoretical controversies surrounding the adjudication of international law, focusing in particular on (a) how these courts and tribunals relate to one another (hierarchy, specialization and fragmentation); (b) what criteria should be used in assessing the legitimacy and effectiveness of these courts and tribunals; and (c) whether and how these courts and tribunals create international law.

**Teaching:** This course will have two hours of teaching content each week in Michaelmas Term. There will be a Reading Week in Week 6 of Michaelmas Term.

**Formative coursework:** 2,000 word formative essay.

**Indicative reading:** Reading lists will be provided for each week's seminar on Moodle.

Indicative reading includes Karen Alter, *The New Terrain of International Law: Courts, Politics, Rights* (2014 Princeton); Gleider Hernández, *The International Court of Justice and the Judicial Function* (2014 OUP); Yuval Shany, 'No Longer a Weak Department of Power? Reflections on the Emergence of a New International Judiciary' (2009) 20(1) *European Journal of International Law* 73; Frederic Megret and Marika Giles Samson, 'Holding the Line on Complementarity in Libya: the Case for Tolerating Flawed Domestic Trials' (2013) 11 *Journal of International Criminal Justice* 571.

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

## LL4E7 Half Unit Investment Treaty Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Mona Paulsen

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Pre-requisites:** None. Students with no previous background in public international law may find it helpful to consider consulting a standard textbook such as M. Evans (ed.), *International Law* (OUP, 5th ed., 2018) or J. Crawford, *Brownlie's Principles of Public International Law* (OUP, 9th ed., 2019).

**Course content:** Investment treaties are complex, decentralised instruments of global economic governance. After the Second World War, states designed international rules to protect foreign direct investment in-flows deemed necessary prerequisites for facilitating economic development and to secure prosperity for investors of capital-exporting states. Investment treaties seek to protect foreign investors from uncompensated expropriation, arbitrary regulatory treatment, and other adverse actions taken by "host" states. Most modern investment treaties are negotiated on a bilateral basis, with some covering a specific sector or region. A key feature of investment treaties is the means for settling international investment disputes. Investment treaties often permit foreign investors to sue host states directly before international arbitral tribunals. Access to investor-state arbitration provides covered foreign investors an enforceable remedy that is, importantly, unavailable to equivalent domestic investors. Beginning in the late 1990s, public attention over investor-state arbitration grew due to the explosion of challenges to states regulatory, administrative, and judicial decisions. Today, the network of investment treaties and arbitration practices are the

primary sources for multifaceted disputes that balance investment protection and sensitive policy judgments.

This course advances students' knowledge as to how international investment treaties and investment treaty arbitration protect foreign investment in-flows, impact states' regulatory autonomy, and support or impair states' development goals. We begin the course by discussing what political and economic forces drive states to conclude investment treaties with a standing offer to investor-state arbitration. We consider the historical context of investment protection and the critiques of these treaties as entrenching economic exploitation and foreign political control. Next, we will discuss the settlement of disputes, specifically the breach of treatment standards and uncompensated takings of property. We will further examine defences to liability and engage in class discussion as to what deference investment treaty tribunals show host states' policy judgments. Finally, we will critically assess proposed reforms to investment treaties and the mechanisms for resolving international investment disputes.

**Teaching:** This course will have two hours of teaching content each week in Lent Term and two additional hours in the Summer Term. There will be a Reading Week in Week 6 of Lent Term.

**Formative coursework:** One 2,000 word formative essay during the course.

**Indicative reading:** Reading lists will be provided for each seminar on Moodle. Essential readings combine primary source materials along with introductory, secondary source materials to help students navigate the topics. The course will assign select political economy and history readings to supplement select topics. Where possible, readings will include relevant videos and podcasts to enhance student learning.

Indicative textbooks include: C.L. Lim, et al., *International Investment Law and Arbitration* (2021); J. Bonnitcha et al., *The Political Economy of the Investment Treaty Regime* (2017); M. Sornarajah, *The International Law on Foreign Investment* (2021).

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

## LL4F2 Half Unit The Law and Practice of International Finance

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Jo Braithwaite

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Course content:** LL4F2 examines legal issues which arise in the international financial markets based in London. This course looks at the legal aspects of financial contracts, transactions and structures which are widely used in the financial markets, such as 'over the counter' (OTC) derivatives and syndicated loans. We make close reference to certain sets of trade association drafted terms throughout the course, subject to obtaining the necessary licences from the trade associations in question. With an emphasis on private law, the course considers the relevant legal, commercial and regulatory background, and the risks and protections available to participants in the global financial markets. For example, we look in detail at contractual credit risk mitigation and default management processes including close-out, and we consider disputes that arise from financial contracts, in particular in periods of widespread market stress. The course is based upon an analysis of the relevant issues under English law with some reference to other systems for comparative purposes. The course will be underpinned by in-depth discussion of the legal principles involved in international finance, but the case studies referenced will be topical. In this sense, the content of the

course will be adapted to the fast-moving developments affecting international markets in capital and in risk (for example, in recent sessions the course has examined mis-selling litigation in the international derivatives markets, the ongoing regulatory reform of the OTC derivatives markets, CCP clearing, the debate about recovery and resolution of CCPs and CCP location policy, and the worldwide project of benchmark transition away from LIBOR to so-called 'risk-free rates').

**Teaching:** This course will have two hours of teaching content each week in Lent Term and an additional two hours of teaching in the Summer Term. There will be a Reading Week in Week 6 of Lent Term.

**Formative coursework:** Students will be asked to submit one essay, which may be completed in exam conditions. The course also involves individual and group presentations and other classwork.

**Indicative reading:** Examples of texts which will be referenced on the course: J. Braithwaite, *The Financial Courts: Adjudicating Disputes in Derivatives Markets* (CUP, 2020); and L Gullifer and J Payne, *Corporate Finance Law: Principles and Policy* (Hart, 3rd edition, 2020). A full reading list will be distributed via Moodle.

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

Assessment is by closed book written examination.

### LL4F3 Half Unit

## Mergers, Acquisitions and Restructurings in Europe

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr Edmund-Philipp Schuster

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Course content:** In this course, we will explore the corporate law aspects of company mergers, acquisitions and restructurings in Europe. The course will examine the available legal techniques for the combination and restructuring of business operations in Europe, with a particular focus on cross-border transactions. Areas covered will include corporate mobility in Europe, an introduction to transaction structures, domestic and cross-border mergers, de-mergers, spin-offs, and public takeovers. Particular attention will be paid to the interaction between the relevant legal concepts and the economic and financial environment firms operate in.

Content overview.

- The market for corporate control, corporate ownership structures and transaction structures for public and private acquisitions, and corporate restructurings in Europe.
- European takeover regulation.
- Domestic mergers.
- Divisions & spin-offs.
- Cross-border mergers in Europe.
- Employee participation and its relevance for corporate transactions

**Teaching:** This course will have two hours of teaching content each week in Lent Term. There will be a Reading Week in Week 6 of Lent Term.

**Formative coursework:** One 1,500 word essay due in Week 7 of Lent Term.

**Indicative reading:** A full reading list will be made available via Moodle at the beginning of the course. Sample readings: R. Romano, *A Guide to Takeovers: Theory, Evidence and Regulation* (1992) 9 *Yale Journal of Regulation* 119; RD Kershaw, *Principles of Takeover Regulation* (OUP 2016); RD Kershaw, *Company*

*Law in Context* (2012), Web Chapter A [available here: [http://global.oup.com/uk/orc/law/company/kershaw2e/resources/chapters/Web\\_Chapter\\_A.pdf](http://global.oup.com/uk/orc/law/company/kershaw2e/resources/chapters/Web_Chapter_A.pdf)]; S Grundmann, *European Company Law* (Intersentia, 2nd ed. 2011); PL Davies et al, *The Takeover Directive as a Protectionist Tool?* [available here: <http://ssrn.com/paper=1554616>]; C Clerk et al, *A Legal and Economic Assessment of European Takeover Regulation*; E-P Schuster, *The Mandatory Bid Rule: Efficient, After All?* (2013) 76 *Modern Law Review* 529; KJ Hopt and E Wymeersch (eds), *European Takeovers: Law and Practice*.

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

### LL4F4 Half Unit Not available in 2022/23

## Takeover Regulation in the UK and the US

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof. David Kershaw

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 90 students. Students must apply through Graduate Course Choice on LSEforYou.

**Course content:** This course will look at the regulation of the market for corporate control in the United Kingdom and the United States. The course focuses in particular on the regulation of the bid process and takeover defence regulation in the UK and the US. For a full topic and reading list, see the Moodle web site.

**Teaching:** 20 hours of seminars in the MT. 2 hours of seminars in the ST.

There will be a Reading Week in Week 6 of MT.

**Formative coursework:** 1,500 word essay.

**Indicative reading:** A full reading list will be made available via Moodle at the beginning of the course. Background material can be found in D. Kershaw, *Principles of Takeover Regulation* (OUP, 2016), R. Kraakman et al, *The Anatomy of Corporate Law* (2004).

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

### LL4F9 Half Unit

## Legal Research and Writing Skills

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Devika Hovell

**Availability:** This course is compulsory on the LLM (extended part-time) and LLM (full-time). This course is not available as an outside option.

**Course content:** This course on Legal Research and Writing has a taught component focusing on research and writing skills and a stand-alone dissertation (details about which may be found in the LLM Handbook), to be written in a substantive law area of the student's choice.

The taught part of the course is designed to enable students to gain a better understanding of:

- the nature of research in general and of legal research in particular, and the range of questions and research methodologies to be found within legal scholarship;
- the processes involved in legal research, including research design, refining a research question, resource identification, and searching for relevant materials;
- legal writing skills, including issues of style, process, the use of sources and the presentation of findings and arguments.

**Teaching:** This course is typically delivered through a combination of classes and lectures throughout Lent Term. Students will usually have additional hours in the Summer Term.

**Formative coursework:** Students will be invited to prepare short writing samples and dissertation plans.

**Assessment:** Dissertation (100%, 10000 words) post-summer term.

See the LLM handbook for full details and regulations about the dissertation.

## LL4G8 Half Unit

### Law of Corporate Finance

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Eva Micheler and Mr Edmund-Philipp Schuster

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Course content:** The course examines the private law rules governing how companies raise finance. The issues covered include e.g. capital structures, an introduction to basic finance concepts relevant to understanding the legal rules covered, the rules on raising equity capital, initial legal capital and alternatives, dividends, reduction of capital and share buy-backs, property rights in shares, the settlement and holding of securities including through distributed ledger (blockchain) technology.

**Teaching:** This course will have 20 hours of teaching content in Michaelmas Term. There will be a Reading Week in Week 6 of Michaelmas Term.

**Formative coursework:** Students will have the opportunity to write a formative essay. All students are strongly encouraged to write at least one essay.

**Indicative reading:** Gower, *Principles of Modern Company Law*, 11th edn, 2021; Eilis Ferran and Look Chan Ho, *Principles of Corporate Finance Law*, 2014, Eva Micheler, *Interests in Securities*, 2007.

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

## LL4H2 Half Unit

### Freedom of Speech, Media and the Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Andrew Scott

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time), MSc in Media and Communications (Media and Communications Governance) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Course content:** The course examines freedom of speech and the legal and administrative regulation of mass media publication that bears upon it (principally the press, the broadcast media, and institutionalised Internet publication). The course also considered content-related dimensions of social media regulation. The course is introduced with consideration of a number of themes that underpin the rest of the syllabus: the role(s) of the media in society (including conceptions of the 'public interest'); the main social, technological and regulatory influences that shape media publication practise, theories of free speech and rights jurisprudence (in particular, the freedom of expression

and freedom of the press in national and international law).

The course then examines potential restrictions on speech and publication that are aimed at promoting or preserving specific private and/or public interests. The key private interests considered are those in reputation (defamation), privacy, data protection, intellectual property, and confidentiality. The key public interests considered are the integrity of the judicial process (contempt and reporting restrictions), the impartiality and diversity of political representations, the deterrence of disinformation, fabrication and 'fake news', the avoidance of offence (based on obscenity, social difference and religion), and national security. The course concludes with brief consideration of 'positive' aspects of free speech (including access to information and the valorisation of newsgathering).

**Teaching:** This course will have 20 hours of teaching content in Michaelmas Term. There will be a Reading Week in Week 6 of Michaelmas Term.

The course is also supported by a number of specialist seminars with outside speakers, and by a reading group allowing for deeper and more focused consideration of theories of free speech.

**Formative coursework:** Students must submit an essay plan and working bibliography for the assessed essay.

**Indicative reading:** Supporting texts for the course include Greenawalt, 'Free Speech Justifications' (1989) 89 *Columbia Law Review* 119; Parkes and Busutill (eds), *Gatley on Libel and Slander* 13th edn, Thoson Reuters, 2022; Waldron, *The Harm in Hate Speech* (Harvard University Press, 2012); Millar and Scott, *Newsgathering: Law, Regulation and the Public Interest* (OUP, 2016), Kenyon and Scott (eds), *Positive Free Speech: Rationales, Methods and Implications* (Hart Publishing, 2020), and Barendt et al, *Media Law: Texts, Cases and Materials* (Pearson, 2013). Most materials relevant to the course are made available via the BLPES electronic resources or online.

**Assessment:** Essay (100%, 8000 words).

## LL4H3 Half Unit

### Media Law: Regulating Newsgathering

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Andrew Scott

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time), MSc in Media and Communications (Media and Communications Governance) and University of Pennsylvania Law School LLM Visiting Students. This course is available as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Course content:** This course focuses on the legal and normative frameworks regarding the obtaining of information by journalists and others. It examines in particular the legal and administrative regulation of newsgathering and content production practices undertaken by professionals working in the media sector, but extends to citizen-journalism, academia, and the activities of others across society. The course is introduced with consideration of a number of themes that underpin the rest of the syllabus: the role(s) of the media in society (including conceptions of the 'public interest'); the main social, technological and regulatory influences that shape media newsgathering practise, and rights jurisprudence (in particular, the freedom of expression and freedom of the press in national and international law). The course then examines a number of news- and information-gathering practices that are either facilitated or proscribed by law and/or other forms of regulation. These include the protection of sources and journalistic materials; the technological circumvention of source protections; legal risks to sources and whistleblowers; 'cheque-book journalism' (including payments to witnesses and to criminals); access to information held by the state (freedom of information); access to courts, court documents and other criminal justice contexts



(prisons); the safety of journalists and newsgatherers; reporting from conflict-zones; media-police interaction; harassment and media intrusion, and the regulation of surreptitious newsgathering practices (hacking, tapping and subterfuge).

**Teaching:** 20 hours of seminars in the LT.

This course will have 20 hours of teaching content in Lent Term.

There is a Reading Week in Week 6 of Lent Term.

The course is also supported by a series of specialist seminars with outside speakers, and by an online discussion forum.

**Formative coursework:** Students must submit a formative essay plan and working bibliography during the development of the assessed essay.

**Indicative reading:** Supporting texts for the course include Millar and Scott, *Newsgathering: Law, Regulation and the Public Interest* (Oxford University Press, 2016); Leveson, *An Inquiry Into the Culture, Practices and Ethics of the Press: Report*, HC 780, 2012, Warby, Moreham and Christie (eds), *Tugendhat and Christie: The Law of Privacy and the Media*, (3rd ed, OUP, 2015), *Flat Earth News* (Chatto & Windus, 2008); de Burgh, *Investigative Journalism* (Routledge, 2nd ed, 2008). Many of these and other materials relevant to the course are made available via the BLPES electronic resources or online.

**Assessment:** Essay (100%, 8000 words) in the ST.

## LL4H4 Half Unit

### International Financial Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Philipp Paech

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Course content:** The law of the traditional financial market sectors of insurance, commercial banking, derivatives, capital markets and asset management are converging in practice, but their academic analysis is still largely sector-based. The main goal of this course is to offer a cross-sectoral, functional understanding of the commercial, property and insolvency law of finance, permitting students to grasp the big picture and apply acquired understanding to very diverse legal constellations in finance. The course also highlights certain anomalies in differing legal treatment of the respective sectors or certain types of transactions that induce regulatory arbitrage. Further, students will acquire the ability to identify and put into context key trends in finance.

The course provides an overview of the substantive law aspects (UK, EU and international) of international financial and business transactions. The focus is mainly on broad principles and policy issues rather than a detailed examination of statute, case law and drafting. However, where appropriate, legal concepts and market practice will be explained by reference to case law and other legal sources. The course is designed to be as topical as possible, and the content may change in the light of developments. While the precise topics covered will vary from year to year they typically will include the following:

- Introduction:

Logic and players of the financial market.

Overview of types of financial transactions.

Reasoning and sources of financial law and regulation.

The different types of risk and the role of financial law.

European and global legal and regulatory architecture

- Raising capital:

Taking risk through funded positions.

The nature of banks, deposit taking, loans, syndicated loans.

Issuance of debt securities, eurobonds and equity.

Investment funds.

Cross-comparison of funded positions, common patterns and differences

- Mitigating risk:

Simple financial positions (guarantee, insurance, derivatives and credit default swaps).

Close out netting, clearing.

Financial collateral

- Insolvency policy:

Preferential treatment of financial firms

- Cross-jurisdictional analysis:

Private international law analysis in financial law.

International bank insolvencies

- Specific constellations:

Intermediated securities and cross-border collateral.

Securitisation.

Crypto assets, blockchain and other FinTech-related issues

**Teaching:** This course will have two hours of teaching content each week in Michaelmas Term. There will be a Reading Week in Week 6 of Michaelmas Term.

**Formative coursework:** Students will be asked to submit a 2,000 word essay during Michaelmas Term. A voluntary mock exam is also offered.

**Indicative reading:** A detailed reading list will be made available on Moodle prior to teaching.

Recommended general reading: (a) Joanna Benjamin, *Financial Law*, Oxford University Press, 2007; (b) Colin Bamford, *Principles of International Financial Law*, Oxford University Press, 2011; (c) Philip Wood, *Law and Practice of International Finance* (University Edition) 2007, Sweet&Maxwell; (d) S. Valdez, Ph. Molyneux, *An Introduction to Global Financial Markets*, 6th ed., Palgrave-McMillan, 2010 (this last one is not a legal work but ideal for understanding market practice).

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

## LL4H8 Half Unit

### Employment Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Astrid Sanders

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time), MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations/CIPD), MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Inequalities and Social Science and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Course content:** Regulation of the content and the form of the employment relation. The contract of employment, including express and implied terms and the scope of employment law. Regulation of minimum wage and working time. Protection against discrimination in the workplace. Discipline and protection from dismissal and termination of employment. Business reorganisation and economic dismissals. Freedom of association and the right to strike. The approach involves theoretical perspectives, economic analysis, comparative law of employment, and examination of relevant European law.

**Teaching:** This course will have two hours of teaching content each week in Michaelmas Term. There will be a Reading Week in Week 6 of Michaelmas Term.

**Formative coursework:** Students will be expected to produce 1 essay in the MT.

**Indicative reading:** Detailed syllabus of weekly readings will be available and the materials can all be accessed through Moodle. Hugh Collins, *Employment Law*, 2nd edn (Oxford University Press,

2010), Chapters 1-9.

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

Candidates are allowed to take an unannotated copy of a collection of statutory materials into the examination.

## LL4H9 Half Unit

### Human Rights in the Workplace

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Astrid Sanders

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time), MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations/CIPD), MSc in Human Resources and Organisations (Organisational Behaviour) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit. This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Course content:** The sources and application of human rights in the workplace, including international and European laws and conventions. Civil liberties of employees. Social and economic rights of workers. Protection from discrimination in the labour market and employment. As well as detailed examination of legal materials, the approach involves discussion of theories of human rights and comparisons between legal systems.

**Teaching:** This course will have 20 hours of teaching content in Michaelmas Term. There will be a Reading Week in Week 6 of Michaelmas Term.

**Formative coursework:** One 2,000 word essay.

**Indicative reading:** A detailed syllabus of weekly readings will be available and the materials can all be accessed through Moodle Preliminary reading: Hugh Collins, *Employment Law*, 2nd edn (Oxford University Press, 2010), Chapters 9-10.

**Assessment:** Essay (100%, 8000 words) in the ST.

## LL4K4 Half Unit

### The International Law of Self-Determination

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr James Irving

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time), MSc in Human Rights and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Pre-requisites:** Some prior knowledge of international law is useful but not essential.

**Course content:** This course will provide a general introduction to the doctrine of self-determination in international law. Self-determination will be historically contextualised from its intellectual progenitors in the Enlightenment through to its political birth at the 1919 Paris Peace Conference and its formal induction into international law by virtue of the 1945 UN Charter. Both the detail of the doctrine's content and the dynamic governing its development will be explored. The relationship between self-determination and state formation (including decolonisation and secession), minority rights, aboriginal rights, women's rights and the nascent right to democratic governance will be central topics. Reference will also be made to the interplay between self-determination and economic rights, including permanent

sovereignty over natural resources, the right to development and the "third generation rights" movement more generally. Self-determination's influence upon the international rules governing the use of force will be discussed, but these rules will not be a primary focus. Upon completion of the course students will be in a position to legally analyse contemporary fact patterns and to identify both strengths and weaknesses in the existing legal framework. Students will have considered new and novel approaches to self-determination and will be able to situate the doctrine in relation to international law and human rights. Those taking the course will gain an appreciation for self-determination's particular contribution to political and economic liberty.

**Teaching:** This course will have 20 hours of teaching content in Michaelmas Term. There will be a Reading Week in Week 6 of Michaelmas Term.

**Formative coursework:** Students will be asked to submit one 2,000 word essay.

**Indicative reading:** Introductory reading: James Crawford, "The Right of Self-Determination in International Law: Its Development and Future" in Philip Alston, ed., *Peoples' Rights* (Oxford: Oxford University Press, 2001) 7. Additional sources: Philip Alston, ed., *Peoples' Rights* (Oxford: Oxford University Press, 2001); S. James Anaya, , *Indigenous Peoples in International Law*, 2nd ed. (Oxford: Oxford University Press, 2004); Allen Buchanan, *Justice, Legitimacy, and Self-Determination: Moral Foundations for International Law* (Oxford: Oxford University Press, 2004); Cassese, Antonio, *Self-Determination of Peoples: A Legal Reappraisal* (New York: Cambridge University Press, 1995); Hillary Charlesworth, & Christine Chinkin, *The Boundaries of International Law* (Manchester: Manchester University Press, 2000); James Crawford, ed., *The Rights of Peoples* (Oxford: Clarendon Press, 1988); Hurst Hannum, *Autonomy, Sovereignty, and Self-Determination: the Accommodation of Conflicting Rights*, rev. ed. (Philadelphia: University of Philadelphia Press, 1996); James Irving, "Self-Determination and Colonial Enclaves: The Success of Singapore and the Failure of Theory" (2008) 12 *S.Y.B.I.L.* 97-122.; Christian Walter, Antje von Ungern-Sternberg & Kavus Abushov, eds., *Self-Determination and Secession in International Law* (New York: Oxford University Press, 2014).

**Assessment:** Essay (100%, 8000 words).

## LL4K5 Half Unit Not available in 2022/23

### International Commercial Contracts - General Principles

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jan Kleinheistercamp, NAB 7.09

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

**Pre-requisites:** Firm knowledge in contract law and/or international sale of goods from previous studies.

**Course content:** The course treats what can be called the general part of transnational contract law, i.e. the general principles of law which are of relevance in any kind of international contract, be it sale, construction, shipping, financing, or joint venture. These general principles relate to contractual formation and negotiations, interpretation, transversal general principles, changed circumstances and hardship, agency, third parties, assignment, self-help and set-off, direct performance and damages and penalties. At present, such contracts are governed either by uniform rules of international conventions or by the national laws applicable by virtue of conflict of law rules. The course puts the existing national and international solutions in a comparative perspective so as to work with the sources of such generally

accepted principles. Where there are divergences between existing solutions, the course focuses on the elaboration of new efficient solutions that are internationally acceptable and have the potential of becoming general principles in the future. For these purposes, special attention is given to the UNIDROIT Principles on International Commercial Contracts. Other national laws, however, are drawn upon from time to time. Students are also encouraged, in both classes and examination, to reflect upon the similarities and differences between their own national laws and the UNIDROIT Principles.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Lent Term. Students will usually have two additional hours in the Summer Term. This year teaching will be delivered through recorded online lectures and a mix of both in-person and online classes to accommodate students who are unable to physically be on campus. This course includes a reading week in Week 6 of Lent Term.

**Formative coursework:** One 2,500 word essay after week 6 on previous exam questions (choice of 1 out of 3).

**Indicative reading:** S. Vogenauer & J. Kleinheisterkamp, Commentary on the UNIDROIT Principles of International Commercial Contracts (1st edn, OUP 2009); H. Kötz, European Contract Law (OUP 1997); K. Zweigert & H. Kötz, An Introduction to Comparative Law (3rd edn, OUP 1998); H. Beale et al., *Ius Commune Casebook on the Common Law of Europe: Cases Materials and Text on Contract Law* (2nd edition, OUP 2010); T. Kadner Graziano, *Comparative Contract Law* (Palgrave 2009).

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

## LL4K7 Half Unit Not available in 2022/23 Mental Health Law: The Criminal Context

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Jill Peay

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and we cannot guarantee all students will get a place.

**Course content:** This course aims to integrate a practical and theoretical understanding of mental health law, as it relates to mentally disordered offenders. It is not intended to provide a comprehensive understanding of the detail of the relevant law in England and Wales, but rather aims at broader conceptual understanding of the problem areas that are likely to bedevil any law relating to those with mental disabilities who have offended. The course makes reference to both the Mental Health Act 1983 and the Criminal Justice Act 2003.

**Teaching:** This course will have two hours of teaching content each week in Lent Term, either in the form of a two hour seminar or an online lecture and one hour class. There will be a Reading Week in Week 6 of Lent Term.

**Formative coursework:** One 2,000 word essay.

**Indicative reading:** J. Peay (2011) *Mental Health and Crime*, Routledge. B. Hale (2017) *Mental Health Law*, Sweet and Maxwell

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

## LL4K8 Half Unit Law of Corporate Finance: Securities Regulation

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Niamh Moloney

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Course content:** The course examines the legal issues arising out of the operation of the capital markets as intermediaries between investors and issuers; it focuses on the regulation of capital-raising through the markets. The topics covered include: disclosure theory; the role of trading markets in finance-raising and their regulation; prospectus disclosure; ongoing disclosure; gatekeepers; market abuse; and the internationalization of capital-raising and harmonization. The course will focus primarily on English law but will consider the impact of the UK's withdrawal from the EU. Course coverage may vary slightly from year to year.

**Teaching:** This course will have 20 hours of teaching content in Lent Term. There will be a Reading Week in Week 6 of Lent Term.

**Formative coursework:** A mock examination will be held at a time to be advised during Lent Term.

**Indicative reading:** Reading lists will be provided in advance for each session. Sample texts include Payne and Gullifer, *Corporate Finance Law*, 3 ed 2020.

Preliminary reading.

Payne and Gullifer, *Corporate Finance Law*, 3 ed 2020, chs 1 and 2.

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

## LL4K9 Half Unit European Capital Markets Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Niamh Moloney

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time), MSc in Regulation and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Course content:** The course examines the EU's regulation of the capital markets. It considers the harmonised regulatory regime which applies to capital market actors across the Member States and which supports the integrated market. The topics which may be covered include: the rationale for integration and the role of law and the evolution of the integration project, including the impact of the financial crisis, Capital Market Union, and the UK's withdrawal from the EU; the deregulation, liberalisation, harmonisation, and re-regulation mechanisms used to integrate and regulate the EU market; market access and the passport for investment services; the liberalisation of order execution and the regulation of trading markets; retail investor protection; the prospectus and disclosure regime; the regulation of gatekeepers; and the institutional structure supporting regulation and supervision, including the role of the European Securities and Markets Authority. Course coverage may vary slightly from year to year.

**Teaching:** This course has 20 hours of teaching content in Michaelmas Term. This course includes a Reading Week in Week 6 of Michaelmas Term.

**Formative coursework:** A mandatory in-class formative assessment (in the form of a timed exam question) will be held in Week 6.

**Indicative reading:** Reading lists will be provided in advance for each seminar and will include chapters from books, articles, and relevant legislative and policy materials. Sample texts include: Moloney, *EU Securities and Financial Markets Regulation*, 3rd edition (2014) and Veil (ed), *European Capital Markets Law*, 3rd

edition (2022).

Preliminary reading

Moloney, EU Securities and Financial Markets Regulation (2014), chapter 1

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

## LL4L1 Half Unit Not available in 2022/23

### The Theory and Practice of Alternative Commercial Dispute Resolution

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jan Kleinheisterkamp (Convener) NAB 7.09. Dr Philipp Paech NAB 7.21

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course will be relevant to the following LLM specialisms: Commercial Law; International Business Law.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSE for You.

**Pre-requisites:** None.

**Course content:** Given the high cost and risk of litigation and arbitration, parties to commercial transactions have an interest in managing, and hedging against, the risk of future disputes with their business partners and others. This course introduces and explores the different methods of alternative dispute resolution (ADR), i.e. those methods for settling commercial disputes out of courts, both from a theoretical and a practical perspective. The first half of the course lays the foundations of alternative resolution of commercial disputes, exploring its history, socio-legal context and its embedding in procedural law and reform. The second half will then focus on the particularities of disputes in commodities trade, including shipping, maritime and insurance; construction; IP; financial markets; regulatory and inter-agency / interstate disputes and international tax disputes.

The course prepares for LL4L7 – Advanced Negotiation and Mediation. It complements LL4C5 – Fundamentals of International Commercial Arbitration and LL4E7 – Investment Treaty Law.

**Teaching:** 20 hours of seminars in the MT. 2 hours of seminars in the ST.

There will be a Reading Week in week 6 of MT.

**Formative coursework:** One 2,000 word essay.

**Indicative reading:** H Brown / A Marriott, ADR Practice and Principles (Sweet & Maxwell 2011); S Roberts / M Palmer, Dispute Processes: ADR and the Primary Forms of Dispute Resolution (2nd edn, CUP 2005); R Fisher / W Ury, Getting to Yes: Negotiating an Agreement Without Giving In (2011)

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

## LL4L6 Half Unit

### Theory of Constitutional Rights

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Kai Möller

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time), MSc in Human Rights and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Pre-requisites:** Some knowledge of human or constitutional

rights law of any jurisdiction may be helpful, but is not essential. A knowledge of philosophy is not required.

**Course content:** The course will provide an introduction to the theory of constitutional rights. The emphasis is on a combination of law and theory; to this end, each seminar will rely on a mixture of cases from various jurisdictions and theoretical and philosophical materials. Topics to be discussed will include: Robert Alexy's Theory of Rights as Principles; Ronald Dworkin's Theory of Rights as Trumps; The Debate about Proportionality; Absolute Rights; The Justifiability of Judicial Review; The Culture of Justification and the Right to Justification.

**Teaching:** 20 hours of seminars in the MT. 2 hours of seminars in the ST.

There will be a reading week in week 6.

**Formative coursework:** One 2,000 word essay.

**Indicative reading:** The course will rely on both cases from various jurisdictions and articles and book chapters from authors including Ronald Dworkin, Robert Alexy, Matthias Kumm, Jeremy Waldron and Frances Kamm.

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

## LL4L7 Half Unit Not available in 2022/23

### Advanced Mediation and Negotiation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Philipp Paech (Convener) NAB 7.21. Dr Jan Kleinheisterkamp NAB 7.09

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course will be relevant to the following LLM specialisms: Commercial Law; International Business Law.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSE for You.

**Pre-requisites:** Students wishing to take Advanced Negotiation and Mediation are recommended to have taken LL4L1 - The Theory and Practice of Alternative Commercial Dispute Resolution, or have equivalent prior experience.

**Course content:** This course explores the dynamics of disputes and the use of negotiation and mediation to assist in their resolution. These techniques can allow parties to overcome antagonistic positions or disputes, refocus on their actual needs and to come to an agreement over how to align their interests and to allocate risk for the future – and to draw a line under tensions of the past. The course pays particular attention to understanding the dynamics of disputes; obstacles to their resolution arising from cultural differences and the role of language, including techniques such as non-violent communication; different theories and models of negotiation and mediation and their practical applications, such as facilitative, evaluative, narrative / transformative and transactional approaches; the sometimes/often problematic role of lawyers; the nature of settlement and its potential dangers for weaker parties or public interests.

In sum, the course aims to facilitate not only an advanced theoretical but also practical understanding of the processes and techniques involved in negotiation and mediation. For that purpose, case studies will illustrate some specific challenges, such as in negotiations of international transactions, family mediation, mediation in international crisis situations or policy negotiations in the context of public institutions. Experienced practitioners will be invited to share their insights from experiences in the field.

**Teaching:** 20 hours of seminars in the LT. 2 hours of seminars in the ST.

There will be a Reading Week in Week 6.

**Formative coursework:** One 2,000 word essay.

**Indicative reading:** R Fisher / W Ury / B Patton, Getting to Yes: Negotiating Agreement Without Giving In (revised edn, 2011); W



Ury, *Getting Past No: Negotiating with Difficult People* (1992); M Rosenberg, *Non-Violent Communication* (2015); O Fiss, 'Against Settlement' (1983/84) 93 Yale LJ 1073-1090; S Roberts / M Palmer, *Dispute Processes: ADR and the Primary Forms of Dispute Resolution* (2nd edn, CUP 2005).

**Assessment:** Essay (100%, 8000 words) in the ST.

## LL4N6 Half Unit Principles of Copyright Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Martin Husovec.

Other Staff Involved: Dr Luke McDonagh

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Course content:** The course explains the foundations and structure of copyright law. It is aimed at those who have not studied the subject in detail before but also those wishing to deepen their understanding of copyright law in the comparative context. Topics to be covered will include the history and evolution of copyright, protected subject matter, the scope of the economic and moral rights, and the principles underlying copyright enforcement. The course looks primarily at the European system, mostly as implemented in the UK.

**Teaching:** This course will have 20 hours of teaching content in Michaelmas Term and an additional two hours of teaching in the Summer Term. There will be a Reading Week in Week 6 of Michaelmas Term.

**Formative coursework:** One 2,000 word essay.

**Indicative reading:** Reading lists will be issued on a weekly basis. The legislation, cases and soft law instruments will make up additional required reading for this course. All of this material is available in electronic form via the Moodle site which supports the course. Useful texts include Lionel Bently and Brad Sherman, *Intellectual Property Law* 4th ed. (OUP, Oxford 2018) and Thomas Dreier and P. Bernt Hugenholtz (eds.) *Concise European Copyright Law* (Kluwer, 2016).

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

## LL4S1 Half Unit Cyberlaw

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Orla Lynskey. Other Staff Involved: Dr Giulia Gentile

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time), MSc in Regulation and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Pre-requisites:** This course does not require an in-depth understanding of contemporary computer technology.

**Course content:** This course examines and discusses topical issues in relation to law and technology systems. We begin by addressing issues relating to network regulation or control including questions such as "can internet-enabled communications be regulated?" and "who is competent to police online content

and activity?". We discuss whether the internet can and should be neutral and politically charged questions regarding regulation of platforms and regulation by platforms. In the second half of the term, we will delve further into these issues through topical examples such as AI and justice, tackling online "harms" and regulating advertising online including influencers.

Students taking the course will be expected to develop knowledge and understanding of the different values brought to bear in the regulation of new media technologies and communities formed through such technologies and the factors leading towards choices of particular values, regulatory institutions and process.

Such knowledge and understanding will operate both at the theoretical level and the level of particular examples of regulatory regimes. Students will be expected to apply organisational and analytical skills to the investigation of evidence and problems and show effective communication through written work and seminar discussion. Students shall research an assessed extended essay.

**Teaching:** This course will have 20 hours of teaching content in Lent Term. There will be a Reading Week in Week 6 of Lent Term.

**Formative coursework:** Students should submit an essay plan and working bibliography for the assessed essay. All students are expected to contribute to a series of class and online exercises, and to submit one 2,000 word formative essay.

**Indicative reading:**

- Murray, *Information Technology Law: The Law and Society* (OUP, 4th ed, 2019)
- Edwards (ed), *Law, Policy and the Internet* (Hart, 2018)
- Reed & Murray, *Rethinking the Jurisprudence of Cyberspace* (Edward Elgar, 2020)
- Frank Pasquale, *New Laws of Robotics: Defending Human Expertise in the Age of AI* (Belknap, 2020)
- Murray, *The Regulation of Cyberspace* (Routledge, 2007)
- Reed, *Making Laws for Cyberspace* (OUP, 2012)
- Lessig, *Code Ver, 2.0* (Basic Books, 2006)

**Assessment:** Essay (100%, 8000 words) in the ST.

## LL4S2 Half Unit E-Commerce Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Martin Husovec

Other staff involved: Dr Edmund Schuster

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Course content:** This course is to introduce students from a legal background to the specialised legal structure which surrounds e-commerce. The course looks at the specific problems an e-commerce start-up must overcome in order to begin trading, including arranging cloud hosting agreements, designing terms and conditions of service and delivery, and arranging distribution agreements. Also examined will be smart contracts and distributed ledger technology. From here the course will develop to examine the problems of more mature e-commerce businesses including jurisdiction, payment systems (including cryptocurrency) and access to, and ownership of, data. Classes on Online Dispute Resolution and the regulation of platform and sharing economies will complete the analysis. The course is designed to act as an interface between ICT law and commercial law and practice in that it examines in detail the close sub-set of online transactions which are clearly commercial in nature.

**Teaching:** This course will have 20 hours of teaching content in Lent Term. There will be a Reading Week in Week 6 of Lent Term.

**Formative coursework:** Students should submit an essay plan and working bibliography for the assessed essay. All students are

expected to contribute to a series of class and online exercises, and to submit one 2,000 word formative essay.

**Indicative reading:** Murray: Information Technology Law: The Law and Society 4ed (OUP, 2019).

Lodder & Andrew Murray (eds) EU Regulation of E-Commerce: A Commentary (Edward Elgar, 2017).

Millard: Cloud Computing Law (OUP, 2013).

Fox & Green: Cryptocurrencies in Public and Private Law (OUP, 2019).

Finck: Blockchain Regulation and Governance in Europe (CUP, 2018).

Cohen: Between Truth and Power: The Legal Constructions of Informational Capitalism (OUP, 2019).

Susskind: Online Courts and the Future of Justice (OUP, 2019).

**Assessment:** Essay (100%, 8000 words).

## LL4S4 Half Unit

### Digital Rights, Privacy and Security

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Orla Lynskey

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time), MSc in Regulation and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Pre-requisites:** Basic knowledge of EU law is desirable, but not essential, for this course. Students who do not have this background knowledge are advised to do some preparatory reading (2-3 chapters) before the seminar begins.

**Course content:** Personal data is an important factor of production in data-driven economies, and the processing of personal data can generate significant economic and social benefits. However, personal data processing can also have a detrimental impact on established rights and values, such as autonomy, privacy and data protection. As a result, legal frameworks to regulate personal data processing have been enacted across the world, with the EU legal model used as a blueprint. Yet, despite the development of such legal frameworks, critical questions remain unanswered. For instance, disagreement persists regarding how the balance should be struck between effective data protection and other rights (such as freedom of expression and freedom of information) and interests (such as innovation and national security).

This course will critically evaluate the legal framework applicable to personal data processing. It will do this predominantly with reference to the EU framework, as this has served as a model for over 100 other jurisdictions. Participants will be introduced to techniques and technologies for monitoring and processing personal data in the information society. In order to bring key issues to life, a number of case studies will be considered, including the application of data protection rules to online behavioural advertising and the use of automated decision-making in the criminal justice context.

**Teaching:** This course has 20 hours of teaching content in Michaelmas Term. Students will usually have two additional hours in the Summer Term. This course includes a Reading Week in Week 6 of Michaelmas Term.

**Formative coursework:** All students are expected to contribute to a series of class exercises and to submit one piece of formative work for assessment.

**Indicative reading:**

- Bygrave: Data Privacy Law: An International Perspective (OUP, 2015).
- Cohen: Between Truth and Power (OUP, 2019).
- Kuner: Transborder Data Flows and Data Privacy Law (OUP, 2013).
- Lynskey: The Foundations of EU Data Protection Law (OUP, 2015)

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

This is an open-book exam.

## LL4S5 Half Unit

### Regulation of Digital Creativity and Investment

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Martin Husovec

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Course content:** The course examines how law and other regulatory systems incentivize creativity and investment in the digital space and with what consequences. Legislatures around the world constantly face the question of what intangible assets to protect and how to support social progress. The general intuition is that protecting from imitation is necessary to incentivize creativity and investment that are in everyone's interest. Several recent examples include potential protection of data, AI-generated creations, computer programs, and digital news.

The course provides a broad view of how legal incentives, social norms, technical architecture, and markets shape the legal design of new forms of protection of intangible assets. It draws on a number of recent policy developments in Europe and around the world to study when and by what means legislators decide to protect new digital assets from imitation and appropriation. It explores how legislators, regulators and industries interact in their attempts to develop a coherent and flexible body of law and regulatory practice.

At the end of the course, students should be able to:

- critically evaluate ongoing developments in law relating to IPRs and the digital environment.
- display an understanding of how these developments relate to one another.
- examine areas of doctrinal, academic and political debate surrounding rules and theories;
- evaluate those rules and theories in terms of internal coherence and practical outcomes;
- draw on the analysis and evaluation contained in primary and secondary sources.

**Teaching:** This course will have two hours of teaching content each week in Lent Term and an additional two hours of teaching in the Summer Term. There will be a Reading Week in Week 6 of Lent Term.

**Formative coursework:** All students are expected to contribute to a series of class exercises, and to submit to one one-hour mock exam.

**Indicative reading:** Academic papers by scholars of law, economics, and other social sciences, such as Alexrod, Coase, Husovec, Hugenhotz, Lemley, Mazzucato, Moser, and many others.

Justin Pila and Paul Torremans, European Intellectual Property Law (OUP 2019).

Murray: Information Technology Law: The Law and Society 4ed (OUP, 2019)

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

## LL4Y9 Half Unit Not available in 2022/23 Comparative and Transnational Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jacco Bomhoff

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

Students from other Departments are allowed to apply with permission of the Course Convener.

This course has a limited number of places and we cannot guarantee all students will get a place.

**Course content:** This course covers both the comparison of law and legal institutions from different legal systems and traditions (comparative law), and the study of forms of legal regulation beyond the state (transnational law). For each these two fields, topics for discussion are selected based on their relation to one or both of two broad themes: First, the connections between law and its surroundings (culture, society, economy, etc.); and second, the character of 'law' generally (as a form of reasoning, or a set of institutional arrangements, or a distinctive 'worldview', etc.). Studying these two classic themes across of a range different national- and transnational settings allows us to ask a series of more concrete questions, such as: "Why are courts in some legal systems more powerful or more trusted than courts in other systems?"; "Why do some countries send far more people to prison than others?"; "Is it possible for a lawyer from one legal system to really understand what law means or how law works in some other system; or for a legal doctrine from one system to be 'transplanted' to another?"; and: "How is 'law' in non-state contexts similar to and different from state law?".

The course combines attention to theory (social- and cultural theory, theories of comparison, and of the transnationalisation of law) with detailed case studies in selected areas from different fields of law (comparative constitutional law, comparative private law, comparative criminal justice, EU law; and commercial arbitration, among others). The course might be especially interesting for students already taking other courses with a comparative- or a transnational law dimension, and for all students interested in the ways law works, and does not work, and in how lawyers think, in different parts of the world.

**Teaching:** This course will have two hours of teaching content each week in Lent Term, either in the form of a two hour seminar or an online lecture and one hour class. There will be a Reading Week in Week 6 of Lent Term.

**Formative coursework:** All students are expected to produce one 2,000 word formative essay during the course. This essay is due in Week 7.

**Indicative reading:** -Adams, Maurice & Bomhoff, Jacco, *Practice and Theory in Comparative Law* (Cambridge, 2013)  
-Cotterrell, Roger, *What is Transnational Law?*, *LAW & SOCIAL INQUIRY* (2012)  
-Frankenberg, Gunther, *Critical Comparisons: Re-thinking Comparative Law*, *26 HARVARD INTERNATIONAL LAW JOURNAL* (1985)  
-Pirie, Fernanda, *The Anthropology of Law* (Oxford, 2013)  
-Reimann, Mathias and Zimmermann, Reinhard, *The Oxford Handbook of Comparative Law* (Oxford, 2006)  
-Ruskola, Teemu, *Legal Orientalism* (Harvard, 2013)  
-Shaffer, Greg, *Theorizing Transnational Legal Ordering*, *ANNUAL REVIEW OF LAW AND SOCIAL SCIENCE* (2016)  
-Special Issue: 'Comparative Socio-Legal Studies', *INTERNATIONAL JOURNAL OF LAW IN CONTEXT* (2017)

**Assessment:** Take-home assessment (100%) in the ST. The take home exam will consist of 2 essay questions (out of 6 set), each with a 3000 word limit. Students will be given their exam questions at 9:00 am on Wednesday morning of Week 1 Summer Term, via Moodle, and will have until 5:00 pm on Thursday afternoon of Week 2 Summer Term to submit the exam. The length of time set for this assessment already takes into account

that students may also have one or more other exams during this period.

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## LL4Z1 Half Unit Business Taxation

**This information is for the 2022/23 session.**

**Teacher responsible:** Eduardo Baistrocchi

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and demand is typically high. This may mean that you're not able to get a place on this course.

**Pre-requisites:** There are no formal pre-requisites for this module. It is recommended for those studying LL4AY International Tax Systems and LL4AZ Taxation of Multinational Enterprises: Transfer Pricing.

**Course content:** The course offers a comprehensive introduction to business taxation, using United Kingdom law as a case study. It looks at how businesses are taxed in this country. The course focuses on the key elements of the taxation of the income of businesses, including:

- taxation of trading income.
- corporation tax, the nature of taxes on companies and the taxation of dividends.
- capital allowances - relief for depreciation.
- capital gains taxation.
- partnership taxation.
- tax relief for losses

**Teaching:** This course will have two hours of teaching content each week in Michaelmas Term and an additional two hours of teaching in the Summer Term. There will be a Reading Week in Week 6 of Michaelmas Term.

**Formative coursework:** Students will have the option of producing a formative essay of 2,000 words.

**Indicative reading:** G. Loutzenhiser, *Tiley's Revenue Law*; A. Fairpo and D. Salter, *Revenue Law: Principles and Practice*; Tolley's *Yellow Tax Handbook*. E. Baistrocchi, *Global Tax Hubs: Theory and Evidence*, SSRN, 2022. Detailed reading lists will be provided during the course via Moodle.

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

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## LL4Z2 Half Unit Not available in 2022/23 Principles of Taxation and Tax Disputes

**This information is for the 2022/23 session.**

**Teacher responsible:** Eduardo Baistrocchi NAB 7.33

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

**Pre-requisites:** The course is suitable both for students who have not studied taxation before and for those who have. It is recommended for students who have not studied taxation previously, as well as for those who are studying any of the other tax courses offered at LLM/MSc level.

**Course content:** This course looks at how tax systems work and the principles that lie behind tax systems. Topics covered include the reasons for taxation and the main types of tax, how income is taxed, how the tax administration operates, and the impact



of tax competition among countries on international tax policy. The course uses tax disputes from G20 countries to illustrate the issues discussed. The course is suitable for those who have not studied taxation before, as well as for those with a background in tax who are interested in exploring the principles of taxation in greater depth.

**Teaching:** 20 hours of seminars in the LT. 2 hours of seminars in the ST.

**Formative coursework:** One 2,000 word essay.

**Indicative reading:** Appropriate readings from journal articles and from books including: Avi-Yonah, Sartori and Marian, *Global Perspectives on Income Taxation Law*; Messere et al., *Tax Policy: Theory and Practice in OECD Countries*; Baistrocchi, *A Theory of International Taxation*; Dagan, *International Tax Policy: Between Competition and Cooperation*; Murphy and Nagel, *The Myth of Ownership, Taxes and Justice*; Thuronyi, *Comparative Tax Law*; James and Nobes, *The Economics of Taxation*; Mirrlees et al., *Tax By Design*. Further materials include: Morse and Williams, *Davies Principles of Tax Law*; Kay and King, *The British Tax System*; Thuronyi, *Tax Law Design and Drafting*. Detailed reading lists will be provided during the course via Moodle.

Recommended preliminary reading: Avi-Yonah, Sartori and Marian, *Global Perspectives on Income Taxation Law* (Oxford University Press, 2011).

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

## LL4Z5 Half Unit Not available in 2022/23 EU State Aid Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Pablo Ibanez Colomo NAB5.16

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time), MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Regulation and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course will be relevant to the following LLM specialisms: Competition, Innovation and Trade; Corporate and/or Commercial Law; European Law; International Business Law.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

**Course content:** Member States of the EU are not free to award subsidies to companies or to support them in a comparable way (by, inter alia, granting them loans at favourable rates or by providing unlimited guarantees). In the wake of the recent financial crisis, for instance, bailout measures adopted across the EU had to be cleared by the European Commission in accordance with Articles 107 and 108 TFEU. The first part of the course explores the economic rationale underpinning the principle whereby State aid is incompatible with the EU internal market (the reasons why similar regimes are not implemented at the national level in federal countries facing similar issues, such as the United States, will also be explored). The second part is devoted to (i) the notion of State aid within the meaning of Article 107(1) TFEU (that is, the range of measures that are subject to ex ante control by the European Commission) and to (ii) the conditions under which such measures may be declared to be in the interest of the EU as a whole. The third part provides an overview of the application of the law in some sectors (including the energy or the communications sectors) or for some purposes (e.g. research and development, regional aid). The fourth part is devoted to the procedural aspects of the discipline and to the application of similar rules beyond the EU (in particular in the context of the WTO, the EEA and other trade agreements concluded by the EU).

**Teaching:** 20 hours of seminars in the MT. 2 hours of seminars in the ST.

There will be a reading week in week 6.

**Formative coursework:** All students are expected to produce one 2,000 word formative essay during the course.

**Indicative reading:** Quigley, *European State Aid Law and Policy* (3rd Edition, 2015); Jones and Sufrin, *EU Competition Law* (online Chapter, 6th Edition, 2017); Bacon (ed), *European Community Law of State Aid* (3rd Edition, 2017).

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

## LL4Z6 Half Unit Comparative Constitutional Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jo Murkens

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Course content:** Comparative Constitutional Law is a rejuvenated discipline that attracts a broad range of interdisciplinary interest in the formation, design, and operation of constitutions. LL4Z6 examines the central issues across a range of jurisdictions and from a variety of perspectives. In Part I, we will discuss the idea of comparative law as a legal discipline with its own distinctive method as well as the transnational transfer of constitutional ideas and ideologies. Part II deals with key constitutional concepts, in particular the historical origins of fundamental law, constituent power, constitutional change, and the rule of law. Part III deals with questions of constitutional design, with a special focus on constitution-making in deeply divided and authoritarian societies. LL4Z6 offers a rich historical and conceptual account of the origins of Western constitutional ideas. It also examines their contemporary meaning and application in non-Western contexts. In so doing, the course develops its own critique of mainstream liberal thought that idealises constitutions as normative constraints on politics or essentialises the concept of constituent power in constitutional theory. We will ask whether formal constitutions facilitate democratisation and political change or whether they undermine democracy and entrench the ruling elite. The study of law, like the study of all social phenomena, is always comparative and inevitably fragmented. In LL4Z6, we will not be comparing, doctrinally and systematically, the constitutional codes of different legal orders. Instead, the objective of the course is to study comparative constitutional law comprehensively, critically, and contextually. This approach enables the student to deepen their understanding of law as a method and to connect that understanding independently to other disciplines.

**Teaching:** This course will have two hours of teaching content each week in Michaelmas Term. There will be a Reading Week in Week 6 of Michaelmas Term.

**Formative coursework:** One 2,000 word essay.

**Indicative reading:** There is not a set book for this course. All materials will be made available in advance on Moodle.

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

## LL4Z7 Half Unit Comparative Constitutional Rights

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Kai Möller

**Availability:** This course is available on the LLM (extended part-



time), LL.M (full-time) and University of Pennsylvania Law School LL.M Visiting Students. This course is not available as an outside option.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Course content:** This course examines a range of controversial issues in human and constitutional rights law from a comparative perspective. These issues include: abortion; euthanasia and physician-assisted suicide; same sex marriage; religion in the public sphere; hate speech and denial of the holocaust; obscenity; affirmative action. We will approach them by comparing and contrasting judgments from courts all over the world, with a certain emphasis on cases from the U.S. Supreme Court, the Canadian Supreme Court, the South African Constitutional Court, the European Court of Human Rights, the U.K. Supreme Court, and the German Federal Constitutional Court. The goals of the course are, first, to introduce the students to the jurisprudence of those powerful and influential courts, and, second, to invite them to think about and critically analyse some of the most controversial, difficult, and important rights issues of our time.

**Teaching:** This course will have two hours of teaching content each week in the Lent Term and two hours in the Summer Term. There will be a Reading Week in Week 6 of Lent Term.

**Formative coursework:** One 2,000 word essay.

**Indicative reading:** The course is mainly case-based; however, interested students may find the following book helpful: V Jackson and M Tushnet, *Comparative Constitutional Law*, 3rd edition, 2014.

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

## LL4Z9 Half Unit Banking Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Jo Braithwaite

**Availability:** This course is available on the LL.M (extended part-time), LL.M (full-time) and University of Pennsylvania Law School LL.M Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places and demand is typically high. This may mean that you're not able to get a place on this course.

**Course content:** This course focuses on the private law of banking as it relates to the core banking activities. In particular, we look at the deposit-taking relationship, the legal issues surrounding bank payment services, and the inter-disciplinary debates about the nature of money and payments. The course aims to be both domestic and international in perspective, though the emphasis will be on English law. Topics include: 1. The deposit-taking relationship, including the duty of confidentiality; 2. Money, transfers of money and payment including the development of new digital currencies and decentralised payment systems, including the debates about central bank digital currencies; 3. Bank payment methods: funds transfers and unauthorised payments including the debate around tackling APP scams; and 4. Bank payment services in an international context, letters of credit.

**Teaching:** This course will have two hours of teaching content each week in Michaelmas Term and an additional two hours of teaching in the Summer Term. There will be a Reading Week in Week 6 of Michaelmas Term.

**Formative coursework:** Students will be asked to submit one essay, which may be written in exam conditions. Students will also be expected to take part in individual and group presentations during the course.

**Indicative reading:** For introductory purposes, students are referred to Cranston et al, *Principles of Banking Law* (OUP, 3rd ed, 2017). Full reading lists will be distributed during the course. Please note that students will be expected to locate and prepare

primary legal sources including English cases and legislation for this course.

**Assessment:** Exam (100%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

## MA400 September Introductory Course (Financial Mathematics and Quantitative Methods for Risk Management)

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Christoph Czichowsky

**Availability:** This course is compulsory on the MSc in Financial Mathematics and MSc in Quantitative Methods for Risk Management. This course is available with permission as an outside option to students on other programmes where regulations permit.

Students who wish to select this course as an outside option must have a quantitative background.

**Course content:** The purpose of this course is to review some key concepts of probability used in finance. The course develops the common mathematical background that is assumed by the MSc Financial Mathematics and addresses some aspects of the mathematical theory that is central to the foundations of the programme: probability spaces, random variables, distributions, expectations and moment generating functions are reviewed; the concepts of conditional probability and conditional expectation as random variables are introduced using intuitive arguments and simple examples; stochastic processes, martingales, the standard Brownian motion are introduced; Itô integrals, Itô's formula and Girsanov's theorem are discussed on a formal basis.

**Teaching:** This course is delivered through a combination of classes and lectures over two weeks in September, prior to the start of the academic year. The material covered in the lectures will be totalling to an amount of roughly 30 hours of lecturing and 8 hours of seminars. The teaching will generally be in person, but some of the material may be delivered via online videos or video link. There will be an informal examination at the end of the course. Its purpose is to provide student feedback and it does not count towards the degree.

**Formative coursework:** Exercises are assigned and form the basis of class discussion.

**Indicative reading:** Lecture notes will be provided.

S. Shreve, *Stochastic Calculus for Finance II Continuous-Time Models*, Springer.

D. Williams, *Probability with Martingales*, Cambridge University Press.

**Assessment:** This course does not form part of the degree award.

## MA402 Half Unit Mathematical Game Theory

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Galit Ashkenazi-Golan COL 3.08

**Availability:** This course is available on the CEMS Exchange, MBA Exchange, MSc in Applicable Mathematics, MSc in Financial Mathematics and MSc in Operations Research & Analytics. This course is available as an outside option to students on other programmes where regulations permit.

It is not available to students who have taken Game Theory (MA330) or Game Theory I (MA301).

**Pre-requisites:** Familiarity with a rigorous treatment of mathematics (through definitions, theorems and proofs) is expected. Students must know basics of linear algebra (matrix multiplication, geometric interpretation of vectors), analysis (continuity, closed sets), and probability theory (expected value, conditional probability, independence of random events).

**Course content:** Concepts and methods of mathematical game theory. Nim and combinatorial games. Congestion games. Games in strategic form, dominated strategies, Nash equilibrium. Cournot quantity competition. Game trees with perfect information, backward induction. Commitment. Expected utility. Mixed equilibrium. Zero-sum games, maxmin strategies. Extensive games with information sets, behaviour strategies, perfect recall. Bargaining. Geometry of equilibria.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Michaelmas Term.

**Formative coursework:** Weekly exercises are set and marked.

**Indicative reading:** Required text: B von Stengel, Game Theory Basics. Cambridge University Press, 2022.

**Assessment:** Exam (90%, duration: 2 hours) in the January exam period.

Continuous assessment (10%).

## MA407 Half Unit

### Algorithms and Computation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Tugkan Batu

**Availability:** This course is available on the MSc in Applicable Mathematics, MSc in Data Science, MSc in Operations Research & Analytics, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan), MSc in Statistics (Financial Statistics) (Research) and MSc in Statistics (Research). This course is available with permission as an outside option to students on other programmes where regulations permit. The course is compulsory for students on the MSc Applicable Mathematics who are not taking MA421 Advanced Algorithms; it is optional for students on the MSc Applicable Mathematics who take MA421 Advanced Algorithms.

**Pre-requisites:** Good general knowledge of mathematics, including familiarity with abstract concepts. A willingness to cope with technical details of computer usage, and with a rapid introduction to programming.

**Course content:** Introduction to programming in Java. Introduction to the theory of algorithms: running time and correctness of an algorithm. Recursion. Data structures: arrays, linked lists, stacks, queues, binary search trees. Sorting algorithms. Greedy algorithms. Dynamic programming. Inheritance and Generics in Java.

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 30 hours across Michaelmas Term. There are also optional computer help sessions for this course. Before the start of Michaelmas Term, there will be 6 hours of pre-session programming tutorials.

**Formative coursework:** Weekly exercises are set and marked. Many of these will require implementation of programming exercises in Java.

**Indicative reading:** R Sedgewick, K Wayne, Introduction to programming in Java. T H Cormen, C E Leiserson, R L Rivest and C Stein, Introduction to Algorithms.

**Assessment:** Exam (65%, duration: 2 hours and 30 minutes) in the summer exam period.

Coursework (25%) in the MT.

Continuous assessment (10%).

## MA408 Half Unit

### Contemporary Discrete Mathematics

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Julia Boettcher

**Availability:** This course is available on the MSc in Applicable

Mathematics and MSc in Operations Research & Analytics.

This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Students should have experience with proofs and proof techniques used in pure mathematics.

**Course content:** This course will cover the basics of graph theory and discrete probability, with an emphasis on how these subjects are used in modern technology.

In the first half of the course, we will introduce the necessary background including discrete random variables and expectations; moments and deviations; Chernoff bounds and concentration inequalities; Markov chains. In the second half we will cover practical applications. The emphasis will be on a rigorous analysis of the mathematics in a model situation, but we will explain briefly the connection to the real world usage. Possible topics include: randomised routing; discrete Fourier transform; Monte Carlo sampling; compressive sensing; infection models on networks.

**Teaching:** 20 hours of lectures and 10 hours of seminars in the MT. 1 hour of lectures in the ST.

**Formative coursework:** Students will be expected to produce 10 exercises in the MT.

Weekly exercises are set and solved in the seminar. Feedback will be provided on selected exercises.

**Indicative reading:** Diestel, Graph Theory, Springer. Mitzenmacher and Upfal, Probability and Computing: Randomized Algorithms and Probabilistic Analysis, Cambridge University Press. Several of these texts are available online. More information, plus additional notes, will be provided during the course.

**Assessment:** Exam (75%, duration: 2 hours) in the summer exam period.

Coursework (10%) in the MT.

Coursework (15%) in the LT.

## MA409 Half Unit

### Continuous Time Optimisation

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Adam Ostojka-Ostaszewski

**Availability:** This course is available on the MSc in Applicable Mathematics, MSc in Operations Research & Analytics and MSc in Quantitative Methods for Risk Management. This course is available as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Students will need adequate background in linear algebra (facility with diagonalization of matrices for the purposes of solving simultaneous first-order differential equations is key here; knowledge of the relation between the range of a matrix transformation and the kernel of its transpose would be helpful), and in advanced calculus (manipulation of Riemann integrals such as 'differentiation under the integral' and the associated Leibniz Rule). Students unsure whether their background is appropriate should seek advice from the lecturer before starting the course. Background revision will be provided in the first two weeks of term.

**Course content:** This is a course in optimisation theory using the methods of the Calculus of Variations. No specific knowledge of functional analysis will be assumed and the emphasis will be on examples. It introduces key methods of continuous time optimisation in a deterministic context, and later under uncertainty. Calculus of variations and the Euler-Lagrange Equations. Sufficiency conditions. Pontryagin Maximum Principle. Extremal controls. Transversality conditions. Linear time-invariant state equations. Bang-bang control and switching functions. Dynamic programming. Control under uncertainty. Itô's Lemma. Hamilton-Jacobi-Bellman equation. If time allows: Applications to Economics and Finance: Economic Growth models, Consumption and investment, Optimal Abandonment, Black-Scholes model, Singular control, Verification lemma.

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 32 hours across Lent Term and additionally up to 4 hours of revision near the end of Lent Term.

Background review of (i) elementary methods for solving differential equations, and (ii) pertinent linear algebra (diagonalization) will be included in the seminars of Weeks 1 and 2.

This course may have a reading week in LT by arrangement, **Indicative reading:** A full set of lecture notes will be provided.

Reference will be made to the following essential books: D Burghes & A Graham, Control and Optimal Control Theories with Applications, Horwood; E R Pinch, Optimal Control and the Calculus of Variations, Oxford Science Publications; A. Sasane, Optimization in Function Spaces, Dover; J L Troutman, Variational Calculus and Optimal Control, Springer; and occasionally to: D G Luenberger, Optimization by Vector Space Methods, Wiley. Further Reading and Advanced Literature: G Leitmann, Calculus of Variations and Optimal Control, Plenum; A K Dixit & R S Pindyck, Investment under Uncertainty, Princeton University Press; D Duffie, Security Markets, Academic Press; D J Bell & D H Jacobsen, Singular Optimal Control, Academic Press; W H Fleming & R W Rishel, Deterministic and Stochastic Optimal Control, Springer; W H Fleming; H M Soner Controlled Markov Processes & Viscosity Solutions, Springer; G Hadley; M C Kemp, Variational Methods in Economics, North Holland;

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

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## MA410 Half Unit

### Information, Communication and Cryptography

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Robert Simon

**Availability:** This course is available on the MSc in Applicable Mathematics and MSc in Operations Research & Analytics. This course is available as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Students should be taking the course MA407 Algorithms and Computation or have taken an equivalent course to provide a basic knowledge of algorithms, and should have experience with proofs and proof techniques used in pure mathematics.

**Course content:** This course provides an introduction, for students with a mathematical background, to the applications of mathematics in information theory, coding theory, cryptography, and related areas. The course will cover mathematical aspects of the following topics: Noiseless coding, the Kraft-McMillan criterion, optimal coding, entropy, Shannon's first theorem; Noisy channels, capacity, system entropy; Error-correcting codes, decoding rules, bounds, construction and properties of linear and cyclic codes; Structure of natural languages, redundancy, the frequency table, making and breaking cryptosystems, historic examples; Public-key cryptography, complexity issues, the RSA system, authentication schemes, the ElGamal system. Subject to available time we may also cover elliptic curve cryptography and/or cryptocurrencies.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Lent Term.

**Formative coursework:** Weekly exercises are set and discussed in seminars.

Students will be expected to produce 5 exercises in the LT which will be marked.

**Indicative reading:** N L Biggs, Codes, An Introduction to Information, Communication and Cryptography; G A Jones & J M Jones, Information and Coding Theory; C M Goldie & R G E Pinch, Communication Theory; D J A Welsh, Codes and Cryptography; D T Stinson, Cryptography Theory and Practice.

**Assessment:** Exam (75%, duration: 2 hours) in the summer exam period.

Coursework (25%) in the LT.

## MA411 Half Unit

### Probability and Measure

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Pavel Gapeev

**Availability:** This course is available on the MSc in Applicable Mathematics, MSc in Financial Mathematics and MSc in Quantitative Methods for Risk Management. This course is available as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Some background in real analysis is essential.

**Course content:** The purposes of this course are (a) to explain the formal basis of abstract probability theory, and the justification for basic results in the theory, and (b) to explore those aspects of the theory most used in advanced analytical models in economics and finance. The approach taken will be formal. Probability spaces and probability measures. Random variables. Expectation and integration. Convergence of random variables. Conditional expectation. The Radon-Nikodym Theorem. Bayes' formula. Martingales. Stochastic processes. Brownian motion. The Itô integral.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Michaelmas Term.

**Formative coursework:** Written answers to set problems will be expected on a weekly basis.

**Indicative reading:** Full lecture notes will be provided. The following may prove useful: J S Rosenthal, A First Look at Rigorous Probability Theory; G R Grimmett & D R Stirzaker, Probability and Random Processes; D Williams, Probability with Martingales; M Caplinski & E Kopp, Measure, Integral and Probability; J Jacod & P Protter, Probability Essentials.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

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## MA412 Half Unit Not available in 2022/23

### Functional Analysis and its Applications

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Robert Simon

**Availability:** This course is available on the MSc in Applicable Mathematics. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Students should have taken a course in finite dimensional linear algebra which includes diagonalisation and inner products. General knowledge of real analysis and calculus would be helpful.

**Course content:** This course aims at familiarizing the student with the basic concepts, principles and methods of functional analysis and its applications. The topics covered are: normed and Banach spaces, continuous linear transformations, inner product and Hilbert spaces, compact operators, Hahn-Banach and Baire Category Theorems, applications to differential equations, numerical analysis, and approximation theory with illustrative examples.

**Teaching:** 20 hours of lectures and 10 hours of seminars in the MT. 2 hours of lectures in the ST.

**Indicative reading:** Jean-Pierre Aubin, Applied Functional Analysis, Wiley, 2000; A.V. Balakrishnan, Applied Functional Analysis, Springer, 1981; Erwin Kreyszig, Introductory Functional Analysis with Applications, John Wiley, 1989; David Luenberger, Optimization by Vector Space Methods, Wiley-Interscience, 1997; Walter Rudin, Functional Analysis, McGraw-Hill 1991; Nicholas Young, An Introduction to Hilbert Space, Cambridge University Press, 1988.

**Assessment:** Exam (90%, duration: 2 hours) in the summer exam period.

Coursework (10%) in the LT.



## MA413 Half Unit Not available in 2022/23 Games of Incomplete Information

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Robert Simon COL 4.07

**Availability:** This course is available on the MSc in Applicable Mathematics. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Students should be familiar with the related mathematics of topology and functional analysis. Some degree of mathematical maturity is expected.

**Course content:** The techniques and results of game theory are increasingly important to economic analysis. This course focuses on the problems of information incompleteness and information asymmetry. This is a relatively new but rapidly expanding area of game theory with connections to several areas of economic theory, for example conflict resolution, auctions, principal-agent problems, and the logic of knowledge. The course is divided into three parts, I Basic Results, II Repeated Games, III Bayesian Games. For the first part we cover the Min-max Theorem and Nash's Theorem of Equilibrium Existence, Extensive Form and Discounted Games. For the second part we cover Zero-sum Games with Vector Payoffs, Repeated Game of Incomplete Information on One Side, and myopic equilibria. For the third part we cover Common Knowledge, Zero-Sum Bayesian Games, Locally Finite Games, and Non-Zero-Sum Bayesian Games in the theoretical context of ergodic theory.

**Teaching:** 20 hours of lectures and 10 hours of seminars in the LT. 2 hours of lectures in the ST.

**Formative coursework:** Weekly exercises are set and marked.

**Indicative reading:** A full set of lecture notes will be provided.

Useful accompanying texts are Robert J. Aumann and Michael B. Maschler, Repeated Games with Incomplete Information, MIT Press, 1995; L. Breiman, Probability; K. Border, Fixed Point Theorems with Applications to Economics and Game Theory; R. Myerson, Game Theory, Analysis of Conflict, Harvard University Press; D. Fudenberg & J. Tirole, Game Theory, MIT Press.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

## MA414 Half Unit Not available in 2022/23 Stochastic Analysis

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Arne Lokka

**Availability:** This course is available on the MSc in Applicable Mathematics and MSc in Financial Mathematics. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** ST409 or MA411.

**Course content:** This course is concerned with a rigorous introduction to the area of stochastic analysis with emphasis on Itô calculus. The course begins necessary preliminaries, followed by a construction of the standard Brownian motion and a study of its properties. Subsequently, Lévy's characterisation of Brownian motion, martingale representation theorems and Girsanov's theorem are established. The course then expands on a study of stochastic differential equations.

**Teaching:** 20 hours of lectures and 10 hours of seminars in the LT.

**Indicative reading:** Full lecture notes will be provided. The following may prove useful: I Karatzas and S E Shreve, Brownian Motion and Stochastic Calculus, Springer; B Øksendal, Stochastic Differential Equations: An Introduction with Applications, Springer; D Revuz and M Yor, Continuous Martingales and Brownian Motion, Springer; L C G Rogers and D Williams, Diffusions, Markov Processes, and Martingales, Cambridge.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

## MA415 Half Unit The Mathematics of the Black and Scholes Theory

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Arne Lokka

**Availability:** This course is compulsory on the MSc in Financial Mathematics. This course is available on the MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan) and MSc in Statistics (Financial Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Students must have completed September Introductory Course (Financial Mathematics and Quantitative Methods for Risk Management) (MA400).

**Course content:** This course develops the mathematical theory of risk-neutral valuation. In the context of the binomial tree model for a risky asset, the course introduces the concepts of replication and martingale probability measures. The mathematics of the Black & Scholes methodology follow. In particular, the expression of European contingent claims as expectations with respect to the risk-neutral probability measure of the corresponding discounted payoffs, pricing formulae for European put and call options, and the Black & Scholes PDE are derived. The course expands on PDE techniques for the pricing and hedging of several options. Implied volatilities as well as stochastic volatility models are then considered. The course also introduces the Black & Scholes model for foreign exchange markets and various foreign exchange options.

**Teaching:** 20 hours of lectures and 10 hours of seminars in the MT.

**Formative coursework:** Weekly homework

**Indicative reading:** N H Bingham and R Kiesel, Risk-Neutral Valuation, Springer; T Björk, Arbitrage Theory in Continuous Time, Oxford; P J Hunt and J Kennedy, Financial Derivatives in Theory and Practice, Wiley; D Lamberton and J Kennedy, Introduction to Stochastic Calculus Applied to Finance, Chapman & Hall; D. Lamberton and B. Lapeyre, Introduction to Stochastic Calculus Applied to Finance, Chapman & Hall/Crc Financial Mathematics Series, 2nd edition, 2007; S E Shreve, Stochastic Calculus for Finance: Continuous-time Models: vol. 2, Springer

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

## MA416 Half Unit The Foundations of Interest Rate and Credit Risk Theory

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Mihail Zervos

**Availability:** This course is compulsory on the MSc in Financial Mathematics. This course is available on the MSc in Quantitative Methods for Risk Management, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan) and MSc in Statistics (Financial Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Students must have completed Stochastic Processes (ST409).

**Course content:** This course studies the mathematical foundations of interest rate and credit risk theory. The course starts with a development of the multi-dimensional Black & Scholes theory with stochastic market data. This is then used to show how discount bond dynamics modelling can be approached by (a) the modelling of the short-rate process and the market price of risk, which underlies the family of short-rate models, or (b) the modelling of the market price of risk and the discount bond volatility structure, which gives rise to the Heath-Jarrow-Morton (HJM) framework. The course then expands on the theory of



interest rate market models and credit risk.

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 30 hours across Lent Term.

**Indicative reading:** T R Bielecki and M Rutkowski, *Credit Risk Modeling, Valuation and Hedging*, Springer; M Musiela and M Rutkowski, *Martingale Methods in Financial Engineering*, Springer; R Rebonato, *Modern Pricing of Interest-rate Derivatives: The LIBOR Market Model and Beyond*, Princeton.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

## MA417 Half Unit Computational Methods in Finance

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Luitgard Veraart

**Availability:** This course is compulsory on the MSc in Financial Mathematics. This course is not available as an outside option.

**Pre-requisites:** Students must have completed September Introductory Course (Financial Mathematics and Quantitative Methods for Risk Management) (MA400).

**Course content:** The purpose of this course is to (a) develop the students' computational skills, and (b) introduce a range of numerical techniques of importance to financial engineering. The course starts with random number generation, the fundamentals of Monte Carlo simulation and a number of related issues. Numerical solutions to stochastic differential equations and their implementation are considered. The course then addresses finite-difference schemes for the solution of partial differential equations arising in finance.

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 30 hours across Lent Term.

**Formative coursework:** Weekly exercises and practicals are set and form the basis of the seminars.

**Indicative reading:** P.Glasserman, *Monte Carlo Methods in Financial Engineering*, Springer; R.U. Seydel, *Tools for Computational Finance*, Springer; P.E.Kloeden and E.Platen, *Numerical Solution of Stochastic Differential Equations*, Springer;

**Assessment:** Project (100%) in the ST.

## MA420 Half Unit Not available in 2022/23 Quantifying Risk and Modelling Alternative Markets

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Christoph Czichowsky and Dr Pavel Gapeev

**Availability:** This course is available on the MSc in Applicable Mathematics, MSc in Financial Mathematics, MSc in Quantitative Methods for Risk Management, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan) and MSc in Statistics (Financial Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Pre-requisite: Students must have completed Stochastic Processes (ST409).

**Course content:** This course studies various issues arising in the context of investment risk specification as well as with the mathematical theory of so-called alternative markets, such as commodity and energy markets. In particular, the course considers the structural credit risk models and the quantification of risk by means of copulas and risk measures. Also, the course expands on the modeling of alternative markets and addresses the problem of valuation of investments in real assets.

**Teaching:** This course is delivered through a combination of

classes and lectures totalling a minimum of 30 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and lectures delivered as online videos.

**Formative coursework:** Two sets of written homework will be marked with feedback provided.

**Indicative reading:** F.Benth, J.Benth, S.Koekebakker, *Stochastic Modelling of Energy and Related Markets*, World Scientific 2008. H.Föllmer and A.Schied, *Stochastic Finance*, 3rd edition, De Gruyter, 2011.

A.McNeil, R.Frey and P.Embrechts, *Quantitative Risk Management*, Princeton University Press, 2005.

A.K.Dixit and R.S.Pindyck, *Investment under Uncertainty*, Princeton University Press, 1994.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

## MA421 Half Unit Advanced Algorithms

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Konrad Swanepoel

**Availability:** This course is available on the MSc in Applicable Mathematics and MSc in Operations Research & Analytics. This course is available as an outside option to students on other programmes where regulations permit.

**Pre-requisites: Students must have completed Algorithms and Computation (MA407) or have taken an equivalent course to provide a basic knowledge in analysis of algorithms: running time and correctness of an algorithm, and basic knowledge of computer programming (preferably in Java). Students should be comfortable with proofs and proof techniques used in pure mathematics.**

**Course content:** Introduction to NP-Completeness, followed by Approximation Algorithms, Randomised Algorithms, and a selection of topics from Average-Case Analysis, Streaming Algorithms, Exponential-Time Algorithms, and Numerical Algorithms.

**Teaching:** 20 hours of lectures and 15 hours of seminars in the LT. 2 hours of lectures in the ST.

In-person lectures and seminars might be replaced by online ones depending on the future COVID-19 situation.

**Formative coursework:** Weekly exercises are set and marked. Some of these will include programming exercises in Java.

**Indicative reading:** T. H. Cormen, C. E. Leiserson, R. L. Rivest and C. Stein, *Introduction to Algorithms*, 3rd or 4th ed., MIT; M.R. Garey and D.S. Johnson, *Computers and Intractability: A Guide to the Theory of NP-completeness*, W.H. Freeman, 1979; D. Williamson, D. B. Shmoys, *The Design of Approximation Algorithms*, Cambridge University Press, 2011; V. Vazirani, *Approximation Algorithms*, 2nd ed., Springer, 2002; Michael Mitzenmacher and Eli Upfal, *Probability and Computing*, 1st or 2nd ed., Cambridge University Press.

**Assessment:** Exam (65%, duration: 2 hours and 30 minutes) in the summer exam period.

Coursework (25%) in the period between LT and ST.

Continuous assessment (10%) in the LT.

## MA422 Research Topics in Financial Mathematics

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Christoph Czichowsky

**Availability:** This course is available on the MPhil/PhD in Mathematics, MSc in Financial Mathematics and MSc in Quantitative Methods for Risk Management. This course is available as an outside option to students on other programmes

where regulations permit.

PhD students in the departments of Mathematics and Statistics along with other members of the research community are welcome to attend.

**Course content:** The seminar ranges over many areas of financial mathematics, stochastic analysis and stochastic control theory.

**Teaching:** 6 hours of seminars in the MT. 6 hours of seminars in the LT.

6 x 1 hour talks by researchers in the MT and LT.

Additional seminars will be scheduled throughout the year. Please see the Timetables website for further information.

**Formative coursework:** This course is not assessed.

**Assessment:** This is a non-assessed course.

## MA423 Half Unit Fundamentals of Operations Research

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Ahmad Abdi

**Availability:** This course is compulsory on the MSc in Operations Research & Analytics. This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange) and MBA Exchange. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Students must know basics of Linear Algebra (matrix multiplication, geometric interpretation of vectors), Probability Theory (expected value, conditional probability, independence of random events) and Calculus (derivatives, limits).

**Course content:** An introduction to a range of Operations Research techniques, covering: foundations of linear programming, including the simplex method and duality; integer programming; markov chains; queueing theory; dynamic programming; deterministic and stochastic inventory models; game theory.

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 35 hours across Michaelmas Term.

**Formative coursework:** Weekly exercises are set and marked in MT.

**Indicative reading:** The course has its own textbook which will be provided at the start of the term. The course will be taught from the textbook and also slides.

In addition to the textbook, students may also wish to consult:

- F S Hillier & G J Lieberman, Introduction to Operations Research, 9th edition (2009) (7th edition of Hillier & Lieberman (2000) is also acceptable).
- Wayne Winston, Operational Research; Applications and Algorithms, Fourth/International Student Edition.

**Assessment:** Exam (90%, duration: 3 hours) in the summer exam period.

Coursework (10%).

Weekly exercises are set and marked in MT, and count as coursework.

## MA424 Half Unit Modelling in Operations Research

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Katerina Papadaki and Prof Giacomo Zambelli

**Availability:** This course is compulsory on the MSc in Operations Research & Analytics. This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange) and MSc in Data Science. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Students must know basics of linear algebra (matrix multiplication, geometric interpretation of vectors), linear programming, and probability theory (expected value, conditional probability, independence of random events). For students in the MSc in Operations Research & Analytics, MA423 and ST447 more than cover the prerequisites.

**Course content:** The course will be in 2 parts, covering the two most prominent tools in operational research: mathematical optimisation, the application of sophisticated mathematical methods to make optimal decisions, and simulation, the playing-out of real-life scenarios in a (computer-based) modelling environment.

**Optimisation:** This part enables students to formulate, model and solve real-life management problems as Mathematical Optimisation problems. In providing an overview of the most relevant techniques of the field, it teaches a range of approaches to building Mathematical Optimisation models and shows how to solve them and analyse their solutions. Topics include: formulation of management problems using linear and network models; solution of such problems with a special-purpose programming language; interpretation of the solutions; and formulation and solution of nonlinear models including some or all of binary, integer, convex and stochastic programming models.

**Simulation:** This part develops simulation modelling skills, understanding of the theoretical basis which underpins the simulation methodology, and an appreciation of practical issues in managing a simulation modelling project. Topics include: generating discrete and continuous random variables; Monte Carlo simulation; discrete event simulation; variance reduction techniques; Markov Chain Monte Carlo methods. The course will teach students how to use a simulation modelling software package.

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 30 hours across Michaelmas Term.

Further, there is a minimum of 6 hours of computer workshop sessions delivered in Michaelmas Term. Computer workshops are not mandatory.

**Formative coursework:** Students will be expected to produce 2 projects in the MT.

Two mock projects will be given to students that resemble the summative projects. Students are asked to submit only selected parts of the mock projects for feedback.

**Indicative reading:** The reading will be a combination of lecture slides and chapters from the following list of books.

Optimisation

- W L Winston, Operations Research: Applications and Algorithms, Brooks/Cole (4th ed., 1998)
- D Bertsimas and J N Tsitsiklis, Introduction to Linear Optimization, Athena Scientific (3rd ed., 1997)
- George B. Dantzig and Mukund N. Thapa, Linear Programming 2: Theory and extensions, Springer (2003)

Simulation

- S Ross, Simulation, Academic Press (5th ed., 2012)
- Joseph K. Blitzstein, Jessica Hwang, Introduction to Probability, Chapman and Hall/CRC Press (2014)

**Assessment:** Project (50%) and project (50%) in the LT.

There will be one project on Mathematical Optimisation and another on Simulation. The deliverable is a report along with a soft copy of any computer code and solver output.

## MA425 Project in Operations Research & Analytics

**This information is for the 2022/23 session.**

**Teacher responsible:** TBC

**Availability:** This course is available on the MSc in Operations Research & Analytics. This course is not available as an outside option.

Cannot be taken with MA426 Dissertation in Operations Research

& Analytics.

**Course content:** The student will carry out and report upon a substantial practical piece of work in Operational Research and Analytics. The project is typically a consulting-like placement with an industry, government, or non-profit partner. The project is normally provided by the course team, but may be suggested by the student, subject to approval by the MA425 convenor.

**Teaching:** Teaching for this course is delivered through a combination of lectures and seminars totalling a minimum of 16.5 hours across Michaelmas Term and Lent Term.

**Formative coursework:** Each student will be assigned an LSE project supervisor who will monitor their progress on a continuing basis and give tutorial advice as required.

**Indicative reading:** Detailed suggestions for reading will be provided in the course of supervision.

**Assessment:** Project (100%).

Assessment is based on the project report, additionally taking note of client feedback.

The student is expected to work on this full time from early June to end of August. The report is due on or about 31st August.

## MA426

### Dissertation in Operations Research & Analytics

**This information is for the 2022/23 session.**

**Teacher responsible:** TBC

**Availability:** This course is available on the MSc in Operations Research & Analytics. This course is not available as an outside option.

Cannot be taken with MA425 Project in Operations Research & Analytics.

**Course content:** The aim of the dissertation is for students to pursue an independent piece of research within the field of Operations Research and Analytics. The dissertation may be theoretical or empirical. Students must obtain the approval of an advisor before embarking on any research.

**Teaching:** There will be a minimum of 12 hours of lectures and seminars delivered across Michaelmas and Lent terms. Most of the teaching will be shared with MA498. The ratio of lecture time and seminar time varies each week. Seminars do not include personal supervision time, which is scheduled independently with the supervisors.

An initial seminar will include presentations by members of the Operations Research Group in the Department of Mathematics on proposed topics for dissertations that they would be interested in supervising. Additional seminars will cover important aspects of writing a dissertation in mathematics, including: what plagiarism is and how to avoid it, the use of libraries for research, electronic research, general aspects of writing mathematics, and preparing a manuscript using mathematical text processing software (in particular, LaTeX). Each student will be assigned a supervisor who will monitor their progress and provide appropriate guidance through the LT, ST, and over the summer.

**Formative coursework:** Students are required to submit Dissertation Plans to their supervisor in LT and ST.

**Assessment:** Dissertation (100%, 10000 words) post-summer term.

Assessment is based entirely on the dissertation itself, due on or about 31st August.

## MA427 Half Unit

### Mathematical Optimisation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Giacomo Zambelli

**Availability:** This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global

MSc in Management (MBA Exchange), MSc in Applicable Mathematics, MSc in Operations Research & Analytics, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Students must have sufficient knowledge of linear algebra (linear independence, determinants, matrix inversion and manipulation) and of basic multivariate calculus (derivatives and gradients).

**Course content:** Introduction to the theory and solution methods of linear and nonlinear programming problems, including: linear programming duality, Lagrangian duality, convex programming and Karush-Kuhn-Tucker conditions, algorithms for linear and convex optimisation problems, theory of good formulations for integer linear programming models, integer linear programming methods (branch and bound and cutting planes).

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Lent Term.

**Formative coursework:** Weekly exercises will be given that will be solved and discussed during the seminars. Three of those exercises will be handed in as formative coursework and the students will be given feedback on their submissions.

**Indicative reading:** Extensive lecture notes covering all parts of the course will be provided. Students interested in further readings can look at the books below.

- D Bertsimas and J N Tsitsiklis, Introduction to Linear Optimization (1997)
- S Boyd and L Vandenberghe, Convex Optimization (2004)
- M Conforti, G Cornuejols, G Zambelli, Integer Programming (2014)

**Assessment:** Exam (100%, duration: 3 hours) in the summer exam period.

## MA428 Half Unit

### Combinatorial Optimisation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Katerina Papadaki

**Availability:** This course is available on the MSc in Applicable Mathematics and MSc in Operations Research & Analytics. This course is not available as an outside option.

**Pre-requisites:** Some familiarity with graph theory and some knowledge of linear programming is desirable. For students that have no linear programming background, it is recommended that they read the material of the first four lectures of course MA423, which can be found on the Moodle page of MA423.

**Course content:** The course is intended as an introduction to discrete and combinatorial techniques for solving optimisation problems, mainly involving graphs and networks. Topics covered include: minimum spanning trees; shortest path algorithms; maximum flow algorithms; minimum cost flow problems; matching and assignment problems; and other topics that may vary from year to year.

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 30 hours across Lent Term.

**Formative coursework:** Students will be expected to produce 3 problem sets in the LT.

Students will be given weekly exercises. Oral feedback will be provided in the seminars, where the weekly homework will be discussed. Three of these weekly exercises will be handed in as formative coursework and the students will be given written feedback on their submissions.

**Indicative reading:** Lecture notes will be supplied for all topics. Most of the lectures will be based on topics from: R K Ahuja, T L Maganti and J B Orlin, Network Flows (2013).

William J. Cook, William H. Cunningham, William R. Pulleyblank, Alexander Schrijver, Combinatorial Optimization (1997).

**Assessment:** Exam (100%, duration: 3 hours) in the summer exam period.

## MA429 Half Unit Algorithmic Techniques for Data Mining

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Neil Olver

**Availability:** This course is available on the MSc in Applicable Mathematics, MSc in Marketing and MSc in Operations Research & Analytics. This course is available as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Priority is given to MSc students in the Department of Mathematics

**Pre-requisites:** Students are not permitted to take this course alongside ST443, Machine Learning and Data Mining.

Students must have knowledge of Statistics and the programming language R to the level of ST447, Data Analysis and Statistical Methods.

**Course content:** Data Mining is an interdisciplinary field developed over the last three decades. Vast quantities of data are available today in all areas of business, science, and technology as well as social networks. The goal of data mining is to extract useful information from massive-scale data. The aim of the course is to equip students with a theoretically founded and practically applicable knowledge of data mining. The theoretical foundations of the field come from mathematics, statistics, computer science and artificial intelligence.

The course introduces fundamental machine learning methods for basic data analytics problems. For classification and regression problems, these methods include naive Bayes, K-nearest neighbours, tree and forest construction, support vector machines, and neural networks. The course will also cover unsupervised learning methods such as clustering. The ethics of data mining is discussed, from data collection through applications.

The methods are illustrated on practical problems arising from various fields. The course uses data mining packages in R.

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 30 hours across Lent Term.

**Formative coursework:** There will be a formative group project, in preparation for a similar summative project.

**Indicative reading:**

- James, Witten, Hastie, Tibshirani, An Introduction to Statistical Learning: with Applications in R (2016)
- Hastie, Tibshirani, Friedman, The Elements of Statistical Learning: Data Mining, Inference and Prediction, 2nd ed. (2009)
- Witten, Frank, Hall, Data Mining: Practical Machine Learning Tools and Techniques, 3rd or 4th ed. (2016)
- Torgo, Data Mining with R: Learning with Case Studies (2010)

**Assessment:** Exam (60%, duration: 2 hours) in the summer exam period.

Project (40%) in the ST.

The examination is critical to assessment. In order to pass this course, students need to achieve a mark of at least 50% in the examination. A fail mark in the exam will result in an overall fail mark for the course: it cannot be compensated by the marks in the other elements.

## MA431 Half Unit Not available in 2022/23 Advanced Topics in Operations Research and Applicable Mathematics

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Ahmad Abdi and Dr Neil Olver

**Availability:** This course is available on the CEMS Exchange, MBA Exchange, MSc in Applicable Mathematics and MSc in Operations Research & Analytics. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Basic knowledge of graph theory and linear algebra. In particular, students should be familiar with graph theoretic notions such as spanning trees, cycles, cuts, stable sets, etc. and linear algebraic notions such as eigenvectors, eigenvalues, projections, the characteristic polynomial, etc.

**Course content:** An examination of advanced topics in Operations Research. The topics selected differ year to year; the topic for 2021/22 will be "Spectral Graph Theory".

Spectral Graph Theory is concerned with how combinatorial properties of graphs relate to the algebraic structure of certain matrices associated with the graph. One can look at the adjacency matrix of an undirected graph, which is a symmetric matrix, and consider the list of its eigenvalues, called the spectrum, along with the corresponding eigenvectors. The spectrum gives us important insight about the graph and its induced subgraphs, and perhaps surprisingly, this viewpoint can be used in the design of graph algorithms, such as network flow problems, plane drawings of planar graphs, isomorphism testing, etc.

Some highlights of the course include:

- Eigenvalue interlacing, and applications to graph theory
- Connections to electrical networks, random spanning trees, and random walks
- Spring layout drawings of graphs using spectral methods
- Clustering: how to find good ways of partitioning a graph into pieces via the spectrum
- Expander graphs: sparse graphs with exceptional connectivity properties

**Teaching:** 2 hours of help sessions in the ST.

This course is delivered through a combination of seminars and lectures totalling a minimum of 35 hours across Lent Term. This year, the lectures will be live, online and recorded. Depending on circumstances, seminars might be live and online, too.

**Formative coursework:** There will be 5 biweekly homework assignments, each of which will be marked and the student will receive feedback.

**Indicative reading:** Algebraic Graph Theory (Springer 2001), by Godsil and Royle.

Spectral and Algebraic Graph Theory (online), by Spielman.

**Assessment:** Assessment path 1

Exam (100%, duration: 3 hours) in the summer exam period.

Assessment path 2

Project (100%) in the ST.

Exam (100%, duration 3 hours)

PhD students are expected to complete a research-based project (worth 100%) in the ST as a replacement for the final exam.

## MA433 Half Unit Mathematics of Networks

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Andrew Lewis-Pye

**Availability:** This course is available on the MSc in Applicable Mathematics. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Mathematical maturity and an ability to write mathematical proofs. Linear algebra (diagonalisation, eigenvalues and eigenvectors), some graph theory and some basic game theory would be useful, but necessary knowledge from these areas will be revised during the course.

**Course content:** Globalisation and the growth of the internet have meant not only an increasing need to understand the way in which social and communication networks form and operate, but also an unprecedented amount of data available to aid in this



analysis. The last decade has seen a coming together of multiple scientific disciplines in an effort to understand how these highly connected systems function. The aim of this course will be to give an introduction to the study of networks, requiring as little background knowledge as possible. The course will begin with an analysis of some of the fundamental properties normally observed in real world networks, such as the small world property, high degrees of clustering and power law degree distributions. After reviewing required notions from game theory, we shall then apply these techniques to an analysis of the spread of behavioural change on networks, together with cascading effects and epidemic models. The final part of the course will be concerned with specific applications to the world wide web and page ranking.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Michaelmas Term.

**Formative coursework:** Written answers to set problems will be expected on a weekly basis.

**Indicative reading:** (1) D. Easley, J. Kleinberg. Networks, crowds and markets, Cambridge University Press, 2010. .

(2) M. Newman. Networks: An Introduction, Oxford University Press, 2010.

(3) The Rise of the Network Society, The Information Age: Economy, Society and Culture, 2010 edition, Manuel Castells.

**Assessment:** Exam (80%, duration: 2 hours) in the summer exam period.

Presentation (20%).

20% of the final grade will be determined by groupwork, in which groups of around four or five students are each allocated a research paper by the lecturer. The students then have to meet (virtually or in person) in order to discuss and understand the paper, before giving a group presentation on the subject matter at the beginning of Lent Term.

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## MA434 Half Unit

### Algorithmic Game Theory

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Galit Ashkenazi-Golan

**Availability:** This course is available on the MSc in Applicable Mathematics and MSc in Operations Research & Analytics. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Students must have completed Algorithms and Computation (MA407) or have taken an equivalent course that provides basic knowledge in the analysis of algorithms. No prior knowledge about Game Theory is required.

**Course content:** The last 15-20 years have witnessed a lively interaction between computer science and economics. Many problems central to computer science – from resource allocation problems in large networks to online advertising – fundamentally involve the interaction of multiple self-interested parties. Game theory and mechanism design offer a host of models and definitions to reason about such problems. But the flow of ideas also travels in the opposite direction, as research in computer science has complemented the traditional economics literature in several ways. For example, computer science offers a focus on and a language to discuss computational complexity, has popularised the use of approximation guarantees in situations where exact solutions are unrealistic or unknowable, and proposes several alternatives to Bayesian- or average-case analysis that emphasise robust solutions to economic design problems. This course gives an overview over the key ideas and developments of this young research field. The focus is on the various new techniques and methods that have been developed, and the new insights that they yield.

**Topics covered:**

- Complexity of equilibria: hardness of computing pure Nash equilibria, poly-time algorithm for correlated equilibria
- Best response dynamics and no-regret learning: existence and

speed of convergence

- Tools for bounding the inefficiency of equilibria: price of anarchy, price of stability, the smoothness framework
- Algorithmic mechanism design: the VCG mechanism and its computational complexity, characterization of truthful mechanisms and techniques for obtaining truthful poly-time approximation mechanisms
- Tools for the design and analysis of simple, robust, non-truthful mechanisms
- Posted price mechanisms and prophet inequalities

**Teaching:** This course is delivered through a combination of classes and lectures totaling a minimum of 30 hours across Lent Term.

**Formative coursework:** Students will be expected to produce 10 problem sets in the LT.

Written answers to set problems will be expected on a weekly basis.

**Indicative reading:**

1 Noam Nisan, Tim Roughgarden, Eva Tardos, Vijay V. Vazirani.

Algorithmic Game Theory. Cambridge University Press. September 2007.

2 Tim Roughgarden. Twenty Lectures on Algorithmic Game Theory. Cambridge University Press. August 2016.

3 David C. Parkes and Sven Seuken. Introduction to Economics and Computation: A Design Approach. Cambridge University Press. June 2019.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

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## MA435 Half Unit

### Machine Learning in Financial Mathematics

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Christoph Czichowsky COL 3.11 and Prof Mihail Zervos COL 4.02

**Availability:** This course is available on the MSc in Applicable Mathematics, MSc in Financial Mathematics, MSc in Quantitative Methods for Risk Management, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan) and MSc in Statistics (Financial Statistics) (Research). This course is not available as an outside option.

**Pre-requisites:** Students must have completed Stochastic Processes (ST409).

Students are expected to have done ST409; students who haven't done ST409 need to obtain permission from the lecturer by providing a statement explaining why and how they know the material covered in ST409. Students are also expected to have basic Python programming skills and good command of linear algebra and calculus.

**Course content:** This course introduces a range of computational problems in financial markets and illustrates how they can be addressed by using tools from machine learning. In particular, portfolio optimisation, optimal trade execution, pricing and hedging of financial derivatives and calibration of stochastic volatility models are included. The course considers some theoretical results on machine learning basics such as empirical risk minimisation, bias-complexity tradeoff, model selection and validation as well as more advanced topics such as deep learning, feedforward neural networks, universal approximation theorems, stochastic gradient descent, back propagation, regularisation and different neural network architectures. Practical implementation in Python and training of neural networks for the above problems in financial markets are also addressed.

**Teaching:** 20 hours of lectures, 10 hours of seminars and 5 hours of seminars in the LT.

This course is delivered through a combination of seminars and lectures totalling to 35 hours across Lent Term.

**Formative coursework:** Students will be expected to produce 1 problem sets in the Week 6.

The main formative assessment will be in the form of weekly

exercise sets, which will be discussed in the seminars. Some of the topics of these will be similar to what is expected in the summative assessment (coursework and exam). Students will be expected to submit one piece of formative coursework in the middle of term, on which they will get detailed feedback.

**Indicative reading:**

- M. Dixon, I. Halperin and P. Bilokon. *Machine Learning in Finance*. Springer, 2020.
- H. Ni, G. Yu, J. Zheng and X. Dong, *An Introduction to Machine Learning and Quantitative Finance*. World Scientific, 2021.
- C.M. Bishop, *Pattern Recognition and Machine Learning*. Springer, 2006.
- S. Shalev-Shwartz and S. Ben-David, *Understanding Machine Learning*. Cambridge University Press, 2014.
- I. Goodfellow, Y. Bengio and A. Courville, *Deep Learning*. MIT Press, 2016.
- J. M. Hutchinson, A. Lo and T. Poggio, *A Nonparametric Approach to Pricing and Hedging Derivatives Securities Via Learning Networks*. *Journal of Finance*, 1994.
- H. Buehler, L. Gonon, J. Teichmann and B. Wood, *Deep Hedging*. *Quantitative Finance*, 2019.
- J. Ruf and W. Wang, *Hedging with Linear Regressions and Neural Networks*. To appear in *Journal of Business & Economics Statistics*, 2021.
- A. Hernandez, *Model Calibration with Neural Networks*. Risk, 2017.
- B. Horvath, A. Muruguza and M. Tomas, *Deep Learning Volatility: a Deep Learning Network Perspective on Pricing and Calibration in (Rough) Volatility Models*. *Quantitative Finance*, 2021.

**Assessment:** Exam (80%, duration: 2 hours) in the summer exam period.

Coursework (20%) in the LT Week 9.

Written exam (80%) in Summer examination period and coursework (20%) in Lent term. The assessed coursework will be given to the students in Week 7 for submission in Week 9. The coursework consists of a 4 to 5 pages PDF of a Jupyter Notebook (excluding code and pictures that will be given in an appendix). A Jupyter Notebook is a browser-based document containing an ordered list of input/output cells which can contain Python code, text (using Markdown), mathematics, plots and rich media.

## MA498

### Dissertation in Mathematics

**This information is for the 2022/23 session.**

**Teacher responsible:** Andrew Lewis-Pye

**Availability:** This course is compulsory on the MSc in Applicable Mathematics. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** The Dissertation in Mathematics is an individual, substantial project as an introduction to mathematical research methods. The student will investigate and study an area of mathematical research or application of advanced mathematical techniques, and to write a report on their findings. The project may include some programming. The dissertation topic will normally be proposed by the Department.

**Teaching:** A minimum of 15 hours of lectures/seminars across the Michaelmas and Lent terms. The ratio of lecture time and seminar time varies each week. Seminars do not include personal supervision time, which is scheduled independently with student supervisors.

Several seminars will include presentations by members of the Department of Mathematics on proposed topics for dissertations that they would be interested in supervising. Additional seminars will cover important aspects of writing a dissertation in mathematics, including: what plagiarism is and how to avoid it, the use of libraries for research, electronic research, general aspects of writing mathematics, and preparing a manuscript using mathematical text processing software (in particular, LaTeX).

Each student will be assigned a supervisor who will monitor their progress and provide appropriate guidance through the LT, ST, and over the summer.

**Formative coursework:** Students will be expected to produce an initial report (in LT) and an interim report (in ST) for which feedback will be provided.

**Indicative reading:** Detailed suggestions for reading will be provided by the supervisor.

**Assessment:** Dissertation (90%) in the LT and ST.

Oral examination (10%) in the ST.

Assessment is primarily based entirely on the Dissertation, three hard copies and one electronic copy of which must be submitted by early September (exact date to be specified later). The report may include some software relating to the project. Detailed information about the required format for this submission will be provided during the Seminars.

At the end of summer term, each student will produce a presentation on the topic of their dissertation. The presentation will be graded and worth 10% of the course grade. Students will be given support in the seminars on how to prepare, how to present and what is expected.

## MC401 Half Unit

### Mediated Resistance and Activism

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Bart Cammaerts

**Availability:** This course is available on the MSc in Media and Communications and MSc in Politics and Communication.

This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This course focuses on the various ways in which citizens, activists and social movements use, appropriate and shape media and communication technologies to resist, to mobilise for resistance, but also how resistance and movement discourses are represented and mediated, by activists themselves through movement and social media as well as by the mainstream media. The course will address several aspects of the intricate relationship between media and communication, resistance and activism. The course is organised around the core-concept of the 'mediation opportunity structure' referring to the opportunities for agency through media and communication, as well as the structural constraints preventing agency and stifling dissent. Both Information and Communication Technologies (ICT's) and more traditional media will be considered and a dialectical perspective on power and the relationship between agency and structure is adopted with a particular emphasis on strategies of resistance and circumvention.

At a theoretical level this course is situated at the intersection of social movement theory, political theory and media and communication theory. The different lectures will focus on various aspects of the mediation opportunity structure, including action repertoires, self-mediation practices, mainstream media representations, counter-hegemony, networked opportunities – using examples from various regions in the world. Some case-studies will be situated at a local level of analysis, others at a national, while again others might relate to regional contexts or even transnational levels of contestation.

Seminar discussion revolve around relevant readings as well as case study presentations.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours across Lent Term. This course includes a reading week in Week 6 of term.

**Formative coursework:** All students are expected to complete advanced reading, prepare seminar presentations and submit one essay of 1500 words.

**Indicative reading:**

- Bailey, Olga, Cammaerts, Bart and Carpentier, Nico (2007) *Understanding Alternative Media*, Maidenhead: Open University Press.

- Barassi, Veronica (2015) *Activism on the Web: Everyday Struggles Against Digital Capitalism*. London: Routledge.
- Bennett, Lance and Segerberg, Alexandra (2013) *The Logic of Connective Action: Digital Media and the personalization of Contentious Politics*. Cambridge: Cambridge University Press.
- Cammaerts, Bart (2018) *The Circulation of Anti-Austerity Protest*. Basingstoke: Palgrave-Macmillan.
- Cammaerts, Bart, Matoni, Alice and McCurdy, Patrick (eds) (2013) *Mediation and Protest Movements*. Bristol: Intellect.
- Caygill, Howard (2013) *On Resistance: A Philosophy of Defiance*. London: Bloomsbury Press.
- della Porta, Donnatella and Diani, Mario (2020) *Social Movements: An introduction - 3rd edition*. Oxford: Wiley-Blackwell.
- Dencik, Lina and Leistert, Oliver (eds) (2015) *Critical Perspectives on Social Media and Protest: Between Control and Emancipation*. London: Rowman and Littlefield.
- Downing, John (2001) *Radical Media: Rebellious Communication and Social Movements*, Thousand Oaks, CA: Sage.
- Earl, Jennifer and Kimport, Katrina (2011) *Digitally Enabled Social Change: activism in the Internet Age*. Boston, MA: MIT Press.
- Fenton, Natalie (2016) *Digital, Political, Radical*. Cambridge: Polity.
- Johnston, Hank (2014) *What is a Social Movement?*. Cambridge: Polity.
- Martín-Barbero, Jesús (1993) *Communication, Culture and Hegemony: From the Media to Mediation*. London: Sage.
- Mortesen, Mette, Neumayer, Christina and Poell, Thomas (eds) (2019) *Social Media Materialities and Protest: Critical Reflections*. New York: Routledge.

**Assessment:** Essay (100%, 3000 words) in the ST.

## MC402 Half Unit

### The Audience in Media and Communications

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Sonia Livingstone

**Availability:** This course is available on the MPhil/PhD in Data, Networks and Society, MSc in Culture and Society, MSc in Marketing, MSc in Media and Communications, MSc in Media and Communications (Research), MSc in Politics and Communication and MSc in Strategic Communications. This course is available with permission as an outside option to students on other programmes where regulations permit.

In order to accommodate academic staff research leave and sabbaticals, and in order to maintain smaller seminar group sizes, this course is capped, meaning that there is a limit to the number of students who can be accepted.

**Course content:** This course examines a variety of social, cultural and psychological issues as they relate to the audiences for mass and social media. It analyses people's everyday engagement with a mediated world. We will review the history of audiences and audience research from the vantage point of the present digital age, also examining key theories of audiences' and users' interpretation, engagement, fandom and creativity in a global and cross-media perspective. Students will be encouraged to read widely, to forge links with other aspects of media, communications and cultural studies in order to critically examine the positioning of audiences and users within the field, and to debate the nature and future of audiences in a changing media landscape.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours across Lent Term. This course includes a reading week in Week 6 of term.

**Formative coursework:** All students are expected to complete advance reading, prepare seminar presentations, and submit one essay of 1,500 words.

**Indicative reading:**

- Abercrombie, N. & Longhurst, B. (1998) *Audiences: A Sociological Theory of Performance and Imagination*, Sage.
- Athique, A. (2016) *Transnational Audiences: Media Reception on a Global Scale*. Cambridge: Polity.
- Barker, M. (2018) *Participations: Journal of Audience & Reception*

*Studies*, Volume 15 issue 1 (or other volumes).

- Brooker, W. & Jermyn, D. (Eds.) (2003) *The Audience Studies Reader*, Routledge.
- Butsch, R., & Livingstone, S. (Eds.) (2013) *Meanings of Audiences: Comparative discourses*, Routledge; chapter 1 at <http://eprints.lse.ac.uk/59640/>
- Hill, A. (2018) *Media Experiences: Engaging with drama and reality television*. London, Routledge.
- Livingstone, S. (ed.) (2005). *Audiences and Publics: When cultural engagement matters for the public sphere*. Intellect Press.
- Nightingale, V. (ed.) (2011) *The Handbook of Media Audiences*, Wiley-Blackwell.
- Sender, K. (2012). *The makeover: Reality television and reflexive audiences*. New York: New York University Press.

**Assessment:** Essay (100%, 3000 words) in the ST.

## MC403 Half Unit

### Contemporary Issues in Media and Communications Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Damian Tambini

**Availability:** This course is available on the MSc in Marketing, MSc in Media and Communications, MSc in Media and Communications (Media and Communications Governance) and MSc in Politics and Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course will be particularly beneficial to students with some background knowledge of media policy, regulation and governance. You are advised to consult the course teacher if you have not taken MC424, or if you do not have relevant professional experience.

This course is controlled access, meaning that there is a limit to the number of students who can be accepted.

**Pre-requisites:** No formal pre-requisite, but preparation for the course could include seeking additional reading in discussion with the course convenor, or auditing MC424 course materials and lectures from Moodle.

**Course content:** This course examines live issues in internet, broadcasting, press and telecommunications policy with a focus on current debates and an innovative format including practical exercises in policy engagement and guest speakers who are active in media policy. The aim will be to develop a practical approach to current debates at the same time referring to the longer term normative and theoretical background to intervention in this sector. After the first session, discussion will focus on a current issue each week, and the reading contains items relating to that issue. There may be some changes to the order of the sessions depending on availability of guest speakers, and supplementary readings may be advised during seminars or by email. Students will be encouraged to debate current policy issues including those that regulators and the government are currently consulting on, and develop a critical understanding of policy intervention, the policy process and strategy.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 30 hours across Lent Term. This course includes a reading week in Week 6 of term.

**Formative coursework:** All students are expected to complete advanced reading, prepare seminar presentations and submit one essay of 1,500 words.

**Indicative reading:** A reading list will be provided for each topic. General works relevant to the course include:

- Baker, C.E. (2006). *Democracy at a crossroads: Why ownership matters*. In *Media concentration and democracy*. Cambridge: Cambridge University Press, pp. 5-53.
- Gangadharan, S. P. (2013). *Toward a deliberative standard: Rethinking participation in policymaking*. *Communication, Culture & Critique*, 6(1), 1-19.

- Mansell, R. & Raboy, M. (Eds.) (2011). *The handbook of global media and communication policy*. Malden, MA: Wiley-Blackwell.
- Moore, M. and Tambini, D. (Eds.) (2018). *Digital Dominance: The Power of Google, Amazon, Facebook and Apple*. Oxford, Oxford University Press.
- Papathanassopoulos, S., & Negrine, R. M. (2011). Europeanizing the Media of Europe. In *European media: Structures, policies and identity* (pp. 63–83). Cambridge: Polity Press.
- Pasquale, F., & Citron, D.K. (2014). Promoting innovation while preventing discrimination: Policy goals for the scored society. *Washington Law Review*, 89(4), 1413-1424.
- Raymond, M., & DeNardis, L. (2015, November). Multistakeholderism: anatomy of an inchoate global institution. *International Theory*, 7(3), 572-616.
- Shtern, J., Landry, N., & Raboy, M. (2012). The least imperfect form of global governance yet? Multi-stakeholder governance of communication. In D. Frau-Meigs (Ed.), *From NWICO to WSIS 30 years of communication geopolitics: actors and flows, structures and divides* (pp. 187–198). Bristol, UK: Intellect Books.
- Tambini, D. (2015). Five theses on public media and digitalization: From a 56-country study. *International Journal of Communication*, 5, 1400-1424.
- Tambini, D. (2021). *Media Freedom*. Cambridge, Polity.
- van Schewick, B. (2015). Network neutrality and quality of service: What a non-discrimination rule should look like. *Stanford Law Review*, 67(1), 1–26.
- Wu, Tim. *The Curse of Bigness: Antitrust in the New Guilded Age*. Columbia Global Reports, New York, 2018.
- Journals such as *Media, Culture, and Society*, *New Media and Society*, *Journal of Digital Media and Policy*, *Telecommunications Policy*, and *Digital Policy, Regulation and Governance*.
- The European Information Society portal [http://ec.europa.eu/information\\_society/index\\_en.htm](http://ec.europa.eu/information_society/index_en.htm) as well as the websites of OECD, OfCOM, the FCC and other communications regulators see BEREC <https://berec.europa.eu/>

**Assessment:** Essay (100%, 3500 words) in the ST.

## MC404 Half Unit

### Political Communication in Democracies

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Nick Anstead

**Availability:** This course is compulsory on the MSc in Politics and Communication. This course is not available as an outside option.

**Course content:** The aim of the course is to examine the relationship between the media and political processes in comparative perspective. It offers a critical review of key aspects of contemporary theory and research in political communications, examining a range of interconnected issues concerning the relationship between politics and media including: the political influence of the media; public opinion; election and referendum campaigning; political marketing and branding; political reporting; media and public knowledge; and public diplomacy.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours across Michaelmas Term. This course includes a reading week in Week 6 of term.

**Formative coursework:** All students are expected to complete advance reading, prepare seminar presentations, and submit one essay of 1,500 words.

**Indicative reading:**

- Bennett, W. L. & Segerberg, A. 2012. *The Logic of Connective Action: Digital Media and the Personalization of Contentious Politics*. Cambridge: Cambridge University Press.
- Chadwick, A. 2013. *The Hybrid Media System: Politics and Power*. Oxford: Oxford University Press.
- Coleman, S. & Blumler, J. G. 2009. *The Internet and democratic citizenship: theory, practice and policy*. Cambridge ; New York: Cambridge University Press.
- Davis, A. 2019. *Political Communication: A New Introduction for*

*Crisis Times*. London: John Wiley & Sons.

- Esser, F. and Pfetsch, B. (Eds.) 2004. *Comparing Political Communications*, New York, Cambridge University Press.
- Issenberg, S. 2012. *The Victory Lab: The Secret Science of Winning Campaigns*: Crown.
- Norris, P. 2000. *Virtuous Circle*, Cambridge University Press.
- Scammell, M. and Semetko, Holli A. 2012. *The SAGE Handbook of Political Communication*. London: Sage.
- Scammell, M. 2014. *Consumer Democracy: The Marketing of Politics*. New York, NY USA: Cambridge University Press.
- Stromer-Galley, J. 2014. *Presidential campaigning in the Internet age*. Oxford: Oxford University Press.
- Willnat, L, and Annette A (Eds) 2009. *Political communication in Asia*. London ; New York: Routledge.
- Wring, D., Mortimore, R., & Atkinson, S. 2018. *Political Communication in Britain*. London: Springer.

**Assessment:** Essay (100%, 3000 words) in the LT.

## MC407 Half Unit

### International Media and The Global South

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Shakuntala Banaji

**Availability:** This course is available on the MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Inequalities and Social Science, MSc in Media and Communications, MSc in Media and Communications (Research) and MSc in Media, Communication and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

In order to accommodate academic staff research leave and sabbaticals, and in order to maintain smaller seminar group sizes, this course is controlled access, meaning that there is a limit to the number of students who can be accepted.

**Course content:** This course offers insight into how to approach the study of media constructions, discourses and representations of, and about, the global south and its citizens. The course challenges students to raise questions about the power and role of international media – including media originating in the global south, and that circulated by NGOs – in shaping discourses about the global south and group identities. Building on empirical examples, the lectures aim to demonstrate that the reporting and representation of gender, poverty, climate change, disasters, political unrest by international media organisations has implications, not only for the way the global south and its diverse populations are imagined and defined, but also for the arena of international and national policy and politics. Using theories of ideology, critical political economy and postcoloniality, the course critically investigates key questions concerning the role of international, national, NGO and subaltern media in colonial and violent relationships of power. The objectives are to: (a) Introduce debates about how media power shapes international development discourses and political realities for citizens in the global south; (b) Provide a postcolonial and Marxist critique of the study of representations of poverty, conflict, gender, participation and the global south; (c) Critically assess aspects of the political economy of international media production within the contexts in which international and local media groups and NGOs research, package and produce information about the world (d) Investigate whether and in what ways new and mobile technologies, and small and participatory media formats enable alternative voices and critical frameworks from the global south to be engaged through respectful critique. The course is organized into three sections: 1) a historical and theoretical overview of international media and the global south locating the debate(s) around development and communication within postcolonial and other critical frameworks, 2) Critical perspectives, drawn selectively from studies of political economy, postcolonial theory and cultural studies and pertaining



to race, identity, ideology, representation, regulatory frameworks, governance and democracy and 3) Cases and practices in reporting disinformation, poverty, inequality and humanitarian issues. Cross-cutting themes will include a consideration of gender, racism, ethnic and social conflict, tourism campaigns, social media and disinformation in the context of international media and change in the global south.

**Teaching:** 15 hours of lectures and 15 hours of seminars in the LT

**Formative coursework:** All students are expected to complete advance reading, contribute to Moodle forums, prepare seminar presentations, and submit one essay of 1500 words.

**Indicative reading:**

- Abbas, M. A. and J. N. Erni (2004) (eds.) *Internationalizing Cultural Studies: an Anthology*. Oxford: Blackwell.
- Banaji, S. (ed.) (2012) *South Asian Media Cultures: Audiences, Representations, Contexts*. London and New York: Anthem Press.
- Benjamin, R. (2019) *Race After Technology: Abolitionist Tools for the New Jim Code*, Cambridge and Medford MA. Polity.
- Bernal, V. and Grewal, I. (2014) *Theorising NGOs: States, Feminism and Neoliberalism*, Durham: Duke University Press.
- Dines, G. and Humez, J. M. (2014, 4th Edition) *Gender, Race, and Class in Media: A Critical Reader*, London, New York, New Delhi: Sage.
- Eagleton, T. (1991) *Ideology: an Introduction*. London: Verso.
- Eisenstein, Z. (2004) *Against Empire: Feminisms, Racism and the West*, London, New York: Zed Press.
- De Kosnik, A. and Feldman, K. (2019) *#identity: Hashtagging Race, Gender, Sexuality, and Nation*.
- Hall, S (ed.) (1997) *Representation: Cultural Representations and Signifying Practices*, Thousand Oaks CA: Sage Publications.
- Hayter, T. (1990) *The Creation of World Poverty*. London: Pluto Press.
- Hemer, O. and Tufte, T. (eds) (2005) *Media and Global Change: Rethinking Communication for Development*, Clacso and NORDICOM.
- Independent Commission for the Study of Communication Problems (ICSCP) (1980/2004) *Many Voices, One World: Communication and Society, Today and Tomorrow; Towards a New More Just and More Efficient World Information and Communication Order*. (MacBride Report) London, New York and Paris: Kogan Page and UNESCO.
- Iqani, M. and Dosekun, S. (eds) (2019) *African luxury: aesthetics and politics*. Bristol: Intellect.
- Mamdani, M. (2004) *Good Muslim, Bad Muslim: America, the Cold War, and the Roots of Terror*. New York: Pantheon Books.
- Matos, C. (2012) *Media and Politics in Latin America: Globalisation, democracy and identity*. New York: I.B. Tauris.
- Mody, B. (ed.) (2003) *International and Development Communication: A 21st Century Perspective*. 2nd Edition. Thousand Oaks, CA: Sage.
- Rai, S. M. and Waylen, G. (eds) (2014) *New Frontiers in Feminist Political Economy*. London and New York: Routledge.
- Rodriguez, C. (2011). *Citizens' Media against Armed Conflict: Disrupting Violence in Colombia*. Minnesota: University of Minnesota Press.
- Said, E. (1979) *Orientalism*. New York: Vintage.

**Assessment:** Essay (100%, 3000 words) in the ST.

## MC408 Half Unit

### Theories and Concepts in Media and Communications

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Dylan Mulvin

**Availability:** This course is compulsory on the MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Media and Communications, MSc in Media and Communications (Data and Society), MSc in Media and Communications

(Media and Communications Governance), MSc in Media and Communications (Research), MSc in Media, Communication and Development, MSc in Politics and Communication and MSc in Strategic Communications. This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MPhil/PhD in Data, Networks and Society, MPhil/PhD in Media and Communications, MSc in Culture and Society, MSc in Gender, Media and Culture and MSc in Political Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.

In order to accommodate academic staff research leave and sabbaticals, and in order to maintain smaller seminar group sizes, this course is capped, meaning that there is a limit to the number of students who can be accepted. Whilst we do our best to accommodate all requests, we cannot guarantee you a place on this course.

**Course content:** This course introduces key theoretical and conceptual issues in the study of media and communications, within an interdisciplinary, social science perspective. It grounds the analysis of media and communications in broader theories of social order and social change to better understand the historical, political, economic, and technological significance of media, justice, and a changing society.

This course is the compulsory, theoretical component for all students in the MSc programmes of the Department of Media & Communications. As such, it is oriented towards introducing students with a broad range of academic and professional backgrounds to the core questions and problems in media and communication studies. Accordingly, its topics range from the power of networks and the politics of representation and difference, to the social and economic role of platforms, algorithms, and media ownership, to the changing shape of the public sphere.

As a team-taught course that combines weekly lectures and seminars, its purpose is to expose students to a wide range of research-led debates at an advanced level, and to enable students to develop their understanding and critical appraisal of the relation between media and power.

The course also includes an invited speaker series ('Media in Action Talks') which addresses the interface between academic issues taught on the Media and Communications programmes and professional issues facing media and communications industries. Speakers will normally include a mix of journalists, activists, and executives working for UK and global media companies or in the NGO-sector in London. The purpose is to provide an opportunity for students to relate the topics and themes addressed within their academic studies to the debates and concerns currently facing practitioners.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 30 hours across Michaelmas Term. This course includes a reading week in Week 6 of term.

As part of this course there will also be a series of 'Media and Communications in Action' Talks; a series of interviews with practitioners in the media and communications industries, which students will be expected to participate in and submit questions.

**Formative coursework:** All students are expected to complete advance reading, prepare seminar presentations, and submit one essay of 1,500 words during MT.

**Indicative reading:** A specialist reading list will be provided for each topic. General reference readings relevant to the course include:

- Atton, C. (2015) *The Routledge Companion to Alternative and Community Media*. London: Routledge.
- Bella, M. (2003) *International and Development Communication: A 21st Century Perspective - 2nd Edition*. Thousand Oaks, CA: Sage.
- Benjamin, R. (2019) *Race After Technology*. Cambridge: Polity.
- Brock, A. (2020) *Distributed Blackness: African American Cybercultures*. New York: NYU Press
- Carey, J. W. (1989) *Communication as Culture*. New York, NY:

Routledge.

- Castells, M. (2009) *Communication Power*. Oxford: Oxford University Press.
- Couldry, N. and Hepp, A. (2016) *The Mediated Construction of Reality*. Cambridge: Polity.
- Curran, J. (ed.) (2010) *Media and Society*. 5th Edition. London: Bloomsbury.
- Gill, R. (2007) *Gender and the Media*. Cambridge: Polity.
- Gitelman, L. (2006). *Always Already New: Media, History, and The Data of Culture*. Cambridge: MIT Press.
- Hall, S. (ed.) (1997) *Representation: Cultural Representations and Signifying Practices*. Milton Keynes: Open University Press.
- Harp, D., Loke, J. and Bachmann, I. (eds.) (2018) *Feminist Approaches to Media Theory and Research*. Basingstoke: Palgrave MacMillan.
- Howarth, David (2000) *Discourse*. Buckingham: Open University Press.
- Fenton, N. (ed.) (2010) *New Media, Old News: Journalism and Democracy in the Digital Age*, London: Sage.
- Mansell, R. (2012) *Imagining the Internet: Communication, Innovation, and Governance*. Oxford: Oxford University Press.
- McKinney, C. (2020) *Information Activism: a Queer History of Lesbian Media Technologies*
- McQuail, D. (2010) *Mass Communication Theory – 6th Edition*. London: Sage.
- Mejias, M. (2013) *Off the Network: Disrupting the Digital World*. Minneapolis, MN: Minnesota University Press.
- Thompson, J. B. (1995) *The Media and Modernity: A social theory of the media*. Cambridge: Polity.
- Wasko, J., Murdock, G. and Sousa, H. (eds) (2011) *The Handbook of Political Economy of Communications*. London: Wiley-Blackwell.
- Zeavin, H. (2021) *160The distance cure: A history of teletherapy*. MIT Press.

**Assessment:** Essay (100%, 3000 words) in the LT.

## MC409 Half Unit

### Media, Technology and Everyday Life

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Leslie Haddon

**Availability:** This course is available on the MPhil/PhD in Data, Networks and Society, MSc in Media and Communications, MSc in Media and Communications (Data and Society), MSc in Media and Communications (Research) and MSc in Media, Communication and Development. This course is available with permission as an outside option to students on other programmes where regulations permit. In order to accommodate academic staff research leave and sabbaticals, and in order to maintain smaller seminar group sizes, this course is capped, meaning that there is a limit to the number of students who can be accepted.

**Course content:** The course aims to explore how information and communication technologies are experienced in everyday life. This includes examining how ICTs are socially shaped, through looking at current theoretical frameworks as well as historical and contemporary examples. The course covers such matters as the domestication of ICTs, their place in social networks and their implications for time and space. Finally, a range of potential social consequences are considered, from the specific implications for parent-child relationships to broader questions about the extent to which these technologies are changing social life.

**Teaching:** This course will be delivered through a combination of lectures and seminars totalling a minimum of 20 hours across Lent Term. This year, some or all of this teaching will be delivered through a combination of online lectures and in-person classes/ classes delivered online. This course includes a reading week in Week 6 of term.

**Formative coursework:** All students are expected to complete advance reading. One essay of 1,500 words is recommended.

**Indicative reading:**

- boyd, d. (2014) *It's complicated. The social lives of networked teenagers*, New Haven: Yale University Press. 160
- Byam, N. (2015) *Personal communications in a digital age*, Cambridge: Polity. Chapter 2.
- Curren, J. (2016) *The internet of dreams*, in Curran, J., Fenton, N. & Freedman, D. (eds) *Misunderstanding the internet* (Second Edition), London: Routledge, pp.1-47.
- Eynon, R. & Geniets, A. (2016) *The digital skills paradox: How do digitally excluded youth develop skills to use the internet?* *Learning, Media and Technology*, 41(3), 463–479.
- Ito, M. (2010) *Hanging out, messing around and geeking out: Kids living and learning with new media*, Cambridge, MA.: MIT Press.
- Turkle, S. (2011) *Alone together: Why we expect more from technology and less from each other*, New York: Basic Books. Chapter 14, pp.265-278.
- Wajcman, J. (2015) *Pressed for time. The acceleration of life in digital capitalism*, London: University of Chicago Press. Chapter 6, pp.137-62.

**Assessment:** Essay (100%, 3000 words) in the ST.

## MC411 Half Unit

### Media and Globalisation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Wendy Willems

**Availability:** This course is compulsory on the MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT) and MSc in Global Media and Communications (LSE and USC). This course is not available as an outside option.

**Course content:** The aim of this course is to explore and demonstrate the role of media, communications and technology in processes of globalisation by introducing the relevant literature, by examining various theories of globalisation and by exploring some of the key debates related to media, communication and globalisation. Topics taught include nationalism, the 'dewesternisation' and 'decolonisation' of knowledge production, comparative research, media imperialism, cosmopolitanism and racism.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across Michaelmas Term. This course includes a reading week in Week 6 of term.

**Formative coursework:** All students are expected to complete advance reading, participate actively in seminar discussions, carry out seminar presentations and submit one essay of 1,500 words.

**Indicative reading:** A reading list will be provided for each topic. General works relevant to the course include:

- Appadurai, A. (1996). *Modernity at Large: Cultural Dimensions of Globalisation*. Minneapolis, MN: University of Minnesota Press.
- Eriksen, T. (2014) *Globalization*. London: Bloomsbury.
- Flew, T. (2018). *Understanding Global Media*. London: Red Globe Press.
- Kraidy, M.M. (2018). *Global Media Studies: A Critical Agenda*. *Journal of Communication* 68: 337-346.
- Lee, C.-C. (2015). *Internationalizing 'International Communication'*. Ann Arbor, MI: University of Michigan Press.
- Miller, T. and M.M. Kraidy (2016). *Global Media Studies*. Cambridge: Polity Press.
- Rantanen, T. (2004). *The Media and Globalization*. London: Sage.
- Rantanen, T. (2019). Introduction. In: T. Rantanen and C. Jiménez-Martinez (eds), *Globalization and the Media*. London: Routledge.
- Tomlinson, J. (1999). *Globalisation and Culture*. Cambridge: Polity Press.
- Wilkins, K., Straubhaar, J. and S. Kumar (2013). *Global Communication: New Agendas in Communication*. London: Routledge.

**Assessment:** Essay (100%, 3000 words) in the LT.

**MC416 Half Unit****Representation in the Age of Globalisation**

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Shani Orgad

**Availability:** This course is available on the MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Media and Communications and MSc in Media and Communications (Research). This course is available with permission as an outside option to students on other programmes where regulations permit. In order to accommodate academic staff research leave and sabbaticals, and in order to maintain smaller seminar group sizes, this course is controlled access, meaning that there is a limit to the number of students who can be accepted. Whilst we do our best to accommodate all requests, we cannot guarantee you a place on this course.

**Course content:** Images and stories circulated in the media play a central role in informing how we imagine the world, others and ourselves. We become increasingly dependent, often exclusively, on what we see, read and hear in the news, on social media, our favourite television drama series, in advertisements, and films, or on the radio. This course focuses on the way media representations are implicated in the exercise of power over how we think and feel through the construction of meaning. It explores the opportunities that media representations present for the creation of a global and interconnected space, which enables the people living in it to conduct their social, cultural, political and economic lives in positive, just and inclusive ways. At the same time, the course discusses some of the critical challenges, limits and threats those visual and textual representations present. The discussion focuses on the representation of the Other and the production of difference, the representation of gender, suffering and migration - timely issues which are ever more urgent in contemporary public life. It examines how transformations in the contemporary media landscape, such as the expansion of social media platforms, the increasing commodification and global scope of communication, shape the ways in which public issues are framed, imaged, and constructed, the consequences this may have for the moral judgements people make and the possibilities for disrupting dominant narratives and imaginaries.

**Teaching:** This course is delivered through a combination of lectures, seminars and workshops totalling a minimum of 25 hours across Lent Term. This course includes a reading week in Week 6 of term.

**Formative coursework:** All students are expected to complete advance reading, prepare seminar presentations, and submit one essay of 1500 words.

**Indicative reading:**

- Amin, A. (2012). *Land of Strangers*, Polity.
- Bauman, Z. (2016). *Strangers at Our Door*, Polity.
- Hall, S. (1997) *Representation: Cultural Representations and Signifying Practice*, Sage.
- Macdonald, M. (2003) *Exploring Media Discourse*, Arnold.
- hooks, bell. (2014). *Black Looks: Race and Representations*. London: Routledge. 160
- Orgad, S. (2012) *Media Representation and the Global Imagination*, Cambridge: Polity.
- Pickering, M. (2001). *Stereotyping: The Politics of Representation*, Palgrave.

**Assessment:** Essay (100%, 3000 words) in the ST.

Students will produce a short film as a team during the course, on the basis of which they submit a 3000 word individual essay.

**MC418 Half Unit****Communication: Cultures and Approaches**

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Myria Georgiou

**Availability:** This course is compulsory on the MSc in Media and Communications. This course is available on the MPhil/PhD in Data, Networks and Society, MPhil/PhD in Media and Communications, MSc in Gender, Media and Culture, MSc in Media and Communications (Media and Communications Governance) and MSc in Media and Communications (Research). This course is not available as an outside option.

In order to accommodate academic staff leave, and in order to maintain smaller group sizes, this course is controlled access, meaning there is a limit to the number of students who can be accepted.

**Course content:** This course examines key concepts and critical perspectives on the processes of communication that underpin social, economic and cultural relations across diverse spheres of modern life. It takes an interdisciplinary and theoretical perspective, comparing the claims and contribution of selected key approaches of communication in order to understand and critique the symbolic and material power of communication media. With a substantive focus on the shifts from mass to networked media and from national to globalised communication processes, the course offers a selective introduction to key approaches in communication. It examines a series of critical perspectives, drawing on current research debates in the field of media and communications and beyond. The course is team taught by active researchers in the field of media and communications and aims to enable students to develop their critical understanding of the communication processes central to the contemporary media and communications environment.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours across Michaelmas Term. This course includes a reading week in Week 6 of term.

**Formative coursework:** All students are expected to complete advance reading, prepare seminar presentations, and submit an essay of 1500 words.

**Indicative reading:**

- Benjamin, R. (2019) *Race after Technology*. Cambridge: Polity Press.
- Castells, M. (2009) *Communication Power*, Oxford University Press.
- Chadwick, A. (2013) *The Hybrid Media System*, Oxford University Press.
- Choulilaraki, L. and Georgiou, M. (2022) *The Digital Border*. NYU Press.
- Couldry, N. and U. Mejias (2019) *The Cost of Connection*. Stanford: Stanford University Press.
- Curran, J. and Park, M.J. (ed) (2000) *De-Westernizing Media Studies (Communication and Society)*, Routledge.
- Dutton, W.H. (2013) *The Oxford Handbook of Internet Studies*. Oxford University Press.
- Georgiou, M. (2013) *Media and the City*, Polity Press.
- Hall, S. (ed.). (1999) *Representation: Cultural representations and signifying practices*, Sage.
- Iqani, M. and F. Resende (eds.) (2019) *Media and the Global South: Narrative Territorialities, Cross-cultural Currents*, Routledge.
- Mansell, R. (2012) *Imagining the Internet: communication, innovation, and governance*, Oxford University Press.
- McLuhan, M. (2001[1964]); *Understanding Media: The Extensions of Man*, Routledge.
- Silverstone, R. (2007) *Media and Morality*, Polity Press.
- Udupa, S. (2018) *Making news in Global India*, Cambridge University Press.
- van Dijck, J. (2013) *The Culture of Connectivity*, Oxford University Press.

**Assessment:** Essay (100%, 3000 words) in the LT.



## MC419 Half Unit Modern Campaigning Politics

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Nick Anstead

**Availability:** This course is available on the MSc in Politics and Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is highly recommended for MSc Politics and Communication students.

**Course content:** The focus of this module is the intersection between practical politics and academic research. The course is taught by a series of invited guest lecturers who are experts in the field of political campaigning for political parties and NGOs. It will connect with theory taught on other courses in the department and will enable students to see how theory is relevant and applied to the practice of modern political campaigns in the context of the evolving nature of contemporary political communication. It will examine core and general concepts in campaigning including political strategy and how it is developed; the shaping and measurement of public opinion; and the role of data targeting in modern campaign.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours across Michaelmas Term. To increase the geographic diversity of guest teacher sessions, a limited amount of this content will be delivered online. This course includes a reading week in Week 6 of term.

**Formative coursework:** This formative coursework for this course is a reduced length version of the summative assessment (see below for further details):

- A 500 word campaign memo advocating a specific strategy for a campaign of your choice (this might be for a candidate, a political party or a campaign / protest group).
- A 1000 word academic reflection on the strategy memo, where you will justify and explain your strategic recommendations with reference to relevant academic research.

### Indicative reading:

- Campbell, A. (2007). *The Blair years: extracts from the Alastair Campbell diaries*. Knopf.
- Chadwick, A. (2013). *The Hybrid Media System: Politics and Power*. Oxford: Oxford University Press.
- Denton E. D. (Ed.) (2000) *Political Communication Ethics: An Oxymoron?*, Praeger Publishers.
- Gould, P. (1998) *The Unfinished Revolution: How the Modernisers Saved the Labour Party*, Little Brown.
- Issenberg, S. (2012). *The Victory Lab: The Secret Science of Winning Campaigns*. Crown.
- Kreiss, D. (2016). *Prototype Politics: Technology-Intensive Campaigning and the Data of Democracy*. Oxford University Press.
- Negrine, R. (2006) *The Political Communication Reader*, Routledge.
- Nielsen, R. K. (2012). *Ground wars: Personalized communication in political campaigns*. Princeton University Press.
- Nimmo, D. D. (2001) *Political persuaders: the techniques of modern election campaigns*, Transaction Publishers.
- Stanyer, J. (2007) *Modern Political Communication*, Polity.
- Swanson, D. L. & Mancini, P. (1996) *Politics, Media, and Modern Democracy An International Study of Innovations in Electoral Campaigning and Their Consequences*, Greenwood.
- Ross, T. (2015). *Why the Tories Won*. London: Biteback.
- Trent, J. S. & Friedenber, R. V. (2007) *Political Campaign Communication: Principles and Practices - 6th edition*, Rowman & Littlefield.

**Assessment:** Essay (100%, 3000 words) in the LT.

This summative assessment for this course is a two-part piece of coursework.

- A 1000 word campaign memo advocating a specific strategy for a campaign of your choice (this might be for a candidate, a political party or a campaign / protest group).
- A 2000 word academic reflection on the strategy memo, where you will justify and explain your strategic recommendations with reference to relevant academic research.

NB. One additional requirement of the summative coursework is that it cannot be on the same example used in the formative coursework.

## MC420 Half Unit Identity, Transnationalism and the Media

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Myria Georgiou

**Availability:** This course is available on the MSc in Culture and Society, MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Media and Communications and MSc in Media, Communication and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

In order to accommodate academic staff research leave and sabbaticals, and in order to maintain smaller seminar group sizes, this course is controlled access, meaning that there is a limit to the number of students who can be accepted. Whilst we do our best to accommodate all requests, we cannot guarantee you a place on this course.

**Course content:** This course examines the relation between identity and the media in the context of migration and transnationalism. As the world becomes increasingly interconnected – not least as a consequence of technological advances that enable information, people and things to move between places and across distances – questions are raised about the consequences of those changes for identity. More particularly, the course examines (i.) how those who move, but also those who don't, develop a sense of self in an interconnected, mediated world; (ii.) how digital communication connects or disconnects people within and across space and what those connections mean for collective identities, communities and nations; and (iii.) how mediated communication raises or erases boundaries between people – locally, nationally and transnationally. Engaging with a range of theories, case studies and creative activities, the course invites students to develop a globally oriented and critical understanding of identity, media and transnationalism.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours across Lent Term. This course includes a reading week in Week 6 of term.

**Formative coursework:** All students are expected to complete advance reading, prepare seminar presentations, and submit a 1500 word case study.

### Indicative reading:

- Amin, A. (2012) *Land of Strangers*. Cambridge: Polity.
- Appadurai, A. (2006) *Fear of Small Numbers*, Duke University Press.
- Benjamin, R. (2019) *Race after Technology*. Cambridge: Polity Press.
- Coates, T-N. (2015) *Between the world and me*. Melbourne: TPC.
- Du Gay, P. et al. (eds.) (2000) *Identity: A Reader*, London: Sage.
- Hall, S. and du Gay, P. (eds.) (1996) *Questions of Cultural Identity*, Sage.
- Georgiou, M. (2006) *Diaspora, identity and the media*, Hampton Press.
- Gilroy, P. (2004) *After Empire: Multiculture or Postcolonial Melancholia*, Routledge.
- Smets, K., K.Leurs, M.Georgiou, S.Witteborn and R. Gajjala (2020) *The Sage Handbook of Media and Migration*, Sage.
- Yuval-Davis, N. G. Wemyss and C. Cassidy (2019) *Bordering*, Polity.
- Werbner, P. (2008) *Anthropology and the New Cosmopolitanism: Rooted, Feminist and Vernacular Perspectives*, Berg.
- Vertovec, S (2009) *Transnationalism*, Routledge.

**Assessment:** Essay (100%, 3000 words) in the ST.

The essay will be based on a case study of students' choice.



**MC421 Half Unit****Critical Approaches to Media, Communication and Development**

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Shakuntala Banaji

**Availability:** This course is compulsory on the MSc in Media, Communication and Development. This course is not available as an outside option.

**Course content:** The content of the course addresses the history of and tensions between 'media for development' and 'communication for development', while challenging mainstream development perspectives on aid, modernisation, and the role of ICTs and media and communication in low income countries and unequal social contexts. It achieves this aim by emphasising the conflictual relationships between economic and political power structures and the empowerment of individuals, as well as among collective groupings within their local and regional contexts. In particular, paying attention to issues of history, colonisation, race and gender, this course questions who constructs knowledge and how knowledge is constructed in modernisation approaches to Media, Communication and Development. It explores the ways in which the concepts of ideology, discourse, orientalism, reflexivity and power can enable a critical understanding of social life, participation and change in the global south. The course also offers a sharp critique of scholarly and policy oriented literature that regards the media, information, and communication strategies, and information and communication technology applications, as obvious direct means of alleviating poverty, improving health outcomes and fostering democracy and human rights in low-income countries. It offers alternative theorisations of the contested way in which developments in these areas become embedded in the cultural and social fabric, especially where injustice, poverty and unequal power relations influence the capacities of individuals to make changes in their lives and communities.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 30 hours across Michaelmas Term and 1 hour in Summer Term. This course includes a film screening and discussion totalling 180 minutes in Michaelmas Term. This course includes a reading week in Week 6 of term..

**Formative coursework:** All students are expected to complete advance reading, participate in case studies and discussions on moodle forums, prepare seminar presentations, organise and attend practitioner seminars and film/documentary viewings and submit one essay of 1,500 words.

**Indicative reading:**

- Abrahamson, R. (2000) *Disciplining Democracy: Development Discourse and Good Governance in Africa*. London, Zed Books.
- Banaji, S. (2016). *Children and Media in India: Narratives of Class, Agency and Social Change*. London and New York: Routledge.
- Enghel, F. and Noske-Turner, J. (2018) *Communication for International Development: Doing Good or Looking Good?* London & New York: Routledge.
- Escobar, A. (2011) *Encountering Development: The Making and Unmaking of the Third World*. Princeton USA: Princeton University Press.
- Freire, P. (1970) *Pedagogy of the Oppressed*, New York: Continuum.
- Galeano, E. (1973). *Open Veins of Latin America: Five Centuries of the Pillage of a Continent*. New York and London: Monthly Review Press.
- Grewal, I. and Kaplan, C. (eds) (1994) *Scattered Hegemonies: Postmodernity and transnational feminist practices*. Minneapolis: University of Minnesota Press.
- Hall, S (ed.) (1997) *Representation: Cultural Representations and Signifying Practices*, Thousand Oaks CA: Sage Publications.
- Hartman, S. V. (1997) *Scenes of Subjection: Terror, slavery and self-making in nineteenth century America*. Oxford: OUP.
- Hayter, T. (1971). *Aid as Imperialism*. London: Pelican.
- Hemer, O. and Tufte, T. (eds) (2005) *Media and Global Change:*

*Rethinking Communication for Development*, Clacso and Nordicom.

- Hill Collins, P & Bilge, S. (2020, 2nd Edition) *Intersectionality*. Cambridge and Medford MA: Polity.
- International Commission for the Study of Communication Problems. (2004) *One World: Communication and Society, Today and Tomorrow; Towards a New More Just and More Efficient World information and communication order*, London, New York and Paris: UNESCO and Roman & Littlefield.
- Katz, C. (2004) *Growing Up Global: Economic Restructuring and Children's Everyday Lives*. Mineapolis and London: University of Minnesota Press.
- Kapoor, I. (2008) *The Postcolonial Politics of Development*, London and New York: Routledge.
- Mama, A. (1995) *Beyond the Masks: Race, Gender and Subjectivity*. London and New York: Routledge.
- Manyozo, L. (2012) *Media, Communication and Development: Three Approaches*, New Delhi, India SAGE Publications.
- Melkote, S. and Steeves, H. L. (2001) *Communication for Development in the Third World: Theory and practice for empowerment*, New Delhi and Thousand Oaks CA: Sage.
- Nishime, L. & Hester Williams, K. D. (Eds) (2018) *Racial Ecologies*. Washington: University of Washington Press.
- Noble, S. (2018) *Algorithms of Oppression: How Search Engines Reinforce Racism*. New York: New York University Press.
- Quebral, N. (1988) *Development Communication*, Laguna: UPLB College of Agriculture.
- Rodriguez, C. (2011) *Citizens media against armed conflict*. Minnesota: Minnesota University Press.
- Scott, M. (2014) *Media and Development*. London: Zed Books.
- Said, E. (1979) *Orientalism*. New York: Vintage.
- Servaes, J (ed.) (2008) *Communication for Development and Social Change*. New Delhi, Thousand Oaks, CA and Singapore: Sage.
- Singhal, A. and Rogers, E. (1999) *Entertainment-Education: A Communication Strategy for Social Change*. Malden, NJ: Lawrence Erlbaum Associates.

**Assessment:** Take-home assessment (100%) in the ST.

This is a seen examination, and the questions are made available to students seven days prior to the submission.

**MC422 Half Unit****Critical Studies in Media and Journalism**

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Charlie Beckett

**Availability:** This course is available on the MSc in Media and Communications (Data and Society), MSc in Media and Communications (Research) and MSc in Politics and Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.

In order to accommodate academic staff research leave and sabbaticals, and in order to maintain smaller seminar group sizes, this course is controlled access, meaning that there is a limit to the number of students who can be accepted.

**Course content:** The news media is vital not just for the dissemination information but as a forum for debate. Journalism shapes our individual and community lives. It frames ideological disputes and is a site of contestation. But journalism and the news itself is changing because of technological, social, economic and political forces. This course led by a media professor with 20 years of experience as a journalist, takes an ethical perspective on media change. It asks what impact journalism has, what kind of journalism do we want, and how will journalism reconstruct itself according to competing national, cultural, or political contexts. On completion of this course, students should be able to: understand the role of journalism in society today; critically discuss different theoretical conceptions of journalism as practiced in a wide variety of social and political contexts; compare and contrast the role of

journalism in contexts ranging from mainstream to alternative media outlets; evaluate the normative and empirical connections between media journalism, the production of news and ethical considerations; critically assess contemporary debates about the changing nature of journalism and its implications for cultural understanding and democracy.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours across Michaelmas Term. This course includes a reading week in Week 6 of term.

**Formative coursework:** All students are expected to complete advance reading, prepare seminar presentations, and submit one essay of 1500 words.

**Indicative reading:**

- Beckett, C. (2008) *Supermedia*, London: Blackwell.
- Bell, E. & Owen, T. (2017) *The Platform Press: How Silicon Valley Re-engineered Journalism*. Tow Center, Columbia University.
- Boczkowski, P. and Anderson, C.W, Eds (2017) *Remaking The News*. MIT Press.
- Bruns, A. (2019) *Are Filter Bubbles Real?* Polity.
- Chouliaraki, L. (2006) *Spectatorship of Suffering*, London: Sage.
- Diakopoulos, N. (2019) *Automating the News*. Harvard University Press.
- Muhlmann, G. (2008) *A Political History of Journalism*, Cambridge: Polity.
- Schudson, M. (2008) *Why Democracies Need An Unlovable Press*. Polity.
- Silverstone, R. (2006) *Media and Morality: On the rise of the Mediapolis*. Cambridge: Polity.
- Wahl-Jorgensen, K. (2019) *Emotions, Media and Politics*. Polity.

**Assessment:** Essay (100%, 3000 words) in the LT.

## MC423 Half Unit Global Media Industries

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jungmo Youn

**Availability:** This course is available on the MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Media and Communications, MSc in Media and Communications (Media and Communications Governance), MSc in Media and Communications (Research), MSc in Media, Communication and Development and MSc in Politics and Communication. This course is not available as an outside option.

In order to accommodate academic staff research leave and sabbaticals, and in order to maintain smaller seminar group sizes, this course is controlled access, meaning that there is a limit to the number of students who can be accepted.

**Course content:** This course helps you understand the operation of global media industries at the intersection of politics, business and culture. The course presents an overview of the changing mechanisms of media production, distribution and consumption in the age of digital networks and global interconnection. We will examine how media industries work, why they work as they do, and their broader social and cultural implications. We will take a comparative perspective to compare and contrast the arrangement of media and communication industries in different countries/regions. We will also highlight the changes that digital technologies have brought to different types of media industries, including news industry, entertainment industry, and marketing and advertising. Questions to be explored include "How modes of media production have changed in different contexts and periods?" "What are the key issues facing media industries?" "What role do advertising and market research play in the life and design of media products?" "How do technological and legislative developments influence the way that the products of media industries are produced, distributed and consumed?" In order to address these questions, we will utilize key concepts such as convergence, commodification, flexible

accumulation, and creative labour. We draw upon theoretical insights offered by political economy, cultural studies, sociology and feminism to analyze cases of media industries across the globe. Students will be encouraged to reflect on the industrial dynamics of media production as well as their own engagement with cultural industries.

**Course objectives:**

This course aims to help you:

- Understand different approaches to the study of media industries.
- Examine the transformation of media industries in the context of globalization.
- Critically analyse the relationship between institutional arrangements of media industries and the content being produced and disseminated.
- Critically evaluate global regulatory attempts to establish a new communication order and the dynamics of alternative media.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours across Lent Term. This course includes a reading week in Week 6 of term.

**Formative coursework:** All students are expected to complete advance reading, prepare seminar presentations, and submit one essay of 1500 words.

**Indicative reading:**

- Harvey, D. (1989) *The Condition of Postmodernity*. Oxford: Blackwell.
- Hesmondhalgh, D. (2012) *The Cultural Industries* (3rd Edition). London: Sage.
- Maxwell, R. (2016) *The Routledge Companion to Labor and Media*. London: Routledge.
- Miller, T. et al. (2005) *Global Hollywood 2*. London: British Film Institute.
- Mosco, V. (2014) *To the Cloud*. Boulder: Paradigm.
- Turow, J. (2011) *The Daily You*. New Haven: Yale University Press.

**Assessment:** Essay (100%, 3000 words) in the ST.

## MC424 Half Unit Media and Communication Governance

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Damian Tambini

**Availability:** This course is compulsory on the MSc in Media and Communications (Media and Communications Governance). This course is available on the MPhil/PhD in Data, Networks and Society. This course is not available as an outside option.

**Course content:** This course begins from the assumption that media and communication can only be fully understood if their governance and its implications for citizens and consumers, as well as producers and providers, are understood. Communication governance includes all attempts by public bodies to fund, licence or otherwise regulate or govern communication services or the providers of those services, usually for an alleged public benefit. The term 'governance' refers to the norms, rules and resources together with their theoretical underpinnings that inform the production and consumption of media and communication services. This course provides students with core theoretical perspectives and concepts required to critically analyse both the substance and processes of media and communication governance. Students will compare different rationales used to justify regulation of media and communication services. Students will also develop an understanding of regulatory instruments, institutional arrangements and institutional practices that help public authorities, corporations, citizens and consumers decide how to allocate public resources for the provision of such services. Illustrations are drawn from national and international contexts, thereby presenting a multi-levelled analytical approach to governance issues in the field.

Some of the questions addressed in this course include: Under what conditions should platforms be governed? Are industry professionals or regulators best positioned to determine when broadcasting institutions adequately serve the diverse information

needs of a population? To what extent should legacy media laws and policies be relaxed in the light of technological change? In what ways can 5G providers serve the public interest? These and other questions reflect the course's focus on developing a critical, informed and authoritative account of 'why', 'who', and 'how' to govern media and communication services.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across Michaelmas Term, and a revision session totalling 1 hour in Summer Term. This course includes a reading week in Week 6 of term.

**Formative coursework:** All students are expected to complete advance reading, participate in seminar activities, prepare seminar presentations, contribute to online discussion on Moodle and submit an essay of 1500 words in MT.

#### Indicative reading:

- Bannerman, S., & Haggart, B. (2015). Historical institutionalism in communication studies. *Communication Theory*, 25(1), 1–22.
- Epstein, D., Katzenbach, C., & Musiani, F. (2016). Doing internet governance: Practices, controversies, infrastructures, and institutions. *Internet Policy Review*, 5(3).
- Flyverbom, M., Deibert, R., & Matten, D. (2019). The governance of digital technology, Big data, and the internet: New roles and responsibilities for business. *Business & Society*, 58(1), 3–19.
- McChesney, R. W. (2013). *Digital disconnect: How capitalism is turning the internet against democracy*. New York: New Press.
- Puppis, M. (2010). Media governance: A new concept for the analysis of media policy and regulation. *Communication, Culture & Critique*, 3(2), 134–149.
- Yeung, K. (2008). Towards an understanding of regulation by design. In R. Brownsword & K. Yeung (Eds.), *Regulating technologies: Legal futures, regulatory frames and technological fixes*. Oxford: Hart Publishing.

#### Additional reading

- Freedman, D. (2008). Dynamics of the media policymaking process. In *The politics of media policy* (p. 1-53). Malden, MA: Polity.
- Hoskins, G. (2019). Beyond 'zero sum': the case for context in regulating zero rating in the global South. *Internet Policy Review*, 8(1), n.p.
- Lentz, B. (2013). Excavating historicity in the U.S. network neutrality debate: An interpretive perspective on policy change. *Communication, Culture & Critique*, 6(4), 568–597.
- Lichtenberg, J. (1987). Foundations and limits of freedom of the press. *Philosophy and Public Affairs*, 16(4), 329-355.
- Michael, E. J. (2006). Market failure and intervention. In *Public policy: The competitive framework* (pp. 51–97). Oxford: Oxford University Press.
- McNealy, J. E. (2012). The emerging conflict between newsworthiness and the right to be forgotten. *Northern Kentucky Law Review*, 39(2), 119–135.
- Moore, M., & Tambini, D. (2018). *Digital dominance: The power of Google, Amazon, Facebook, and Apple*. Cambridge: Cambridge University Press.
- Napoli, P. M. (2015). Social media and the public interest: Governance of news platforms in the realm of individual and algorithmic gatekeepers. *Telecommunications Policy*, 39(9), 751–760.
- Rajadhyaksha, A. (2011). *The last cultural mile: An inquiry into technology and governance in India*. Bangalore, India: The Centre for Internet & Society.
- Sandoval, M. (2014). Corporate social (ir)responsibility in media and communication industries. *Javnost -The Public*, 20(3), 39-57.
- Stein, L. (2004). Understanding speech rights: Defensive and empowering approaches to the First Amendment. *Media, Culture, & Society*, 26(1), 103–120.
- Streeter, T. (2013). Policy, politics, and discourse. *Communication, Culture & Critique*, 6(4), 488-501.
- Xia, J. (2017). China's telecommunications evolution, institutions, and policy issues on the eve of 5G: A two-decade retrospect and prospect. *Telecommunications Policy*, 41(10), 931-947.

**Assessment:** Take-home assessment (100%) in the ST.

This is a take-home examination, and the questions are made available to students up to seven days prior to the due date.

## MC425 Half Unit Interpersonal Mediated Communication

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Ellen Helsper

**Availability:** This course is available on the MPhil/PhD in Data, Networks and Society, MSc in Media and Communications, MSc in Media and Communications (Data and Society), MSc in Media and Communications (Research), MSc in Politics and Communication and MSc in Strategic Communications. This course is available with permission as an outside option to students on other programmes where regulations permit.

In order to accommodate academic staff research leave and sabbaticals, and in order to maintain smaller seminar group sizes, this course is capped, meaning that there is a limit to the number of students who can be accepted.

**Students are asked to write a short personal statement** on LSE for You indicating why they want to take this course and what they would bring to it. Whilst we do our best to accommodate all requests, we cannot guarantee you a place on this course.

**Course content:** Communication media have simultaneously been blamed for a breakdown of social relationships and been hailed as powerful social tools that can connect people from all walks of life. This discussion is more important than ever, especially now the COVID 19 pandemic has moved our social lives online in unprecedented ways. The course looks at the impact digitisation might have on relationships and interactions. The aim of this course is to provide students with a critical understanding of mediated communication within small groups and dyadic relationships. It examines the influence of media on three key fields of interpersonal interaction which are identified as personal, social and professional communication. We will study the ways in which interpersonal relationships and communication are influenced by mediation, looking at harassment, discrimination, and social isolation but also at collaboration, connection and mutual understanding.

The first half of the course addresses the history of media in interpersonal communication as well as general interpersonal communication and relationship theories. The second half looks in more detail at how the interaction between media and interpersonal communication has been studied in relation to the cross-cutting themes of privacy/trust, isolation/socialisation and multi-modality. These central concepts of the course are reflected upon through theories of social norms, affordances, social capital and supplementation/substitution, and discussed from the perspective of different disciplinary and methodological paradigms. Application of theory to everyday life, practitioner and policy examples will give students the tools to understand what the practical implications are of the ways in which these different paradigms suggest that interpersonal communication processes vary depending on the type of platform this communication takes place on as well as the type of relationship that is under investigation and the context in which this relationship develops. As a result of the course the students will be able to evaluate the weaknesses and strengths of the theories that aim to explain apparently contradictory observations about the practise of interpersonal mediated communication. This can be applied to professional areas such as intra-organisational communication, and the design, moderation and regulation of social media and discussion forums.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 30 hours across Lent Term. This course includes a reading week in Week 6 of term.

**Formative coursework:** All students are expected to complete advance reading, participate in the creation of a course wiki, prepare group seminar presentations and write an individual essay (1500 words) based on the presentation and the material provided



for the wiki (due the week after the week in which the student is responsible for the wiki).

**Indicative reading:**

- Anderson, J. A. & Meyer, T. P. (1988). *Mediated Communication*. Newbury Park, CA: Sage.
- Baym, N.K. (2016) *Personal Connections in the Digital Age*. Oxford (UK): Polity Press.
- Burke, P. & Briggs, A. (2001). *A Social History of the Media*. Cambridge: Polity Press.
- Hartley, P. (1993). *Interpersonal Communication*. London: Routledge.
- Joinson, A. (2003). *Understanding the psychology of Internet behaviour*. Virtual Worlds, Real Lives. Palgrave: New York.
- Joinson, A.N., McKenna, K., Postmes, T. & Reips, D. (2009) *The Oxford Handbook of Internet Psychology*. Oxford: Oxford University Press.
- Kovarik, B. (2016) *Revolutions in Communication*. London (UK): Bloomsbury.
- Kraut, R. Galegher, J., Fish, R., & Chalfonte, B. (1992). Task requirements and media choice in collaborative writing. *Human Computer Interaction*, 7(4), 375-407.
- Lea, M., Spears, R., & de Groot, D. (2001). Knowing me, knowing you: Anonymity effects on social identity processes within groups. *Personality and Social Psychology Bulletin*, 27(5), 526-537.
- Solomon, D. & Theiss, W. (2013) *Interpersonal Communication: Putting theory into practice*. Hove, UK, Routledge.
- Walther, J. B., Anderson, J. F., & Park, D. W. (1994). Interpersonal Effects in Computer-Mediated Interaction - a Metaanalysis of Social and Antisocial Communication. *Communication Research*, 21(4), 460-487.
- Whitty, M.T. & Joinson, A. (2009) *Truth, Lies and Trust on the Internet* (pp 97-108). Hove, UK: Routledge.
- Yee, N., & Bailenson, J. (2007). The Proteus Effect: The effect of transformed self-representation on behavior. *Human Communication Research*, 33(3), 271-290.

**Assessment:** Essay (100%, 3000 words) in the ST.

## MC426 Half Unit

### Film Theory and World Cinema

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Shakuntala Banaji

**Availability:** This course is available on the MSc in Gender (Sexuality), MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Media and Communications, MSc in Media and Communications (Research) and MSc in Media, Communication and Development. This course is available with permission as an outside option to students on other programmes where regulations permit. In order to accommodate academic staff research leave and sabbaticals, and in order to maintain smaller seminar group sizes, this course is controlled access, meaning that there is a limit to the number of students who can be accepted.

**Course content:** This course is designed to enable a consistent, informed and plausible reading of popular film representations, discourses and cultures of consumption in specific geopolitical contexts. Introducing theories from the humanities and the social sciences, lectures offer alternative approaches to theorising sexuality, gender, race, class, religion, national identity, childhood, history and politics in popular commercial films and their interpretation by audiences. The impact of unequal power relations – on how representations are reproduced, spectatorship is theorised and censorship policies are formulated – will be demonstrated and analysed. While the course offers a particular focus on Bollywood, Hindi commercial cinema, as an example of World cinema, it refers more widely to examples from other National Cinemas such as those of China, Korea, Australia, Spain and Iran. A key learning method is the extensive interrogation of

audiovisual materials. To this end, there will be five film screenings and accompanying discussions alongside the lectures and seminars. Additionally, films referred to on the course will be made available through the library or can be downloaded and watched from popular film sites on the internet.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 30 hours across Micheltas Term. Additionally, this course includes five compulsory film screening and discussion sessions, each of which lasts 3 hours. This course includes a reading week in Week 6 of term.

**Formative coursework:** All students are expected to complete advance reading, participate in Moodle forums, present in seminar discussions, attend 5 film screenings and submit one essay of 1500 words.

**Indicative reading:**

- Banaji, S. (2006) *Reading 'Bollywood': The Young Audience and Hindi Film*, Basingstoke: Palgrave-Macmillan.
- Barker, M. and Brooks, K. (1998) *Knowing Audiences: Judge Dredd - its friends, fans and foes*. Luton: University of Luton Press.
- Bradbury-Rance, C. (2020) *Lesbian Cinema after Queer Theory*. Edinburgh: Edinburgh University Press.
- Dudrah, R. & Desai, J. (Eds) (2008) *The Bollywood Reader*, London: McGraw Hill.
- Erhart, J. (2018) *Gendering History on Screen: Women film-makers and historical films*. London: I.B. Tauris.
- Hjort, M. & Mackenzie, S. (2002) (eds), *Cinema and Nation* London: Routledge.
- hooks, b. (1992) *Black Looks: Race and Representation*. London: Turnaround.
- Gledhill, C. and Williams, L. (2000) (Eds) *Reinventing Film Studies*, London: Arnold; BFI Publishing.
- Jancovich, M. (2002) *Horror: The Film Reader*, London: Routledge.
- Lim, S. H. (2006). *Celluloid Comrades: Representations of Male Homosexuality in Contemporary Chinese Cinemas*. Honolulu: University of Hawai'i Press.
- Lury, K. (2010) *The Child In Film: Tears, Fears and Fairytales*. London IB Tauris.
- Mask, M. (ed.) (2012) *Contemporary Black American Cinema: Race, gender and sexuality at the movies*. London and New York: Routledge.
- Musa, B. A. (ed.) (2019). *Nollywood in Global Perspective*. Basingstoke: Palgrave Mcmillan.
- Nichols, B. (1991). *Representing reality: issues and concepts in documentary*. Bloomington: Indiana University Press.
- Och, D and Strayer, K. (2013) *Transnational Horror Across Visual Media*. London and New York: Routledge.
- Rosenstone, R. A. (2012) (Second Edition) *History on Film: Film on History*. London and New York: Routledge.
- Schoonover, K & Galt, R. (2016) *Queer Cinema in the World*. Durham and London: Duke University Press.
- Sealy, M. (2019). *Decolonising the Camera: Photography in racial time*. London: Lawrence and Wishart.
- Stam, R. (2000) *Film Theory: An Introduction*. Malden, Massachusetts & Oxford: Blackwell Publishers.
- Thornham, S. (ed) (1999), *Feminist Film Theory: a reader*, New York: New York University Press.
- Turner, G. (1999, third edition) *Film as Social Practice*, London and New York: Routledge.
- Tapper, R. (ed) (2003). *The New Iranian Cinema: Politics, Representation and Identity* London: I.B. Tauris.
- Velez, B. (2021). *Love in Contemporary Cinema: Audiences and representations of romance*. London and New York: Routledge.
- Vitali, V. and Willemen, P. (eds) (2006) *Theorising National Cinema* London: BFI.
- Wynter, K. (2022) *Critical Race Theory and Jordan Peele's Get Out*. London: Bloomsbury Academic.
- Young, L. (1996). *Fear of the Dark: "Race", Gender and Sexuality in the Cinema*. London and New York: Routledge.

**Assessment:** Essay (100%, 3000 words) in the LT.



## MC427 Half Unit

### Digital Media Futures

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Alison Powell

**Availability:** This course is available on the MSc in Media and Communications, MSc in Media and Communications (Data and Society) and MSc in Media and Communications (Research).

This course is available as an outside option to students on other programmes where regulations permit.

In order to accommodate academic staff research leave and sabbaticals, and in order to maintain smaller seminar group sizes, this course is controlled access, meaning that there is a limit to the number of students who can be accepted. Whilst we do our best to accommodate all requests, we cannot guarantee you a place on this course.

**Course content:** This course provides an historical, theoretical and methodological basis through which to assess the social and cultural transformations related to digital media infrastructures and related social practices. It focuses on the materiality and affordances of new media, as well as on the social transformations that have co-evolved, focusing on emerging media of the past, present and future. It critiques and questions the assumptions about the transformation of social and cultural life but also attempts to help students develop conceptual strategies beyond critique. Conceptual approaches draw from materialist studies of media and communication, as well as science and technology studies. Topics include but are not limited to: alternative and activist media and futures, the political economy and ecology of digital media, the politics of algorithms, remembering and forgetting, the anthropocene, artificial intelligence, data and AI ethics.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours across Lent Term. This course includes a reading week in Week 6 of term.

**Formative coursework:** Students will complete a 1500 word formative essay or creative proposal. They will also receive formative feedback on class participation and on a formative assignment.

**Indicative reading:**

- Chun, Wendy Hui Kyong and Thomas Keenan (2006) *New Media, Old Media: A History and Theory Reader*. London: Routledge.
- Hayles, N. Katherine (1999) *How We Became Posthuman: Virtual Bodies in Cybernetics, Literature, and Informatics*. Chicago: University of Chicago Press.
- Kitchin Rob and Dodge, Martin (2011) *Code/Space: Software and Everyday Life*.
- Lukers, Kristin (2007) *Salsa Dancing into the Social sciences: Research in an age of info-glut*. Cambridge, MA: Harvard University Press.
- Marvin, Carolyn (1989) *When Old Technologies Were New*. Cambridge: MIT Press.
- Turner, Fred (2005) "Where the Counterculture Met the New Economy: The WELL and the Origins of Virtual Community." *Technology and Culture* 46: 485-512.
- Turkle, Sherry (2011) *Alone Together: Why We Expect More from Technology and Less from Each Other*. New York: Basic Books.
- Vaidyanathan, Siva (2008) *The Googlization of Everything (And why we should worry)*. Berkeley: University of California Press.

**Assessment:** Essay (100%, 3000 words) in the ST.

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## MC428 Half Unit

### Media Culture and Neoliberalism in the Global South

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Wendy Willems

**Availability:** This course is available on the MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media

and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Media, Communication and Development and MSc in Politics and Communication.

This course is available with permission as an outside option to students on other programmes where regulations permit.

In order to accommodate academic staff research leave and sabbaticals, and in order to maintain smaller seminar group sizes, this course is controlled access, meaning that there is a limit to the number of students who can be accepted.

**Course content:** This course offers a comparative perspective on changing national media cultures in the Global South in the context of the neoliberal turn. The course not only considers neoliberalism as a crucial factor that has brought media industries such as private broadcasting stations, mobile phone companies and digital platforms into existence but also examines the extent to which these new forms of media and technology have played a role in reproducing neoliberalism as a process. It provides an understanding of how shifting economic policy regimes have impacted on the way in which people engage with media and technology, and how media and technology engage with people in the Global South. The first part of the course introduces the key concepts of 'media culture', 'neoliberalism' and 'Global South' which will be deployed throughout the course. The second part of the course discusses how key processes of social change in the Global South are linked to changing media cultures, including the commodification of national imaginaries, informality, crime and the rising middle class, religion and the prosperity gospel, self-help media and the neoliberal subject, and mobility and social relations. The course examines these themes through a series of empirically-grounded, mostly ethnographic case studies. The course encourages students to critically evaluate the extent to which the three key concepts in the course are helpful in gaining an understanding of changing media cultures in the Global South.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours across Lent Term. This course includes a reading week in Week 6 of term.

**Formative coursework:** Students will complete a formative 1500 word essay based on a case study.

**Indicative reading:**

- Arora, P. (2019). *The next billion users: digital life beyond the West*. Cambridge, MA: Harvard University Press.
- Eckstein, L. and A. Schwarz (2014). *Postcolonial piracy: media distribution and cultural production in the Global South*. London: Bloomsbury.
- Iqani, M. (2016). *Consumption, media and the Global South: aspiration contested*. Basingstoke, Hampshire: Palgrave Macmillan.
- Prashad, V. (2013). *The poorer nations: a possible history of the global South*. London: Verso.
- Shome, R. (2019). When postcolonial studies interrupts media studies. *Communication, Culture & Critique* 12(3): 305-22.
- Wilson, J. A. (2018). *Neoliberalism*. New York: Routledge.
- Zhang, W. and T. A. Neyazi (2020). Communication and technology theories from the South: the cases of China and India. *Annals of the International Communication Association* 44(1): 34-49.

**Assessment:** Essay (100%, 3000 words) in the ST.

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## MC429 Half Unit

### Humanitarian Communication: Vulnerability, Discourse and Power

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Lee Edwards

**Availability:** This course is available on the MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Media, Communication and Development and MSc in Strategic Communications. This

course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** Today more than ever, images and narratives of vulnerable people in zones of poverty, disaster, violence and conflict routinely populate our everyday lives. They are produced by a wide range of organisations and individuals, and appear on a wide range of platforms, including NGO websites, news networks, social media and celebrity advocacy. In this course, we explore the changing practices of humanitarian communication in the 21st century by addressing questions such as: What are the histories of humanitarian communication? How is it changing today and why? What are the tensions and dilemmas that organizations face as they struggle to communicate the plight of distant others? What kind of politics of visibility and voice is played out in humanitarian communication? What are the ideological and ethical positions informing and informed by the digital narratives and spectacles of vulnerable others - and how do these change when 'others' speak for themselves? And finally, what are the challenges of 21st century humanitarian communication and can we do it better? To explore these issues, students will debate the theoretical principles and empirical realities of humanitarian communication, its contemporary power and moralising force, and the tensions and complexities that underpin its practices and effects.

**Teaching:** 30 hours of seminars in the LT.

This course is delivered through an in-person, 3-hour weekly seminar in Lent Term. The term includes a reading week in Week 6.

**Formative coursework:** All students are expected to complete advance reading, prepare reading-based seminar presentations, and submit one essay of 1500 words in the LT.

**Indicative reading:**

- Adichie, C. N. 2014. *We Should All Be Feminists*. New York: Vintage.
- Amin, S. 2011. *Maldevelopment: Anatomy of a Global Failure*. London: Pambazuka Press.
- Boltanski, L. 1999. *Distant suffering: Morality, media and politics*. Cambridge, UK: Cambridge University Press.
- Barnett, M. 2020. *Humanitarianism and human rights: A world of differences?* Cambridge: Cambridge University Press.
- Barnett, M. 2011. *Empire of humanity: a history of humanitarianism*. Ithaca, N.Y.: Cornell University Press.
- Bernal, V. and Grewal, I. 2014. *Theorizing NGOs: states, feminisms, and neoliberalism*. Durham, NC: Duke University Press.
- Butler, J. 2006. *Precarious life: the powers of mourning and violence*. London: Verso.
- Chouliaraki, L. 2012. *The Ironic Spectator*. Cambridge: Polity.
- Chouliaraki, L. and Vestergaard, A. (Eds) 2022. *The Routledge Handbook of Humanitarian Communication*. New York: Routledge.
- Kapoor, I. (2013). *Celebrity Humanitarianism: The Ideology of Global Charity*. Routledge.
- Mignolo, W. 2000. *Local histories/global designs: coloniality, subaltern knowledges, and border thinking*. Princeton, NJ: Princeton University Press.
- Seu, J.B. and Orgad, S. (eds). 2017. *Caring in crisis?: Humanitarianism, the public and NGOs*. Cham, Switzerland: Palgrave Macmillan.
- Silverstone, R. 2007. *Media and morality: On the rise of the mediapolis*. Pp, 136-161. Cambridge: Polity.
- Sontag, S. 2003. *Regarding the pain of others*. London: Penguin.

**Assessment:** Essay (100%, 3000 words) in the ST.

## MC430 Half Unit

### Data in Communication and Society

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Alison Powell

**Availability:** This course is compulsory on the MSc in Media and Communications (Data and Society). This course is available on the MPhil/PhD in Data, Networks and Society. This course is not

available as an outside option.

**Course content:** This course investigates the significance of data in communications, social and cultural life. It introduces core theoretical perspectives on data and information from a social scientific perspective, and outlines research approaches that take account of the contemporary influence of data within communication and society. The course begins with the social history of data, providing a strong baseline from which to analyse the contemporary position of data. The course will provide students with conceptual tools that will help unpack the logic of data, and train them to critically analyse phenomena such as big data, algorithmic regulation and augmented civic space. Its focus on contemporary issues allows an investigation of the politics and culture of data production, and the use of data as evidence in a range of fields including politics, advocacy and audience research. Some of the questions addressed through the course include: Who owns data? Who makes data? Who makes sense of data? Is data public or private? How do different actors get access to data? How is data protected and regulated? What ethical and governance questions pertain to the study of data as a socio-technical assemblage? These and other questions reflect the course's focus on developing a critical account of how data is implicated in the structures that shape social life.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours across Michaelmas Term. This course includes a reading week in Week 6 of term.

**Formative coursework:** Students will be expected to produce 1 presentation (group project, student-led session) in the MT, along with written formative coursework. There are two options for written formative coursework on this course. Students can choose to submit either a 1500 word essay; or a 1000 word proposal for case analysis and recommendation

**Indicative reading:**

- Beer, D., & Burrows, R. (2013). Popular culture, digital archives and the new social life of data. *Theory, Culture & Society* 30(4), 47-71.
- Boyd, D., & Crawford, K. (2012). Critical questions for Big Data: Provocations for a cultural, technological, and scholarly phenomenon. *Information, Communication & Society* 15(5), 662-679.
- Cheney-Lippold, J. (2011). A new algorithmic identity: Soft biopolitics and the modulation of control. *Theory, Culture & Society* 28(6), 164-181.
- Gitelman, L., ed. (2013). *'Raw Data' is an Oxymoron*. Cambridge, MA: MIT Press.
- Kitchin, R. (2014). *The Data Revolution: Big Data, Open Data, Data Infrastructures and their Consequences*. London: Sage.
- Lyon, D. (2014). Surveillance, Snowden, and Big Data: Capacities, consequences, critique. *Big Data & Society* 1(2), 1-13.
- Mahrt, M., & Scharrow, M. (2013). The value of big data in digital media research. *Journal of Broadcasting & Electronic Media* 57(1), 20-33.
- Russell Neuman, W., Guggenheim, L., Mo Jang, S., & Bae, S. Y. (2014). The dynamics of public attention: Agenda-setting theory meets Big Data. *Journal of Communication* 64(2), 193-214.
- Tufekci, Z. (2014). Engineering the public: Big Data, surveillance and computational politics. *First Monday* 19(7). <http://firstmonday.org/ojs/index.php/fm/article/view/4901/4097>
- Vaidhyathan, S. (2006). Afterword: Critical Information Studies: A Bibliographic Manifesto. *Cultural Studies* 20(2-3): 292-315.

**Assessment:** Assessment path 1

Essay (100%, 3000 words) in the LT.

Assessment path 2

Project (100%, 3000 words) in the LT.

The project comprises of a case analysis and recommendation:

1 Description of case

2 Analysis

3 Recommendations

4 Theoretical and normative contextualization

Case study analysis and recommendation: Students choose a current data-related product, service or use case, providing an analysis of how data are theoretically constructed, valued,

managed and conceived within the project, using relevant theoretical material. The case study must identify an area of ethics, governance or social justice that this product, service or use case could improve, and provide a concrete set of recommendations, grounded in the existing theoretical, historical and empirical literature. This analysis and recommendation will be accompanied by a critical reflection that highlights the theoretical and normative aspects of the case, your analysis and your recommendation. This section should be grounded in the relevant theoretical material.

## MC431 Half Unit

### Critical Approaches to Strategic Communications

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Lee Edwards

**Availability:** This course is compulsory on the MSc in Strategic Communications. This course is not available as an outside option.

**Course content:** This course provides an advanced understanding of theoretical knowledge in the field of media and communication as it relates to strategic communications and the key promotional industries of advertising, branding and public relations. The focus is on the role, scope and activities of strategic communications in contemporary societies and in the context of globalisation and the digital age. Topics cover the context, practices and challenges of strategic communications, and are likely to include: the advance of promotional culture in and across public, political, non-profit and corporate institutions; professional structures and identities of the strategic communications industries; discourses of strategic communications, including reputation and relationship management; technologies of strategic communications; globalisation and strategic communications; strategic communications and inequalities (gender, 'race', class); and the ethics of strategic communications.

**Teaching:** This course is delivered through a three-hour weekly in-person seminar, totalling 30 hours across Michaelmas Term. This course includes a reading week in Week 6 of term.

**Formative coursework:** Students will be expected to produce one 1500 word essay in the MT.

**Indicative reading:**

- Aronczyk, M. and Powers, D. (eds) 2012. *Blowing up the brand*. New York: Peter Lang.
- Banet-Weiser, S. and Mukherjee, R. (eds) 2012. *Commodity activism: Cultural resistance in neoliberal times*. New York: NYU Press
- Cronin, A. 2018. *Public relations capitalism*. Basingstoke: Palgrave.
- Davis, A. 2013. *Promotional cultures: the rise and spread of advertising, public relations, marketing and branding*. 160 Cambridge: Polity Press.
- Edwards, L. 2018. *Understanding public relations: Theory, culture and society*. London: Sage.
- Ihlen, O and Fredriksson, M. (eds) 2018. *Public relations and social theory: Key figures, concepts and developments (second edition)*. New York/London: Routledge.
- Leiss, W. et al. 2005. *Social communication in advertising: Consumption in the mediated marketplace*. London: Routledge.
- Macnamara, J. 2015. *Organizational listening: the missing essential in public communication*. New York: Peter Lang.
- Moloney, K. & McGrath, C. 2019. *Rethinking public relations: Persuasion, democracy and society*. London: Routledge.
- Turow, J. 2017. *The aisles have eyes: How retailers track your shopping, strip your privacy and define your power*. New Haven, CT, Yale University Press.
- Webster, JG. 2014. *The marketplace of attention: how audiences take shape in a digital age*. Cambridge, MA: MIT Press.

**Assessment:** Essay (100%, 3000 words) in the LT.

## MC432 Half Unit

### Strategic Communication in Practice: Professional Perspectives

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Claire Forbes

**Availability:** This course is available on the MSc in Media and Communications, MSc in Media and Communications (Research), MSc in Politics and Communication and MSc in Strategic Communications. This course is available with permission as an outside option to students on other programmes where regulations permit.

In order to accommodate academic staff research leave and sabbaticals, and in order to maintain smaller seminar group sizes, this course is controlled access, meaning that there is a limit to the number of students who can be accepted.

**Course content:** This course will be delivered as a combination of academic lectures and presentations from leading industry practitioners, in order to facilitate a cross-fertilisation between professional experience, academic perspectives, public debates and research. Students will be expected to critically engage with ideas from practice in the seminars, developing reflexivity and analytical skills through the course.

The professional lecturers will be experts working on various forms of strategic communication in a wide range of sectors, including the corporate sector; the not-for-profit sector such as global NGOs and activist organisations; voluntary sector; government and public sector organisations. The course assessment is the development of a strategic communications campaign, based on a real-life brief provided by the course leader.

The academic lectures will focus on campaign theory and development. The topics covered in the practitioner lectures will change each year depending on speaker availability, but as an illustration, they could include: connecting with elusive audiences; global media industries; global NGOs; communications in the retail industry; communicating in complex contexts; communicating change; communicating government policy; crisis communication.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours across Lent Term. This course includes a reading week in Week 6 of term.

**Formative coursework:** All students are expected to complete advance reading, participate actively in seminar discussions and submit one essay of 1500 words.

**Indicative reading:**

- Amiso, G. and Kwansah-Aidoo, K. 2017. *Culture and crisis communication: Transboundary cases from non-western perspectives*. Piscataway, NJ: IEEE Press.
- Christensen, L., Morsing, M. and Cheney, G. 2008. *Corporate communications: Convention, complexity, critique*. London: Sage.
- Coombs, W.T. and Holladay, S. 2014. *Ongoing crisis communication*. Thousand Oaks, CA: Sage.
- Cornelissen, J. 2014. *Corporate communication: A guide to theory and practice*. London: Sage.
- Demetriou, K. 2013. *Public relations, activism and social change: Speaking up*. London: Routledge.
- Dimitrov, R. 2017. *Strategic silence: Public relations and indirect communication*. London: Routledge.
- Macnamara, J. 2015. *Organizational listening: the missing essential in public communication*. New York: Peter Lang.
- Motion, J. Heath, R. and Leitch, S. (2016) *Social media and public relations: Fake friends and powerful publics*. London: Routledge.
- Powell, H. 2013. *Promotional culture and convergence: Markets, methods, media*. London: Routledge.
- Scammell, M. 2014. *Consumer democracy: the marketing of politics*. Cambridge University Press
- Seu, I.B. and Orgad, S. 2017. *Caring in crisis? Humanitarianism, the public and NGOs*. London: Palgrave Macmillan.
- Tench, R. and Yeomans, E. 2018. *Exploring public relations (4th edition)*. Harlow, Essex: Pearson.

**Assessment:** Project (100%, 5000 words) in the ST.

The summative assessment is a group campaign plan and critical essay, delivered by students working in pairs.



## MC433 Half Unit Technology and Justice

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Seeta Peña Gangadharan

**Availability:** This course is available on the MPhil/PhD in Data, Networks and Society, MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Inequalities and Social Science, MSc in Media and Communications (Data and Society), MSc in Media and Communications (Media and Communications Governance), MSc in Media, Communication and Development and MSc in Politics and Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Students should apply by answering a few questions during Course Choice. Prior to the first class, students must also view a recorded lecture and complete select readings.

**Course content:** This course addresses questions of justice and inequity in relation to communication technologies of the 20th and 21st centuries. It begins with two premises: 1) communication technologies are critical in shaping the conditions for individual and collective self-government, and 2) policies that regulate such technologies influence the nature of democracy and inclusion in society today. The course engages historical perspectives, normative theories of justice and democracy, and legal theories of technology and innovation to assess the power of communication technologies and consider their costs and benefits to historically marginalized groups. In so doing, this course questions the adequacy of regulation in the development and deployment of technologies which exacerbate existing social, political, and economic divides, on the one hand, or address or alleviate such divides, on the other. The course will primarily focus on histories and contexts of marginalized groups in the United States and the Global South.

The first part of the course will introduce students to the theoretical and historical frameworks for the course and concentrate on mass communication technologies of the 20th century, such as print and broadcasting, and policy debates highlighting issues of justice and inequity. The second part of the course will centre on digital communication technologies in the late 20th and early 21st centuries and examine the intersection between networked communication, justice, and rights in historically marginalized communities. The third part will investigate innovations in automated technologies with respect to redistribution and recognition, issues core to the notion of social justice. By the end of the course, students will be able to evaluate differences between justice-based and rights-based approaches, explore the nature of digital inclusion, and compare the nature of communication inequalities across technologies.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours across Michaelmas Term. There will be a few flipped-lectures delivered as online videos. This course includes a reading week in Week 6 of term.

**Formative coursework:** All students are expected to complete advance reading, view and respond to interactive lectures, participate in seminar activities, and contribute to online discussion. Students are also expected to produce 1 piece of coursework in MT, which consists of short answers to four essay questions. Questions will be made available to students up to seven days prior to the due date.

**Indicative reading:**

- Freire, P. (1996). *Pedagogy of the oppressed*. London: Penguin, pp. 25-42.
- Fraser, N. (2010). *Scales of justice: Reimagining political space in a globalizing world*. New York: Columbia University Press.
- Hildebrandt, M. (2015). *Smartness and agency, intricate entanglements of law and technology*. In *Smart technologies and the end(s) of law: Novel entanglements of law and technology*. Cheltenham, UK: Edward Elgar Publishing.

- Rawls, J. (1971). *Justice as fairness*. In *A theory of justice*. Cambridge, MA: Belknap Press of Harvard University Press, pp. 3-40.
- Sen, A. (1999). *Freedom and foundations of justice*. In *Development as freedom*. New York: Knopf, pp. 54-86.
- Young, I. M. (2000). *Inclusion and democracy*. Oxford: Oxford University Press.

**Additional reading**

- Ali, S. M. (2016). A brief introduction to decolonial computing. *XRDS: Crossroads* 22(4), 16–21.
- Christians, C. G., Glasser, T. L., McQuail, D., Nordenstreng, K., & White, R. A. (2009). *Characteristics of normative theory*. In *Normative theories of the media: Journalism in democratic societies* (pp. 65–88). Urbana, IL: University of Illinois Press.
- Commission on Freedom of the Press. & Chafee, Z. (1947). *What can be done. Government and mass communications: A report from the Commission on Freedom of the Press*. Hamden, CT: Archon Books, pp. 79-95.
- Creemier, R. (2015). *Planning outline for the construction of a social credit system (2014-2020)*. China copyright and media.
- Cyril, M. A. (2005). *Media and marginalization*. In R. McChesney, R. Newman, and B. Scott (eds.). *The future of media: Resistance and reform in the 21st century* (pp. 97-104). New York: Seven Stories Press.
- D'Arcy, J. (1969). *Direct broadcast satellites and the right of man to communicate*. *EBU Review* 118:14-18.
- International Commission for the Study of Communication Problems. (1980). *Communication tomorrow*. In *Many voices, one world: Communication and society, today and tomorrow: Towards a new more just and more efficient world information and communication order*. London: K. Page, pp. V-1-18.
- Kleine, D. (2011). *The capability approach and the 'medium of choice': steps towards conceptualising information and communication technologies for development*. *Ethics and Information Technology* 13:119–130.
- Noble, S. U. (2018). *Algorithms of oppression: How search engines reinforce racism*. New York: New York University Press.
- Morozov, E. (2020). *Freedom as a service: The New Digital Feudalism and the Future of the City*. New York: Farrar, Straus and Giroux.
- Presidential Commission. (1999). *Chile: Moving towards the information society*. Santiago, Chile: Presidential Commission, pp. 8-13.
- Roberts, G., & Klibanoff, H. (2007). *The race beat: The press, the civil rights struggle, and the awakening of a nation*. New York: Vintage.
- Salazar, J. F. (2010). *Making culture visible*. In C. Rodríguez, D. Kidd, and L. Stein (eds). *Making our media: Global initiatives toward a democratic public sphere*. Cresskill, NJ: Hampton Press, pp. 29-46.
- Sunder, M. (2012). *Fair culture*. In *From goods to a good life: Intellectual property and global justice*. New Haven, CT: Yale University Press, pp. 82-10.
- Taylor, L., & Dencik, L. (2020). *Constructing commercial data ethics*. *Technology and regulation* 1-10.
- Verster, F. (2002). *A lion's trail*. South Africa: Lion's Trail Production.

**Assessment:** Presentation (30%) in the MT.

Essay (70%, 3000 words) in the LT.

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## MC434 Half Unit Digital Platforms and Media Infrastructures

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jean-Christophe Plantin

**Availability:** This course is available on the MPhil/PhD in Data, Networks and Society, MSc in Media and Communications, MSc in Media and Communications (Data and Society), MSc in Media and Communications (Media and Communications Governance), MSc in Media and Communications (Research) and MSc in Strategic



Communications. This course is available with permission as an outside option to students on other programmes where regulations permit.

In order to accommodate academic staff research leave and sabbaticals, and in order to maintain smaller seminar group sizes, this course is controlled access, meaning that there is a limit to the number of students who can be accepted.

**Pre-requisites:** No pre-requisites

**Course content:** While GAFAM companies (Google, Amazon, Facebook, Apple, Microsoft) are still studied as digital platforms, they now constitute major operators of the internet infrastructure, as witnessed by their involvement since 2010 in four sectors: data centers, undersea cables, telecommunications networks, and satellites. This course will study this radical extension of platform power on the internet architecture, uses, and governance. It will demonstrate how GAFAM companies become dominant actors in these four infrastructure sectors by using the platform strategy that granted them their initial success, and by adapting it from the web economy to infrastructure management.

The course presents key readings in media & communications and sciences & technology studies to analyse contemporary instances of digital media platforms. Students will explore the multiple facets of the increasing power of digital platforms, by critically analysing how platforms replace, conflict with, or influence existing infrastructures, and what are the social, political and epistemological consequences of these tensions. This focus on the relations between existing and emerging media configurations will invite students to investigate how platforms constitute ubiquitous media in everyday life, and how they increasingly shape communication, knowledge production, circulation of data, online participation and mobility.

The first part of the course will introduce the theoretical framework, blending together platform studies (coming from media & communication studies, political economy, management) with infrastructure studies (coming from history, information science, sciences & technology studies). The second part illustrates these interactions through four case studies that see tech giants taking over the existing infrastructure for global connectivity: data centers, undersea cables, telecommunications networks, and satellites. The third part addresses current social debates around the platformization of the internet infrastructure, e.g. in terms of global access to internet, tension between states and sovereignty, and governance and regulation.

At the end of the course, students will be able to critically assess the increasing power that tech giants have over the global infrastructure for connectivity, and to discuss the challenges this process brings in terms of access to communication, knowledge and democratic life.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours across Lent Term. This course includes a reading week in Week 6 of term.

**Formative coursework:** All students are expected to submit either a 1500 word formative essay on current theoretical debates around platforms, infrastructure, and society; or a 1500 word formative proposal for a case study analysis of a digital platform.

**Indicative reading:**

- Dijck, José van, Thomas Poell, and Martijn de Waal. 2018. *The Platform Society*. New York: OUP USA.
- Gillespie, Tarleton. 2018. *Custodians of the Internet: Platforms, Content Moderation, and the Hidden Decisions That Shape Social Media*. Yale University Press.
- Helmond, Anne. 2015. "The Platformization of the Web: Making Web Data Platform Ready." *Social Media + Society* 1 (2).
- Parks, Lisa, and Nicole Starosielski. 2015. *Signal Traffic: Critical Studies of Media Infrastructures*. University of Illinois Press.
- Plantin Jean-Christophe, Lagoze, Carl, Edwards, Paul, and Christian Sandvig. 2018. "Infrastructure Studies meet Platform Studies in the Age of Google and Facebook." *New Media & Society* 20 (1): 293–310.
- Star, Susan Leigh, and Karen Ruhleder. "Steps Toward an Ecology of Infrastructure: Design and Access for Large Information Spaces." *Information Systems Research* 7 (1996): 111–134.

- Steinberg, Marc. 2019. *The Platform Economy: How Japan Transformed the Consumer Internet*. Minneapolis: Univ Of Minnesota Press.

**Assessment:** Essay (100%, 3000 words) in the ST.

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## MC436 Half Unit Mediating the Past

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Omar Al-Ghazzi

**Availability:** This course is available on the MA in Modern History, MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Media and Communications, MSc in Media and Communications (Data and Society), MSc in Media and Communications (Media and Communications Governance), MSc in Media and Communications (Research), MSc in Media, Communication and Development, MSc in Politics and Communication and MSc in Strategic Communications. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This course starts with the premise that the understanding of the past and the future is socially-constructed, mediated, and shaped by power relations within the present. It critically explores cultural, political and technological issues in relation to the passing of time. It addresses questions such as: How do different kinds of media represent and structure collective notions about time whether in relation to the present, the past or the future? How do power relations shape understandings and experiences of time? How do we learn about history through media and why does that matter? How do memories and experiences of colonialism impact collective understandings of history and national futures? In addressing these questions, this course centres temporality in the study of media and communication studies. It introduces students to the field of collective memory, differentiating it from history and historiography. It then considers critical issues within the relation between history, memory and politics, such as colonialism/postcolonialism, nationalism, collective action, trauma, witnessing and war. The second part of the class focuses on the analysis of technology and media in the ways they contribute to the social construction of time. It addresses how privilege and access to technology regulate the speed and slowness of people's lives. It moves on to exploring how particular media conventions represent temporality, with a focus on news media, digital technologies and popular culture. By the end of the course, students will be able to identify key debates in the study of time and temporality, particularly as approached from the disciplinary perspective of communications and media studies.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours across Michaelmas Term. This course includes a reading week in Week 6 of term.

**Formative coursework:** Students will be expected to produce one 1500 word essay.

**Indicative reading:**

- Badiou, A (2012). *The rebirth of history: Times of riots and uprisings*. Verso Books.
- Boym, S. (2008). *The future of nostalgia*. Basic Books.
- Chakrabarty, D. (2009). *Provincializing Europe: Postcolonial Thought and Historical Difference*. Princeton University Press
- Diouf, M. (2003). *Historians and Histories: What For? African Historiography: Between the State and the Communities*. International Institute of Social History, South-South Exchange Programme for Research on the History of Development.
- Hage, G. (2009). *Waiting out the crisis: On stakedness and governmentality*. *Waiting*, 97.
- Hobsbawm, E., & Ranger, T (Eds.). (2012). *The invention of tradition*. Cambridge University Press. 160
- Keighley, E., & Pickering, M. (2012). *The Mnemonic Imagination*.

Palgrave Macmillan, London.

- Khayyat, M., Khayyat, Y., & Khayyat, R. (2018). Pieces of Us: The Intimate as Imperial Archive. *Journal of Middle East Women's Studies*, 14(3), 268-291.
- Mark, J. (2010). The unfinished revolution: Making sense of the communist past in Central-Eastern Europe (p.8). New Haven: Yale University Press.
- Martin-Barbero, J. (1993). *Communication, culture and hegemony: from the media to mediations*. Sage Pubns.160
- Nelson, A. (2008). Bio science: Genetic genealogy testing and the pursuit of African ancestry. *Social Studies of Science*, 38(5), 759-783.160
- Nora, P. (1989). *Between memory and history: Les lieux de mémoire*. Representations.
- Olick, J. K., Vinitzky-Seroussi, V., & Levy, D. (Eds.). (2011). *The collective memory reader*. Oxford University.
- Özyürek, E. (2006). *Nostalgia for the Modern: State Secularism and Everyday Politics in Turkey*. Duke University Press Books.
- McClintock, A., & Robertson, G. (1994). Soft-soaping empire: Commodity racism and imperial advertising (pp. pp-131). London: Routledge.
- Misztal, B. (2003). *Theories of social remembering*. McGraw-Hill Education (UK).160
- Rao, R. (2020). *Out of time: the queer politics of postcoloniality*. Oxford University Press.
- Sharma, S. (2014). *In the meantime: Temporality and cultural politics*. Duke University Press.
- Smith, R. M. (2003). *Stories of peoplehood: The politics and morals of political membership*. Cambridge University Press.
- Strassler, K. (2006). Reformasi Through Our Eyes: Children as Witnesses of History in Post Suharto Indonesia. *Visual Anthropology Review*, 22(2), 53-70.
- Trouillot, M. R. (1995). *Silencing the past: Power and the production of history*. Beacon Press.
- Zelizer, B. (1998). *Remembering to forget: Holocaust memory through the camera's eye*. University of Chicago Press.

**Assessment:** Essay (100%, 3000 words) in the LT.

## MC437 Half Unit

### Media, Data and Social Order

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Nick Couldry

**Availability:** This course is available on the MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Media and Communications, MSc in Media and Communications (Data and Society), MSc in Media and Communications (Media and Communications Governance), MSc in Media and Communications (Research), MSc in Politics and Communication and MSc in Strategic Communications. This course is available with permission as an outside option to students on other programmes where regulations permit.

In order to accommodate academic staff leave, and in order to maintain smaller group sizes, this course is controlled access, meaning there is a limit to the number of students who can be accepted.

**Pre-requisites:** No formal pre-requisites, but students will need to apply by submitting a statement via LSE for You during the Course Selection period.

**Course content:** Visions of contemporary society and its reliance on data processes are highly polarised: do they represent the end of freedom under a regime of continuous surveillance or the freeing up of an extended group mind through awesome computing power? Today's starkly opposed visions of media's contribution to social order have however a much longer history which we must grasp if today's transformations are to be understood. Since the 19th century, technologies for mediated communication have developed in increasingly institutionalised

forms. Those forms – from the traditional mass media (the press, radio, television) to contemporary media and information infrastructures – have played important roles in the organization of everyday life, and have been imagined to play a central role in the 'order' of society, even of the world. But do today's digital platforms for social interaction (especially 'social media'), and the data processes that underlie those platforms (the process sometimes called datafication), create a completely different type of social order from in the past? How is that order being constructed, and what are its implications for social life?

This course offers a primarily sociological, but also interdisciplinary, exploration of how a social order is being constructed in the era of social platforms and large-scale data-collection, and the social –indeed ethical - challenges to which the new 'datafied' social order is giving rise. The course is structured into two main parts. After the introductory lecture, Lectures two to five will explore alternative entry-points for analysing this social order, via transformations of social space, the creation of social relations, the creations of new forms of meaning via algorithms, and macro-theories of the emerging order. Lectures six to nine will apply these theoretical insights to the expanding uses of data in four areas of daily life: social justice, personalized marketing, surveillance (at work and at home), and the formation of individual subjects (in education and through self-tracking). The concluding lecture will draw together the course's themes with a particular focus on the normative implications of the datafied social order, with particular reference to the questions of autonomy, surveillance and data extraction.

The course will be aimed at all MSc students interested in acquiring a broad social-theoretical understanding of the role that media institutions play in ordering contemporary societies and developing their own critical perspective on whether media and datafication, as processes do, or do not, overall enhance human life, especially its social and ethical dimensions.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across Lent Term. This course includes a reading week in Week 6 of term.

**Formative coursework:** Students will be given the option of choosing one of two alternative pieces of formative coursework in preparation for the summative essay. Students can submit either (1) a short essay on a theoretical approach to understanding data's role in social order (1200-1500 words); or (2) a short reflection: students should choose a short (200 word maximum) text of theory or business discourse, and then reflect on that text's implications for a data practice of their choice (1200-1500 words).

**Indicative reading:**

- Beniger, James (1986) *The Control Revolution*. Harvard University Press. Chapter 6.
- Cohen, Julie (2012) *Configuring the Networked Self*. New Haven: Yale University Press.
- Couldry, Nick and Hepp, Andreas (2017) *The Mediated Construction of Reality*. Cambridge: Polity.
- Elias, N. (1991) *The Society of Individuals*. London: Continuum.
- Gillespie, Tarleton (2010) 'The Politics of "Platforms"', *New Media & Society* 12(3): 347-364.
- Bucher, Taina (2017) 'The algorithmic imaginary: exploring the ordinary affects of Facebook algorithms', *Information Communication and Society*, 20(1): 20-34.
- Curran, James (1982) 'Communications, Power and Social Order' in M. Gurevitch et al (eds) *Culture, Society and the Media*. London: Routledge.
- Schneier, Bruce (2013) *Data and Goliath*. New York: Norton.
- Turow, Joseph (2017) *The Aisles Have Eyes*. Yale University Press.
- Van Dijck, Jose (2013) *The Culture of Connectivity*. Oxford: Oxford University Press.

**Assessment:** Essay (100%, 4000 words) in the ST.

Students will submit one piece of written work for the summative assessment: a 4000 word essay on questions set by the course convenor in which students will bring together theoretical discussion with the consideration of specific data practices.

## MC438 Half Unit Mediated Feminisms

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Simidele Dosekun

**Availability:** This course is available on the MSc in Gender, Media and Culture, MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Media and Communications, MSc in Media, Communication and Development and MSc in Politics and Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** Media have been crucial to feminist politics across the globe, from 19th century pamphlets to early television representations to 90s zine culture to the multitude of hashtag feminisms in contemporary social media. This course explores the ways that feminisms in both the Global South and North are enacted through and represented on a variety of media platforms, from print to digital. Topics we will consider include: mainstream and alternative feminist media productions; the meanings and politics of feminist visibility and even popularity; feminist uses of the body as a medium of activism and communication; and mediated reactions to feminisms, including misogynist and sexist ones. The course draws on theories from cultural and media studies, creative industry studies, film studies and gender studies, and throughout we will take an intersectional and transnational approach, thinking of and across multiple forms and sites of 'difference.' The course is intended for MSc students interested in acquiring a broad cultural-theoretical understanding of the role that media play in defining feminisms for broad audiences, as well as those who are interested in feminist media productions across history.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 25 hours across Lent Term. This course includes a reading week in Week 6 of term.

**Formative coursework:** All students are expected to complete advance reading, participate actively in seminar discussions and submit one essay of 1500 words.

**Indicative reading:**

- Banet-Weiser, S. (2018). *Empowered: Popular Feminism and Popular Misogyny*. Durham, NC: Duke University Press.
- Diabate, N. (2020). *Naked Agency: Genital Cursing and Biopolitics in Africa*. Durham: Duke University Press.
- Gill, R. (2007). Postfeminist media culture: Elements of a sensibility. *European journal of cultural Studies*, 10(2), 147-166.
- Grewal, I. (2005). *Transnational America: feminisms, diasporas, neoliberalisms*. Duke University Press.
- Keller, J, Ringrose, J, and Mendes, K. (2019). *Digital Feminist Activism: Girls and Women Fight Back Against Rape Culture*. Oxford: Oxford University Press.
- Piepmeier, Alison. (2009). *Girl Zines: Making Media, Doing Feminism*. New York: NYU Press.
- Sobande, F. (2020). *The Digital Lives of Black Women in Britain*. Cham: Palgrave Macmillan.
- Zeisler, A. (2016). *We were feminists once: From Riot Grrrl to Covergirl: The buying and selling of a political movement*, New York: Public Affairs.

**Assessment:** Essay (100%, 3000 words) in the ST.

## MC439 Half Unit Media, Technology, and the Body

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Dylan Mulvin

**Availability:** This course is available on the MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Media and

Communications, MSc in Media and Communications (Data and Society), MSc in Media and Communications (Research), MSc in Media, Communication and Development and MSc in Politics and Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** Every day we re-encounter our bodies through the mediations of technology. A sleep tracking app tells you about your bad night's sleep; your phone tells you which Underground stations are "step-free" but doesn't know about the broken lift at Victoria station, and it doesn't know about your knee pain; in the mail you receive some DNA results from a popular ancestry website (it's not the one that partners with drug companies; but it is the one that partners with law enforcement); your job, your university, and your grocery store ask you to select a race and a gender every time you fill out a form; on your way home your noise-cancelling headphones run out of battery; and adding insult to injury your phone tells you your "screen time" has increased 8% since last week. This class is prompted by such moments, by asking how sites of conflict and breakdown can illuminate the ways our bodies are understood, tested, and reconfigured through technology. Beginning with the assumption that there is no single, stable understanding of "the normal human body," this course introduces a wide range of interdisciplinary theories to interrogate human bodies and their relationships to technology. From the measurement of perception, to the micro-analysis of bodily gestures, to the surveillance of bodily functions, to the representation and coding of race, gender, and sexuality, media and communication studies has long interrogated the technologization of human bodies.

In addition to key readings from our field, this course also introduces students to the encounter of body-technology problems from the perspective of science and technology studies, disability studies, surveillance studies, feminist and queer theory, critical design studies, and the history of technology. Through these theories and debates, we will familiarise ourselves with approaches for documenting, describing, and analysing how notions of human bodily similarity and difference are encoded and hardwired in the technologies, media, and environments of everyday life.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours across Lent Term. This course includes a reading week in Week 6 of term.

**Formative coursework:** The formative coursework includes a two-part mapping exercise in the LT:

- 1 Individual students will catalogue sites of conflict and friction between bodies and technologies. They will mark the site on a map and include 500-800 words describing the site and the conflict it produces. The compilation of these sites will serve as a shared database of techno-bodily conflict;
- 2 Students will outline how these sites could become research prompts for a larger project and annotate 3 potential sources to analyse a single site. Annotations should total between 300 and 500 words.
- 3 Participation will be measured based on the completeness of the above.

**Indicative reading:**

- Simone Browne, "Branding Blackness: Biometric Technology and the Surveillance of Blackness." In *Dark Matters: On the Surveillance of Blackness*, 88–129: Duke University Press, 2015.
- Wendy Hui Kyong Chun, "Race and/as Technology, or How to Do Things to Race." In *Race after the Internet*, 44-66: Routledge, 2013.
- Sasha Costanza-Chock, "Design Justice, A.I., and Escape from the Matrix of Domination." *Journal of Design and Science* (2018).
- Mack Hagood, "Quiet Comfort: Noise, Otherness, and the Mobile Production of Personal Space." *American Quarterly* 63, no. 3 (2011): 573–589.
- Aimi Hamraie, "Normate Template." In *Building Access: Universal Design and the Politics of Disability*. Minneapolis: University of Minnesota Press, 2017.
- Georgina Kleege, "Audio description described: Current standards,



future innovations, larger implications." *Representations* 135, no. 1 (2016): 89–101.

- Lisa Nakamura, "Digital Racial Formations and Networked Images of the Body." In *Digitizing Race*: University of Minnesota Press, 2007.
- Anson Rabinbach, "From Idleness to Fatigue." In *The Human Motor: Energy, Fatigue, and the Origins of Modernity*, 19–44. Berkeley: University of California Press, 1992.
- Sarah Sharma, "Dharma at the Desk: Recalibrating the Sedentary Worker." In *In the Meantime: Temporality and Cultural Politics*, 81–107. Durham, NC: Duke University Press, 2014.
- Susan Leigh Star, "Power, Technology and the Phenomenology of Conventions: On Being Allergic to Onions." *The Sociological Review*, vol. 38, no. S1, 1990, pp. 26–56.

**Assessment:** Essay (90%, 3000 words) in the ST. Class participation (10%) in the LT.

## MC499

### Dissertation: Media and Communications

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Simidele Dosekun will convene the teaching and organisation of this course, and will oversee allocation of dissertation supervisors (one per student).

**Availability:** This course is compulsory on the MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Media and Communications, MSc in Media and Communications (Data and Society), MSc in Media and Communications (Media and Communications Governance), MSc in Media and Communications (Research), MSc in Media, Communication and Development, MSc in Politics and Communication and MSc in Strategic Communications. This course is not available as an outside option.

**Course content:** The aim of this dissertation is for students to pursue an independent piece of research within the field of media and communications following the guidelines provided in the MSc Dissertation Guide and the instructions by the School's staff members. The dissertation is usually a combination of theoretical enquiry and original empirical enquiry concerning an issue in the field of media and communications. On rare occasions it is based on a theoretical interrogation. Students are encouraged to select a topic that reflects the content of their MSc programme. In all cases, students must obtain the approval of their supervisor before embarking on any research.

**Teaching:** This course will be delivered through a combination of lectures, workshops and one-to-one supervision sessions in Michaelmas, Lent and Summer Term. This course includes a reading week in Week 6 of Michaelmas and Lent Term.

**Formative coursework:** Students are required to submit an ethics review, literature review and dissertation plan to their dissertation supervisor in LT and ST.

**Indicative reading:** There are no formal reading lists, but students are encouraged to consult departmental handbooks on how to write dissertations.

**Assessment:** Dissertation (100%, 12000 words) in August. The dissertation must be not less than 10,000 words and not more than 12,000 words in length.

## MC4M1 Half Unit

### Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis)

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Ellen Helsper and Dr Jean-

Christophe Plantin

**Availability:** This course is available on the MSc in Gender, Media and Culture, MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Media and Communications, MSc in Media and Communications (Data and Society), MSc in Media and Communications (Media and Communications Governance), MSc in Media, Communication and Development, MSc in Politics and Communication and MSc in Strategic Communications. This course is not available as an outside option.

**Course content:** The aims of the course are to provide students with a general training in research methods and techniques, including research design, the collection, analysis and interpretation of data, and to enable students to evaluate critically their own research and that of professional researchers. The course has three components:

#### 1 Principles of Research in Media and Communications:

a series of lectures offered by media and communications staff in Michaelmas Term. The lectures will normally cover the following topics central to research design across the social sciences, with a specific emphasis on their application to media and communications contexts: the general nature of research as social inquiry, interviewing, critical discourse analysis, social network analysis, content analysis, visual analysis, survey design/questionnaires, case studies, ethnography and participant observation, as well as research ethics.

**2 Principles of Social Research:** a series of five three-hour workshops (each comprised of two 1.5-hour sessions) offered by media and communications staff in the Lent Term. Students are required to participate in two of the workshops.

**3 Quantitative Analysis:** Students take the following course offered by the Department of Methodology: MY464 Introduction to Quantitative Methods for Media and Communications in Michaelmas Term. Please note that this course is compulsory and automatically included within the MC4M1 course.

**Teaching:** This course is delivered through a combination of lectures, seminars and workshops totalling a minimum of 50 hours across Michaelmas and Lent Term. This course includes a reading week in Week 6 of both Michaelmas and Lent Term.

1 Principles of Research in Media and Communications: Delivered through lectures totalling a minimum of 10 hours across Michaelmas Term and 1 hour in Lent Term.

2 Principles of Social Research: Delivered through workshops totalling a minimum of 6 hours across Lent Term.

3 Revision sessions for summative methods essay: Delivered through lectures totalling a minimum of 2 hours across Lent Term and Summer Term.

4 Quantitative Analysis MY464:160 Delivered through a combination of classes and lectures totalling a minimum of 30 hours across Michaelmas Term.

5 Methodology pilot drop in clinics: Delivered through workshops totalling 2 hours across Lent Term and Summer Term.

**Formative coursework: 1 Principles of Research in Media and Communications:** All students are expected to complete advance readings and submit one essay of 1,500 words to their supervisors Michaelmas Term.

2 Principles of Social Research: All students are expected to complete advance readings and submit workshop assignments.160

3 Quantitative Analysis: Most statistics courses require weekly assignments

#### Indicative reading:

- Alasuutari, P. (1995). *Researching Culture: Qualitative Method and Cultural Studies*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Bauer, M. W., & Gaskell, G. D. (2000). *Qualitative Researching with Text, Image and Sound: A Practical Handbook for Social Research*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Bell, A., & Garrett, P. (1998). *Approaches To Media Discourse*. Oxford; Malden, Mass: John Wiley & Sons.
- Bertrand, I & Hughes, P. (2005) *Media Research Methods*.



- Audiences, Institutions and Texts. New York: Palgrave.
- Bryman, A. (2012). *Social Research Methods*. Oxford; New York: Oxford University Press.
  - Deacon, D., Pickering, M., Golding, P., & Murdock, G. (1999). *Researching Communications: A Practical Guide to Methods in Media and Cultural Analysis*. London: Hodder Education.
  - Flick, U. (1998). *An Introduction to Qualitative Research*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
  - Kent, R. (1994). *Measuring Media Audiences*. London; New York: Cengage Learning EMEA.
  - Rose, G. (2012). *Visual Methodologies: An Introduction to Researching with Visual Materials*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
  - Schroder, K., Drotner, K., Kline, S., & Murray, C. (2003). *Researching Audiences: A Practical Guide to Methods in Media Audience Analysis*. London: New York: Bloomsbury Academic.
  - Silverman, D. (2013). *Doing Qualitative Research: A Practical Handbook*. London; Thousand Oaks, Calif: SAGE Publications Ltd.

**Assessment:** Exam (20%, duration: 2 hours) in the January exam period.

Coursework (80%, 3000 words) in the ST.

Description of assessment:

**Coursework:** One written assignment of not more than 3,000 words, relating to the combination of Principles of Research in Media and Communications and Principles of Social Research to be submitted in the ST (80%).

**Exam:** Two-hour January exam for MY464 component (20%).

## MC4M2

### Advanced Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis)

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Ellen Helsper and Dr Jean-Christophe Plantin

**Availability:** This course is compulsory on the MSc in Media and Communications (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

Students taking non-research track media and communications MSc programmes may take this course instead of MC4M1 subject to their own degree regulations and with the agreement of the teacher responsible.

**Course content:**

#### 1 Principles of Research in Media and Communications:

A series of lectures offered by media and communications staff in Michaelmas Term. The lectures will normally cover the following topics central to research design across the social sciences, with a specific emphasis on their application to media and communications contexts: the general nature of research as social inquiry, interviewing, social network analysis, critical discourse analysis, content analysis, visual analysis, survey design/questionnaires, experiments, ethnography and participant observation, as well as research ethics.

#### 2 Principles of Social Research and Specialist Social Research Workshops:

A series of ten three-hour workshops (comprised of two x 1.5 hour sessions) offered by media and communications staff in LT. Students are required to participate in all ten workshops.

**3 Quantitative Analysis:** Students take two statistics courses offered by the Department of Methodology: MY464 Introduction to Quantitative Methods for Media and Communications; and MY452L Applied Regression Analysis. These courses are compulsory and automatically included when students register for MC4M2. Students may be permitted to substitute a more advanced course offered by the Department of Methodology in place of MY464 and/or MY452L, with the approval of the MC4M2 course convenor and subject to timetabling constraints.

**Teaching:** This course is delivered through a combination of

lectures, seminars and workshops totalling a minimum of 90 hours across Michaelmas and Lent Term. This course includes a reading week in Week 6 of term.

1 Principles of Research in Media and Communications: Delivered through lectures totalling a minimum of 10 hours across Michaelmas Term and 1 hour in Lent Term.

2 Principles of Social Research and Specialist Social Research Workshops: 160 Delivered through workshops totalling a minimum of 30160 hours across Lent Term.

3 Quantitative Analysis: MY464: Delivered through a combination of classes and lectures totalling a minimum of 30 hours across Michaelmas Term. 160MY452L: Delivered through a combination of classes and lectures totalling a minimum of 20 hours across Lent Term. 160

4 Methodology pilot drop in clinics: Delivered through workshops totalling 2 hours across Lent Term and Summer Term.

**Formative coursework:**

1 **Principles of Research in Media and Communications:** All students are expected to complete advance readings and submit one essay of 1500 words in Michaelmas Term.

2 **Principles of Social Research and Specialist Social Research Workshops:** All students are expected to complete advance readings and submit workshop assignments.

3 **Quantitative Analysis:** Most statistics courses require weekly assignments.

**Indicative reading:**

- Alasuutari, P. (1995). *Researching Culture: Qualitative Method and Cultural Studies*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Bauer, M. W., & Gaskell, G. D. (2000). *Qualitative Researching with Text, Image and Sound: A Practical Handbook for Social Research*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Bell, A., & Garrett, P. (1998). *Approaches To Media Discourse*. Oxford; Malden, Mass: John Wiley & Sons.
- Bertrand, I & Hughes, P. (2005) *Media Research Methods. Audiences, Institutions and Texts*. New York: Palgrave.
- Bryman, A. (2012). *Social Research Methods*. Oxford; New York: Oxford University Press.
- Deacon, D., Pickering, M., Golding, P., & Murdock, G. (1999). *Researching Communications: A Practical Guide to Methods in Media and Cultural Analysis*. London: Hodder Education.
- Flick, U. (1998). *An Introduction to Qualitative Research*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Kent, R. (1994). *Measuring Media Audiences*. London; New York: Cengage Learning EMEA.
- Rose, G. (2012). *Visual Methodologies: An Introduction to Researching with Visual Materials*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Schroder, K., Drotner, K., Kline, S., & Murray, C. (2003). *Researching Audiences: A Practical Guide to Methods in Media Audience Analysis*. London: New York: Bloomsbury Academic.
- Silverman, D. (2013). *Doing Qualitative Research: A Practical Handbook*. London; Thousand Oaks, Calif: SAGE Publications Ltd.

**Assessment:** Exam (17%, duration: 2 hours) in the January exam period.

Exam (17%, duration: 2 hours) in the summer exam period.

Coursework (66%, 5000 words) in the ST.

Description of assessment:

1 Coursework: One written assignment of not more than 5000 words to be submitted in the ST (66%).

2 Two assessments relating to Quantitative Analysis: One exam in the January exam period for MY464, and one exam in the Summer exam period for MY452L (see Methodology Department course guides) (34%).

**MC4M7 Half Unit****Methods of Research in Media & Communications (including Qualitative Analysis & Applied Regression Analysis)**

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Ellen Helsper and Dr Jean-Christophe Plantin

**Availability:** This course is available on the MSc in Gender, Media and Culture, MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Media and Communications, MSc in Media and Communications (Data and Society), MSc in Media and Communications (Media and Communications Governance), MSc in Media, Communication and Development, MSc in Politics and Communication and MSc in Strategic Communications. This course is not available as an outside option.

**Course content:** The aims of the course are to provide students with a general training in research methods and techniques, including research design, the collection, analysis and interpretation of data, and to enable students to evaluate critically their own research and that of professional researchers.

The course has three components:

**1 Principles of Research in Media and Communications:**

A series of lectures offered by media and communications staff in Michaelmas Term. The lectures will normally cover the following topics central to research design across the social sciences, with a specific emphasis on their application to media and communications contexts: the general nature of research as social inquiry, interviewing, critical discourse analysis, social network analysis, content analysis, visual analysis, survey design/questionnaires, case studies, ethnography and participant observation, as well as research ethics.

2 Principles of Social Research: A series of five three-hour workshops (each comprised of two 1.5-hour sessions) offered by media and communications staff in the Lent Term. Students are required to participate in two of the workshops.

3 **Quantitative Analysis:** Students take the following course offered by the Department of Methodology: MY452M Applied Regression Analysis. Please note that this course is compulsory and automatically included in the MC4M7 course.

**Teaching:** This course is delivered through a combination of lectures, seminars and workshops totalling a minimum of 40 hours across Michaelmas and Lent Term. This course includes a reading week in Week 6 of Michaelmas and Lent Term.

1 Principles of Research in Media and Communications: Delivered through lectures totalling a minimum of 10 hours across Michaelmas Term and 1 hour in Lent Term.

2 **Principles of Social Research:** Delivered through workshops totalling a minimum of 6 hours across Lent Term.

3 **Revision sessions for summative methods essay:** Delivered through lectures totalling a minimum of 2 hours across Lent Term and Summer Term.

4 **MY452M Applied Regression Analysis:** 160 Delivered through a combination of classes and lectures totalling a minimum of 20 hours across Michaelmas Term.

5 **Methodology pilot drop in clinics:** Delivered through workshops totalling 2 hours across Lent Term and Summer Term

**Formative coursework:**

1 **Principles of Research in Media and Communications:** All students are expected to complete advance readings and submit one essay of 1500 words to their supervisor in Michaelmas Term.

2 Principles of Social Research: All students are expected to complete advance readings and submit workshop assignments. 160

3 MY452M Applied Regression Analysis: Most statistics courses require weekly assignments

**Indicative reading:**

- Alasuutari, P. (1995). *Researching Culture: Qualitative Method and Cultural Studies*. London; Thousand Oaks, Calif: SAGE

Publications Ltd.

- Bauer, M. W., & Gaskell, G. D. (2000). *Qualitative Researching with Text, Image and Sound: A Practical Handbook for Social Research*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Bell, A., & Garrett, P. (1998). *Approaches To Media Discourse*. Oxford; Malden, Mass: John Wiley & Sons.
- Bertrand, I & Hughes, P. (2005) *Media Research Methods. Audiences, Institutions and Texts*. New York: Palgrave.
- Bryman, A. (2012). *Social Research Methods*. Oxford; New York: Oxford University Press.
- Deacon, D., Pickering, M., Golding, P., & Murdock, G. (1999). *Researching Communications: A Practical Guide to Methods in Media and Cultural Analysis*. London: Hodder Education.
- Flick, U. (1998). *An Introduction to Qualitative Research*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Kent, R. (1994). *Measuring Media Audiences*. London; New York: Cengage Learning EMEA.
- Rose, G. (2012). *Visual Methodologies: An Introduction to Researching with Visual Materials*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Schroder, K., Drotner, K., Kline, S., & Murray, C. (2003). *Researching Audiences: A Practical Guide to Methods in Media Audience Analysis*. London: New York: Bloomsbury Academic.
- Silverman, D. (2013). *Doing Qualitative Research: A Practical Handbook*. London; Thousand Oaks, Calif: SAGE Publications Ltd.

**Assessment:** Exam (20%, duration: 2 hours) in the summer exam period.

Coursework (80%, 3000 words) in the ST.

Description of assessment:

1 **Coursework:** One written assignment of not more than 3000 words, relating to the combination of Principles of Research in Media and Communications and Principles of Social Research to be submitted in the ST (80%).

2 **Exam:** One 2 hour exam in the Summer exam period for MY452M (see Methodology Department course guides) (20%).

**MC4M8****Advanced Methods of Research in Media & Communications (including Qualitative & Advanced Quantitative Analysis)**

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Ellen Helsper and Dr Jean-Christophe Plantin

**Availability:** This course is available on the MSc in Media and Communications (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

Students taking non-research track media and communications MSc programmes may take this course instead of MC4M1 subject to their own degree regulations and with the agreement of the teacher responsible.

**Course content:**

**1 Principles of Research in Media and Communications:**

A series of lectures offered by media and communications staff in Michaelmas Term. The lectures will normally cover the following topics central to research design across the social sciences, with a specific emphasis on their application to media and communications contexts: the general nature of research as social inquiry, interviewing, social network analysis, critical discourse analysis, content analysis, visual analysis, survey design/questionnaires, experiments, ethnography and participant observation, as well as research ethics.

2 **Principles and Specialist Research workshops:** A series of ten three-hour workshops (10 comprised of two x 1.5 hour sessions) offered by media and communications staff in Lent Term. Students are required to participate in all ten workshops.

3 **Quantitative Analysis:** Students take two statistics courses offered by the Department of Methodology: MY452M Applied

Regression Analysis; and MY455 Multivariate Analysis and Measurement. Please note that these courses are compulsory and automatically included when you register for MC4M8.

**Teaching:** This course is delivered through a combination of lectures, seminars and workshops totalling a minimum of 80 hours across Michaelmas and Lent Term. This course includes a reading week in Week 6 of Michaelmas and Lent Term.

1 **Principles of Research in Media and Communications:** Delivered through lectures totalling a minimum of 10 hours across Michaelmas Term and 1 hour in Lent Term.

2 **Principles of Social Research and Specialist Social Research Workshops:** Delivered through workshops totalling a minimum of 30 hours across Lent Term.

3 **Quantitative Analysis:** MY452M: Delivered through a combination of classes and lectures totalling a minimum of 20 hours across Michaelmas Term. MY455: Delivered through a combination of classes and lectures totalling a minimum of 20 hours across Lent Term.

4 **Methodology pilot drop in clinics:** Delivered through workshops totalling 2 hours across Lent Term and Summer Term.

**Formative coursework:** 1 **Principles of Research in Media and Communications:** All students are expected to complete advance readings and submit one essay of 1500 words in Michaelmas Term.

2 **Principles and Specialist Research Workshops:** All students are expected to complete advance readings and submit workshop assignments.

3 **Quantitative Analysis:** Most statistics courses require weekly assignments

**Indicative reading:**

- Alasuutari, P. (1995). *Researching Culture: Qualitative Method and Cultural Studies*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Bauer, M. W., & Gaskell, G. D. (2000). *Qualitative Researching with Text, Image and Sound: A Practical Handbook for Social Research*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Bell, A., & Garrett, P. (1998). *Approaches To Media Discourse*. Oxford; Malden, Mass: John Wiley & Sons.
- Bertrand, I & Hughes, P. (2005) *Media Research Methods. Audiences, Institutions and Texts*. New York: Palgrave.
- Bryman, A. (2012). *Social Research Methods*. Oxford; New York: Oxford University Press.
- Burton, D. (2000). *Research Training for Social Scientists: A Handbook for Postgraduate Researchers*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Deacon, D., Pickering, M., Golding, P., & Murdock, G. (1999). *Researching Communications: A Practical Guide to Methods in Media and Cultural Analysis*. London: Hodder Education.
- Flick, U. (1998). *An Introduction to Qualitative Research*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Hansen, A., Cottle, S., Negrine, P. R., & Newbold, C. (1998). *Mass Communication Research Methods*. Basingstoke: Palgrave Macmillan.
- Jensen, K. B., & Jankowski, N. W. (1991). *A Handbook of Qualitative Methodologies for Mass Communication Research*. London; New York: Routledge.
- Kent, R. (1994). *Measuring Media Audiences*. London; New York: Cengage Learning EMEA.
- Robson, C. (1993). *Real World Research: A Resource for Social Scientists and Practitioner-researchers*. Oxford: John Wiley & Sons.
- Rose, G. (2012). *Visual Methodologies: An Introduction to Researching with Visual Materials*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Schroder, K., Drotner, K., Kline, S., & Murray, C. (2003). *Researching Audiences: A Practical Guide to Methods in Media Audience Analysis*. London: New York: Bloomsbury Academic.
- Silverman, D. (2013). *Doing Qualitative Research: A Practical Handbook*. London; Thousand Oaks, Calif: SAGE Publications Ltd.

**Assessment:** Exam (17%, duration: 2 hours) and Exam (17%, duration: 2 hours) in the summer exam period. Coursework (66%, 5000 words) in the ST.

Description of assessment:

1 **Coursework:** One written assignment of not more than 5000 words to be submitted in the ST (66%).

2 **Exams:** One exam in the Summer exam period relating to MY455, and one exam in the Summer exam period relating to MY452M (see Methodology Department course guides) (34%).

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## MG401 Half Unit Operations Management for Management Consultancy

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Richard Steinberg MAR 4.13

**Availability:** This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Management (1 Year Programme) and MSc in Management of Information Systems and Digital Innovation. This course is available as an outside option to students on other programmes where regulations permit.

This course is capped at 45. Students on the waiting list will be selected based on their academic background.

**Pre-requisites:** There is a pre-assignment that is due in early January. The specification of the pre-assignment will be posted to Moodle on the last day of Michaelmas term 2022. **Note that the pre-assignment is compulsory and cannot be accepted late.**

**Course content:** Operations Management (OM) is concerned with the processes by which organisations produce goods and services. This course is designed for students having an interest in operations management who may be considering a career in management consultancy. It is not a course in management consultancy.

The course covers nine topics: (1) Process Flow Analysis, (2) Bottleneck Analysis, (3) The Toyota Production System, (4) Inventory Management, (5) Assembly Line Balancing, (6) Critical Path Method, (7) Quality Management for Services—with an emphasis on Quality Management in Healthcare, (8) Forecasting, and (9) Scheduling. The course is structured in three parts. Part I is called 'Cases', and is based around a set of 5 readings: three Harvard Business School cases and two articles. Part II is called 'Techniques'. Part III is called 'The Goal', which takes place during the final 2-hour session, and consists of an in-depth discussion of the book, *The Goal: A Process of Ongoing Improvement*, by E.M. Goldratt and J. Cox.

**Teaching:** 16 hours of lectures and 12 hours of seminars in the LT. 2 hours of lectures in the ST.

Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** In addition to the pre-assignment students will have six assignments throughout the term covering the material in the course, and will be expected to work as a group on each assignment. The problems comprising each assignment will be discussed in the seminar classes, and each student will be individually responsible for answering all the problems for each assignment.

**Indicative reading:** (1) Case: 'National cranberry cooperative (abridged)'.  
(2) Case: 'Toshiba: Ome works'.

(3) Case: 'Toyota Motor Manufacturing, U.S.A., Inc.'.  
(4) Article: 'Controlling variation in health care: a consultation from Walter Shewhart'.

(5) Article: '-Distinguishing between common cause variation and special cause variation in a manufacturing system'.  
(6) Book: *The Goal: A Process of Ongoing Improvement*, E.M. Goldratt and J. Cox.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

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**MG402 Half Unit****Public Management: A Design-Oriented Approach**

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Michael Barzelay MAR 4.28

**Availability:** This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MSc in Development Management, MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations/CIPD), MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Management (1 Year Programme), MSc in Management and Strategy, MSc in Management of Information Systems and Digital Innovation, MSc in Public Administration and Government (LSE and Peking University) and MSc in Public Policy and Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course cannot be combined with MG467 Strategy and Change in Public Sector Management. This course is available on course is available as an outside option to students on other programmes where regulations permit.

**Course content:** The public needs capabilities from public organizations, such as those to implement major shifts in public policies; to provide safe and otherwise adequate public services; to deliver technological and programmatic systems through projects; to create credible scientific information for public and policy use; and to deter corruption across the public sector. Furnishing capability to accomplish such purposes requires management of public organizations, and, management, in turn, involves using professional knowledge and skilful abilities to devise mechanisms that will work in challenging situations and settings.

In this course, students will learn how to engage creatively – as designers and managers -- with practical theories and case-based knowledge in creating mechanisms that work in enabling public organizations to play their crucial roles in government. In particular, the course will focus on how a design-orientation in professional practice can be directed toward overcoming specific conditions and widespread tendencies that work against any specific public organization's success in furnishing the capabilities required of it. Case studies will be used to develop this design-orientation, while also expanding students' familiarity with varied roles played by public organizations, e.g., using regulation to promote waste-reduction in a region's industrial sector; using international cooperation projects to promote advanced technological education in a partner country; using design-projects to formulate and test operational concepts for performing sanitation functions in delivering a public event attended by millions; using project organizations and tools to control the use of public money and authority in infrastructure projects; and using national-level auditing and criminal investigation tools to combat corruption at the local level. In this sense, and by using pedagogical methods common to professional schools of public policy and management, the course is emblematic of the design-oriented professional discipline of Public Management. (Additional course content information on the Course Moodle site.)

**Teaching:** 30 hours of combined lecture/seminars in the LT. Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Essay: Write a 2000-2500 word essay that reflectively examines one course reading from a list of several options. The purpose of the essay is to show how the publication can serve to add breadth and depth to the body of professional knowledge in the Public Management field.

Case analysis: Contribute to a group-project whose deliverable is a 2000-2500 word report that recovers the design of a public organization's primary working phenomena so that it can serve as a design-reference for future use in managing public organizations. All groups will be given the same project assignment.

**Indicative reading:** Publications:

E Bardach, 'The Extrapolation Problem' (2004); M Barzelay, Public Management as a Design-Oriented Professional Discipline (2019); M. Barzelay, et al., 'Good Trouble in the Academy: Inventing Design-focused Case Studies about Public Management as an Archetype of Policy Design Research' (2021); M Barzelay & C Campbell, Preparing for the Future: Strategic Planning in the U.S. Air Force (2003); M Barzelay & S Seabra, 'Auditing Against Corruption' (2020); J Bryson, Strategic Planning in Public and Nonprofit Organizations (2017); T Cellucci, 'Developing Operational Requirements' (2008); J Koopenjan, et. al., 'Competing Management Approaches in Large Engineering Projects' (2011); B Lawson, What Designers Know (2004); J Tendler & S Freedheim, 'Trust in a Rent-Seeking Society' (1994); J van Aken et. al., Problem-Solving in Organizations (2007); D Vaughan, 'Organizational Rituals of Risk and Error' (2005).

Videos:

'Programs and their Mechanisms' (2017); 'Public Management Gallery Tour' (2017); 'Furnishing Professional Knowledge about Public Management with Case Studies: A Long Primer' (2020).

Teaching case studies:

'Brazil in Action'; 'Managing Long-Term Organizational Collaborations in International Development: The Egypt-Japan University of Science and Technology'; 'Managing a Governmental Campaign for a Mega-Event: Strategic Planning for the 2019 Kumbh Mela Hindu Festival in Uttar Pradesh'; 'Paying the Bills in the Junta of Andalusia'; 'Preventing Pollution in Massachusetts: The Blackstone Project'; and 'Assessing Strategic Risks: Col. Jim Engle and the U.S. Air Force Futures Games'.

**Assessment:** Essay (45%, 3000 words) and case analysis (45%) in the ST.

Class participation (10%) in the LT.

Essay: Write an essay that reflectively examines one course reading from a list of several options. The purpose of the essay is to show how the publication can serve to add breadth and depth to the body of professional knowledge in the Public Management field (3000 maximum word length). (45%)

Case analysis: Write a case-analysis that recovers the design of a public organization's primary working phenomenon/a. The purpose of the case-analysis is to furnish design-references for future use in managing public organizations. Choices of cases to analyze will be limited (3000 maximum word length) (45%)

Class participation: Based on attendance, contribution to class discussion, and posting responses to target statements about readings in early weeks of the course. (10%)

**MG403 Half Unit****Pricing Strategy**

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Om Narasimhan MAR 6.32

**Availability:** This course is available on the MSc in Marketing. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** The content of the course is organised into two principal modules: (1) pricing strategy and fundamentals and (2) pricing tactics and implementation. The first module of the course covers the fundamental analytical tools, theories, and conceptual frameworks needed for price strategy formulation. Basic principles from marketing, economics, and psychology will be briefly reviewed and extended. The module provides an in-depth treatment of the role of price in the firm's value proposition to the customer and the determination of customer response to price. The second module of the course covers pricing tactics with an emphasis on pricing in the digital domain.

**Teaching:** 30 hours of seminars in the LT.



**Formative coursework:** Students will be engaged in analysing several cases, doing numerical problems, and analysing data sets using the techniques learned in class. This will set the stage for their group project (gathering and analysing data) as well as the take-home assignment (which will involve numerical problems, case analysis, and analysing data sets). Students will be taking three short quizzes during the course of the term; these are meant to ensure a proper grasp of the concepts and tools covered in the lectures.

**Indicative reading:** *The Strategy and Tactics of Pricing: A Guide to Growing More Profitably* (2010): Nagle, Hogan, and Zale, Prentice Hall.

*Pricing Information: How to customize both the product and the price* (1998): Carl Shapiro and Hal Varian, Harvard Business School Chapters.

'Pricing as a Strategic Capability' (2002): Mark Bergen, Shantanu Dutta, Mark Ritson, Sloan Management Review

**Assessment:** Coursework (45%), project (40%) and quiz (15%) in the LT.

Coursework is an Individual Take-home assignment and the project will be in groups.

## MG404 Half Unit Consumer Insights: Behavioural Fundamentals

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Heather Kappes MAR 6.21

**Availability:** This course is compulsory on the MSc in Marketing. This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Management (1 Year Programme) and MSc in Social Innovation and Entrepreneurship. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** For many companies, non-profit organisations, and political figures, success relies on understanding the "consumers." What is it that they really want, and why? What information will they attend to, and what will they ignore? How do they make decisions, why do they sometimes make bad ones, and how can we help them make better ones? It can be tempting to answer these questions intuitively, based on your own experiences as a consumer. However, intuitions about human psychology are often wrong.

- Chronic and temporary sources of customer needs, desires, and motivations
- How customers search for information, acquire, and process information
- How customers allocate attention and how to attract it
- Customer decision-making processes, and the heuristics and biases that play a role
- The formation of attitudes and intentions, and processes for persuasively changing them
- Social influences on intentions and behaviour, including unconscious determinants
- Why intentions are or are not translated into behaviour, and what strategies can be used to narrow the intention-behaviour gap.

LSE offers two courses addressing consumer behaviour: MG404 Behavioural Fundamentals for Marketing and Management and PB417 Consumer Psychology for Sustainability. MG404 is designed for the students of Management to complement their curriculum, and PB417 targets the (future) decision-makers and advisers in business and organisations dealing with consumers, including non-commercial.

There are some similarities in the content of MG404 and PB417. Broadly, both courses introduce the psychological foundations of consumer behaviour, and are intended to equip students to apply psychological theories to business situations. There are, however, important differences in the orientations of the two courses. MG404 is intended for students studying management and

related disciplines, who want to learn how to influence consumer behaviour (e.g., how to construct persuasive advertising or sway purchase decisions). MG404 introduces the principles of consumer behaviour that firms need to recognize for successfully marketing their products and services, and which consumers themselves can use to make optimal decisions.

PB417 provides a skillset and a toolbox of theories and methods for analysing consumer demand, finding the levers for change and building sustainable business models. For assessment, students choose a real case and write a set of (justified) recommendations to the CEO. PB417 may especially be of interest to students across a broad range of programmes who are interested in developing new modes of relationship with consumers or building sustainable business models as an alternative to the current consumer society. The courses share some content where appropriate; other content differs in accordance with the different goals of the two courses.

**Teaching:** 30 hours of seminars in the MT.

This course has a reading week in Week 6 of MT.

**Formative coursework:** One quiz prior to the summative quizzes.

In-class discussions and instructor comments (e.g., on Moodle Forum posts) will help students prepare for the essay assignment.

**Indicative reading:**

- *Consumer Behavior*, 6th edition. Hoyer, MacInnis, & Pieters. South-Western Cengage Learning, 2010;
- *Consumer Behavior: Science and Practice*. Kardes, Cronley & Cline. South-Western Cengage Learning.
- *Influence: The Psychology of Persuasion*. Cialdini, Robert. Collins Business, 2006.

Further references, especially for journal articles and HBS case studies, will be provided at the commencement of the course.

**Assessment:** Essay (60%) and in-class assessment (40%) in the MT.

## MG409 Half Unit Auctions and Game Theory

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Richard Steinberg MAR 4.13

**Availability:** This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), MBA Exchange, MSc in Applicable Mathematics, MSc in Economics and Management, MSc in Management (1 Year Programme), MSc in Management and Strategy and MSc in Operations Research & Analytics. This course is available as an outside option to students on other programmes where regulations permit.

This course is capped at 45. Students on the waiting list will be selected based on their academic background.

**Pre-requisites:** Students should have a course equivalent to the LSE course Quantitative Methods (Mathematics) (MA107), which covers techniques of basic calculus and linear algebra, with emphasis on their application to economic problems. Students should also have some knowledge of probability.

**Course content:** The course provides an introduction to auctions and game theory. Topics covered are: noncooperative games, cooperative games, social choice, sequential and multi-stage games, auctions, and combinatorial auctions. In addition to the theory, a significant portion of the course will discuss applications. Specifically, four one-hour lectures each will be devoted to a single real-world application: caller display, competing Internet service providers, public housing space, and spectrum. We will also devote a two-hour lecture session to a Harvard Business School case based on five real-world applications of auctions: publishing, professional sport, on-line auctions, state privatization, and mergers and acquisitions.

**Teaching:** 16 hours of lectures and 12 hours of seminars in the LT. 2 hours of lectures in the ST.

A reading week will take place during Week 6. There will be no teaching during this week.

**Formative coursework:** Very full lecture notes are provided, and

every week a set of problems is given out in the lecture. These are discussed in the following seminars.

**Indicative reading:**

- Book: P. Cramton, Y. Shoham, and R. Steinberg, eds., Combinatorial Auctions.
- Book chapter: 'Auction Pricing', R. Steinberg, Chapter 27 in O. Ozer and R. Phillips, eds., Oxford Handbook of Pricing Management.
- Case study: 'Auction Vignettes', Harvard Business School Publishing.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

## MG410 2.0 Units Term Abroad

**This information is for the 2022/23 session.**

**Availability:** This course is compulsory on the Global MSc in Management (CEMS MIM) and Global MSc in Management (MBA Exchange). This course is not available as an outside option.

**Course content:** CEMS MIM degree:

During Year 2 of the Global MSc in Management (CEMS MIM), students can apply to spend an international exchange term at a leading CEMS school, along with exclusive CEMS core courses in Global Management, skills seminars, block seminars, and an international internship.

MBA Exchange Term Abroad:

During Year 2 of the Global MSc in Management (MBA Exchange) students can apply to spend a term abroad at one of LSE's leading partner business schools in the US and Asia. Students will join an MBA class at their chosen school, and take a choice of optional elective courses offered by the school.

All students should register for the course code MG410 (Term Abroad) as their only LSE course for MT.

**Teaching:** July/August/September (according to the host school timetable) to December.

CEMS MIM partner schools: <https://www.cems.org/academic-members/our-members/list/>

MBA Exchange partner schools:

- University of Chicago - Booth School of Business
- Cornell University - Samuel Curtis Johnson Graduate School of Management
- Dartmouth College - Tuck School of Business
- Duke University - Fuqua School of Business
- Emory University - Goizueta Business School
- University of Michigan - Ross School of Business
- Northwestern University - Kellogg School of Management
- Peking University - Guanghua School of Management
- University of Texas at Austin - McCombs School of Business
- Yale University - School of Management

**Information for MBA Exchange track students**

All MBA Exchange students must take the following minimum number of credits/courses during the exchange term:

- Cornell: 12 credits
- Dartmouth: 12 credits
- Duke: 12 credits
- Kellogg: 4 credits
- Yale: 16 units
- Chicago Booth: 4 courses / 400 units
- Michigan Ross: 12 credits
- UT Austin: 12 credits
- Peking: 8-12 credits (4 classes)

Please be aware of the course choice regulations whilst on the MBA Exchange:

- LSE cannot validate non-taught courses as part of a student's term abroad grade. E.g. language, sports, skills workshops, society activities, oral communication etc. Only taught courses will be accepted.
- All students must ensure they take courses that award actual grades such as alphabetical grades etc.
- We are unable to use pass/fail courses as we cannot quantify or

convert them back into the LSE framework.

- LSE will not accept language courses.

**Information for LSE CEMS track students**

All LSE CEMS students must take 30 academic ECTS credits in Term 1.

All LSE students are required to take at least 30 ECTS credits in Term 1 so that they can meet the overall CEMS MIM Year ECTS course requirements.

- Total number of CEMS course (academic) credits that need to be taken in Term 1: 30 ECTS. 160 Students should not take courses that exceed the 30 ECTS requirement (unless due to the weighting of each course it is inevitable that the total amount of ECTS goes over by slightly by one or two ECTS credits).

- Total number of CEMS credits that should be acquired in Term 1: 34 ECTS. Academic courses and electives = 30 ECTS, Block Seminar = 3 ECTS, CEMS Skills Seminars = 1 ECTS.

- Maximum number of credits you are allowed to take in Term 1: 37.5 ECTS. This includes the Block Seminar and CEMS Skill Seminars.

Please be aware of the course choice regulations whilst on the CEMS term abroad:

- CEMS students must take the mandatory CEMS courses at their host institution and at LSE. In Term 1, this is Global Business Strategy (or similarly titled). In term 2, this is Global Leadership and the Business Project.

- Language courses are not included in the 30 ECTS requirement for LSE as the LSE GMiM degree does not recognise language courses as part of your LSE degree requirements. Students can take CEMS language courses to satisfy the CEMS language requirement only.

**Final considerations when choosing your classes on your term abroad:**

Students are not allowed to take more than the amount stated (unless due to the weighting of each course it is inevitable that the total amount of credits goes over by slightly by one or two credits.

LSE are not responsible for the course selection at the exchange schools. Some exchange schools do not offer a wide range of courses and you may find that some courses do not appeal to you.

However, you will still have to abide by minimum credit rule.

The GMiM Programme Office will not be held responsible for students who fail to meet the requirements listed above.

**Credit transfer from host university to LSE:**

The LSE term abroad does not operate on a pass/fail basis, and you will receive ONE final grade for your overall term abroad that will show as 2.0 units for MG410 in your second year.

LSE will then assign a number grade that will be used for LSE MG410, which is calculated using a weighted average of all the grades from courses taken during the exchange term.

We also take into consideration the variation in units for different courses.

Students can be awarded a 45 or 0 for failed courses depending on the nature of the fail.

**Assessment:** Courses equivalent to the value of 2.0 LSE units should be taken at one of the partner CEMS or MBA Exchange Institutions.

## MG411 Firms and Markets

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof John Sutton

**Availability:** This course is compulsory on the MSc in Economics and Management. This course is not available as an outside option.

**Course content:** A graduate course in microeconomic analysis, geared towards those parts of the subject that are of primary importance in the Management area. The first section focuses on competition between firms, using standard game theoretic models. This leads to a general treatment of market competition by reference to the concept of firms' capabilities. The next section

traces the basis of firms' capabilities to the set of elements of know-how possessed by the individuals comprising the firm, and by the mode of internal organization of those individuals. The analysis draws on the several strands in the modern literature on the theory of the firm. The final section of the course deals with the link between strategy and structure, and with the formulation of strategies in environments characterized by complexity and uncertainty.

The course syllabus covers Walrasian Equilibrium: Supply and Demand. Beyond the Walrasian model: Nash Equilibrium. Applications of Nash Equilibrium: options and bargaining. General approaches to the analysis of competition in oligopolistic markets. Applications in Industrial Organisations. The concept of capabilities. The roots of firms' capabilities : individuals and their collective know-how. The internal organization of firms. Contract theoretic approaches to the theory of the firm. The Chandlerian nexus: from strategy to structure.

**Teaching:** 20 hours of lectures and 20 hours of seminars in the MT. 20 hours of lectures and 20 hours of seminars in the LT. A weekly seminar devoted to problem sets. A weekly seminar devoted to case studies.

**Indicative reading:** Milgrom and Roberts, Economics, Organization and Management; Sutton, Sunk Costs and Market Structure

**Assessment:** Exam (100%, duration: 3 hours) in the summer exam period.

## MG412 Half Unit Not available in 2022/23 Globalization and Strategy

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof John Sutton

**Availability:** This course is available on the MSc in Economics and Management. This course is not available as an outside option.

**Course content:** The course studies the strategies of multinational corporations in an international context, with reference to make or buy, organization, and location choices. It studies current developments in the global economy with a focus on the key decisions that multinationals make in framing their global strategies:

1 Economic analysis of globalization process. Assessing the growth of Chinese and Indian manufacturing, 1990-2010. Evidence from benchmarking studies.

2 Production: What determines the strategies multinationals adopt - product range; generic strategies.

3 Location: Competitive advantage of different countries; growth in outsourcing and Offshoring; particularly emphasizing India and China and analyzing their increasing role in the global economy.

4 Organization: how multinationals combine the necessary local adaptation with the need to standardize to achieve efficiency.

5 The Globalization Debate.

6 The Prospects for sub-Saharan Africa.

**Teaching:** 20 hours of lectures and 10 hours of seminars in the LT.

**Formative coursework:** Students are required to make two class presentations and submit written reports on selected case studies

**Indicative reading:** A reading list will be provided at the start of the course.

**Assessment:** Exam (100%, duration: 3 hours) in the summer exam period.

## MG417 Half Unit Extended Essay

**This information is for the 2022/23 session.**

**Teacher responsible:** Various (depending on title chosen).

**Availability:** This course is compulsory on the MSc in Economics and Management. This course is not available as an outside option.

**Course content:** Students will undertake an extended essay which should normally be based on one of the two option courses taken. Students can, with special permission, base this piece of work on one of the compulsory courses.

**Teaching:** A supervisor will be allocated to individual students based on the essay title chosen who will provide students with supervision for this piece of work.

**Assessment:** Essay (100%, 6000 words) in the ST. Extended essay of no more than 6,000 words to be submitted the week before Summer Term commences.

## MG418 Half Unit Open Innovation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Nadia Millington MAR 5.37

**Availability:** This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MSc in Management of Information Systems and Digital Innovation and MSc in Social Innovation and Entrepreneurship. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** Open innovation is a fresh take on innovation whereby a firm looks beyond its boundaries to exploit the creative power of users, communities and customers to co-develop new products, services and processes. Whether it is the fortune 500 companies that have used open innovation to transform their businesses (e.g. Proctor and Gamble and IBM) or even start-ups (such as iStock Photo); Open Innovation, through tools like crowdsourcing or open sourcing is disrupting markets and altering the nature of industries.

This course is divided into 2, a lecture stream and a project stream. During the lecture stream (roughly the first 5 weeks of the course) students will:

(1) Learn about the emergence of OI and how OI differs from other sources of external innovation.

(2) Learn to differentiate between the different types of OI tools (Crowdsourcing, Lead Users, Innovation Intermediaries, Design intermediaries, Innomediaries, Open Source) and to choose the right OI tool for different problem sets.

(3) Explore an emerging range of companies using open business models (e.g. Google, Facebook) in contrast to more traditional business approaches.

(4) Learn about the challenges of implementing OI and the drivers of success, not only based on practitioner sources but also in the context of organisational behaviour, innovation and network theory. During the project stream (roughly the last 5 weeks of the course) students work on a real live OI project developing solutions via the implementation of one or more open innovation tools. These last five weeks will also involve guidance from our Innovation partners (which in the past included companies like Google, Ludic Group, KPMG, Eidos) and in the final week of the term students will present their final solution.

**Teaching:** 30 hours of lectures in the LT.

Total of 40 contact hours in the LT.

30 hours of lectures

There are no seminars for this course, the additional 10 hours will comprise:

- Three 30-minute group sessions to help refine the scope of the project and develop the innovative solution.
- An introduction to your project session which lasts approximately 2 hours. This is usually held after class in the 4th week of the semester and refreshments are provided. But further details will be provided.
- A dress rehearsal at the end of the term where the student teams will exhibit their progress and will get feedback from the faculty team.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Students will be allocated to teams to undertake an Open Innovation consulting project. Whilst some class time is allocated to help teams progress their projects, as with any group project, student teams are expected to work independently beyond class times on their projects.

**Formative coursework:** Students will be provided with a formative essay, either in week 3 or 4 of the semester and grades and comments will be provided during week 7 or 8.

**Indicative reading:** Chesbrough, H.W. (2003). *Open Innovation: The new imperative for creating and profiting from technology*. Boston: Harvard Business School Press (chapter 1-3)

Brabham, D. (2008). *Moving the crowd at iStockphoto: The composition of the crowd and motivations for participation in a crowdsourcing application* First Monday, 13.

Fredberg, T., Elmquist, M. & Ollila, S. (2008) *Managing Open Innovation: Present Findings and Future Directions*, Vinnova VR 2008:02

Raffi Amit, C. Zott (2012), *Creating value through business model innovation*, *Sloan Management Review*, 53 (3), 41 - 49.

Tushman, M. L. and O'Reilly, C. A. (1996) 'Ambidextrous Organizations: Managing Evolutionary and Revolutionary Change', *California Management Review*, vol. 38, no. 4, pp. 8-30

**Assessment:** Essay (40%, 2000 words), group project (50%) and class participation (10%) in the LT.

The project assessment comprises an oral presentation and submission of PowerPoint slides with detailed appendices which provide evidence in support of your presentation.

## MG421 Half Unit

### International Business Strategy and Emerging Markets

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Christine Cote MAR 5.25, Prof Saul Estrin MAR 6.16 and Dr Roger Fon MAR 4.16

**Availability:** This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Economics and Management, MSc in Management (1 Year Programme) and MSc in Social Innovation and Entrepreneurship. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** An undergraduate or graduate course in international business, micro-economics or competitive strategy. Pre-requisites to be assessed by teacher responsible.

**Course content:** This course analyses the emergence of firms which operate across borders, often on a global scale, and their current and likely future interactions with emerging markets. It will combine the development of conceptual frameworks primarily through the lectures with the analysis of cases in the classes. Multinational firms have been an increasingly significant aspect of the corporate environment in developed countries since the 1960s and are responsible for a high proportion of global output, exports and investment, as well as the bulk of foreign direct investment. In the past few decades, their activities have been increasingly focused to developing economies, notably those which have liberalised and entered a more rapid growth phase. These economies, emerging markets, include some important world economies including China, India, transition economies such as Russia, and Latin American countries such as Brazil and Argentina. The "new institutional economics" has recently developed as a field to understand the impact of variation in institutions on economic performance.

This course will focus on how the institutional characteristics of emerging markets affect the choices and behaviour of multinational firms, now and into the future. We commence with the basic framework of analysis of the behaviour of multinational enterprises (MNEs), outlining models of the MNE which draw on transaction cost economics, the eclectic OLI paradigm of Dunning,

and the resource based view. We provide an analysis of economic performance and growth in emerging markets building on the institutional economics and working with a large variety of data sets and sources. The course will then turn to key topics. These will include the determinants of FDI; the spillover effects of FDI on the host economy; entry mode choices; measures of institutional and cultural distance; and the growing importance of multinationals from emerging markets.

Students will work with case material as well as the required reading, and the group project will comprise a case write up, which will be presented prior to submission in class for comment and discussion.

**Teaching:** 20 hours of lectures and 15 hours of seminars in the LT. 2 hours of lectures in the ST.

Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students will be required to write a 1,000 word essay and will be provided with feedback. They will also be required to present their group project in class.

**Indicative reading:** Dunning, John (1979). "Toward an Eclectic Theory of International Production: Some Empirical Tests". *Journal of International Business Studies*. 11 (1): 9-31.

R. Caves, *Multinational Enterprise and Economic Analysis*, 2nd Edition, Cambridge University Press 1996;

P. Ghemawat, *Redefining Global Strategy*, Harvard Business School Press, 2007;

J. Williamson, *The New Institutional Economics*, *Journal of Economic Literature*, 2000;

Estrin et. al., *Entry Mode in Emerging Markets*, *Strategic Management Journal*, 2009;

T. Khanna and K Palepu, *The Future of Business Groups in Emerging Markets*, *Academy of Management Journal* 2004.

**Assessment:** Project (40%) and class participation (10%) in the LT. Essay (50%) in the ST.

## MG422 Half Unit

### Thinking Strategically

**This information is for the 2022/23 session.**

**Teacher responsible:** Marina Agranov

**Availability:** This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Economics and Management, MSc in Management (1 Year Programme) and MSc in Operations Research & Analytics. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** A knowledge of basic algebra is necessary to take this course.

**Course content:** This course is concerned with strategic thinking. The course is an interaction of game theory, economics and business strategic management. The focus is the study of situations in which two or more decision-makers (e.g., individuals, firms, political parties, etc) interact in a strategic manner. Understanding strategic situations that involve conflict and/or cooperation has proven critical in many areas of economics, business, political science, sports, law and other areas. The emphasis is to provide the fundamental thinking of good strategic making in these situations, rather than a mathematical and formal analysis.

The purpose of this course is threefold: (1) first, to introduce relevant tools of game theory in order to capture the key elements of different strategic situations and determine the most likely outcome in each situation; (2) second, to study various real-life applications and case-studies where thinking strategically has proven critical; (3) third, to cover modern developments in behavioural game theory, in particular in the areas of intertemporal choices and strategies, decision-making under risk and uncertainty, and experiments in strategic interaction.

Students should note that this course will involve weekly



calculations and numerical reasoning.

**Teaching:** 20 hours of lectures and 8 hours of seminars in the LT. 2 hours of lectures in the ST.

Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students will have to complete 5-8 written assignments throughout the course, handing in 1-2 of them, and feedback will be provided.

**Indicative reading:** Thinking Strategically: Competitive Edge in Business, Politics and Everyday Life, WW Norton, 1993, by Avinash Dixit and Barry Nalebuff. The Art of Strategy, WW Norton, 2008, by Avinash Dixit and Barry Nalebuff. Games of Strategy, WW Norton, 3rd edition, 2009, by Avinash Dixit, Susan Skeath and David Reiley. Beautiful Game Theory, Princeton University Press, NJ, 2014, by Ignacio Palacios-Huerta. Set of academic articles and/or case studies, plus lecture notes written by instructor. Set of articles from the media.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

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## MG430 Half Unit

### Firms & Markets in Emerging Economies

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Rocco Macchiavello MAR. 6.24

**Availability:** This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), MSc in Economics and Management, MSc in Management (1 Year Programme), MSc in Management and Strategy and MSc in Marketing. This course is available as an outside option to students on other programmes where regulations permit.

**Course content:** This course applies tools from microeconomics, industrial organisation and organisational economics to the analysis of strategy. The emphasis is on the application of these concepts to business situations, and as such the course relies heavily on the analysis of case studies.

The course is divided into two parts. The first part focuses on the external context of strategy. It first reviews basic tools for understanding industry economics and the determinants of industry-wide profitability, focusing on positional aspects. It then applies basic game theory to analyse competitive interactions when the number of players is small and the industry profitability is largely determined by these players' interactions. This tool is used to analyse issues such as bargaining power, price competition and entry and exit decisions.

The second part studies the internal content of strategy. Topics vary from year to year and include, among others, strategy in the presence of standard setting and network effects, the scope of the firm, outsourcing and supply chain organizations, corporate governance in adding value and capturing synergies, internal management practices. This part relies on the application of both game theory, principal-agent problems and the analysis of empirical academic papers.

The course is heavily based on case discussions. For each class meeting, study questions will be assigned concerning a case study. We will discuss these questions and the material in the case during the class discussions. Students will need to prepare for class discussions by reading the assigned case and analysing it in view of the assignment questions. For each case, students are expected to prepare short slide deck discussing the case and be ready, if asked, to present their slides in the classroom to lead the discussion. Required cases and supplementary readings will be available on Moodle. The textbook, together with the lectures, contains the concepts necessary to analyse the cases.

**Teaching:** 20 hours of lectures and 12 hours of seminars in the LT. Students on this course will have a reading week in Week 6 of LT, in line with departmental policy

**Formative coursework:** Students are expected to prepare for classes and actively participate in case discussions. Students will receive feedback on their class participation. Students might be

asked to present during the class discussion to practice in view of the assessment. They will also be given the opportunity to discuss their preparation for the individual and group cases that count toward assessment during office hours devoted to this.

**Indicative reading:** A primary text will be: Saloner, G., Shepard, A. and Podolny, J. Strategic Management. New York, NY: John Wiley, 2001.

As mentioned above, cases and additional readings will be made available online.

**Assessment:** Group assignment (80%) in the ST.

Class participation (20%) in the LT.

(Class participation will be evaluated based on the quality and quantity of the student's participation in class.)

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## MG431 Half Unit

### Managerial Economics

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr Jose Vasquez Carvajal MAR 6.12

**Availability:** This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM) and Global MSc in Management (MBA Exchange). This course is not available as an outside option.

**Course content:** A graduate-level introduction to the foundations of managerial economics. Topics include:

1. Consumer choice under certainty and uncertainty.
2. The theory of the firm and organizations.
3. Strategic interaction and dynamic competition.
4. Information and efficiency.

**Teaching:** 20 hours of lectures and 10 hours of seminars in the MT. 2 hours of lectures in the ST.

Students on this course will have a reading week in Week 6 of MT, in line with departmental policy

**Formative coursework:** Problem sets will be assigned regularly.

They are meant to be practice for the final exam and they do not count for the final grade. The course leader will provide solutions to the problem sets after their due date.

**Indicative reading:** Useful textbooks (in no particular order):

- T van Zandt; Firms, Price and Markets, available online (2006); S. Estrin et al, Microeconomics, Prentice Hall (2008).
- D M Kreps, Microeconomics for Managers, W. W. Norton (2004).
- B. Douglas Bernheim and Michael D. Whiston, Microeconomics, McGraw Hill (2008).
- R. Pindyck and D. Rubinfeld, Microeconomics, Pearson.

Reading lists will be provided at the beginning of the course.

**Assessment:** Exam (90%, duration: 2 hours) in the January exam period.

Continuous assessment (10%) in the MT.

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## MG434 Half Unit

### Organisational Behaviour

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Emma Soane MAR 5.39 and Dr Niranjana Janardhanan MAR 5.33

**Availability:** This course is compulsory on the Global MSc in Management, Global MSc in Management (CEMS MIM) and Global MSc in Management (MBA Exchange). This course is not available as an outside option.

**Course content:** This course seeks to understand individual, team and organisational-level attributes, processes and outcomes. It does this by reviewing psychological theories, thus demonstrating the contribution of psychological perspectives to understanding behaviour at work, and by critically evaluating empirical evidence. The course will balance theory and practice by applying the theories to organisations.

Topics covered will include personality and individual differences;

work motivation; rewards systems and the design of work; performance; health and well-being at work; creativity and innovation; team processes; leadership; power, influence and politics at work; organisational culture; and organisational risk.

**Teaching:** 20 hours of lectures and 15 hours of seminars in the LT. 2 hours of lectures and 1 hour and 30 minutes of seminars in the ST.

The teaching includes lectures and seminars. The teaching style is highly participative. Group work in seminars is an integral part of the course and students are expected to actively contribute to all group exercises. The course requires student commitment and willingness to engage fully with the readings and with seminar activities.

Students on this course will have a reading week in Week 6 of LT, in line with departmental policy.

**Formative coursework:** Students will be expected to produce 1 essay in the LT.

**Indicative reading:** All course readings are articles from leading journals such as the *Academy of Management Journal* and the *Journal of Applied Psychology*. A full reading list is provided at the start of the course.

There is no set textbook for this course, however students may wish to consult one of the following:

- Colquitt, J., LePine, J. A., & Wesson, M. J. (2016). *Organizational Behaviour: Improving Performance and Commitment in the Workplace* (5th edition). McGraw-Hill;
- Robbins, S. P., & Judge, T. (2017). *Organizational Behavior* (17th Global Edition). Prentice Hall.

**Assessment:** Exam (75%, duration: 2 hours) in the summer exam period.

Presentation (25%) in the LT.

Students will work in groups to prepare and deliver a presentation that applies organisational behaviour concepts to a real organisation. Each group will select one specific organisation to focus on. Presentations must cover two topics from the course and include clear application of two relevant theories. Presentations are evaluated on the depth of subject knowledge; the quality of theoretical application and recommendations made; and, the structure and style of the presentation, including the quality of the materials and delivery of the presentation.

## MG439 Half Unit

### Organisational Behaviour for Master's in Management

**This information is for the 2022/23 session.**

**Teacher responsible:** Danny Heller

**Availability:** This course is compulsory on the MSc in Management (1 Year Programme). This course is not available as an outside option.

This course is a core course for the one year MiM.

**Course content:** This course is about the people side of business. Although skills in finance, accounting, marketing and operations are crucial for organisational success, the ability to manage and understand an organisation, its groups, and its individuals is equally crucial. Technical skills may help you land a job, but people skills are likely to determine whether or not you keep it, and how much you can accomplish in your career.

In this course, we will explore a variety of perspectives and theories that explain the dynamics of individual, interpersonal, group, and organisational processes. Learning about these ideas will help you develop and apply insights about human behaviour in organisational settings. The course material will be useful in planning careers, managing relationships with other people, making complex decisions, designing jobs, becoming a leader, and making sense of today's – and tomorrow's – corporate world. This course will also help you understand some of the challenges involved in both managing and being managed. Ultimately, the tools and skills developed in this course should equip you to

become more effective contributors to the organisations that you join. Much of our learning in this course will be through case studies, exercises, and class discussions.

**Teaching:** 30 hours of lectures in the LT.

The format of the course is highly participatory and interactive and will involve a combination of case studies, interactive exercises, discussions and readings. Students are expected to attend course sessions and to participate actively in the discussions. Students' learning in this course is directly related to their willingness to expose their ideas and conclusions to the critical judgement of the class, and to their efforts to build on and evaluate the comments of classmates.

Full preparation for each session is essential. Students are to complete readings prior to the session for which they are assigned. Students on this course will have a reading week in Week 6, in line with departmental policy

**Formative coursework:** Students will be expected to produce 1 project in the LT.

The formative assignment will allow students to demonstrate their learning and receive in-depth feedback in preparation for a summative assessment. Details will be provided during the teaching term

**Indicative reading:** There is no set text for this course. The following are examples of articles that will be assigned: Harvard Business School case studies, academic journal articles, Harvard Business Review articles. Students will be given electronic access to cases, texts and articles during the teaching term.

**Assessment:** Project (40%), take-home assessment (30%) and continuous assessment (30%) in the LT.

Project (40%). This is a term-long individual paper, due the final week of Lent Term. Further details will be provided in the teaching term.

Take-Home Assessment (30%). This will be a written case analysis; further details will be provided in the teaching term.

Continuous Assessment (30%). The format of the course is highly participatory and interactive, and will involve a combination of case studies, interactive exercises, discussions and readings. Details will be provided in the teaching term.

## MG452 Half Unit Not available in 2022/23

### Behavioural Economics for Management

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Kristof Madarasz MAR 6.10

**Availability:** This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MiM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Economics and Management and MSc in Management and Strategy. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Graduate level Microeconomics, Game Theory or Managerial Economics, Graduate level Econometrics or Quantitative Analysis is required.

**Course content:** The course covers formal (mathematical) models of behavioural economics and discusses both experimental and field evidence that motivate and test various aspects of these models.

This course is a post-graduate introduction to behavioural economics and strategy. The topics to be discussed are

1. Risk Perceptions, Loss Aversion and Reference-Dependence.
2. Procrastination, Self Control and Choice over Time.
3. Social Motivation: Image, Reciprocity and Inequity.
4. Processing Information and Mistakes in Cognition.
5. Naivite and Heuristics in Strategic Thinking.
6. Happiness and Welfare.

**Teaching:** 20 hours of lectures in the LT. 2 hours of lectures in the ST.

Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** A mock exam comprising of problem sets.

**Indicative reading:** Camerer, Colin, Linda Babcock, George Loewenstein, and Richard Thaler (1997) "Labor Supply of New York City Cabdrivers: One Day at a Time," *Quarterly Journal of Economics*

Fehr Ernst and Simon Gächter (2002) Fairness and Retaliation: The Economics of Reciprocity *Journal of Economic Perspectives*, 2000 (14); 159-181.

Kahneman, Daniel, and Amos Tversky (1979) "Prospect Theory: An Analysis of Decision under Risk" *Econometrica*, 47(2): 263-292.

Koszegi, B. and Matthew Rabin (2006) Reference-Dependent Preferences. *Quarterly Journal of Economics*

Laibson, David. (1997) Golden Eggs and Hyperbolic Discounting. *Quarterly Journal of Economics*

List, John A. 2004. "Neoclassical Theory Versus Prospect Theory: Evidence from the Marketplace," *Econometrica*, 72(2): 615-625.

Madarasz, Kristof (2012) Information Projection: Model and Applications. *Review of Economic Studies*

Thaler, Richard and Shlomo Benartzi (2004). Save More Tomorrow: Using Behavioral Economics to Increase Employee Saving, *Journal of Political Economy*.

Rabin, Matthew (2002) Inference by the Believers in the Law of Small Numbers. *Quarterly Journal of Economics*

Stortz, Richard. (1955) Myopia and Inconsistency in Dynamic Utility Maximization. *Review of Economic Studies*

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

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## MG455 Half Unit

### Decisions, Biases and Nudges

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Barbara Fasolo MAR 5.27

**Availability:** This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations/CIPD), MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Marketing, MSc in Operations Research & Analytics, MSc in Risk and Finance and Master of Public Policy. This course is available as an outside option to students on other programmes where regulations permit.

This course is capped, and if place is available, it can be taken available as an outside option to students on any other programmes where regulations permit and is complementary to other behavioural courses offered at LSE

**Note for Exchange students:** You can take this course if your programme deadlines do not conflict with the beginning of the summer term deadline for MG455 summative coursework.

**Note for Auditors:** Due to the experiential nature of the course and groupwork required, this course is not suitable for auditing

**Pre-requisites:** It is an advantage to have had an introductory social science course in one of these fields: economics, management, psychology or sociology.

It is important to be comfortable with multi-disciplinary research, in-class activities and group work.

**Course content:** This course introduces students to Behavioural Decision Science: the science that explains and predicts how humans make decisions (the decision 'process') and how well (the decision 'outcome'). The course will focus on the process, and unveil the subtle and sometimes unconscious influences played by our mind (biases) and the context in which decisions are faced: What has been chosen in the past? Is there positive or negative affect - perhaps because of risk and uncertainty? All of these (and more) are factors that often determine how information is searched before choosing, how decisions are made, and the quality of the decision made.

In the theoretical part of the course, you will be guided to the scientific language of decisions, judgments and biases, and learn

how to elaborate on behavioural science articles. In the applied part of the course, you will work as a group and apply the steps of our proprietary tool 'Decision Canvas' to improve a real decision that you will select, applying different behavioural interventions – from 'debiasing' to 'choice architecture'.

The course is entirely seminar-based and balances theory, experiments and applications. It involves group-work throughout the course. We will alternate teaching with interactive activities designed to observe and feel the process of decision making from the 'inside', before reviewing behavioural decision theories and evidence from lab and field studies. Students will be able to apply the decision making skills acquired across different sectors and domains (e.g., managerial, policy, health, consumer).

The assessment is designed to give students the opportunity to work as a group and apply their new skills to support a real decision, as well as produce, individually, a rigorous and scholarly report on a specific aspect of decision making, of their interest.

**Teaching:** 25 hours of seminars in the LT.

Students on this course will have a reading week in line with departmental policy.

#### Formative coursework:

**1. Group submission** of mid-term progress on Decision Canvas (Group project) (week 5). Over several weeks (both in and outside class), you will work as a group to analyse a real decision that you will select. Students will submit progress on the group-work that they have done as a group in the first part of the course with the use of the 'Decision Canvas'. After the submission they will receive feedback as a group. This feedback will help you prepare for the summative Group project submission.

**2. Individual review** of anonymous essays (Week 7). Students will play the role of the "examiner" and review the anonymous essays (submitted by students from a previous year) by implementing the marking criteria which we use in this course. This exercise will help you develop your essay.

#### Indicative reading:

- Bazerman, M. (2017) *Judgment in Managerial Decision Making*. New York: Wiley. 8th edition;
- Kahneman, D. (2011) *Thinking Fast and Slow*. London: Allen Lane;
- Russo, J. E. & Schoemaker, P. J. H. (2002) *Winning decisions: How to make the right decision the first time*, Piatkus Publ. Limited.
- Larrick, R.P. (2004). Debiasing (Chapter 16). In D.J. Koehler, & N. Harvey, *Blackwell Handbook of Judgement and Decision Making*. Malden: Blackwell Publishing

**Assessment:** Essay (75%, 2000 words) in the ST.

Project (25%) in the LT.

**Group Project (25%)** in week 11. Over several weeks (both in and outside class), you will work as a group to analyse a real decision that you will select. In Week 11, groups submit their project on Moodle and give a short timed presentation of the decision, the bias and behavioural interventions recommended for the decision problem investigated with the 'Decision Canvas'

**Individual Essay (75% 2000 words)** (due beginning of ST): In the Essay (no more than 2,000 words) you will zoom in on a particular aspect of the course, or of the Decision Canvas which you as a developing behavioural scientist have found intriguing (e.g. decision frame, a judgement, a bias, a de-biasing or choice architecture technique). This is done in a scholarly and rigorous manner. You will be required to provide full essay-style referencing.

#### PDAM skills.

- self-management.
  - team working.
  - problem solving.
  - application of information skills.
  - communication
-



## MG456 Half Unit Not available in 2022/23 Strategic Decision Making

**This information is for the 2022/23 session.**

**Availability:** This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Management (1 Year Programme) and MSc in Marketing. This course is available as an outside option to students on other programmes where regulations permit. This course is complementary to any behavioural course offered at LSE.

**Pre-requisites:** Elementary statistical and mathematical concepts, as well as a curiosity towards the fascinating field of decision making and a strong interest in rebooting your analytical "decision-ware".

As this course embraces the two key stages of the decision making process, i.e. the initial divergent and creative stage and the subsequent convergent and analytical one, please note that it is important to feel comfortable with interdisciplinary research, as well as with the use and discussion of both qualitative and quantitative strategies for successful decisions. Group work will also be a key component of the course.

**Course content:** This course is about making successful strategic decisions and building decision resilience during challenging times, in both the professional domain and the personal one. In this era of unprecedented uncertainty, learning how to make decisions against the backdrop of external factors that we cannot control or predict represents a fundamental skill for any sector of society and business. Knowledge of what it takes to develop a good decision making process is thus an invaluable part of everyone's toolbox, particularly for rising stars that will be in positions of leadership in the future. It is this ability that will be developed in this course, which introduces students to the key concept of decision quality and to cutting edge strategies and tools to integrate data and judgments and develop winning strategies.

This course's lectures will propose you a deep dive into the progressive stages of a strategic decision making process, with interactive experiments and puzzles to develop bias awareness and decision analysis expertise. Seminars will consist in interactive hands on sessions to master an actionable decision framework and become confident decision analysts. The learning outcomes of this course are twofold. First, you will discover what are the key decision traps we tend to fall into when framing, structuring and modelling decisions and why they are dangerous. Second, you will understand and master cutting edge, replicable and versatile solutions for framing, structuring, modelling and communicating better decisions.

**Teaching:** 20 hours of lectures and 13 hours and 30 minutes of seminars in the LT.

A reading week will take place in Week 6. There will be no teaching during this week.

**Formative coursework:** Students will be expected to produce 1 presentation and 1 essay in the LT.

There are two pieces of formative assignments:

1. Group project plan presentation (i.e. the selected decision context, due in week 7).
  2. Group project pitch of the key decision analysis' impacts observed as a result of the strategic decision making process developed as a group across classes 2, 3, 4, and 6. Students will present and discuss the key impacts of their decision making process (e.g. discovery of new objectives that were not in their original mental models, recommendation of a different solution to the decision as a result of the used elicitation protocols, etc.) and receive real time feedback, from both their peers and the lecturer. Feedback will be provided following specific criteria (i.e. the same criteria that will be used to evaluate the individual technical account of the group project's impacts that is summative assignment n.2) and by completing a set of both descriptive and evaluative tasks (e.g. indicating the strongest part of the presentation, as well as parts that need revision, etc.).
- The above two formative assignments have been designed to

prepare the students for the following two summative works: (i) the group project presentation of the chosen decision making problem/opportunity and (ii) the individual technical account of one key impact observed in the group project.

The topic of the group project (i.e. a decision making problem or opportunity to be modelled and analysed by means of Multicriteria Analysis) can be a personal decision (e.g. which job offer to accept when confronted with multiple ones, which master to apply for, etc.) or a real world case (e.g. how to reduce plastic consumption in the LSE new coffee place). Students will have to collect data, develop and apply a quantitative model, interpret the results and refer to the key scientific literature for the main steps in the development of the model. Students are allowed to work in groups of maximum 4/5 people. This summative assignment will help students develop their strategic problem solving skills by demonstrating their ability to apply both qualitative and quantitative tools to frame, structure and model a decision, interpret its results, and develop sound recommendations.

In the individual technical account of the group project's impacts (max 1500 words), students will have to report on the developed process by focusing on the observed key impacts of the used tools. This second summative assignment will help students develop their critical thinking skills

**Indicative reading:** Belton, V. and Stewart, T. (2002) Multiple Criteria Decision Analysis. London, Kluwer.

Keeney, R.L. (1992) Value-Focused Thinking: A Path to Creative Decision-making. Cambridge: Harvard Univ. Press. HD30.23 K21 (Course Collection).

G.S. Parnell et al. (2013) Handbook of Decision Analysis. Hoboken, Wiley.

Spetzler C., Winter H., Meyer J. 2016. Decision quality: value creation from better business decisions. Wiley.

**Assessment:** Presentation (40%) in the LT.

Coursework (60%) in the ST.

Group presentation (40%) in the LT.

Technical report (60%) in the ST.

The presentation is a group project due in Week 11 of Lent Term.

The other assessment is an individual technical report (1500 words maximum) which will provide an explanation and insightful discussion of one key impact observed in the developed group decision making process. The individual report is due in Week 1 of Summer Term.

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## MG458 Half Unit Foundations of Management I: Organisations and Management Theory

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Rebecca Campbell MAR 5.15

**Availability:** This course is compulsory on the Global MSc in Management, Global MSc in Management (CEMS MIM) and Global MSc in Management (MBA Exchange). This course is not available as an outside option.

**Course content:** This course will equip students with a thorough understanding of the development of management and organisation theory since the emergence of modern industrial businesses in the late 19th century. Students will be provided with an overview of management as a subject of study and as a practice, and will develop an understanding of the disciplinary anchors in Sociology, Psychology and Economics. Within each field we will cover origins, disciplinary boundaries, triggers for growth, core concepts and the current state of play and debate. Weekly topics will include:

1. Course Introduction and the Origins of Management
2. Management and the Firm
3. Taylorism, Motivation, and Performance
4. The Rise and Decline of Labour
5. The Rise of Human Resources Management
6. Managerial Decision-Making



7. Understanding Organisational Structures  
 8. The Origins of Modern Strategy  
 9. Contemporary Strategic Management: Firms as Bundles of Resources  
 10. Financialisation and the crisis in capitalism  
 The course is also designed to introduce students to postgraduate study and learning at LSE, with instruction on academic reading, case analysis, critical thinking and writing skills.

**Teaching:** 20 hours of lectures, 10 hours of lectures and 15 hours of seminars in the MT.

Lectures will cover theoretical materials and concepts. Seminars will cover the assigned readings in more depth and include case discussions which will apply content covered in lectures to business situations.

Students on this course will have a reading week in Week 6, in line with departmental policy

**Formative coursework:** Students will be expected to produce 1 essay in the MT.

Students will be expected to produce 1 case report in the MT.

**Indicative reading:** Willman, P. (2014) *Understanding Management: Social Science Foundations*. Oxford University Press. Wallace, M and A. Wray (2012). *Critical Reading and Writing for Postgraduates (Second Edition)*. London: Sage.

A full reading list will be provided at the beginning of the course.

**Assessment:** Exam (60%, duration: 2 hours) in the summer exam period.

Report (40%) in the MT.

## MG459 Half Unit

### Foundations of Management 2

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Yally Avrahampour MAR 5.24

**Availability:** This course is compulsory on the Global MSc in Management, Global MSc in Management (CEMS MIM) and Global MSc in Management (MBA Exchange). This course is not available as an outside option.

**Course content:** The aims of this course are to provide a basic grounding in the management literatures covering disciplines relating to financial control and management science, and of the literatures on the evolving managerial, organisational and professional contexts within which these disciplines are practiced. Students will be provided with an overview of each discipline with the aim that they acquire a basic working knowledge of each. The course will cover origins and disciplinary boundaries, the foundations of these disciplines in the social sciences, core concepts, practical applications and current state of play and debate. Weekly topics include:

- 1: Making Business Decisions that Commit Capital.
- 2: Representing a Firm's Financial Condition: 1.
- 3: Representing a Firm's Financial Condition: 2.
- 4: Valuing and Managing Costs.
- 5: Origins of Management Science.
6. READING WEEK.
- 7: Balanced Performance Measurement.
- 8: Measuring Shareholder Value.
- 9: Occupations, Professions and Expertise.
- 10: Individual and Institutional Investors in a Historical Context.
- 11: Organisation and Management Theory

**Teaching:** 22 hours of lectures and 30 hours of seminars in the LT. 3 hours of lectures in the ST.

Weeks 1-11: LT: 1 two hour lecture and 1 three hour case discussion, weekly. Students on this course will have a reading week in Week 6 of LT, in line with departmental policy

**Formative coursework:** Students will be expected to produce 1 essay in the LT.

Students will be expected to jointly produce 2 group case discussion summaries.

**Indicative reading:** Weeks 1-8: Berk, J. & DeMarzo, P. (2014) *Corporate Finance*, Weetman, P. (2019) *Financial Accounting*:

An Introduction; Kaplan, R. & Atkinson, A. (2014) *Advanced Management Accounting*; Keys, P. (1994). *Understanding the Process of Operational Research*.

Weeks 9-11: Chandler (1990) *Scale and Scope*

**Assessment:** Essay (50%, 1500 words) in the LT.

Essay (50%, 1500 words) in the ST.

## MG460 Half Unit

### Emergencies Management: Humanitarian Intervention and Digital Innovation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Shirin Madon MAR 4.31 CON 8.09 and Dr Francesco Gualdi MAR 4.04

**Availability:** This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Development Management, MSc in Development Studies, MSc in International Development and Humanitarian Emergencies, MSc in Management (1 Year Programme), MSc in Management of Information Systems and Digital Innovation and MSc in Social Innovation and Entrepreneurship. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** Globally, the world is dealing with an unprecedented number of humanitarian crises such as natural disasters, armed conflict, forced displacement and major disease outbreaks such as Covid-19.

The course is anchored on two main observations:

First, over the past few decades humanitarian emergencies have been increasing in number and duration with the most devastating and long-lasting socio-economic effects in countries with weak physical and institutional infrastructures. Information and communication technologies have opened up new possibilities for the mitigation, preparedness and response to disasters, but its effective use requires change in the collaboration of humanitarian organisations and affected communities. In this course we will critically examine the potential opened by ICT innovation for managing crises.

Second, the course will connect core concepts and perspectives from humanitarian emergency literature to the unprecedented humanitarian crisis that the world is currently experiencing as a result of Covid-19 pandemic. At the global level, we will review and evaluate global networks and their value, while at the level of national economies and organisations we will study country strategies put in place to deal with the crisis. At all levels, digital innovations and technologies have become an absolute lifeline at different stages of the disaster management life cycle. As the Covid-19 crisis shows, the contribution from ICTs adoption needs to be carefully assessed in order to account for the economic, social and democratic challenges it might create.

More specifically, the course will cover the following thematic areas:

- humanitarian emergencies management and coordination structures for effective mitigation, preparedness and response
- emergency logistics and supply chain management
- ICT innovation and the development of organizational capacity for effective emergency action
- the link between episodic emergencies and long-term development in low-and-middle income countries
- managing pandemics through recent experiences

**Teaching:** 15 hours of lectures and 15 hours of seminars in the LT. Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students will receive formative comments on both the group project and their individual essays. The formative essay is intended to help students explore available literature on the topic of their summative essay and give them feedback on how to proceed.

**Indicative reading:** Barnett, M. "Humanitarian Governance" *Annu. Rev. Polit. Sci.* (16) 2013, pp. 379-398.

Boin, A., and Kelle, P. "Resilient supply chains for extreme situations: outlining a new field of study" *International Journal of Production Economics* (126:1) 2010, pp. 1-6.

Boin, A., and McConnell, A. 2007. "Preparing for Critical Infrastructure Breakdowns: The Limits of Crisis Management and the Need for Resilience," *Journal of Contingencies and Crisis Management* (15:1), pp. 50-59.

Day, J.M., Junglas, I., Silva, L. (2009) Information low impediments in disaster relief supply chains, *Journal of the Association for Information Systems*, 10, 8, pp 637-660

Diaz Adrade, A., and Doolin, B. 2016. "Information and Communication Technology and the Social Inclusion of Refugees," *MIS Quarterly* (40:2), pp. 405-416.

Donini, A. and Maxwell, D. (2013) From Face-to-Face to Face-to-Screen: Remote management, effectiveness and accountability of humanitarian action in insecure environments, *International Review of the Red Cross*, 95, 890, pp. 383-413.

IFRC (2013) World Disasters Report – Focus on Technology and the Future of Humanitarian Action, International Federation of Red Cross and Red Crescent Societies.

Madianou, M. et al. "Finding a Voice Through Humanitarian Technologies? Communication technologies and participation in disaster recovery", *International Journal of Communication*, 9, 2015, pp. 3020-3038.

Majchrzak, A., Jarvenpaa, S.L., Hollingshead, A.B. "Coordinating expertise among emergent groups responding to disasters" *Organization Science* 2007, 18(1) pp. 147-161

Manyena, S.B. "Disaster and Development Paradigms: Too close for comfort?" *Development Policy Review*, 30, 3, 2012, pp. 327-345.

Meier, P. *Digital Humanitarians: How Big Data is Changing the Face of Humanitarian Response* Taylor & Francis, New York, 2015.

Nan, N., and Lu, Y. 2014. "Harnessing the Power of Self-Organization in an Online Community During Organizational Crisis," *MIS Quarterly* (38:4), pp. 1135-1157.

Nowell, B., and Steelman, T. "Communication under fire: the role of embeddedness in the emergence and efficacy of disaster response communication networks" *Journal of Public Administration Research and Theory* 2014.

Robbins, T. et al. (2020) COVID-19: A new digital dawn? *Digital Health*, 6, pp. 1-3.

Schaub, M. L. 2012. "Lines across the Desert: Mobile Phone Use and Mobility in the Context of Trans-Saharan Migration," *Information Technology for Development* (18:2), pp. 126-144.

Weick, K.E. "The collapse of sensemaking in organizations: the Mann Gulsh Disaster" *Administrative Science Quarterly* (38) 1993, pp. 628-652.

**Assessment:** Project (30%, 5000 words), essay (55%, 3000 words) and class participation (15%) in the LT.

Group Project (30%, 25-30 pages) – this will relate to aspects of crisis management during the Covid-19 crisis.

Individual essay (55%, 3000 words) – enabling students to explore available literature on a topic related to the course.

Class participation (15%)

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## MG463 Half Unit CEMS Global Leadership

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Connson Locke MAR 5.36

**Availability:** This course is compulsory on the CEMS Exchange. This course is not available as an outside option.

**Pre-requisites:** It is assumed that the students have already taken introductory Organisational Behaviour or Global Business courses. The 2nd year Global Master's in Management students are offered these prerequisites during their 1st year.

**Course content:** This course aims to answer the question, "How can I manage people in international settings and from different cultures?" By answering this question, you will develop

the skills to pursue an effective global career while keeping the core CEMS values of being responsible leaders contributing to a more open, sustainable, inclusive world. You will also develop an understanding of the challenges of interacting with and managing a diverse workforce in a complex environment characterized by distance-based interactions. Topics include: leader traits and attributes, cultural diversity, team leadership and virtual teams, power and influence, gender and the perception of leadership, organizational culture and change, global social responsibility.

**Teaching:** 15 hours of lectures and 15 hours of seminars in the LT. Students on this course will have a reading week in Week 6, in line with departmental policy

**Formative coursework:** Students will be expected to produce 1 essay in the LT.

**Indicative reading:** Mendenhall, M.E., Reiche, B.S., Bird, A., & Osland, J.S. (2012). Defining the "global" in global leadership. *Journal of World Business*, 47: 493-503.

Schein, E. H. (2010). How leaders embed and transmit culture (Chapter 14, E-book pp.235-258). In *Organizational Culture and Leadership*. San Francisco: John Wiley & Sons.

Yukl, G. A. (2009). *Leadership in Organizations: Global Edition*. Pearson

**Assessment:** Essay (50%) and project (40%) in the LT. Class participation (10%).

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## MG464 Half Unit CEMS Global Business Strategy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Christine Cote MAR 5.25 and Dr Roger Fon MAR 4.16

**Availability:** This course is compulsory on the CEMS Exchange. This course is not available as an outside option. This course is compulsory for CEMS students.

**Course content:** The course examines how firms shape their international strategies in an ever-changing global environment. It will consider the context of globalisation with a focus on the relationship between international trade and investment, the emergence of global supply chains and the transformative role played by technology and innovation. It will seek to understand why and how firms internationalise as well as how they can create and sustain competitive advantage while operating across borders and in different institutional environments. Themes covered in this course will include the growing importance of emerging markets, the role of disruptive technologies in transforming industries, exploiting firm's resources and capabilities and sustaining cross border competitive advantage through strategies of global integration or local adaptation, managing staff across borders and creating shareholder value while ensuring corporate social responsibility.

**Teaching:** 30 hours of combined lectures and seminars in the MT. Students on this course will have a reading week in Week 6 of MT, in line with departmental policy

**Formative coursework:** Students will be expected to produce 1 essay in the MT.

**Indicative reading:** Côté, C., Estrin, S. & Shapiro, D. Expanding the international trade and investment policy agenda: The role of cities and services. *J Int Bus Policy* (2020). <https://doi.org/10.1057/s42214-020-00053-x>

Zhan, James X. GVC transformation and a new investment landscape in the 2020s: Driving forces, directions, and a forward-looking research and policy agenda. *Journal of International Business Policy* (2021) 4, 206–220

Dunning, John H. (2000). 'The eclectic paradigm as an envelope for economic and business theories of MNE activity'. *International Business Review*. 9: 163–190

Peng, M.W. (2003), "Institutional Transitions and Strategic Choices", *Academy of Management Review*

Rugman, A (2010) "Reconciling Internationalisation Theory and its Eclectic Paradigm" *Multinational Business Review*, 18:2

Ghemawat, P., 'Managing Differences: The Central Challenge of Global Strategy', Harvard Business Review, 2007  
 Zaheer, S (1995), "Overcoming the Liability of Foreignness", Academy of Management Journal, 1995  
 Khanna, T., Palepu, K. and Sinha J., 'Strategies that Fit Emerging Markets', Harvard Business Review, 2005  
 Kogut, B. and Singh, H., 'The Effect of National Culture on the Choice of Entry Mode' Journal of International Business Studies, 2001

Bartlett, C. and Ghoshal, S., 'Tap Your Subsidiaries for Global Reach', Harvard Business Review, 1986

**Assessment:** Essay (45%, 2000 words), in-class assessment (45%) and class participation (10%) in the MT.

For the in-class assessment, the total mark (45%) will be comprised of one in-class group presentation.

## MG465 Half Unit

### Managerial Economics for Masters in Management Students

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Daniel Gottlieb 6.25 MAR

**Availability:** This course is compulsory on the MSc in Management (1 Year Programme). This course is not available as an outside option.

**Course content:** This course is a graduate-level introduction to managerial economics with a focus on its applicability to business decisions. Students will develop a rigorous way of thinking about managerial problems, issues and decisions that managers face, as well as enabling a better understanding of the external business environment in which an organisation operates. The emphasis is on widely-used theoretical principles. Topics include an in-depth understanding of the geometric structure of the supply & demand model and its applications, the interaction of government and markets, efficiency analysis, international trade, game theory, monopoly and oligopoly strategy, price discrimination, dynamic competition, strategic moves, and information economics.

This course develops tools that are the foundation of courses in Marketing, Business Strategy, and Finance, which students will take in core courses throughout the rest of the year.

**Teaching:** 20 hours of seminars and 9 hours of classes in the MT.

**Formative coursework:** Students will be expected to produce 5 problem sets in the MT.

**Indicative reading:** T van Zandt, Firms, Price and Markets, available online (2006); S. Estrin et al, Microeconomics, Prentice Hall (2008).

D M Kreps, Microeconomics for Managers, W. W. Norton (2004); B. Douglas Bernheim and Michael D. Whiston, Microeconomics, McGraw Hill (2008).

**Assessment:** Exam (60%, duration: 2 hours) in the January exam period.

Class participation (10%) and in-class assessment (30%) in the MT.

## MG466 Half Unit Not available in 2022/23

### Supply Chain Management

**This information is for the 2022/23 session.**

**Teacher responsible:** Anran Li

**Availability:** This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Management (1 Year Programme) and MSc in Management of Information Systems and Digital Innovation. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is available as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** None

**Course content:** Supply chain management is concerned with matching supply with demand. Excess supply is too costly, inadequate supply adversely impacts both current revenue and future demand. The course will cover the following key topics: supply chain inventory management, demand forecast and information sharing in supply chain, the manufacturer-retailer supply chain, centralised vs decentralised supply chains, sourcing policy and the buyer-supplier relationship, global sourcing and supplier management, supply chain network design. The course will also discuss tools for managing supply chains, re-engineering the supply chain, and the role of IT in supply chain integration.

**Teaching:** 18 hours of lectures and 12 hours of seminars in the LT.

**Formative coursework:** Students will be expected to produce 6 exercises in the LT.

Six exercises in the last six weeks of the course.

**Indicative reading:**

- "Fast, Global, and Entrepreneurial: Supply Chain Management, Hong Kong Style (An interview with Victor Fung)"
- "Sorenson Research Company, Abridged," Harvard Business School, Case 9-677-257.
- The Bullwhip Effect in Supply Chains. H.L. Lee, V. Padmanabhan, & S. Whang, Sloan Management Review, Spring 1997.
- "Sport Obermeyer Ltd." Harvard Business School, Case 695022
- "Northco (A)," Harvard Business School, Case 9-697-017.
- "Barilla SpA (A)", Harvard Business School, Case 9-694-046.

**Assessment:** Essay (50%, 3000 words), presentation (20%), continuous assessment (20%) and class participation (10%) in the LT.

The presentation will be completed in groups of no more than three students per group.

## MG467 Half Unit Not available in 2022/23

### Strategy and Change in Public Sector Management

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Michael Barzelay NAB 3.19

**Availability:** This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management), MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Management (1 Year Programme), MSc in Management and Strategy and MSc in Management of Information Systems and Digital Innovation. This course is available as an outside option to students on other programmes where regulations permit.

This course cannot be combined with MG402 Public Management: A Design-Oriented Approach.

**Pre-requisites:** N/A

**Course content:** The course is designed to strengthen professional competences in effectuating the intent of public organizations, public programs, and related forms of enterprise within government. In support of this aim, the course enables students to acquire – and use – professional knowledge about public organizations, especially the performance of their constitutive management functions of planning, directing, coordinating and controlling. The focus of knowledge-use is within design-projects whose role within public organizations is to generate novel mechanisms in the form of systems, plans, and performances. The use of this knowledge is accentuated through theory-based experiential learning aimed at improving the professional abilities of sense-making, designing, argumentation, and dramatization – all of which involves mechanism-intent thinking about public organizations. Further, the course teaches how to translate purposive theories of enterprise-management into useful reference



points for public organizations and their design-projects; in complementary fashion, the course examines the theory and practice of conducting case studies with the aim of providing insight into how mechanisms work within situated public organizations to perform their management and other functions and, thereby, to effectuate their intent in creating public value. The teaching format includes discussion of case study analysis and design. The course also considers the past and future of public management as a design-oriented professional discipline.

**Teaching:** 30 hours of lectures in the LT.

It will be open to students on this course to attend a writing skills workshop in Week 6 on foundations of understanding and presenting mechanism-intent argumentation about enterprises and managing. This session does not form part of the formal teaching on the course.

**Formative coursework:** Students will be expected to produce 1 essay in the LT and 1 essay in the ST.

**Indicative reading:** M. Barzelay, *Public Management as Design-Oriented Professional Discipline* (2019), M Moore, *Creating Public Value: Strategic Management in Government* (1995); S Funnell & P Rogers, *Purposeful Program Theory: Effective Use of Change and Logic Models* (2011), M Barzelay & C Campbell, *Preparing for the Future: Strategic Planning in the U.S. Air Force* (2003); J Bryson, *Strategic Planning for Public and Nonprofit Organizations* (2018); E Bardach, 'The Extrapolation problem: How can we learn from the experience of others?' (2004); J van Aken, et al, *Problem-Solving in Organizations* (2007), J Tandler & S Freedheim, 'Trust in a rent-seeking world: Health and government transformed in northeast Brazil' (1994), P Coughlan, J Suri, & K Canales, 'Prototypes as (design) tools for behavioral and organizational change: A design-based approach to help organizations change work behaviors' (2007), and W Booth, G Colomb & J Williams, *The Craft of Research* (2006).

**Assessment:** Essay (45%, 2500 words) and case analysis (45%). Class participation (10%) in the LT.

The assessment for this course consists of the following:

A 2,500 word case analysis (45% of overall mark).

A 2,500 word individual essay (45% of overall mark).

Class participation (10% of overall mark)

## MG468 Half Unit

### Foundations of Management III: Business Ethics, Corporate Governance and Ethical Leadership

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Alexander Pepper MAR 5.38

**Availability:** This course is compulsory on the Global MSc in Management, Global MSc in Management (CEMS MIM) and Global MSc in Management (MBA Exchange). This course is not available as an outside option.

This is a core course for Global Master's in Management students and is not available as an outside elective.

**Pre-requisites:** This is a second year course for Global Master's in Management students who must have successfully completed the first year of the programme.

**Course content:** The purpose of the course is to provide students with a thorough understanding of key ideas in business ethics, corporate governance and ethical leadership, in order to prepare them for future leadership roles. Business leaders have a special role to play because of their ability to determine an organisation's mission, vision and values, how companies should be governed and led, and the ethical standards which business should aspire to. In the first part of the module, we consider two historical approaches to the ethical responsibilities of managers. According to the shareholder value maximisation approach, the interests of shareholders take priority over the interests of other stakeholders. According to the stakeholder approach, managers are morally obliged to balance competing stakeholder interests in their

decision-making. We discuss how both these approaches are importantly incomplete, and how a combination of two more recent approaches, the so-called "team-production theory of company law" and "market failures approach", may provide a viable alternative.

In the second part of the module we look at corporate governance, focusing in particular on the different roles of directors, managers and the main board.

In the final part of the module we look at organisational leadership in the context of business ethics and corporate governance. We examine various models of organisational leadership, including Michael Maccoby's thesis that many business leaders today are "productive narcissists", as well as recent research on authenticity, gravitas, and ethical leadership.

Our teaching encourages students to address questions such as:

- What obligations do business leaders owe to shareholders, employees, customers and other stakeholders?
- What is the difference between corporate governance and organisational management?
- What is the difference between organisational management and business leadership?
- What are the incredible pros and inevitable cons of narcissistic leadership?
- Are normative questions of "character" relevant in an organisational context?
- What constituted good ethical decision-making?

**Teaching:** 15 hours of lectures and 15 hours of seminars in the LT.

**Formative coursework:** Formative feedback will be provided in respect of participation in seminars.

**Indicative reading:** General

Mayer, C. (2018) *Prosperity: Better Business Makes Greater Good*. Oxford University Press

Business ethics

Heath, J. (2014) *Morality, Competition, and the Firm: The Market Failures Approach to Business Ethics*. Oxford: Oxford University Press., especially Chps 1,2 and 4, which are particularly relevant for weeks 2-4.

Moore, G. (2016) *Virtue at Work – Ethics for Individuals, Managers, and Organizations*. Oxford University Press, especially Chapter 4, relevant for week 11.

Governance

Mook, L. (2013) (ed.) *Accounting for Social Value*. University of Toronto Press

Tricker, B. (2019) *Corporate Governance: Principles, Policies and Practices* 4th ed. Oxford University Press

Leadership

Maccoby, M. (2007) *The Leaders We Need: And What Makes Us Follow*. Harvard Business Review Press., relevant for weeks 8-10.

Miller, C. (2018) *The Character Gap - How Good Are We?* Oxford University Press.

Newton, R. (2019) *Authentic Gravitas: Who Stands Out and Why*. The Orion Publishing Company Limited., relevant for weeks 8-10

**Assessment:** Assignment (75%), group exercise (15%) and other (10%).

Assessment is in three parts:

1. A slide deck (5 slides only) to be submitted in connection with a case study presentation (15% of total marks, assessed on a group basis).
2. Speaker's notes (500 words) to be submitted in connection with the debate in Week 11 (10% of total marks, assessed on an individual basis)
3. A 3500 word summative assignment (75% of total marks, assessed on an individual basis) to be completed at the end of the course.

## MG469 Half Unit

### Extended Essay for Management

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jonathan Liebenau MAR 5.30

**Availability:** This course is compulsory on the Global MSc in



Management (CEMS MIM) and Global MSc in Management (MBA Exchange). This course is not available as an outside option.

**Pre-requisites:** Students must have taken either 'Introduction to Quantitative Analysis (MY451L / MY451M)' or 'Applied Regression Analysis (MY452L / MY452M)'.

**Course content:** Students will undertake an extended essay which should normally be based on previously studied courses. It will not involve any primary research.

**Teaching:** 1 hour of lectures in the MT. 2 hours of lectures in the ST.

**Formative coursework:** Students will be required to submit a short outline of their proposed topic in week 8/9 of Lent term in order for a supervisor to be allocated. The supervisor will provide "light touch" supervision.

**Indicative reading:**

- Wray, Alison and Mike Wallace (2006). *Critical Reading and Writing for Postgraduates*. London: Sage
- Booth, Wayne C., Gregory G. Colomb and Joseph Williams (2008). *The Craft of Research*. Chicago: University of Chicago Press.
- Ridley, Diana (2008). *The Literature Review: A Step-by-step guide for students*. London: Sage.
- Tharenou, Phyllis, Ross Donohue, and Brian Cooper (2007). *Management Research Methods*. Cambridge: Cambridge University Press.
- Gill, John and Phil Johnson (2010) *Research Methods for Managers* (3rd edition). London: Sage
- Easterby-Smith, Mark, Richard Thorpe, and Paul Jackson (2012). *Management Research* (4th edition). London: Sage.

**Assessment:** Essay (100%, 6000 words).

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## MG470 Management Dissertation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jonathan Liebenau MAR 5.30

**Availability:** This course is compulsory on the Global MSc in Management. This course is not available as an outside option. This is available to students on Global Masters in Management only.

**Pre-requisites:** Students must have taken either 'Introduction to Quantitative Analysis (MY451L / MY451M)' or 'Applied Regression Analysis (MY452L / MY452M)' and another methods course from the electives list.

**Course content:** Dissertations are based on a research question which students are required to agree with their assigned dissertation supervisor in year two.

Research questions may be investigated by:

- (a) Framing the question via a literature review and examining the problem in more detail through a small scale empirical research project, using either primary or secondary data sources; OR
- (b) Carrying out an extended literature review to provide a rigorous analysis of existing research investigating the problem.

This course is compulsory on the Global MSc in Management. This course is not available as an outside option.

**Teaching:** 3 hours of lectures in the MT. 4 hours and 30 minutes of lectures in the LT.

**Formative coursework:** No formative work is appropriate but students will meet regularly with advisers so will have an indication of how they are progressing.

**Indicative reading:**

- Wray, Alison and Mike Wallace (2006). *Critical Reading and Writing for Postgraduates*. London: Sage
- Booth, Wayne C., Gregory G. Colomb and Joseph Williams (2008). *The Craft of Research*. Chicago: University of Chicago Press.
- Ridley, Diana (2008). *The Literature Review: A Step-by-step guide for students*. London: Sage.
- Tharenou, Phyllis, Ross Donohue, and Brian Cooper (2007). *Management Research Methods*. Cambridge: Cambridge University Press.
- Gill, John and Phil Johnson (2010) *Research Methods for*

*Managers* (3rd edition). London: Sage

- Easterby-Smith, Mark, Richard Thorpe, and Paul Jackson (2012). *Management Research* (4th edition). London: Sage.

Other readings will be provided during lectures in MT and by dissertation advisors.

**Assessment:** Dissertation (90%, 10000 words) in August. Essay (10%, 1000 words) in the LT.

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## MG471 Half Unit Not available in 2022/23 Chinese Economy: Entrepreneurship, Innovation and Growth

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Ruixue Jia

**Availability:** This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MSc in Management (1 Year Programme) and MSc in Management and Strategy. This course is available with permission as an outside option to students on other programmes where regulations permit. Course is available at the discretion of the Course Leader and following the admissions criteria of the Dept of Management.

**Course content:** Why has China been growing so fast in the past few decades? Is China's economic growth sustainable? How do firms behave in such a quasi-market economy known for a lack of rule of law and weak property rights? The course is designed to investigate these topical questions and provide students with a general overview of existing research on China's development, with emphasis on economic and management perspectives.

This course consists of lectures and group sessions related to China's development, organized along the behaviour of firms. We will cover the following major topics:

- 1) Institutions: Firms in the shadows of governments.
- 2) The State vs. the Private Ownership: what is the difference?
- 3) Entrepreneurship: who create the private firms?.
- 4) Innovation: does firms' innovation follows the government or the market?.
- 5) Chinese Investment Abroad: what are the consequences?

In addition, the course also aims to help students find topics for their future research such as their master thesis.

**Teaching:** 20 hours of lectures and 10 hours of seminars

**Formative coursework:** Each student is expected to present twice in this course with prepared slides. Students will receive feedback on both substance and presentation skills.

**Indicative reading:**

- Naughton, Barry J. *The Chinese economy: Adaptation and growth*. MIT Press, 2018. Chapter 14, 15
- Song, Zheng, Kjetil Storesletten, and Fabrizio Zilibotti. "Growing like china." *American economic review* 101, no. 1 (2011): 196-233.
- Hsieh, Chang-Tai, and Peter J. Klenow. "Misallocation and manufacturing TFP in China and India." *The Quarterly journal of economics* 124.4 (2009): 1403-1448.
- Chong-en Bai, Ruixue Jia, Hongbin Li and Xin Wang (2020), "Entrepreneurial Reluctance: Academic Talent and Firm Creation in China," Working Paper
- Wei, Shang-Jin, Zhuan Xie, and Xiaobo Zhang. "From" Made in China" to" Innovated in China": Necessity, prospect, and challenges." *Journal of Economic Perspectives* 31.1 (2017): 49-70.
- Chen, Zhao, Zhikuo Liu, Juan Carlos Suárez Serrato, and Daniel Yi Xu. Notching R&D investment with corporate income tax cuts in China. No. w24749. National Bureau of Economic Research, 2018.

**Assessment:** Essay (50%), group presentation (40%) and class participation (10%) in the LT.

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## MG472 Half Unit

### Management and Socioeconomics of Digital Innovation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Antonio Cordella MAR 4.35

**Availability:** This course is compulsory on the MSc in Management of Information Systems and Digital Innovation. This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM) and Global MSc in Management (MBA Exchange). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** This course has a strong focus on the management and economics of digital innovation and assumes a general understanding of the key information and communication technologies. Students are expected to have a basic understanding of the implementation and management of information systems in organisations.

**Course content:** The objective of this core course on the MSc MISDI programme is to address the managerial challenges associated with the most innovative digital innovations. This course does not focus on one specific technology but rather on the managerial, economic and organisational factors that shape the value generated by different clusters of digital innovations. Examples will be drawn from the implementation of digital innovations, such as platforms and ecosystems; artificial intelligence and learning algorithms; blockchain technologies; social computing; information services; and open innovation. The focus of this course is on the factors and processes that determine how different digital innovations create value for the organisations adopting them.

Discussing technological and organisational factors that determine business value creation led by different digital innovations the course provides unique managerial skills to successfully manage and exploit digital innovations to enhance organisational performance and business value creation. Whether organizations operate globally, regionally or nationally they are highly dependent on digital innovations produced by information and communication technologies for fulfilling their missions.

This course reviews the managerial and economic foundations of information systems and digital innovation and examines key insights about the emerging roles of ICTs and digital innovation in supporting organizations' performance. In this course we examine how the digital innovation-created value for organisations is dependent on specific economic dynamics and management strategies. Having reviewed distinctive digital innovations widely adopted by contemporary organisations, we identify issues of critical importance for information systems management including: the analysis of the economic dynamics that determine how different information systems generate value; the analysis of the technical functionalities of information systems; the assessment of the impact that these technical functionalities have on the business performance; the evaluation of business and organisational challenges associated with digital innovation adoptions; and how to best negotiate the organisation's business needs with technological requirements and functionalities.

The course provides a strategic overview of the management of information systems and innovation. We review theoretical approaches and frameworks used in practice and consider them alongside the academic literature on transaction costs, network economics, information systems strategy, and organization studies. Students studying this course will gain an understanding of how trends in strategy and operations are entangled with current processes of digitization and what these conditions of possibility mean going forward.

At the end of the course participants will be able to:

- 1 Understand what digital innovation is and how it shapes the contemporary economy.
- 2 Learn the fundamental theories, frameworks and strategies of management, economics and technology that underpin digital innovation business evolution.

- 3 Understand how leading cases of digital innovation generate value and how to successfully manage the associated challenges.
- 4 Recognise the complexity of factors that shape digital innovation business models

5 Use analytical frameworks for understanding the impact of digital innovation on organisational performance

6 Recognise and make recommendations on the strategic potential and impact of information systems and digital innovation in different organizational contexts.

7 Decide how organisations can best evolve in new markets.

**Teaching:** 20 hours of lectures and 10 hours of seminars in the MT. 1 hour and 30 minutes of lectures in the ST.

A reading week will take place in Week 6. There will be no teaching on MG472 during this week.

**Formative coursework:** Classes are based around reading and discussing selected journal articles from the course reading list. Formative feedback is provided on a mock examination, with questions from MG472, MG481 and MG487 will be held.

**Indicative reading:**

- Alaimo, C., Kallinikos, J., and Valderrama, E. 2019. "Platforms as Service Ecosystems: Lessons from Social Media;" *Journal of Information Technology*.
- Androulaki, E., Barger, A., Bortnikov, V., Cachin, C., Christidis, K., De Caro, A., Enyeart, D., Ferris,
- Buterin, V., 2014. A next-generation smart contract and decentralized application platform. white paper.
- Cordella A., 2006. Transaction costs and information systems: does IT add up? *Journal of Information Technology*, 21(3), pp.195–202.
- Cusumano, M. A., A. Gawer, & D. B. Yoffie (2019): *The Business of Platforms: Strategy in the Age of Digital Competition, Innovation, and Power*. Harper Business
- Faraj, S., Pachidi, S., & Sayegh, K. (2018). Working and organizing in the age of the learning algorithm | Elsevier Enhanced Reader. *Information and Organization*, 28, 62-70. doi:10.1016/j.infoandorg.2018.02.005
- Krogh, G. v. (2018). Artificial Intelligence in Organizations: New Opportunities for Phenomenon-Based Theorizing. *Academy of Management Discoveries*, 4(4), 404-409. doi:10.5465/amd.2018.0084
- Lemieux, V.L., 2016. Trusting records: is Blockchain technology the answer?. *Records Management Journal*, 26(2), pp.110-139.
- Nakamoto, S., 2008. Bitcoin: A peer-to-peer electronic cash system.
- Rochet, J.-C. & J. Tirole (2003): Platform Competition in Two-Sided Markets. *Journal of the European Economic Association*, vol. 1, no. 4, pp. 990-1029.
- Shapiro, C., Carl, S. and Varian, H.R., 1998. *Information rules: a strategic guide to the network economy*. Harvard Business Press.
- Sharma, R., Mithas, S., & Kankanhalli, A. (2017). Transforming decision-making processes: a research agenda for understanding the impact of business analytics on organisations. *European Journal of Information Systems*, 23(4), 433-441. doi:10.1057/ejis.2014.17
- Shrestha, Y. R., Ben-Menahem, S. M., and Krogh, G. v. 2019. "Organizational Decision-Making Structures in the Age of Artificial Intelligence;" *California Management Review*.
- von Krogh, G. 2018. "Artificial Intelligence in Organizations: New Opportunities for Phenomenon-Based Theorizing," *Academy of Management Discoveries* (4:4), pp. 404-409.

Essential Readings to be done on a weekly basis to build up general knowledge:

- The Economist – weekly news and regular relevant special studies.
  - The Financial Times – daily world commentary, regular regional/ theme special issues and archive.
  - The Wall Street Journal – detailed daily world commentary.
- The main journals that students may wish to search for additional articles on globalisation, business strategy, management and digital business are:
- Academy of Management Executive
  - Academy of Management Review

- Strategic Management Journal
- Long Range Planning
- Journal of Management Studies
- Journal of International Business Studies
- Journal of Management
- Management Information Systems Quarterly
- Executive
- Journal of Strategic Information Systems
- Organization Science
- Management International Review
- Harvard Business Review
- Sloan Management Review
- California Management Review

**Assessment:** Exam (100%, duration: 3 hours) in the summer exam period.

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## MG473 Half Unit Negotiation Analysis

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr. Aurelie Cnop

Dr. Karin King

**Availability:** This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MRes/PhD in Management (Employment Relations and Human Resources), MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations/CIPD), MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Management (1 Year Programme), MSc in Management and Strategy and MSc in Social Innovation and Entrepreneurship. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** Being a skilful negotiator is a core competence of effective managers in organisations today. This course introduces students to the essential concepts underlying effective negotiations and draws on both scholarly evidence and practical case exercises. The course curriculum covers essential negotiation concepts such as distributive and integrative bargaining, sometimes called pie-slicing and pie-expanding approaches, two-party and multi-party negotiation, as well as more advanced issues such as the impact of culture and the psychology of judgement and decision-making. Considering more advanced issues, lecturers highlight the importance of power, tactics, strategy, information and trust in shaping the structure and outcomes of negotiations. Students will engage in weekly negotiation simulation exercises to help them understand the concepts and develop their negotiation skills.

**Teaching:** 30 hours of seminars in the LT.

Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Over the course of the term, students will compile a weekly learning journal reflecting on their experience in the negotiation case exercises and linking their analysis to the concepts and theories in the literature which have been taught in a given week.

Collective formative feedback is provided on case journals from weeks 1 through 4 and on class participation. Learning journals then form the foundation of the students' later summative work on the Negotiations Cases Journal. Students will also complete a formative essay. The formative essay is a learning activity which supports students to prepare for the summative essay.

**Indicative reading:** The main text, covering most of the material in the course is: Leigh Thompson, *The Mind and Heart of the Negotiator*, 7th edition Pearson, Harlow, 2020.

Students will be expected to read the set of essential readings which are provided in the MG473 Reading List. This is carefully curated for focus and quality over quantity.

The following texts are also recommended, as optional:

Roger Fisher and William Ury, *Getting to Yes: Negotiating Agreement Without Giving In*, Penguin Books, New York, 2012  
Ken Binmore, *Game theory: A Very Short Introduction*, Oxford University Press, Oxford, 2007

Andrew M. Colman, *Game Theory and its Application to the Social and Biological Sciences*. Routledge, Hove, 1999; Roy Lewicki et al 2020 *Negotiation*

**Assessment:** Essay (75%, 2000 words) in the ST.

Learning log (25%) in the LT.

Negotiation Cases Journal (25%) to be submitted in the LT and Essay (75%, 2000 words) to be submitted in the Summer Term. The Negotiations Cases Journal comprises 25% of the overall course grade and is submitted at the end of the Lent Term.

The course uses a continuous reflective exercise through the weekly use of a Negotiations Journal which comprises 25% of the overall course grade. Each week, students critically reflect on their experience in the week's negotiation simulation case. In doing so, students analyse each negotiation case based on knowledge of core concepts from the literature and write their analysis of the case in their Learning Journal in the form of a Learning Log for a given case. During the term, students submit their Negotiations Journal in draft, as a formative assessment for which they receive formative feedback. At the end of the term students submit their Negotiations Journal for summative assessment. In doing so, they select and submit their choice of three (3) of their case-specific learning logs.

The written essay is the second of two summative assessments in MG473 and comprises the remaining 75% of the overall course grade. The summative essay is submitted in the Summer Term. Summative essay questions are released at the end of the Lent Term when students submit their Negotiations Cases Journal.

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## MG475 Half Unit Organisational Theory

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Lourdes Sosa MAR 5.40

**Availability:** This course is compulsory on the MSc in Human Resources and Organisations (Organisational Behaviour). This course is available on the MRes/PhD in Management (Employment Relations and Human Resources) and MSc in Human Resources and Organisations (International Employment Relations/CIPD). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** Organisations exert a central force in contemporary work and society. From the rise of large, machine-like bureaucracies in the 19th century to the flat, networked firms of nowadays, different assemblages of people and technology have produced a rich ecology of organisational forms – multinationals, R&D laboratories, etc. Organisational theory examines these arrangements with respect to their internal and external environment elements and dynamics - e.g. organisational design, inter-organisational collaboration, etc. The course readings include a selection of classic research on organisation theory to help students understand organisations as entities that influence the life of their members and affect work and society more generally.

**Teaching:** 15 hours of lectures and 15 hours of seminars in the MT. 1 hour and 30 minutes of lectures in the ST.

Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students will complete a formative assessment. Details will be provided in class.

**Indicative reading:** Foss, N.J. (2003). Selective Intervention and Internal Hybrids: Interpreting and Learning from the Rise and Decline of the Oticon Spaghetti Organization. *Organization Science*. 14(3): 331-349.

Baron, J.N., Hannan, M.T., & Burton, M.D. (2001). Labor Pains: Change in Organizational Models and Employee Turnover in Young, High-Tech Firms. *American Journal of Sociology*. 106(4): 960-



1012.

**Assessment:** Exam (50%, duration: 2 hours) in the summer exam period.

Essay (40%) and class participation (10%) in the MT.

## MG476 Half Unit

### Corporate Social Responsibility and International Labour Standards

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Sarah Ashwin, MAR 5.18

**Availability:** This course is available on the MRes/PhD in Management (Employment Relations and Human Resources), MSc in Accounting, Organisations and Institutions, MSc in Global Politics, MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations/CIPD), MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Human Rights and Politics and MSc in Social Innovation and Entrepreneurship. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Any social science background.

**Course content:** Corporate Social Responsibility (CSR) is becoming an expected element of corporate strategy. This course critically evaluates CSR, focusing on firms' attempts to prevent labour standards violations in their supply chains. We begin by analysing the rise of CSR, setting it in the context of global value chains, international labour standards, and emerging private forms of regulation. We then analyse topics such as: the impact of CSR on corporate financial performance; whether CSR is an effective means of raising labour standards; theories of CSR; how to embed CSR within the firm and comparative CSR. The course includes plenty of examples of how large firms are dealing with the ethical challenges posed by global supply chains. The course is interdisciplinary, and students are encouraged to bring insights from their "home" discipline so that seminars become a mutual learning experience. The course will include one lecture from a CSR professional.

**Teaching:** 10 hours of lectures and 15 hours of seminars in the LT. 1 hour and 30 minutes of seminars in the ST.

**Formative coursework:** One 2,000 word essay in LT.

**Indicative reading:** Crane, A. et al. (2008) *The Oxford Handbook of Corporate Social Responsibility*, Oxford: OUP.

Kaplan, S. (2019) *The 360° Corporation: From Stakeholder Trade-offs to Transformation*. Stanford: Stanford University Press.

Kuruvilla, S. (2021) *Private Regulation of Labor Practices in Global Supply Chains: Problems, Progress and Prospects*, Ithaca and London: ILR Press

Vogel, D. (2005) *The Market For Virtue: The Potential and Limits of Corporate Social Responsibility*, Washington D.C.: Brookings Institution Press.

**Assessment:** Essay (55%, 2000 words) and take-home assessment (40%) in the ST. Class participation (5%).

## MG477 Half Unit

### Strategic Reward: Key Models and Practices

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Rebecca Campbell MAR.5.15

**Availability:** This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations/CIPD) and

MSc in Human Resources and Organisations (Organisational Behaviour). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** The aim of the course is to introduce the main theoretical models relating to employee and executive reward and to relate these to current pay practices. By the end of the course it is intended that students will be able to:

1. Describe the main economic, psychological and sociological theories relating to pay, reward and performance management;
2. Discuss current pay practices in both the private and public sectors, including variations between different countries, and evaluate these in light of the theoretical models;
3. Communicate effectively about pay and reward matters in a variety of professional and academic styles.

**Teaching:** 15 hours of lectures and 15 hours of seminars in the LT. Students are expected to prepare for, and contribute to, the seminars. Seminars will include group work, preparing and giving presentations, case analyses, small group discussions, and self-assessment exercises. Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students will receive group feedback in class on case study analysis. In addition, regular informal quizzes will be conducted covering the readings or lecture material of the current week to support learners to consolidate their understanding of the main issues in the topic, to encourage questions, and to provide clarification.

**Indicative reading:** Course text books

Jones, E., and Perkins, S. (2020) *Reward Management, Alternatives, Consequences and Contexts*. CIPD, London (earlier editions are acceptable); White, G and Druker, J (2008) *Reward Management – a Critical Text*. Second edition. Routledge..

General reading

Gerhardt, B and Rynes, S (2000) *Compensation in Organizations, Current Research and Practice*. San Francisco, Jossey Bass.

Gomez-Mejia, L., Berrone, P., & Franco-Santos, M. (2010) *Compensation and Organizational Performance – Theory, research and Practice*. M.E. Sharpe

Hallock, K. (2012) *Pay – Why People Earn What They Earn (and What You Can Do Now to Make More)*. Cambridge University Press.

Pepper, A. (2015) *The Economic Psychology of Incentives*. Palgrave Macmillan..

Pepper, S. (2006) *Senior Executive Reward – Key Models and Practices*. Gower Publishing.

Trevor, J. (2011) *Can Pay Be Strategic?* Palgrave Macmillan.

**Assessment:** Case analysis (20%) in the LT Week 9.

Case analysis (70%) in the period between LT and ST.

Class participation (10%) in the LT.

## MG478 Half Unit

### The Management of People in Global Companies

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Katie-Anne Best

**Availability:** This course is compulsory on the MSc in Human Resources and Organisations (Human Resource Management/CIPD) and MSc in Human Resources and Organisations (International Employment Relations/CIPD). This course is available on the Global MSc in Management, Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Human Resources and Organisations (Organisational Behaviour) and MSc in Management (1 Year Programme). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This course examines how current global factors influence the management of human resources in global enterprises. It explores how emerging digital technologies influence the forms of work and the roles of HRM in supporting



digital transformation and virtual work, the roles of HRM in supporting organizational changes such as merger & acquisition or outsourcing, and how HRM can help organizations meet contemporary social expectations such as diversity and social responsibilities. This is a practical course that draws heavily on case studies to analyze current issues in HRM and good practices. The course discusses topics such as: digital HRM, global virtual teams, flexible work arrangement and employee wellbeing, global diversity and inclusion, HR in mergers & acquisitions, outsourcing and HR, and HR & global corporate social responsibility.

**Teaching:** 15 hours of lectures and 15 hours of seminars in the LT. Teaching will be supplemented by several guest speakers from leading industry practitioners.

Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students will have the opportunity to write a management case memo based on a case discussed during the seminars. The feedback will prepare students for the summative case memos and analysis of new case in the final exam.

**Indicative reading:** Lazarova, M., Thomas, D. C., & Farndale, E. (2021). *Essentials of International Human Resource Management: Managing People Globally*. Edward Elgar Publishing.

Chong, S., Huang, Y., & Chang, C.-H. (D.). (2020). Supporting interdependent telework employees: A moderated-mediation model linking daily COVID-19 task setbacks to next-day work withdrawal. *Journal of Applied Psychology*, 105(12), 1408–1422. . Farh, C. I. C., Liao, H., Shapiro, D. L., Shin, J., & Guan, O. Z. (2021). Out of sight and out of mind? Networking strategies for enhancing inclusion in multinational organizations. *Journal of Applied Psychology*, 106(4), 582–598.

Edwards, M. R., & Edwards, T. (2013). Employee responses to changing aspects of the employer brand following a multinational acquisition: a longitudinal study. *Human Resource Management*, 52(1), 27–54.

**Assessment:** Class participation (10%).

Case analysis (30%) and take-home assessment (60%) in the ST. For the case analysis memos, each student will be expected to provide an individual solution to issues in the case

The take home assessment consists of an unseen case analysis and an essay question.

## MG479 Half Unit

### Information Systems for the Public Sector: Digital Government and Service Innovation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Antonio Cordella MAR 4.35

**Availability:** This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MSc in Management (1 Year Programme), MSc in Management of Information Systems and Digital Innovation, MSc in Strategic Communications and Master of Public Administration. This course is available as an outside option to students on other programmes where regulations permit.

**Course content:** Digital government and digital public sector services are the result of the widespread adoption of ICTs, Web processes and social media in public sector organisation - which cumulatively transform and may 'producize' the nature of public services delivered to citizens. This course covers the recent and likely-future major organizational and technology change processes in the government sector. Core topics include: the distinctive aspects of the public administration context for technology-enabled innovation; digital government and public sector reform; public sector ICT innovation and public value creation; the use of ICTs to streamline public services as part

of wider business process changes; measuring and growing productivity via digital changes; 'digital by default' services and social media in government; and next-generation shifts to EDGE (Essentially Digital Governance).

**Teaching:** 20 hours of lectures, 10 hours of seminars and 4 hours of workshops in the LT.

A reading week will take place in W6. There will be no teaching during this week.

**Formative coursework:** Students will be expected to produce 1 essay in the LT.

One 1000-word formative essay to be submitted in week 7.

Formative feedback is also provided on class participation with seminars based around reading and discussing selected journal articles.

**Indicative reading:**

- Ahn M.J. & Bretschneider S., 2011. Politics of E-Government: E-Government and the Political Control of Bureaucracy. *Public Administration Review*, 71(3), pp.414–424.
- Alford J. & Hughes O., 2008a. Public Value Pragmatism as the Next Phase of Public Management. *The American Review of Public Administration*, 38(2), pp.130–148.
- Alfred Tat-Kei Ho, 2002. Reinventing Local Governments and the E-Government Initiative. *Public Administration Review*, 62(4), pp.434–444..
- Andrew Kakabadse, Nada K. Kakabadse and Alexander Kouzmin, 2003. Reinventing the Democratic Governance Project Through Information Technology? A Growing Agenda for Debate. *Public Administration Review*, 63(1), pp.44–60.
- Bannister, F., & Connolly, R. (2015). The great theory hunt: Does e-government really have a problem?. *Government Information Quarterly*.Vol. 32(1).
- Bertot J.C., Jaeger P.T. & Grimes J.M., 2010. Using ICTs to create a culture of transparency: E-government and social media as openness and anti-corruption tools for societies. *Government Information Quarterly*, 27(3), pp.264–271.
- Cordella A., 2007. E-government: towards the e-bureaucratic form? *Journal of Information Technology*, 22(3), pp.265–274.
- Cordella A. & Iannacci F., 2010. Information systems in the public sector: The e-Government enactment framework. *The Journal of Strategic Information Systems*, 19(1), pp.52–66.
- Cordella, A. & Paletti, A. (2019) Government as a platform, orchestration, and public value creation: the Italian case. *Government Information Quarterly*, 36 (4). ISSN 0740-624X.
- Cordella A. & Willcocks L., 2012. Government policy, public value and IT outsourcing: The strategic case of ASPIRE. *The Journal of Strategic Information Systems*, 21(4), pp.295–307.
- Dunleavy P., 2005. New Public Management Is Dead—Long Live Digital-Era Governance. *Journal of Public Administration Research and Theory*, 16(3), pp.467–494.
- Eriksson O. & Goldkuhl G., 2013. Preconditions for public sector e-infrastructure development. *Information and Organization*, 23(3), pp.149–176.
- Fishenden J. & Thompson M., 2013. Digital Government, Open Architecture, and Innovation: Why Public Sector IT Will Never Be the Same Again. *Journal of Public Administration Research and Theory*, 23(4), pp.977–1004.
- Fitzgerald B., 2011. *Adopting open source software: a practical guide*, Cambridge, Mass: MIT Press.
- Janssen M., Charalabidis Y. & Zuiderwijk A., 2012. Benefits, Adoption Barriers and Myths of Open Data and Open Government. *Information Systems Management*, 29(4), pp.258–268.
- Kim, B. J. (2015). Political efficacy, community collective efficacy, trust and extroversion in the information society: Differences between online and offline civic/political activities. *Government Information Quarterly*, 32(1), 43–51.
- Lanzara, G.F. "Buiding digital institutions: ICT and the rise of assemblages in government" in Contini, F., and Lanzara, G.F. (Ed.) *ICT and innovation in the public sector* Pelgrave, London, 2008.
- Meijer A.J., 2008. E-mail in government: Not post-bureaucratic but late-bureaucratic organizations. *Government Information Quarterly*, 25(3), pp.429–447.

- Nogrask J. & Vintar M., 2014. E-government and organisational transformation of government: Black box revisited? *Government Information Quarterly*, 31(1), pp.108–118.
- O'Reilly T., 2011. Government as a Platform. *Innovations: Technology, Governance, Globalization*, 6(1), pp.13–40.
- Panagiotopoulos, P., Klievink, B. and Cordella, A., 2019. Public value creation in digital government.
- Sandoval-Almazan R. & Ramon Gil-Garcia J., 2014. Towards cyberactivism 2.0? Understanding the use of social media and other information technologies for political activism and social movements. *Government Information Quarterly*, 31(3), pp.365–378.
- Shah R.C., Kesan J.P. & Kennis A., 2008. Lessons for Government Adoption of Open Standards: A Case Study of the Massachusetts Policy. *Journal of Information Technology & Politics*, 5(4), pp.387–398.

**Assessment:** Essay (60%, 3000 words) and project (40%, 12000 words) in the LT and ST.

The project coursework will be done in groups.

## MG480 Half Unit

### Foundations of Human Resource Management: Strategy and Practice

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Kathy Sun, MAR 5.10

**Availability:** This course is compulsory on the MSc in Human Resources and Organisations (Human Resource Management/ CIPD) and MSc in Human Resources and Organisations (Organisational Behaviour). This course is not available as an outside option.

**Course content:** The course examines central issues pertinent to the theory and practice of Human Resource Management (HRM). It introduces students to a range of theoretical perspectives which underpin the ways in which organisations manage the employment relationship through the deployment of HRM strategy and policy. From a practice perspective, it reviews challenges involved in the design, implementation and evaluation of both overall HRM strategy and specific practice areas. In this respect we review HR policy and practice in the areas of diversity and inclusion, recruitment and selection, job redesign, training and development, employee voice and conflict, engagement, retention and attrition, performance management and appraisal, and strategic HRM.

**Teaching:** 15 hours of lectures and 13 hours and 30 minutes of seminars in the MT. 1 hour and 30 minutes of seminars in the ST. Students on this course will have a reading week in Week 6, in line with departmental policy

**Formative coursework:** Students will be expected to produce 1 essay in the MT.

**Indicative reading:** Students are expected to read widely in the appropriate journals; a detailed reading list will be provided at the start of the course.

For students who have not formally studied Human Resource Management previously and/or would like an introduction to course fundamentals, we recommend the following textbook:

- Torrington, et al. (2017). *Human Resource Management*. 10th edition.

If you already have an understanding of Human Resource Management foundations, we recommend the following textbook as it encompasses more than a fundamental text:

- Boxall, P.; Purcell, J.; & Wright, P. (2008): *The Oxford Handbook of Human Resource Management*, Oxford University Press.

Additional textbooks of interest include:

- Boxall, P. and Purcell, J. (2016) *Strategy and human resource management*. 4th ed. Palgrave
- Marsden, D (1999) *A theory of employment systems*, Oxford University Press.

**Assessment:** Exam (60%, duration: 2 hours) in the summer exam period.

Essay (40%, 1500 words) in the LT.

## MG481 Half Unit

### Innovating Organisational Information Technology

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Carsten Sorensen MAR 4.34

**Availability:** This course is compulsory on the MSc in Management of Information Systems and Digital Innovation. This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange and MSc in Operations Research & Analytics. This course is available as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** A basic knowledge of computing, including hardware and software. Students are expected to have a basic understanding of the challenges of implementing and managing information systems in organisations.

**Course content:** The course provides students with a practical and theoretical insight into the processes and practices of developing contemporary Information Systems. The course reflects the diversity of contemporary information systems contexts; discussing how we should manage the development of complex Internet enabled systems and services. The course focuses on new technologies and practices including cloud computing, Software as a Service, mobile and ubiquitous information technology, innovating customer relationship management, DevOps, mediating mutual adjustment and mass-scale mediated communities. The changing architectures of information systems towards an Internet based cloud are key themes of the course. Attention is however also given to the development of traditional ERP and information management systems which remain important in enterprises. The course also discusses the development challenges in small start-ups leveraging existing development platforms. Particular attention is given to problem structuring and problem design issues within such complex settings using Soft Systems Methodology and the Unified Modeling Language as a toolkit. Agile methods form a core part of the teaching, with Extreme Programming, Rapid Application Development and Internet-speed development contrasted with development formalism such as the Rational Unified Model and Capability Maturity Models. To ensure that students gain practical experience we include a one-week intensive "bootcamp" group Sprint project run during reading week in which outside consultants present a "real-world" case study of systems development and the groups undertake to rapidly analyse and design a proposal for a technical solution. This allows students to support their theoretical understanding with a strong practical experience of the pressures and difficulties of systems development today. The "bootcamp" group sprint project provides a realistic experience of developing systems within a consulting role and is supported by classes and question and answer session and face to face discussion. Students gain an understanding of the benefits and difficulties of working within a small team under pressure.

**Teaching:** 20 hours of lectures, 5 hours of seminars and 10 hours of seminars in the MT.

8 hours of these lectures, and 5 hours of classes will occur during the "Bootcamp" Sprint week which runs during reading week (Week 6) of MT.

**Formative coursework:** Students discuss articles, practice systems development techniques, and critically evaluate their success. Formative feedback is provided on class participation.

**Indicative reading:**

- Avison, D. & G. Fitzgerald, *Information Systems Development: Methodologies, Techniques and Tools*, McGraw Hill, 2006.
- Beck, K. and C. Andres (2005). *Extreme Programming Explained*. Addison-Wesley; Benkler, Y. (2006): *The Wealth of Networks*. Yale University Press.
- Beynon-Davis, P. (2019) *Business Information Systems*, Red Globe Press \*This is a textbook on information systems and well regarded. We do not use a textbook in this course and will not refer to this book but if you feel more comfortable with an easy to

- access textbook on key ideas this is a good place to start.
- Carr, N. G. (2008): *The Big Switch*. W. W. Norton & Co.
  - Checkland, P. and J. Poulter (2006). *Learning for Action*. John Wiley and Sons.
  - Christensen, C. M., et al. (2016). *Competing against luck: The story of innovation and customer choice*, HarperBusiness New York.
  - Chishti, S. and J. Barberis (2016). *The Fintech book: The financial technology handbook for investors, entrepreneurs and visionaries*, John Wiley and Sons.
  - Evans, D. S. & R. Schmalensee (2016): *The Matchmakers*. Harvard Business Review Press.
  - Fowler, M. (2004): *UML distilled*. Addison-Wesley Professional.
  - Galliers, B. & W. Currie, ed. (2011): *The Oxford Handbook of Management Information Systems*. Oxford University Press.
  - Greenfield, A. (2017). *Radical technologies: The design of everyday life*, Verso Books.
  - Jarvis, J. (2009): *What Would Google Do?* Collins.
  - Kim, G (2019) *The Unicorn Project: A Novel about Developers, Digital Disruption, and Thriving in the Age of Data*.
  - Knapp, J., J. Zeratsky and B. Kowitz (2016). *Sprint: How to solve big problems and test new ideas in just five days*, Simon and Schuster.
  - Mathiassen, L., J. Pries-Heje, & O. Ngwenyama (2000): *Improving Software Organizations*. Addison Wesley.
  - Monson-Haefel, R. (2009): *97 Things Every Software Architect Should Know*. O'Reilly Media, Inc.
  - Poppendieck, M. & T. Poppendieck (2003): *Lean Software Development*. Addison Wesley.
  - Pralahad, C. K. & M. S. Krishnan (2008): *The New Age of Innovation*. McGraw-Hill Professional.
  - Reis, E. (2011): *The Lean Startup*. Crown Business.
  - Rittinghouse, J.W. & Ransome, J.F. (2009): *Cloud Computing*. CRC Press.
  - Scott, K. (2001). *UML Explained*. Addison-Wesley; Sommerville, I. (2010): *Software Engineering*. Addison Wesley.
  - Searls, D. (2012). *The Intention Economy: When Customers Take Charge*, Harvard Business Press.
  - Thiel, P. & B. Masters (2014): *Zero to One*. Crown Business.
  - Willcocks, L., W. Venters, & E. Whitley (2014): *Moving To The Cloud Corporation*. Basingstoke: Palgrave Macmillan.
  - Zittrain, J. (2008): *The Future of the Internet: And How to Stop It*. Allen Lane.

**Assessment:** Exam (50%, duration: 2 hours) in the summer exam period.

Project (50%) in the MT.

A two-hour unseen examination taken in the ST (50%). The team 'boot camp' project in Week 6 of the MT (50%).

## MG482 Half Unit Innovation and Technology Management

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jonathan Liebenau MAR 5.30

**Availability:** This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Management (1 Year Programme) and MSc in Social Innovation and Entrepreneurship. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** The main focus of this course is on how innovative technologies are managed and their consequences. It includes technological innovation in areas such as telecoms, hi tech industries, pharmaceuticals, biotechnology, space technology, financial technologies. Aspects covered are how new industries are created, how existing industries can be transformed by new technologies, linkages between technological development and the creation of wealth, and implementation success and failure of technological systems. Topics include: technology and

entrepreneurship, technology strategy, R&D management, patents and intellectual property, disruptive radical and incremental innovation, technology policy. Economic, systems, managerial and sociological approaches will be compared using a variety of case studies.

**Teaching:** 15 hours of lectures and 15 hours of seminars in the MT.

Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Classes are based around reading and discussing selected journal articles and case studies available on or through the course Moodle site. Formative feedback is provided on class participation. In addition, students will present an essay plan in preparation for the final case-based essay, on which formative feedback will be provided.

**Indicative reading:** JJ Howells, *The Management of Innovation and Technology*, Sage, 2005;

J Fagerberg, D.C. Mowery, and R.R. Nelson (Eds.), *The Oxford handbook of innovation* (Series Oxford Handbooks in Business and Management), Oxford University Press, 2006;

D MacKenzie, *Knowing Machines: Essays on Technical Change*, MIT Press, 1998;

M Bauer (Ed), *Resistance to New Technology: Nuclear Power Information Technology and Biotechnology*, CUP 1995;

M Biagioli (Ed), *The Science Studies Reader*, Routledge, 1999;

H Collins & T Pinch, *The Golem at Large: What you should know about technology*, Cambridge University Press, 1998;

C Perrow, *Normal Accidents: living with high-risk technologies*, Basic Books, 1984;

D Mowery & N Rosenberg, *Paths of Innovation: technological change in 20th century America*, Cambridge University Press, 1998;

**Assessment:** Essay (80%, 5000 words) in the LT.

Presentation (20%) in the MT.

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## MG483 Half Unit eHealth: Policy, Strategy and Systems

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Elzbieta Taylor MAR 4.26

Teacher known as Ela Klecun.

**Availability:** This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Health and International Development and MSc in Management of Information Systems and Digital Innovation. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** There are no prerequisites. Students should have some appreciation of information management and systems implementation issues, and some understanding of healthcare systems. A short set of readings will be provided for students who require this background understanding.

**Course content:** This course aims to give the students theoretical and practical insights into the key issues informing policy and practice for digitalisation of healthcare. It does not teach technical design or programming skills but rather it aims to develop 'hybrid professionals' able to bridge healthcare management and information technology worlds. Hence, students from all backgrounds are welcomed.

As the result of COVID-19 pandemic healthcare is facing unprecedented challenges. Digital technologies are seen as critical in handling those. Many governments around the world are using digital channels to provide information to the public. Various apps are helping us to stay fit, to look after our mental health and to connect with health professionals. New systems have been developed for contact tracing. More significantly perhaps, the way the mainstream healthcare services, such as primary care are delivered is being transformed, from face-to-face to online. Simulation modelling and population based management tools are increasingly utilised to better plan and manage health of



populations and delivery of health services. Robotics and AI are hailed as breakthrough innovations. Many of the information technologies (IT) and service models utilized currently have existed in some form for years. Their adoption has been hindered by complex regulatory, organizational, social and technical problems. Significant challenges still remain. In this course we will explore opportunities for transforming healthcare and challenges faced in planning for, developing and adopting digital services and underlying healthcare information systems and infrastructures. The approach taken in this course to understanding those issues is informed by a socio-technical perspective that considers society (institutions, rules and regulations, work practices and people) and technology as inter-related. Both lectures and seminars are dedicated to presenting different aspects of eHealth. The seminars consist of student-led, in-depth discussions on issues related to particular topics within eHealth. The course assignments (blog post and essay) offer the students an opportunity to critically engage with their chosen topic. Topics addressed in the course include: assessing the transformative potential of digital technologies for health, the evolution and current state of information systems in primary and secondary care with international comparisons, healthcare policies for digital technologies and information infrastructures, issues of information systems implementation and use, evaluation of IT and building of an evidence base, new trends in health IT. Selected application domains discussed include: electronic health records and national information infrastructures, medicine management systems and e-prescribing, health apps, big data and data analytics, AI and robotics.

**Teaching:** 15 hours of lectures and 13 hours and 30 minutes of seminars in the LT.

A reading week will take place in W6. There will be no teaching during this week.

**Formative coursework:** Seminars are based around reading and discussing selected journal articles. Formative feedback is provided on class participation. In addition, students complete formative proposals for their blog post and essay on which written feedback is provided.

**Indicative reading:** Berg, M. (2004) *Health Information Management: Integrating Information Technology in Health Care Work*, Routledge, London.

Christensen, C., Grossman, J.H. and Hwang, J. (2009) *The Innovator's Prescription*. McGraw-Hill, New York.

Coiera, E. (2015) *Guide to Health Informatics (Third Edition)*, CRC Press.

Rivas, H. and Wac K. (2019) *Digital Health: Scaling Healthcare to the World*, Springer International Publishing. .

Taylor, P. (2006) *From Patient Data to Medical Knowledge: The Principles and Practice of Health Informatics*, BMJ Books, London.

Timmermans, S. and M. Berg (2003) *The Gold Standard: The Challenge of Evidence Based Medicine and the Standardization of Health Care*, Temple University Press, Philadelphia.

Topol, E. (2012) *The Creative Destruction of Medicine: How the digital revolution will create better health care*, Basic Books, New York.

Topol, E. (2015) *The Patient Will See You Now: The Future of Medicine Is in Your Hands*, Basic Books.

Trotter, F. and Uhlman, D. (2013) *Hacking Healthcare*, O'Reilly, Sebastapol CA.]

Wachter R. (2016) *Using information technology to improve the NHS*, London: Department of Health.

Warner, N. (2011) *A Suitable Case for Treatment: the NHS and Reform*, Grosvenor House.

**Assessment:** Essay (70%, 4000 words), class participation (10%) and blog post (20%) in the LT.

## MG486 Half Unit Not available in 2022/23 Social Computing, Data Analytics, and Information Services

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Jannis Kallinikos and Dr Zhi Cheng  
Dr Cheng is known as 'Aaron'.

**Availability:** This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Management (1 Year Programme), MSc in Management of Information Systems and Digital Innovation and MSc in Media and Communications (Data and Society). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** The course is about the significance of digital data and the role they play in the current economy and society. The course reviews the technological arrangements, organisational forms and business models through and by means of which data are being produced and used. More specifically, the course pays attention to the role social media and commercial platforms play in engineering user participation to produce a computable data footprint that is subsequently used to develop a range of data-based resources and services.

The course also deals with the state-of-the-art data analytics techniques and methods used by social media and digital platforms to deploy personalisation strategies as a means of boosting user platform engagement and generating data. It covers the current and emerging approaches in data extraction, aggregation, predictive computing, personalisation and recommender systems, which shape the future of digital business strategy that builds on big data, machine intelligence and analytical thinking.

Overall, the course takes a unique approach to social media and commercial platforms by examining the data work they perform – encoding, aggregating, and computing – from the organisational, managerial and technical perspectives. The course blends theories, ongoing research insights, data analytics concepts and techniques, as well as real-life examples to analyse the socio-economic implications of these significant developments.

After students complete the course, they shall be able to:

- Explain the drives behind the evolution of social computing
- Understand data practices that underpin social computing and the digital economy
- Understand data infrastructures and ecosystems and the role they play in sustaining the operations of social media platforms and the digital economy
- Analyse business models of social media platforms
- Develop data-analytic thinking for decision-making in management and business
- Design a digital business strategy using the platform and algorithmic thinking
- Critically assess data-driven information services (e.g., personalisation, recommender systems) and their socio-economic implications.

**Teaching:** 20 hours of lectures, 9 hours of seminars and 3 hours of workshops in the LT.

The workshops will be dedicated to essay development.

There is a Reading Week in Week 6. There will be no teaching during this week.

**Formative coursework:** Written formative feedback is provided on the 500 words proposal for the summative essay.

**Indicative reading:**

1 Alaimo C. and Kallinikos J., (2017). Computing the everyday, *The Information Society* 33/4: 175-191.

2 Alaimo, C. & Kallinikos, J. (2019). Recommender Systems, in Beyes, T., Holt, R. and Pias, C. (eds.), *The Oxford Handbook of Media, Technology and Organization Studies*. Oxford University Press, pp. 401-411

3 Alaimo, C., Kallinikos, J., & Valderrama, E. (2020). Platforms as Service Ecosystems: Lessons from Social Media. *Journal of Information Technology*, 35(1), 25-48.



- 4 Aaltonen, A., Alaimo, C., & Kallinikos, J. (2021). The Making of Data Commodities: Data Analytics as an Embedded Process. *Journal of Management Information Systems*, 38/2: 401-429.
- 5 Anderson, C. (2009). *Free: The Future of a Radical Price*. Random House.
- 6 Arthur, B. (2011). The Second Economy, *McKinsey Quarterly*, October 2011.
- 7 Baesens, B., Bapna, R., Marsden, J. R., Vanthienen, J., & Zhao, J. L. (2016). Transformational Issues of Big Data and Analytics in Networked Business. *MIS Quarterly*, 40(4), 807–818.
- 8 Baldwin, C. Y. & Woodard, C. J. (2009). The Architecture of Platforms: A Unified View. In A. Gawer, (ed.) *Platforms, Markets and Innovation*. Edward Elgar, Cheltenham, pp. 19–44.
- 9 Burkov, A. (2019). *Machine Learning Engineering*. LeanPub.
- 10 Chen, H., Chiang, R. H., & Storey, V. C. (2012). Business intelligence and analytics: From big data to big impact. *MIS Quarterly*, 36(4).
- 11 Dhar, V. (2013). Data science and prediction. *Communications of the ACM*, 56(12), 64–73.
- 12 Helmond, A. (2015). *The Platformization of the Web: Making Web Data Platform*
- 13 Hosanagar, K. (2019). *A Human's Guide to Machine Intelligence: How Algorithms Are Shaping Our Lives and How We Can Stay in Control*. Viking.
- 14 Kitchin, R (2014). *The data revolution: Big data, open data, data infrastructures and their consequences*. London: Sage.
- 15 Konstan, J and Riedl, J. (2012) Recommended for you. *Spectrum, IEEE*, 49(10), 54-61.
- 16 Lemahieu, W., vanden Broucke, S., & Baesens, B. (2018). *Principles of Database Management: The Practical Guide to Storing, Managing and Analyzing Big and Small Data*. Cambridge University Press.
- 17 Parker, G, G, Van Alstyne, M. and Choudary, S. P. (2016). *Platform Revolution*. London: Norton.
- 18 Provost, F., & Fawcett, T. (2013). *Data Science for Business: What you need to know about data mining and data-analytic thinking*. O'Reilly Media, Inc.
- 19 Swanson, B. E. (2021). When Data Becomes Infrastructure and our Lives Depend on it. *Twenty-Ninth European Conference on Information Systems (ECIS) 2021*.
- 20 Van Dijck, J. (2013). *The culture of connectivity: A critical history of social media*. Oxford: Oxford University Press.

**Assessment:** Essay (100%, 3000 words) in the LT.

## MG487 Half Unit

### Innovation and Information Systems: Concepts and Perspectives

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Elzbieta Taylor MAR 4.26

**Availability:** This course is compulsory on the MSc in Management of Information Systems and Digital Innovation. This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MSc in Management (1 Year Programme), MSc in Media and Communications (Media and Communications Governance) and Master of Public Administration. This course is available as an outside option to students on other programmes where regulations permit.

**Course content:** The course explores the theoretical foundations for the study of digital innovation and concomitant organizational and social change. It integrates concepts and perspectives from the field of information systems and a range of other disciplines of the social sciences. By the end of this course, students will be able to draw from existing theories to address critically issues of

digital innovation, organizational change and information systems management.

The lectures cover literature related to three broad themes: digital ecosystems; the socio-technical process of the construction of digital technologies; information technology and organizational change. For each of these themes we identify and discuss relevant theoretical concepts and perspectives. The discussion of theories is structured in terms of technical/rational and socially embedded approaches.

**Teaching:** 15 hours of lectures, 18 hours of seminars and 5 hours of workshops in the MT. 1 hour of lectures in the ST.

This course has a reading week in Week 6 of the MT. There will be no teaching during this week.

**Formative coursework:** Formative feedback is provided at the seminars and the workshops. Seminars guide students to discuss selected journal articles that elaborate on concepts and theories introduced at the lectures. Workshops assist students to develop their critical literature review essay.

In addition, students will complete a formative essay of 750 words on which feedback will be provided.

A mock examination, shared with MG472 and MG481 will be held.

**Indicative reading:**

- Brynjolfsson E (2010), *Wired for innovation*, Cambridge, MA, The MIT Press.
- Ciborra, C (1993) *Teams, Markets, and Systems: Business Innovation and Information Technology* Cambridge, Cambridge University Press.
- Ciborra, C. (2000) *From Control to Drift: The Dynamics of Corporate Information Infrastructures* Oxford, OUP.
- Gawer, A. (ed) (2009), *Platforms, Markets and Innovation*, Cheltenham, Edward Elgar.
- Latour, B. (2005) *Reassembling the Social: an Introduction to Actor-Network-Theory*. Oxford, OUP.
- Tiwana, A. (2013) *Platform Ecosystems: Aligning Architecture, Governance and Strategy*, Amsterdam, Elsevier.
- Willcocks, L., and Mingers, J. (2004) *Social Theory and Philosophy for Information Systems*, Chichester, Wiley.

**Assessment:** Exam (50%, duration: 2 hours) in the summer exam period.

Essay (50%, 3000 words) in the MT.

## MG488A

### GMiM Capstone Course - Management in Action

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Emma Soane MAR 5.39 and Dr Rebecca Newton

**Availability:** This course is compulsory on the Global MSc in Management, Global MSc in Management (CEMS MIM) and Global MSc in Management (MBA Exchange). This course is not available as an outside option.

**Course content:** The GMiM Capstone Course builds connections between management theory and practice and aims to equip students with the skills necessary to succeed in their managerial careers. MG488 runs throughout the Global Master's in Management's first and second years.

First year students are prepared for MG488B by attending MG488A sessions during the first year of the programme. The MG488A programme comprises five speaker-led sessions for each of MT and LT. The remaining sessions can be used by students to have one to one meetings with a Careers Consultant or a member of the Capstone team from the Department of Management. Second year students are welcome to attend MG488A sessions. Second year students in MG488B apply the theoretical knowledge and business management skills gained in the first year by working on a business project. This takes place in either MT or LT and culminates in a presentation by each project team to their company sponsors and LSE faculty. At the start of term students

will be allocated to a client project team, typically comprising 5 or 6 students, supported by a sponsoring executive and a faculty coach, to carry out research on a business question posed by the client company. The actual topic is for the sponsoring organisation to decide and questions have historically been very diverse.

**Teaching:** 7 hours and 30 minutes of lectures in the MT. 7 hours and 30 minutes of lectures and 1 hour of lectures in the LT.

#### Year 1.

GMiM Capstone Lectures run once a fortnight throughout Michaelmas and Lent Terms. First year students are expected to attend all sessions. Students will also participate in a 30-minute blog group meeting in either Michaelmas or Lent Term. Additionally, there is a 60-minute assignment information session in Lent Term to help students prepare for their assignments.

#### Year 2.

In addition to the Capstone Lectures, in Year 2 there are 3 lectures to prepare students for the Business Projects taking place in the first weeks of either Michaelmas or Lent Term. The sessions cover a variety of topics, including a project overview, the basics of consulting, team building and working with your faculty coach. Students on this course will have a reading week in Week 6 of MT and Week 6 of LT, in line with departmental policy.

**Formative coursework:** Students will be expected to produce 1 essay in the LT.

Students are invited to produce one essay in the Lent Term of their first year. The formative essay does not count towards grades but is an opportunity to get essay feedback in preparation for the summative essay.

Students produce an individual essay which considers the links between theory and practice. One essay title will be made available in Michaelmas Term of the first year. Essays will be submitted in Lent Term of the first year.

**Indicative reading:** Recommended readings will be provided for Capstone lectures when relevant.

**Assessment:** Essay (25%, 2000 words) in the MT.

Project (65%) and class participation (10%) in the MT and LT.

**Attendance at Capstone lectures** - 10% of total course marks.

Students are required to attend 10 Capstone lectures over the two years of the programme, with credits for attendance attached pro-rata to each session. Students must engage fully with session activities in order to receive attendance credit. It is recommended that students attend the 10 Capstone lectures in the first year of the programme.

**Individual Summative Assignment** – 25% of the total course marks. In year 2, students will write an academic essay on one of the Capstone lecture topics. Essay questions will be provided by the MG488 course team and will be made available in LT of the first year. Essays must consider application of management theory and practice. Students will submit their essays in MT of the second year.

**Group Business Project** - 65 % of total course marks. All business projects take place during the second year of study. Business projects are assessed on a group basis under three headings: quality of group presentation; quality of research (including application of theoretical concepts); quality of outcomes (recommendations and solutions) and other deliverables. Presentations for students working on their business projects in MT take place either via pre-recorded video/ in person during LT. Presentations for students working on their business projects in the LT take place via pre-recorded video or in person either during the last week of the LT or first week of the ST.

Management, Global MSc in Management (CEMS MIM) and Global MSc in Management (MBA Exchange). This course is not available as an outside option.

**Pre-requisites:** Students must have completed GMiM Capstone Course - Management in Action (MG488A).

**Course content:** The capstone/ business project provides an opportunity to apply, integrate, and/ or deepen the knowledge, insights, and skills that students learn in the GMiM Master's programme at the LSE or an affiliate university that forms part of CEMS.

The project is a quasi- academic/ applied project which aims to analyse a real-world problem in a broadly related domain of the Master's program at one of LSE's corporate partners.

More specifically a quasi- academic / applied project requires that students support their analysis of the client partner's challenge / brief, with relevant theory - sourced from academic journals - and with some primary data collection where possible, leading to an evidence-based analysis and compelling recommendations. Every effort must be made to collect some first-hand evidence using standard research methodologies, but in different ways and to different degrees depending on the project.

One notable criterion for evaluation will be the way theory/research from academic journals whether taught in the degree programme/ independently sourced, are used to strengthen the analysis and recommendations of the project. Another criterion is the strength and implement-ability of the recommendations in relation to the client partner's objectives/ brief.

#### Project details

The projects will be sourced by LSE and are allocated, on average to groups of 4-6 students.

Client partners range from large multinational organisations to small social enterprises, located both in the UK and globally.

Students will be asked to indicate their project preferences and every aim will be made to place students in one of their preferred projects by week 3 of the term.

**Teaching:** 2 hours of lectures and 1 hour and 30 minutes of lectures in the MT. 2 hours of lectures and 1 hour and 30 minutes of lectures in the LT.

#### Year 1

GMiM Capstone Lectures run once a fortnight throughout Michaelmas and Lent Terms. First year students are expected to attend all sessions. Students will also participate in a 30 minute blog group meeting in either Michaelmas or Lent Term.

Additionally, there is a 60 minute assignment information session in Lent Term to help students prepare for their assignments.

#### Year 2

In addition to the Capstone Lectures, in Year 2 there are two 60 minute lectures and one 90 minute lecture to prepare students for the Business Projects taking place in either Michaelmas or Lent Term. The sessions cover a variety of topics, including a project overview, the basics of consulting, team building and working with your faculty coach.

Students on this course will have a reading week in Week 6 of MT and Week 6 of LT, in line with departmental policy.

#### Course Overview

Within the first 3 weeks of the term, the course leader is responsible for 3 separate lectures

-Course introduction.

-Project Introduction.

-Project kick-off

Further details about these sessions can be found in your timetable.

In the third week of the term/ beginning of the 4th week, each team will be provided with a dedicated faculty coach who will:

(i) provide guidance and advice throughout your project.

(ii) approve your research ethics form- (Student groups must complete an Ethics Review for their project).

(iii) if required, co-sign a non-disclosure agreement with your client partner and other members of your team. Should the client request one, a standard LSE non-disclosure agreement is available, but students may also be required to sign company-specific non-disclosure agreements.

## MG488B Half Unit

### GMiM Capstone Course - Management in Action

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Nadia Millington MAR 5.37

**Availability:** This course is compulsory on the Global MSc in

**Formative coursework:** The formative assessment will have been completed in the first year in line with the MG488A course guide.

**Indicative reading:** There are no specific readings for this course since all the projects differ greatly. However, many student groups utilise interviews / qualitative research as part of their data collection. The following book is very useful: *An Introduction to Qualitative research* – UWE Flick.

**Assessment:** Project (65%) and class participation (10%) in the MT and LT.

Essay (25%, 2000 words) in the MT.

**Attendance at Capstone lectures** - 10% of total course marks.

Students are required to attend 10 Capstone lectures over the two years of the programme, with credits for attendance attached pro-rata to each session. Students must engage fully with session activities in order to receive attendance credit. It is recommended that students attend the 10 Capstone lectures in the first year of the programme.

**Individual Summative Assignment** – 25% of the total course marks. In year 2 students will write an academic essay on one of the Capstone lecture topics. Essay questions will be provided by the MG488 course team and will be made available in LT of the first year. Essays must consider application of management theory and practice. Students will submit their essays in MT of the second year.

**Group Business Project** - 65 % of total course marks.

Student groups will be assessed via

-An oral presentation (approx 30-35 minutes)

-Written material- PowerPoint Slides of the oral presentation + appendices illustrating evidence in support of analysis and recommendations. There is no specific word count for this submission, but all written material must conform to LSE standards of post-graduate academic work, including explicit prohibitions against plagiarism.

-Students are also expected to present to the client.

Deadline for presentations will be established in the first week of the course but tends to be either the last week of the semester or the first week of the following semester.

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## MG492 Half Unit

### Data Governance: Privacy, Openness and Transparency

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Edgar Whitley MAR 4.32

**Availability:** This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Management (1 Year Programme), MSc in Management of Information Systems and Digital Innovation and MSc in Media and Communications (Data and Society). This course is available as an outside option to students on other programmes where regulations permit.

**Course content:** The course provides a detailed consideration of the key elements of the concept of informational privacy, the open data movement and transparency. These topics lie at the intersection of diverse contemporary issues including, public sector reform, human rights, digital ecosystems and social networking, and the global and national regulation of business. The course content is international in focus, and reviews contemporary issues arising from new technologies, new policies of governments, new practices and business models in the private sector. Topics include personal privacy and identity systems; motivations for information sharing and transparency and its potential for driving beneficial change; transformations in the management of government information and processing practices; the technological and regulatory challenges faced by public sector and business; the protection of sensitive personal data including medical and financial information; data-mining in the context of national security and anti-terrorism policies; communications

surveillance policies; behavioural studies of privacy attitudes and the evolution of trust and consent in online environments. The course enables students to develop their understanding of the challenges presented by new informational regimes, their regulatory development and emerging governance structures.

**Teaching:** 20 hours of lectures and 10 hours of seminars in the LT. A reading week will take place during Week 6. There will be no teaching during this week.

**Formative coursework:** Classes are based around reading and discussing selected journal articles. Formative feedback is provided on class participation. In addition, students will complete a formative essay plan on which feedback will be provided.

**Indicative reading:**

- Elliot, M., Mackey, E., O'Hara, K., and Tudor, C. (2020). *The anonymization decision-making framework* (Second edition.), UKAN Manchester (available at <https://ukanon.net/framework/>).
- ENISA (2015). *Privacy and Data Protection by Design*, (available at <http://www.enisa.europa.eu/activities/identity-and-trust/library/deliverables/privacy-and-data-protection-by-design>).
- Janssen, M., Charalabidis, Y., and Zuiderwijk, A. (2012). Benefits, Adoption Barriers and Myths of Open Data and Open Government, *Information Systems Management* 29(4), 258–268.
- Kaye, J., Whitley, E. A., Lund, D., Morrison, M., Teare, H., and Melham, K. (2014). Dynamic Consent – A Patient Interface for 21st Century Research Networks, *European Journal of Human Genetics* 23(2), 141–146.
- Murray, A. (2010). Chapter 18: Data protection, in *Information technology law the law and society*, Oxford University Press Oxford.
- Solove, D. J. (2008). *Privacy: A concept in disarray*, in *Understanding privacy*, Harvard University Press Cambridge, Mass., 1–11.
- Whitley, E. A., Gal, U., and Kjaergaard, A. (2014). Who do you think you are? A review of the complex interplay between information systems, identification and identity, *European Journal of Information Systems* 23(1), 17–35.

**Assessment:** Coursework (20%, 800 words) and essay (70%, 5000 words).

Class participation (10%) in the LT.

10% class participation.

20% 800 word "blog" article that summarises the key argument of the research essay.

70% 5000 word research essay on an approved topic

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## MG493

### Dissertation

**This information is for the 2022/23 session.**

**Teacher responsible:** Various

**Availability:** This course is compulsory on the MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations/CIPD) and MSc in Human Resources and Organisations (Organisational Behaviour). This course is not available as an outside option.

**Course content:** This course consists of an academic dissertation in which students explore a research question that is grounded in the academic literature. While students will be assigned a dissertation supervisor, the supervisor will only provide guidance as needed – students are expected to take the lead and demonstrate their ability to conduct independent research. Students can also apply for a Links project and, if accepted, will conduct research on an HR question posed by the Links sponsor. More information about Links projects will be provided in class.

**Teaching:** 12 hours of lectures in the MT. 4 hours of lectures in the LT.

12 hours of lectures in the MT during Weeks 1 to 4 inclusive. Lectures will explain dissertation requirements and expectations. 4 hours of lectures in LT will introduce students to quantitative and qualitative research methods. Students will be expected to

work independently on preparing a dissertation proposal, to be submitted at the end of MT. Supervisors will be assigned during the first few weeks of LT.

**Formative coursework:** Students will work with their dissertation supervisors in order to gauge their progress.

**Indicative reading:** Students will be instructed on how to conduct literature searches in order to find readings relevant to their research project.

**Assessment:** Dissertation (100%).

## MG496

### Study Skills and Contemporary Topics in Information Systems and Digital Innovations

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Antonio Cordella MAR 4.35

**Availability:** This course is compulsory on the MSc in Management of Information Systems and Digital Innovation. This course is not available as an outside option.

**Course content:** This course provides students with both a broader context for the study of information systems and digital innovation as well as the essential skills relevant to the MISDI programme.

The course will discuss the most contemporary trends in information systems and digital innovation and provide an overview of the changing nature and environment of information technology. It will include seminars by various visiting speakers from academia and industry who discuss a wide range of issues relevant to contemporary information systems. It will also offer an overview of different IS research domains and trends. Career advice, study skills, and other practical skills will be provided.

**Teaching:** 20 hours of lectures in the MT.

**Indicative reading:** Burrell, J. 2016. "How the Machine 'Thinks': Understanding Opacity in Machine Learning Algorithms," *Big Data & Society* (3:1), p. 2053951715622512.

Kohli, R. and Melville, N.P., 2019. Digital innovation: A review and synthesis. *Information Systems Journal*, 29(1), pp.200-223.

Nambisan, S., Lyytinen, K., Majchrzak, A. and Song, M., 2017. Digital Innovation Management: Reinventing innovation management research in a digital world. *Mis Quarterly*, 41(1).

Rossi, M., Mueller-Bloch, C., Thatcher, J.B. and Beck, R., 2019. Blockchain research in information systems: Current trends and an inclusive future research agenda. *Journal of the Association for Information Systems*, 20(9), p.14.

Other books and journal articles will be recommended.

**Assessment:** The course is not formally assessed.

## MG497 Half Unit

### Dissertation: MSc Management and Strategy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jorn Rothe MAR 6.13

**Availability:** This course is compulsory on the MSc in Management and Strategy. This course is not available as an outside option.

**Course content:** The dissertation consists of a research project within the subject of management. Students work on this project individually under the guidance of a dissertation advisor. The dissertation should make a contribution towards understanding a topic or question related to management based on original analysis and empirical evidence.

**Teaching:** There will be an introductory meeting, which will set out the requirements for the dissertation, the process, caution of plagiarism, etc. After this meeting students are welcome to approach staff with preliminary ideas in one-to-one meetings.

**Formative coursework:** Students will submit a preliminary

proposal by the end of Michaelmas Term and will be allocated a dissertation advisor, under whose guidance they will complete a detailed project proposal by the end of Lent Term. Students work on their dissertation over the summer, with supervision available until the end of the Summer Term.

**Assessment:** Dissertation (100%, 6000 words) post-summer term.

## MG4A1

### Introduction to Studying for GMiM

**This information is for the 2022/23 session.**

**Availability:** This course is compulsory on the Global MSc in Management, Global MSc in Management (CEMS MIM) and Global MSc in Management (MBA Exchange). This course is not available as an outside option.

**Course content:** The course is divided into the following subject areas:

- Introduction to maths for economics
- Introduction to quantitative analysis: Installing and navigating R
- Understanding company accounts
- How to present

#### Introduction to maths for economics:

This is for all students and the key learning objectives cover:

1 How to compute and draw the slope and the intercepts of a linear function.

2 How to graph a function: linear, quadratic, min, max,

3 Solving a linear equation of degree one and solving a linear system of two equations and two unknowns.

4 Partial derivatives of a polynomial in one variable. Differentiation of a polynomial and a Cobb-Douglas function of two variables with respect to each variable. Finding the maximum or the minimum of a one-variable function.

5 Computing the expectation of a discrete random variable.

#### Introduction to quantitative analysis: Installing and navigating R:

R is the statistical programming language that is used in MY451 (Introduction to Quantitative Analysis). MY451 is one of the core courses in the Michaelmas term. While no prior knowledge of R (or indeed statistics) is assumed for MY451, this is to help smooth your first few weeks. You will be shown how to download the R package onto your laptop, and how to navigate within the programme.

#### Understanding company accounts:

This will be covered in two pre-recorded on-line lectures.

#### Writing Skills for postgraduates:

These sessions are intended to help students who have backgrounds outside the social sciences and humanities make the transition to postgraduate work. Topics covered will include identifying and making an argument and the fundamentals of essay writing.

#### How to present:

There will be interactive sessions designed to improve your presentation skills.

**Teaching:** Sessions will be delivered during the two week pre-session activities prior to Michaelmas Term. Rounding out the schedule is a full programme of talks and activities designed to smooth your transition to postgraduate study at LSE.

#### Indicative reading: Introduction to maths for economics:

This book (4th edition) is good and it is open source (see website of one of the authors here). The chapters we cover:

i. Chapter 1 (functions).

ii. Subchapter 8.1.

iii. Appendix A.6 (systems of equations).

These readings (i, ii, & iii) should cover points 1-3 of the key learning objectives above. We strongly recommend that students read this in advance of the pre sessional if they are new to this material.

#### Introduction to quantitative analysis: Installing and navigating R

If you are new to statistics MY451 starts from first principles and there is no requirement to do any pre reading. However, you may wish to look at the MY451 course pack to give you a head start:



- The course pack for MY451 is available to download at: <https://lse-methodology.github.io/MY451/>. You can also find it on the Moodle page of MY451 which is open to enrolment.
- Spiegelhalter, D., 2019. *The art of statistics: Learning from data*. Penguin UK. An accessible and engaging introduction to statistics.

**How to present:**

- Anderson, C., 2016. TED Talks: The official TED guide to public speaking: Tips and tricks for giving unforgettable speeches and presentations. Hachette UK.

**Assessment:** No formal assessment. Students will sit a mock exam at the end of the introduction to maths for economics course based upon the material to aid learning.

## MG4A3 Half Unit

### Incentives and Governance in Organisations

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Catherine Thomas

**Availability:** This course is compulsory on the MSc in Management and Strategy. This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MSc in Marketing and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** A knowledge of Mathematics and Economics.

**Course content:** The course uses economic theory to gain insight into issues related to internal organisation, structure, and management of firms. The course will draw on various fields including management science, industrial organisation and microeconomics.

The course deals with three main topics:

- the provision of incentives in organisations;
- the use of information in markets and firms, and;
- the relationship between organisational structures and decisions.

A major theme concerns the question of how to provide incentives efficiently in organisations. Other important themes include efficiency, coordination, incompleteness of contracts and the use of the market versus internal exchange. The implications of asymmetric information are examined. Corporate governance is discussed in a principal-agent framework.

**Teaching:** 20 hours of lectures and 9 hours of seminars in the MT. Students on this course will have a reading week in Week 6, in line with Departmental policy.

**Indicative reading:** Main text:

- Roberts J (2004), *The Modern Firm. Organizational Design for Performance and Growth*, Oxford University Press, UK.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

## MG4A5 Half Unit

### The Analysis of Strategy A

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Kristof Madarasz MAR 6.10

**Availability:** This course is compulsory on the MSc in Management and Strategy. This course is available on the MSc in Management (1 Year Programme). This course is not available as an outside option.

**Course content:** The objective of the two courses (A and B) is to provide students with a critical appreciation of behavioural economics and game theory relevant for strategic management. These two courses will help students to understand how

managers in the real world ought to read situations from an economic and strategic angle. Attention will be given to conceptual underpinnings.

The course focuses on decision making in individual and strategic settings also through the lens of behavioural economics. It is an amalgam of insights from economics, game theory, and strategic management. Some lectures will discuss key aspects of choice under uncertainty, risk perceptions, choice over time, and the social aspects of value. A powerful tool to study strategic situations is game theory. Lectures will then also be devoted to developing the basic concepts of game theory including Nash and sub-game-perfect Nash equilibrium. These issues will be deepened further in the accompanying seminars.

**Teaching:** 30 hours of lectures in the MT.

Students on this course will have a reading week in Week 6, in line with Departmental policy.

**Indicative reading:** D Besanko, D Dranove & M Shanley, *Economics of Strategy*, John Wiley, 6th Edition.; A Dixit & B Nalebuff, *Thinking Strategically: The Competitive Edge in Business, Politics and Everyday Life*, Norton, 1998.; J Roberts, *The Modern Firm: Organizational Design for Performance and Growth*, OUP 2007; Angner, E, *Behavioural Economics*, 2nd edition, 2016.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

## MG4A6 Half Unit

### The Analysis of Strategy B

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jorn Rothe MAR 6.13

**Availability:** This course is compulsory on the MSc in Management and Strategy. This course is not available as an outside option.

**Pre-requisites:** Students must have completed *The Analysis of Strategy A* (MG4A5).

**Course content:** The aim of this course is to build on and integrate industrial economics, game theory and management strategy to develop a framework for thinking about competition within markets and industries. Game theory provides the abstract theory of strategic interaction, and microeconomics (specifically industrial economics) provides the background on demand, production, and market structures. In this course we discuss the integration and application of these components in thinking about competitive strategy for firms in markets.

This course focuses on the strategic aspects of competing against other firms within the same industry. We start by analysing market structure and various dimensions of competition - pricing, capacity choices, research and development and advertising. We will then discuss different aspects of strategic commitment and the commitment aspects of pricing, investment and financing decisions. We then focus on the dynamic aspect of pricing rivalry, in particular collusion and price wars. We will finally discuss the incentives for innovation and market entry and exit decisions. Our approach will emphasise both the power and the limits of a game-theoretic approach. We will use simple models to clarify the logic of strategic reasoning, and case studies to illustrate the link between the analysis of strategy and managerial decision making.

**Teaching:** 20 hours of lectures and 8 hours of seminars in the LT. 2 hours of seminars in the ST.

Students on this course will have a reading week in Week 6, in line with Departmental policy.

**Indicative reading:** There is no fully adequate textbook for this course.

The most important text is D Besanko, D Dranove & M Shanley and S Schaefer, *The Economics of Strategy*, John Wiley (6th edition, 2012). Among the other sources are:

- L M B Cabral, *Introduction to Industrial Organization*, MIT Press (2000);
- P Ghemawat, *Games Businesses Play: Cases and Models*, MIT Press (1997);
- D M Kreps, *Game Theory and Economic Modelling*, Clarendon Press (1990);
- J Sutton, *Technology and*

Market Structure, MIT Press (1998). A detailed reading list will be provided at the beginning of the course.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

## MG4A8 Half Unit Strategy for the Information Economy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jorn Rothe

**Availability:** This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Economics and Management, MSc in Management and Strategy and MSc in Risk and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Basic knowledge of economics.

**Course content:** The internet has created many new market opportunities. Web-based technology allows for new kinds of products and market interactions. Understanding the design and functioning of these new markets is central for business strategy. This course develops the relevant economic principles and applies them to the formulation of strategies for the provision of information goods and the competition between online market platforms.

The first part of the course is concerned with strategic aspects of the provision of information goods (such as news, music, software, search results). Topics include the pricing of information goods, versioning, switching costs, lock-ins, standards and network effects, and the strategic competition in platform markets. The course then focuses on the design and application of online auctions in market design for e-commerce, in particular Google's use of auctions in search-based advertising. The course provides a theoretical background and relates theory to various examples and case-studies.

**Teaching:** 10 hours of lectures and 9 hours of seminars in the MT. 2 hours of lectures in the ST.

Students on this course will have a reading week in Week 6, in line with Departmental policy.

**Formative coursework:** Two exercise sets with a mixture of qualitative and quantitative questions.

**Indicative reading:** Hal R. Varian: Intermediate Microeconomics, W.W.Norton, 2014 (selected chapters); Carl Shapiro and Hal R. Varian: Information Rules, HBS Press, 1999 (selected chapters). A detailed reading list will be provided at the beginning of the course.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

## MG4A9 Half Unit Business Strategy, Management and Analytics

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Yally Avrahampour MAR 5.24

**Availability:** This course is compulsory on the MSc in Human Resources and Organisations (Human Resource Management/CIPD) and MSc in Human Resources and Organisations (International Employment Relations/CIPD). This course is available on the MRes/PhD in Management (Employment Relations and Human Resources) and MSc in Human Resources and Organisations (Organisational Behaviour). This course is not available as an outside option.

**Course content:** A basic grounding in the key management disciplines for students specialising in Human Resource Management. The aim of the course is for students to acquire a general understanding of the business and managerial context in which human resource management takes place.

Course contents include management theory, theory of the firm, business strategy, accounting and finance. Successful students will become intelligent discussion partners on these subjects and critical readers of financial information and the financial press.

**Teaching:** 20 hours of lectures and 20 hours of seminars in the MT. 2 hours of lectures and 2 hours of seminars in the ST.

Students are expected to prepare for, and contribute to, the seminars. Seminars will include group work, preparing and giving presentations, case analyses, small group discussions, and self-assessment exercises. Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** One formative assignment of 1,500 words. Two group formative case analyses of 500 words maximum. Two group formative feedback commentaries of 250 words maximum.

**Indicative reading:** Flamholtz, E. (1993) Human Resource Accounting, 3rd Edition

Grant, R. & Jordan, J. (2015) Foundations of Strategy, 2nd Edition

Kaplan, R. & Atkinson, A. (2014) Advanced Management

Accounting, 3rd Edition

Willman, P. (2014) Understanding Management - the Social

Science Foundations

**Assessment:** Exam (50%, duration: 2 hours, reading time: 10 minutes) in the summer exam period.

Essay (50%, 1500 words) in the LT.

## MG4B1 Half Unit Corporate Strategy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jordi Blanes I Vidal MAR 6.08

**Availability:** This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Management (1 Year Programme) and MSc in Management and Strategy. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Students will need to have some understanding of microeconomics and knowledge of basic statistical methods would be an advantage

**Course content:** This course is an introduction to the strategic management of modern diversified firms. It studies how the firm's portfolio of products and its internal organisation can be designed to maximise corporate performance.

The course addresses the following questions facing modern managers: what products and activities should the firm focus on? Which tasks should be subcontracted and which should be carried out inside the firm? How should the firm be organised internally in order to coordinate and motivate employees, managers and other stakeholders? How should the firm's scope and internal organisation adapt to changes in the environment?

**Teaching:** 30 hours of lectures in the LT. 2 hours of lectures in the ST.

Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students will be required to undertake the analysis of two Corporate Strategy problems which will be marked and handed back with feedback.

**Indicative reading:** Corporate Strategy, Tools for Analysis and Decision-Making, Phanish Puranam and Bart Vanneste, First Edition, Cambridge University Press, 2016.

**Assessment:** Exam (80%, duration: 2 hours) in the summer exam period.

Class participation (20%).

## MG4B3 Half Unit

### International Marketing: A Strategic Approach

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Amitav Chakravarti MAR 6.31

**Availability:** This course is available on the CEMS Exchange, MBA Exchange, MSc in Management and Strategy, MSc in Operations Research & Analytics, MSc in Social Innovation and Entrepreneurship and MSc in Strategic Communications. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This course is a rigorous examination of the key analytical frameworks, technical tools, and concepts that are essential in building an effective marketing strategy. Participants are introduced to the subject at both strategic and operational levels. This course combines LSE's premier standing in the social sciences with cutting-edge management practices. By using a wide range of concepts, interactive lectures, videos, hands-on exercises, and case studies, we will share key analytical frameworks and tools that are essential to a good marketing strategy. The aim is to develop a widely applicable analytical tool-kit that relies on: (a) anticipating decisions that managers frequently face, (b) bringing to bear a wide range of fundamental, often competing social science theories to inform these decisions, (c) knowledge about empirical generalizations, and (d) knowledge about moderating conditions. Also, emphasis is placed on the use of a simulated case study to develop participant's skills at analysing and making sense of complex real world business situations.

**Teaching:** 30 hours of seminars in the MT.

Students on this course will have a reading week in Week 6, in line with Departmental policy.

**Indicative reading:**

- Baker, M. J. and Saren, M. (eds.) (2014) *Marketing theory: a student text*. SAGE Publications Ltd. (2nd Edition).
- Alex Chernev (2011), *Strategic Marketing Management* (6th edition), Cerebellum Press
- Philip Kotler and Gary Armstrong (2001), *Principles of Marketing* (9th edition), Prentice Hall
- Philip Kotler and Kevin Keller (2011), *Marketing Management* (14th edition), Pearson PrenticeHall
- Homburg, C., Kuester, S. and Krohmer, H. (2009), *Marketing Management: A Contemporary Perspective*, McGrawHill
- Jobber, D. (2010), *Principles and Practice of Marketing* (6th edition), McGrawHill
- Lambin, J-J, Chumpitaz, R. & Schuiling, I. (2007), *Market-driven management: Strategic and operational marketing* (2nd edition). London: Palgrave Macmillan

Further references will be provided at the commencement of the course.

**Assessment:** Take-home assessment (50%), group project (40%) and class participation (10%) in the MT.

The group project is a non-assessed presentation and an assessed project report of 2,500 word max.

The take-home assessment is an individual assignment.

## MG4B6 Half Unit

### Design and Management of Organisations

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Yona Rubinstein MAR 6.26

**Availability:** This course is compulsory on the MSc in Management and Strategy. This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange and MSc in Management (1 Year Programme). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** In this course we investigate aspects of

management and the internal organisation of the firm from birth to end.

What makes a successful entrepreneur? Are managers subject to human biases in decision making?

Our starting point is that entrepreneurs and managers are human. We neglect neither general heuristics nor biases exhibited by individuals and groups and their impact on firms' performance. We further recognise that they make decisions in situations in which information is not perfect and not symmetrically shared, neither internally with their employees nor externally. We also consider the capabilities of organisations to design management strategies to cope with that.

How can firms attract and select the 'right' employees? Can pay and promotions be structured to screen the best workers and extract their efforts? Should firms develop employees' talent and if so, how? Why do firms form teams and how are these used most effectively? Do experts follow the crowd? Why do they turn to be "yes-men"? Can pay incentives be structured to motivate experts to share their private knowledge?

*Design and Management of Organisations* introduces students to a set of conceptual tools to cope with these key managerial challenges and critically evaluate contemporary management approaches.

The organising principle of much of the content of the course has its conceptual origins in economic strategy and behavioral economics applied to issues that are relevant to management. Additionally we draw upon findings from psychology and sociology. The course complements MG4A3 (*Incentives and Governance in Organisations*) but can be taken as a stand-alone course.

**Teaching:** 33 hours of combined lecture/seminars in the LT and 2 hours of combined/lecture seminars in the ST.

Students on this course will have a reading week in Week 6, in line with Departmental policy.

**Formative coursework:** Students will be expected to produce 1 problem sets in the LT.

Multiple exercises will be provided throughout the term and will be discussed during lectures and review sessions. In addition a major problem set will be circulated at the end of the week 5. This problem set will be discussed in class for feedback purposes only.

**Indicative reading:** The first set of slides will be provided during lecture 1 and subsequent sets will be posted online. These slides constitute the backbone of the course. You are expected to flesh out the slides using models, graphs, and examples discussed during the lectures.

Additional readings:

- Kenneth J. Arrow. 1973. *The Theory of Discrimination*, in O. Ashenfelter and A. Rees (eds.), *Discrimination in Labor Markets*, Princeton, NJ: Princeton University Press.
- Abhijit V. Banerjee. 1992. *A Simple Model of Herd Behavior*. *The Quarterly Journal of Economics* 107(3): 797-817.
- Nicholas Bloom and John Van Reenen. 2007. *Measuring and Explaining Management Practices Across Firms and Countries*. *The Quarterly Journal of Economics* 122(4): 1351-1408.
- David De Meza and Clive Southey. 1996. *The borrower's curse: Optimism, finance, and entrepreneurship*. *Economic Journal* 106: 375-386.

James J. Heckman and Yona Rubinstein. 2001. *The importance of noncognitive skills: Lessons from the GED testing program*.

*American Economic Review* 91(May): 145-149.

Erik Hurst and Benjamin W. Pugsley. 2011. *What do small businesses do?* *Brookings Papers on Economic Activity* (Fall): 73-118.

Daniel Kahneman and Amos Tversky. 1979. *Prospect Theory: An Analysis of Decision under Risk*. *Econometrica* 47(2): 263-292.

Edward P. Lazear. 2005. *Entrepreneurship*. *Journal of Labor Economics* 23(4): 649-680.

Ross Levine and Yona Rubinstein. 2015. *Smart and Illicit: Who Becomes an Entrepreneur and Do They Earn More?* NBER Working Paper No. 19276.

Canice Prendergast. 1993. *A Theory of 'Yes Men'*. *American Economic Review* 83(4): 757-770.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.



**MG4B7 Half Unit****Leading Organisational Change**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Dorottya Sallai MAR 4.10

**Availability:** This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MRes/PhD in Management (Employment Relations and Human Resources), MSc in Development Management, MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations/CIPD), MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Management (1 Year Programme), MSc in Management of Information Systems and Digital Innovation and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** The aim of the course is to provide students with different theories to understand the process and consequences of organisational change and in doing so addresses the following issues: type of organisational change, creating readiness for organisational change and leading change, the change agent, strategies for change, resistance to change and evaluation of and institutionalization of organisational change. Models and frameworks for analyzing and diagnosing change; the role of the change agent, leading change from the top; strategies of change; understanding key stakeholders to deliver change, reactions to change; theory and methods of evaluation of organisational change and reinforcing change interventions. The course covers contemporary issues in change management.

**Teaching:** 10 hours of lectures and 13 hours and 30 minutes of seminars in the LT.

The teaching is highly participative and includes lectures and seminars. Group working is an integral part of the course and students are expected to actively engage throughout the course. Students are expected to prepare for and contribute to each session. Seminar work will include case analyses and small group discussions.

**Formative coursework:**

- Students will be required to write a 1,000 word case analysis and will be provided with feedback.
- Individual Reflection.
- Mid-term online quiz

**Indicative reading:** The course relies heavily on journal articles and the use of case studies.

A full reading list will be provided at the beginning of the term.

There is no required text. Indicative readings include:

Hayes, John. (2018) *The Theory and Practice of Change Management*. Fifth Edition. Palgrave

**Assessment:** Exercise (10%) and case analysis (90%) in the LT.

Case Analysis (2000 words): Students will receive a case that they need to analyse.

Simulation Exercise: Students assessed based on participation and engagement with a simulation game.

**MG4B8 Half Unit Not available in 2022/23****Evolutionary Psychology and Management**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Satoshi Kanazawa MAR 6.15

**Availability:** This course is available on the MSc in Management and Strategy. This course is available as an outside option to students on other programmes where regulations permit.

**Course content:** Principles of evolutionary psychology. The nature and limitations of the human brain as an evolved and adapted

organ. Evolutionary origins of cognitive biases, and their effects on organisational behaviour. Sex differences in organisational behaviour. The importance of physical attractiveness and general intelligence in organisational behaviour. "Discrimination" in labour market. Evolutionary psychological perspectives on cooperation, reciprocity, altruism, hierarchy, and leadership in modern corporations. Evolutionary origins of organisationally relevant emotions such as envy, spite, and positional bias. This course introduces the evolutionary psychological perspective on business and management. The emerging science of evolutionary psychology sheds entirely new light on, and offers different solutions to, old problems of management, such as glass ceiling, occupational sex segregation, sexual harassment and suboptimal decision making, and points to new potential problems.

**Teaching:** 20 hours of lectures and 10 hours of seminars in the MT.

Students on this course will have a reading week in Week 6, in line with departmental policy

**Formative coursework:** One class presentation and one essay based on the class presentation.

**Indicative reading:** Browne, Kingsley R. 2002. *Biology at Work: Rethinking Sexual Equality*, New Brunswick: Rutgers University Press; Kanazawa, Satoshi. 2012. *The Intelligence Paradox: Why the Intelligent Choice Isn't Always the Smart One*. Pinker, Susan. 2008. *The Sexual Paradox: Troubled Boys, Gifted Girls and the Real Difference Between the Sexes*.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

**MG4B9 Half Unit Not available in 2022/23****The World Trading System**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Veronica Rappoport NAB 5.29

**Availability:** This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Economics and Management, MSc in Management and Strategy and MSc in Risk and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Basic Knowledge of Mathematics and Economics

**Course content:** The course studies a key component of the "globalization" process: the negotiation, implementation and implications of international trade agreements (ITAs). These include the World Trade Organisation and the fast-growing web of regional trade agreements. We analyse the challenges and opportunities faced by companies engaged in the global economy in this context. The course relies on recent theoretical and empirical research to gain insight into the motivations for ITAs and their consequences for consumers and firms. Globalisation - trends in the international economy and overview of their causes and effects. The sources of international trade. Trade barriers - restrictions to international trade and their consequences. The economics and politics of international trade agreements. The rules, accomplishments and shortcomings of the GATT/WTO system. Regional trade agreements - motivation, implications, and recent trends. The costs and benefits from exporting for individual firms. Challenges and opportunities for national and multinational firms in the global economy.

**Teaching:** 10 hours of lectures and 10 hours of seminars in the MT.

Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** In-class exercises.

**Indicative reading:**

- Robert Feenstra and Alan Taylor, *International Economics*, Worth Publishers, 2008.
- Kyle Bagwell and Robert W. Staiger, "The Economics of the World Trading System," MIT Press, 2004.



- The World Trade Organisation, "The WTO and preferential trade agreements: From co-existence to coherence," World Trade Report, 2011.
- Bernard M. Hoekman, Aaditya Mattoo, Philip English (editors), "Development, Trade, and the WTO: A Handbook," World Bank, 2002.
- Andrew Bernard, J. Bradford Jensen, Stephen Redding and Peter Schott, Firms in International Trade, *Journal of Economic Perspectives* 21(3), 105-130, 2007.

**Assessment:** Class participation (10%), group assignment (40%) and in-class assessment (50%) in the MT.

The assessment consists of Group assignments (40%), class participation (10%) and an in-class exam during the last week of the term (50%).

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## MG4C2 Half Unit Organisational Behaviour

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Hyun-Jung Lee MAR 5.34

**Availability:** This course is compulsory on the MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations/CIPD) and MSc in Human Resources and Organisations (Organisational Behaviour). This course is available on the CEMS Exchange, MBA Exchange, MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MRes/PhD in Management (Employment Relations and Human Resources), MRes/PhD in Management (Organisational Behaviour), MSc in Marketing and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is available in the Michaelmas Term only.

**Course content:** This course seeks to understand individual attitudes and behaviour in an organisational context. Specifically, we primarily take a psychological perspective to understanding human behaviour at work by reviewing psychological theories as they apply to organisations and critically evaluating the associated empirical evidence.

Key topics include: personality and individual differences, work motivation, decision-making, power, leadership, group processes and organisational culture.

**Teaching:** 15 hours of lectures and 15 hours of seminars in the MT. 1 hour and 30 minutes of lectures and 1 hour and 30 minutes of seminars in the ST.

The teaching is highly participative and includes lectures and seminars. The course is demanding of students and its success depends partly upon student commitment and willingness to participate fully.

Students on this course will have a reading week in Week 6, in line with departmental policy

**Formative coursework:** Students will be expected to produce 1 essay in the MT.

**Indicative reading:** The course relies heavily on journal articles. An extensive reading list is provided in the syllabus at the start of the course. No suitable textbook exists but students may wish to consult one of the following:

- Buchanan, D. A. and Huczynski, A. A. (2019). *Organizational Behaviour* (10th ed.). Pearson
- Porter, L. W., Bigley, G. A., & Steers, R. M. (2002). *Motivation and work behavior* (7th ed.). McGraw-Hill.
- Staw, B. M (2004). *Psychological dimensions of organizational behavior* (3rd ed.), Prentice-Hall.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

## MG4C3 Half Unit

### Information Technology and Service Innovation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Carsten Sorensen MAR 4.30

**Availability:** This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MSc in Management (1 Year Programme), MSc in Management of Information Systems and Digital Innovation and MSc in Social Innovation and Entrepreneurship. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is limited to 60 students.

**Course content:** The course aims to give the students theoretical and practical insights into the key issues informing the design of contemporary digital technology (IT). The course relates the diversity of the design challenges facing contemporary IT development. It embraces the shifting conditions for small teams of developers to design significant services in the context of technology-based startups, or as part of entrepreneurship within an existing enterprise or public institution. The design challenges relate to constantly shifting possibilities, for example, for the capture and processing of digital data previously beyond reach, the ability to leverage existing boundary resources (APIs, SDKs etc), and the expanding possibilities for reaching end-users in new ways. The course is constructed as the meeting of theory and practice. The former is constituted by the presentation and discussion of theoretical themes aimed at sharpening the student's ability to reason fundamentally about contemporary design challenges and opportunities. This aspect is also examined through an individual essay. The practical design skills are primarily honed through a group design project running throughout the course. Conducting this group design project will engage students in highly detailed and constructive design discussions leading to the submission of a designed IT artifact. The practical design skills sought practiced in the course are related to but largely independent from skills solely aimed at setting and analysing requirements on the one hand, and expressing the design through programming, on the other. The course, therefore, neither requires, nor teaches detailed programming techniques, but instead focuses on teaching design skills through practices and to sensitise these design skills through the discussion of pertinent theoretical themes. These themes take their outset in the increasing complexity of designing IT artifacts as the granularity of technology and data capture is decreasing to enable increasing tracking of more and more granular aspects of human activities. These relate to a variety of personal-, local-, and global communications infrastructures, as well as a variety of possible multi-sided platforms, and software middleware layers enabling rapid prototyping of complex designs. Topics addressed will be: Digital infrastructure innovation; Digital platform strategies; Designing technology affordance diversity; Understanding technology performances; Individual interaction intimacy; Amplified teams; The technological organisation; Global crowd innovation with IT; Privacy by design; Global technology innovation tussles; Business innovation with information technology; and decentralised consensus arrangements through blockchains and cryptoassets. The weekly seminars will consist of presentations and discussions offering students opportunity to critically reflect on theoretical and pragmatic issues related to the subject matter of the course, such as; the IT artifact and ecosystem, the role of IT in business innovation, understanding the paradoxes of technology performances, intimate technology experiences, IT mediated team-working, the IT-enabled organisation, innovating global IT mediated crowds, innovation as organisational tussles, and the role of IT-based innovation for business development.

**Teaching:** 20 hours of lectures and 10 hours of seminars in the LT. A reading week will take place in W6. There will be no teaching during this week.

**Formative coursework:** Classes are based around both the design group projects, as well as reading and discussing selected journal

articles. Formative feedback is provided on class participation.

**Indicative reading:**

- Brown, T., & Katz, B. (2009). *Change by design: how design thinking transforms organizations and inspires innovation*. [New York]: Harper Business.
- Crawford, K. (2021). *The Atlas of AI*, Yale University Press.
- Cusumano, M. A., et al. (2019). *The Business of Platforms: Strategy in the Age of Digital Competition, Innovation, and Power*, HarperBusiness.
- Ekbja, H. R. and B. A. Nardi (2017). *Heteromation, and Other Stories of Computing and Capitalism*, MIT Press.
- Frischmann, B. M. (2012): *Infrastructure*. OUP; Garud, R., Kumaraswamy, A., & Langlois, R., ed. (2003) *Managing in the Modular Age*. Blackwell.
- Gothelf, J., & In Seiden, J. (2013). *Lean UX: Applying lean principles to improve user experience*. Sebastopol, CA: O'Reilly Media, Inc.
- Harari, Y. N. (2016): *Homo Deus*. Random House.
- Herbert, L. (2017): *Digital Transformation: Build Your Organization's Future for the Innovation Age*. Bloomsbury Publishing.
- McAfee, A. & E. Brynjolfsson (2017): *Machine, Platform, Crowd*. WW Norton & Company.
- Lacity, M. C. (2020). *Blockchain Foundations for the Internet of Value*. Arkansas, epic books.
- Norman, D. (1988): *The Psychology of Everyday Things*. USA: Basic Books.
- DuPont, Q. (2019): *Cryptocurrencies and Blockchains*. John Wiley & Sons.
- Simon (1969): *The Sciences of the Artificial*. MIT Press.
- Stickdorn, M., & Schneider, J. (2010). *This is service design thinking: Basics--tools--cases*. Amsterdam: BIS Publishers.
- Susskind, R. E. and D. Susskind (2015). *The Future of the Professions: How Technology Will Transform the Work of Human Experts*. Oxford, Oxford University Press.
- Susskind, D. (2020). *A World Without Work: Technology, Automation, and How We Should Respond*, Henry Holt and Company.
- Suzman, J. (2020). *Work: A History of how We Spend Our Time*, Bloomsbury Publishing.
- Sørensen, C. (2011): *Enterprise Mobility*. Palgrave.
- Tiwana, A. (2014). *Platform Ecosystems: Aligning Architecture, Governance, and Strategy*, Morgan Kaufmann.
- Zuboff, S. (1987): *In the Age of the Smart Machine*. Basic Books.
- Zuboff, S. & J. Maxmin (2002): *The Support Economy*. Penguin.
- Zuboff, S. (2019): *The age of surveillance capitalism: The fight for a human future at the new frontier of power*.

**Assessment:** Project (70%) and essay (30%, 1500 words).

The course has two summative elements: an individual theoretical essay (30%), and from the group design project, a technical report (50%) and a separate submission of an individual essay reflecting on the group work and on group participation (20%), which jointly comprise one summative component (70%).

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## MG4D2 Half Unit International Employment Relations

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Frido Wenten, MAR 5.17

**Availability:** This course is compulsory on the MSc in Human Resources and Organisations (International Employment Relations/CIPD). This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MRes/PhD in Management (Employment Relations and Human Resources) and MSc in Inequalities and Social Science. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** A general knowledge of the social sciences is required.

**Course content:** The course aims to provide an introduction to the comparative analysis of work and employment relations at national, firm and workplace level throughout the world. It will introduce the dynamics of employment relations across the increasingly global markets, the key concepts and topics surrounding it (such as employee voice and labour conflicts, organisation and the future of work, diversity, global value chains, and inclusive development), and the theories required to understand it. The strategies and policies of the main actors will be explored through cross-national comparative analysis, introducing the main 'models' of employment relations: the US/ British, Japanese and European Social Models, as well as models of employment relations in the transitional economies. The course ensures that students have both the conceptual and empirical grounding they need to take the options offered in international comparative human resource management and cross-cultural management.

**Teaching:** 15 hours of lectures and 15 hours of seminars in the MT.

The teaching is highly participative and includes lectures and seminars. Group working is an integral part of the course and students are expected to actively contribute to their class groups. The course is demanding of students, and depends for its success partly upon, their commitment and willingness to participate fully. Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students are required to submit an essay outline in Week 4, matching the topic of their first summative essay.

**Indicative reading:** C Frege & J Kelly (Eds) *Comparative Employment Relations in the Global Economy*, Routledge, 2013; G Bamber, R Lansbury & N Wailes (Eds), *International and Comparative Employment Relations*, 5th edn, Sage, 2011; R Hyman, *Understanding European Trade Unionism: Between Market, Class and Society*, Sage, 2001; M J Morley, P Gunnigle & DG Collings (Eds), *Global Industrial Relations*, Routledge, 2006.

**Assessment:** Essay (40%, 2500 words) in the MT. Essay (50%, 2500 words) in the LT. Class participation (10%).

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## MG4D3 Half Unit Not available in 2022/23 The Dark Side of the Organisation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jonathan Booth NAB4.20

**Availability:** This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MRes/PhD in Management (Employment Relations and Human Resources), MRes/PhD in Management (Employment Relations and Human Resources), MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management) and MSc in Human Resources and Organisations (Organisational Behaviour). This course is available as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Introductory OB course required. MG4C2, MG434, MG105, or equivalent course in another institution.

**Course content:** In this seminar, students will learn about a variety of topics related to the dark side of the organisation, (e.g. workplace aggression, retaliation, discrimination, substance abuse, corporate corruption, extreme stakeholder responses to organisations, and the dark side of impression management/emotional intelligence). In organisational behaviour courses, topics generally cover the 'light side' of the organisation and often explore how employee motivation and behaviour can promote beneficial outcomes for the organisation, as well as investigate the precursors to these more positive behaviours. However, not all

workplace behaviours and outcomes are beneficial and positive for employees and their organisations. Dark side behaviours typically lead to negative outcomes. Those who engage in these negative behaviours generally are aware that their actions can cause harm to others, their employer, and/or to them; hence, the instigator usually has intent. It is imperative that we more fully understand these behaviours and their antecedents and consequences so that we can identify these behaviours, as well as control, prevent, mitigate, or ameliorate their occurrences.

**Teaching:** 20 hours of seminars in the LT. 2 hours of seminars in the ST.

**Formative coursework:** Students will be expected to produce 1 essay in the LT.

**Indicative reading:** Anand, V, Ashforth, B. E., & Joshi, M. 2005. Business as usual: The acceptance and perpetuation of corruption in organizations. *Academy of Management Executive*, 19, 9-23. Andersson, L. M., & Pearson, C. M. 1999. Tit for tat? The spiraling effect of incivility in the workplace. *Academy of Management Review*, 24, 452-471.

Aquino, K., & Thau, S. 2009. Workplace victimization: Aggression from the target's perspective. *Annual Review of Psychology*, 60, 717-741.

Bacharach, S. B., Bamberger, P. A., & Doveh, E. 2008. Firefighters, critical incidents, and drinking to cope: The adequacy of unit-level performance resources as a source of vulnerability and protection. *Journal of Applied Psychology*, 93, 155-169.

Booth, J. E., Park, T.-Y., Zhu, L. (L.), Beauregard, T. A., Gu, F., & Emery, C. (2018). Prosocial Response to Client-Instigated Victimization: The Roles of Forgiveness and Workgroup Conflict. *Journal of Applied Psychology*. Advance online publication. <http://dx.doi.org/10.1037/apl0000286>.

Duffy, M. K., Ganster, D. C., & Pagon, M. 2002. Social undermining in the workplace. *Academy of Management Journal*, 45, 331-351.

Frone, M. R. 2008. Are work stressors related to employee substance use? The importance of temporal context in assessments of alcohol and illicit drug use. *Journal of Applied Psychology*, 93, 199-206.

Glomb, T. M., & Liao, H. 2003. Interpersonal aggression in work groups: Social influence, reciprocal, and individual effects. *Academy of Management Journal*, 46, 486-496.

Griffin, R.W., & Lopez Y.P. 2005. "Bad Behavior" in organizations: A review and typology for future research. *Journal of Management*, 31, 988-1005.

Griffin, R. W., & O'Leary-Kelly, A. M. 2004. *The dark side of organizational behaviour*. San Francisco: Jossey-Bass.

King, E. B., Shapiro, J. R., Hebl, M. R., Singletary, S. L., & Turner, S. 2006. The stigma of obesity in customer service: A mechanism for remediation and bottom-line consequences of interpersonal discrimination. *Journal of Applied Psychology*, 91, 579-593.

Pinto, J., Leana, C. R., & Pil, F. K. 2008. Corrupt organizations or organizations of corrupt individuals? Two types of organization-level corruption. *Academy of Management Review*, 33: 685-709. Ragins, B. R., & Cornwell, J. M. 2001. Pink Triangles: Antecedents and consequences of perceived workplace discrimination against gay and lesbian employees. *Journal of Applied Psychology*, 86, 1244-1261.

Vaughan, D. 1999. The dark side of organizations: Mistake, misconduct, and disaster. *Annual Review of Sociology*, 25, 271-305.

**Assessment:** Essay (40%, 1500 words) and video (20%) in the ST. Class participation (20%) and group presentation (20%) in the LT. The video assessment submitted by students in ST consists of a take-home video presentation.

## MG4D4 Half Unit

### Cross Cultural Management

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Hyun-Jung Lee MAR 5.34

**Availability:** This course is available on the MBA Exchange,

MRes/PhD in Management (Employment Relations and Human Resources), MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations/CIPD), MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Management (1 Year Programme) and MSc in Social Innovation and Entrepreneurship. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Some background in psychology and organisational behaviour, and/or international business is useful, but not required.

**Course content:** The ability to communicate cross-culturally and to understand the diverse perspectives of people from different cultures is a necessity in order to achieve a competitive advantage in the global economy. The aims of the course are to understand the impact of culture on management; to identify the areas in which cultural differences pose challenges as well as opportunities in managing people across cultures; and, to become more self-aware of our cultural conditioning, individual biases and assumptions.

Topics include i) understanding cultures and cultural conditioning, ii) analytical frameworks of cross-cultural comparisons, iii) multicultural teams, iv) managing global organisations, v) ethical dilemmas and global responsibility of multinational corporations, vi) cross-cultural communication, vii) global leadership and cultural intelligence, viii) international assignments and global careers.

**Teaching:** 15 hours of lectures and 15 hours of seminars in the LT. Experiential learning is emphasised and team working is an integral part of the course. The teaching is highly participative. Students will be asked to make presentations and participate in various class exercises including role playing. The course is demanding of students and success depends partly upon student commitment and willingness to participate fully. Students on this course will have a reading week in Week 6, in line with departmental policy

**Formative coursework:** Students will be expected to produce 1 essay in the LT.

**Indicative reading:** The following reading list contains some easily accessible introductory discussions. Most of the course reading is taken from journals. A full reading list will be provided in the syllabus at the start of the course.

- Gehrke, B. and Claes, M-T. (eds.) (2014), *Global leadership practices: A cross cultural management perspective*, Palgrave Macmillan
- Steers, R., et al. (2016), *Management across cultures* (3rd ed.), Cambridge University Press
- Thomas, D. D., and Peterson, M. (2014). *Cross cultural management* (2nd edition). London: Sage.

**Assessment:** Essay (50%), project (40%) and class participation (10%).

The essay is completed individually, and the project is completed as part of a group.

## MG4D5 Half Unit

### Leadership in Organisations: Theory and Practice

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Connson Locke, MAR.5.36

**Availability:** This course is available on the Global MSc in Management, Global MSc in Management (MBA Exchange), MBA Exchange, MRes/PhD in Management (Employment Relations and Human Resources), MSc in Accounting and Finance, MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations/CIPD), MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Management (1 Year Programme), MSc in Marketing and



MSc in Social Innovation and Entrepreneurship. This course is available with permission as an outside option to students on other programmes where regulations permit.

Priority will be given to Department of Management students

**Course content:** This course is designed to provide students with the knowledge, skills and analytical capabilities needed to exercise leadership in organisations. It explores several facets of leadership and considers how leadership develops. The emphasis will be on application of theory and comparing and contrasting different approaches to leadership.

The course examines topics such as: leadership and management; trait, behavioural and contingency theories of leadership; individual differences in leadership; leadership development; transformational and transactional forms of leadership; and issues of gender and culture.

**Teaching:** 25 hours of seminars in the LT.

Each 2.5 hour session will include a combination of lecture and seminar work. Students are expected to prepare for and contribute to each session. Seminar work will include case analyses and small group discussions.

Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students will have the opportunity to write a formative case analysis essay during LT and receive feedback. Students will also complete in-class case discussions to prepare them for the case analysis essay.

**Indicative reading:** A full reading list will be provided at the beginning of the term. There is no required text. Indicative readings include:

Antonakis, J., Cianciolo, A.T., & Sternberg, R.J. (2004) Leadership: Past, Present and Future (Chapter 1). In Antonakis, J., Cianciolo, A.T. & Sternberg, R.J. (Eds.) *The Nature of Leadership*, pp. 3-15. London: Sage Publications. George, J. M. (2000).

Judge, T., Bono, J., Ilies, R., & Gerhardt, M. (2002). Personality and leadership: A qualitative and quantitative review. *Journal of Applied Psychology*, 87(4), 765-780.

**Assessment:** Case analysis (100%) in the ST.

## MG4D7 Half Unit

### Dissertation: MSc MISDI

**This information is for the 2022/23 session.**

**Teacher responsible:** All members involved with MSc MISDI are involved in dissertation support.

**Availability:** This course is compulsory on the MSc in Management of Information Systems and Digital Innovation. This course is not available as an outside option.

**Course content:** The aim of the dissertation is for students to pursue an independent piece of research within the field of information systems. The dissertation is a quantitative or qualitative, theoretically informed, piece of research of IS-related questions. Students must obtain the approval of their advisor before embarking on any research. The course MY401 on research design and the course MG496 Study Skills and Contemporary Topics in Information Systems and Digital Innovations provide guidance and background material on undertaking dissertation work.

#### Arrangements for supervision:

Advisors will normally be allocated according to student dissertation proposals. The dissertation advisor will help the student identify an appropriate research question, and to work out a plan for a literature informed empirical study.

**Teaching:** Two courses prepare students for the dissertation: MY401 Research Design for Studies in Digital Innovation and MG496 Study Skills and Contemporary Topics in Information Systems and Digital Innovations. Students must follow both of these courses.

**Formative coursework:** Students will use the feedback to the summative essay of the MY401 course as a starting point for their dissertation research. They will also present their research topic

and research design at a workshop in mid/end of June and get feedback from fellow students and faculty.

**Assessment:** Dissertation (100%, 8000 words) post-summer term.

An electronic version of the dissertation must be submitted on a specified date in late August (no paper copies are required).

Penalties will be applied to any late submission. The word limit for the dissertation is 8000 words. The dissertation is critical to assessment on the programme.

## MG4E2 Half Unit

### Marketing Management

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Haider Ali

**Availability:** This course is compulsory on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange) and MSc in Management (1 Year Programme). This course is not available as an outside option.

**Course content:** This course is a rigorous examination of the key analytical frameworks, technical tools, and concepts that are essential in building an effective marketing strategy. Participants are introduced to the subject at both strategic and operational levels. This course combines LSE's premier standing in the social sciences with cutting-edge management practices. By using a wide range of concepts, interactive lectures, videos, hands-on exercises, and case studies, we will share key analytical frameworks and tools that are essential to a good marketing strategy. The aim is to develop a widely applicable analytical tool-kit that relies on: (a) anticipating decisions that managers frequently face, (b) bringing to bear a wide range of fundamental, often competing social science theories to inform these decisions, (c) knowledge about empirical generalizations, and (d) knowledge about moderating conditions. Also, emphasis is placed on the use of case studies to develop participant's skills at analysing and making sense of complex real world business situations.

**Teaching:** 30 hours of seminars in the MT. 2 hours of seminars in the ST.

Course instruction will be conducted using lectures, case discussions, readings, and analysis of data.

**Formative coursework:** Students will be expected to produce 1 piece of coursework in the MT.

The formative will be undertaken by students in teams. The formative will comprise the plans that teams have formulated for the summative project together with their rationale. As a result, the formative will provide a foundation for the summative project and also help students practice the use of marketing theory, a skill that will be very useful for the exam.

**Indicative reading:** Alex Chernev (2018), *Strategic Marketing Management* (9th edition), Cerebellum Press.

Philip Kotler and Gary Armstrong (2017), *Principles of Marketing* (17th edition), Prentice Hall

Ajzen, I., 2015. Consumer attitudes and behavior: the theory of planned behavior applied to food consumption decisions. *Italian Review of Agricultural Economics*, 70(2), pp.121-138.

Brodie, R.J., Ilic, A., Juric, B. and Hollebeek, L., 2013. Consumer engagement in a virtual brand community: An exploratory analysis. *Journal of business research*, 66(1), pp.105-114.

Fuchs, C. and A. Diamantopoulos 'Evaluating the effectiveness of brand-positioning strategies from a consumer perspective', *European Journal of Marketing*, 44(11) 2010, pp. 763-86.

Kozinets, R.V., K. de Valck, A.C. Wojnicki and S.J.S. Wilner 'Networked narratives: understanding word-of-mouth marketing in online communities', *Journal of Marketing* 74 2010, pp.71-89.

O'Guinn, T. C., (2015) Advertising effects in J. D. Wright (ed.) *International Encyclopedia of the social and behavioural sciences* (Second edition). Elsevier, pp208-212

Rossiter, J.R., 2014. 'Branding'explained: defining and measuring brand awareness and brand attitude. *Journal of Brand Management*, 21(7), pp.533-540.



Vargo, S.L., P.P. Maglio and M.A. Akaka 'On value and value co-creation: a service systems and service logic perspective', *European Management Journal* 26 2008, pp.145–52. Further references, especially for journal articles and case studies, will be provided at the commencement of the course.

**Assessment:** Exam (45%, duration: 3 hours) in the January exam period.

Project (45%) in the MT.

Class participation (10%).

## MG4E7

### Business Fundamentals

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Amitav Chakravarti MAR 6.31 and Prof Om Narasimhan MAR 6.32

**Availability:** This course is compulsory on the MSc in Marketing. This course is not available as an outside option. This is a non-assessed introductory course.

**Course content:** The aim of the introductory Core is to deliver some critical business prerequisites to incoming MSc Marketing students. Broadly, there will be four kinds of course materials covered during this one week: (1) Some modules are intended to strengthen participants' analytical skills. These modules comprise sessions on microeconomics/business economics that enable participants to analyse firms and markets in more depth, and sessions that impart basic knowledge in analytics/statistics that is becoming absolutely essential in the current age of Big Data; (2) Some other modules will expose participants to the fundamentals of other functional areas like Accounting, Finance, & Controls, Leadership, Organizational Behavior, and Team Building; (3) Some modules will look deeper into one of the fundamental skills that marketing managers try to hone—understanding and eliciting consumer insights; and finally, (4) The remaining modules will assist in career planning, coaching for marketing problem solving (e.g., as is common in consulting and/or case study-based interviews), with a broad understanding of the numerous options for internships, employment, companies, functions, and roles.

**Teaching:** Roughly 12 hours of teaching over one week prior to the Michaelmas Term. Full details of this will be sent to offer holders as part of their offer pack. The schedule will also include a full programme of activities and talks designed to welcome you to the LSE and the MSc Marketing programme.

**Formative coursework:** No formal assessment.

**Indicative reading:** Statistics: Anderson, D., Sweeney, D., Williams, T., Freeman, J., Shoemsmith, E. (2009). *Statistics for Business and Economics* (2nd edition), Hampshire: Cengage Learning.

Huff (1991). *How to Lie with Statistics*. Penguin.

Accounting: Boakes, K. (2010). *Reading and Understanding the Financial Times*. (2nd edition), Harlow: FR Prentice Hall; and Parker, R. (2007). *Understanding Company Financial Statements*. (6th edition), London: Penguin.

Quantitative Skills: Hammond, P. and Sydsaeter, K. (2002).

*Essential Mathematics for Economic Analysis*. Prentice Hall; and Jacques, I. (2010). *Mathematics for Economics and Business*. (7th edition), Pearson.

Writing skills: Wallace, M. and Wray, A. (2011). *Critical Reading and Writing for Undergraduates* (2nd edition), London: Sage.

**Assessment:** No formal assessment.

## MG4E8 Half Unit

### Principles of Marketing

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Amitav Chakravarti MAR 6.31

**Availability:** This course is compulsory on the MSc in Marketing.

This course is not available as an outside option.

**Pre-requisites:** Completion of the MSc in Marketing pre-session course, MG4E7 Business Fundamentals.

**Course content:** This course is a rigorous examination of the key analytical frameworks, technical tools, and concepts that are essential in building an effective marketing strategy. Participants are introduced to the subject at both strategic and operational levels. This course combines LSE's premier standing in the social sciences with cutting-edge management practices. By using a wide range of concepts, interactive lectures, videos, hands-on exercises, and case studies, we will share key analytical frameworks and tools that are essential to a good marketing strategy. The aim is to develop a widely applicable analytical tool-kit that relies on: (a) anticipating decisions that managers frequently face, (b) bringing to bear a wide range of fundamental, often competing social science theories to inform these decisions, (c) knowledge about empirical generalizations, and (d) knowledge about moderating conditions. Also, emphasis is placed on the use of case studies and data analysis to develop participant's skills at analysing and making sense of complex real world business situations.

**Teaching:** 30 hours of lectures in the MT.

**Indicative reading:**

- Alex Chernev (2011), *Strategic Marketing Management* (6th edition), Cerebellum Press.
- Philip Kotler and Gary Armstrong (2001), *Principles of Marketing* (9th edition), Prentice Hall.
- Philip Kotler and Kevin Keller (2011), *Marketing Management* (14th edition), Pearson PrenticeHall.
- Homburg, C., Kuester, S. and Krohmer, H. (2009), *Marketing Management: A Contemporary Perspective*, McGrawHill.
- Jobber, D. (2010), *Principles and Practice of Marketing* (6th edition), McGrawHill.
- Lambin, J-J, Chumpitaz, R. & Schuiling, I. (2007), *Market-driven management: Strategic and operational marketing* (2nd edition). London: Palgrave Macmillan.

Further references, especially for journal articles and HBS case studies, will be provided at the commencement of the course.

**Assessment:** Coursework (50%), project (40%) and class participation (10%) in the MT.

Group Project (40%) - a non-assessed presentation and an assessed project report 2,500 word max .

Individual take home assignment (50%).

Class participation (10%)

## MG4E9 Half Unit

### Marketing Analytics I: Consumer Analysis Fundamentals

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Xiaolin Li

**Availability:** This course is compulsory on the MSc in Marketing. This course is not available as an outside option.

**Course content:** This course lays down the foundations of Marketing Analytics which is an absolute essential in the age of Big Data. The broad objective of this course is to provide a fundamental understanding of marketing analytics and research methods employed by well-managed firms. The course focuses on integrating problem formulation, research design, questionnaire construction, sampling, data collection and data analysis to yield the most valuable information. The course also examines the proper use of statistical applications as well as qualitative methods, with an emphasis on the interpretation and use of results. Since analytics is the discovery and communication of meaningful patterns in data, this course will also provide students with an analytics toolkit, reinforcing basic probability and statistics while throughout emphasizing the value and pitfalls of reasoning with data. Applications will focus on connections among analytical tools, data, and business decision-making. Advanced analytical tools will be discussed in-depth in the follow-up course Marketing

Analytics II.

**Teaching:** 30 hours of lectures in the MT.

**Formative coursework:** Students will be engaged in analysing a number of cases, doing numerical problems, as well as analysis data sets using the techniques learned in class. This will set the stage for their group project (gathering and analysing data) as well as the take-home assignment (which will involve numerical problems, case analysis, and analysing data sets).

**Indicative reading:**

- Dawn Iacobucci and Gilbert A Churchill Jr., *Marketing Research: Methodological Foundations*. 10th ed. South Western Educational Publication, 2009. ISBN-13: 978-1439081013
- Naresh Malhotra *Marketing Research: An Applied Orientation* 7th ed. Pearson, 2018 ISBN-13: 978-0134734842
- Mercedes Esteban-Bravo and Jose M. Vidal-Sanz, *Marketing Research Methods: Quantitative and Qualitative Approaches*, Cambridge University Press, 2021

**Assessment:** Project (40%, 2500 words), class participation (10%) and take-home assessment (50%) in the MT.

The Group Project (40%) consists of a non-assessed presentation and an assessed project report 2,500 word max.

## MG4F1 Half Unit Marketing Action Learning Project

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Amitav Chakravarti MAR 6.31 and Dr Heather Kappes MAR 6.21

**Availability:** This course is compulsory on the MSc in Marketing. This course is not available as an outside option.

**Pre-requisites:** Completion of the MSc in Marketing pre-session course, MG4E7 Business Fundamentals.

**Course content:** Students are formed into groups and assigned to a company sponsor vetted by Department of Marketing staff. Companies vary from year to year but will range from large consumer goods corporations to midsize arts or telecom or food & beverage companies looking to launch new products or move into new markets, to small digital start-ups. Starting from a company brief, each group will identify core marketing issues where they can add value for their company sponsor, and will use the marketing techniques developed in the course to arrive at recommendations. Each group will produce an in-depth report that provides two critical classes of information: (a) Section 1 tells us how a "live" business is being run and what makes it tick (or not) from a marketing value-creation point of view, and (b) Section 2 provides data-based, scientific analysis of what the firm could do better for a more sustainable and competitive future.

**Teaching:** 2 hours of lectures in the ST.

One formal lecture, plus individual appointments through ST with groups to discuss their chosen projects.

**Indicative reading:**

- *Building a Marketing Plan*, by Ho Yin Wong; Kylie Radel; Roshnee Ramsaran-Fowda, Harvard Business School Publishing.
- *Writing Great Marketing Plans*, 2005, by T. Caulkins, Kellogg's/ Northwestern University.
- *The Marketing Plan Handbook* Paperback – 1 Sep 2011 by Alexander Chernev

**Assessment:** Project (100%) in August.

Students will be expected to submit a project report in August

## MG4F2 Half Unit Marketing Analytics II: Analytics for Managing Innovations, Products and Brands

**This information is for the 2022/23 session.**

**Teacher responsible:** TBC

**Availability:** This course is available on the CEMS Exchange,

Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Management (1 Year Programme), MSc in Marketing and MSc in Strategic Communications. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** Marketing managers need to make a variety of decisions about, for example, product features, prices, advertising (online and offline), distribution and sales compensation plans. In making these decisions, managers choose from among alternative courses of action in a complex and uncertain world. Increasingly, in this age of Big Data, companies that emerge as market leaders tend to be the ones that employ sophisticated Marketing Analytics. This course in Marketing Analytics will entail a deep-dive into state-of-the-art Marketing Analytics models that allow managers to make scientific decisions regarding launching new products or innovations and managing more mature products and brands. This course will focus upon the use of cutting-edge data analytic techniques to understand and inform managerial decision making with a primary focus on the formulation of dynamic marketing policies. The course is structured to enable the student to gain familiarity with techniques for sentiment analysis, discrete choice modelling, probability models for customer management, causal inference through A/B testing, classification and regression trees, and introductory machine learning.

**Teaching:** 30 hours of lectures in the LT.

**Formative coursework:** Students will be engaged in analysing several data sets using the techniques learned in class. This will set the stage for their group project (gathering and analysing data) as well as the take-home assignment (which will involve analysing data sets given to them).

**Indicative reading:**

- Lilien GL, Kotler Ph, Moorthy KS. *Marketing Models*. Prentice Hall: Englewood Cliffs, 1992
- Leeflang PSH, Wittink DR, Wedel M, Naert PA. *Building Models for Marketing Decisions*. Kluwer Academic Publishers: Dordrecht / Boston 2000.

**Assessment:** Take-home assessment (55%) and group project (45%) in the LT.

Coursework is an Individual Take-home assignment and the project will be in groups.

## MG4F3 Half Unit Digital Marketing

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Xiaolin Li

**Availability:** This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Management (1 Year Programme), MSc in Management of Information Systems and Digital Innovation, MSc in Marketing and MSc in Strategic Communications. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Students taking this course are expected to be able to demonstrate a strong foundation in quantitative analysis.

**Course content:** Marketing is evolving from an art to a science and decisions in new media are on the forefront of this transformation. This course is aimed at developing state-of-the-art knowledge in the area of online marketing (e.g., display ads and search ads, SEO, mobile marketing etc.) and social media (e.g., Twitter, Facebook, etc.). Furthermore, important topics of cross-cutting relevance to online marketing and social media will be addressed, including big data, data science, analytics, and integrative marketing. Many firms have extensive information about consumers' choices and how they react to marketing campaigns, but few firms have the expertise to intelligently act on such information. In this course, students will learn the scientific and strategic approach to marketing with hands-on implementation of online marketing

and social media strategies (e.g., strategic design and launch of a website, implementation of SEO strategies, design and manage of a corporate social media account). Using simple yet powerful hands-on interactive models and exercises, the course will cover both theory and applications.

**Teaching:** 30 hours of lectures in the LT.

**Formative coursework:** Students have the opportunity to submit a formative coursework in the LT. The formative course work might be an in-depth case analysis of a new media company. Students might be requested to use theory and frameworks to make sense of a case. Students might also be requested reflect on analytics and conduct simple data analysis.

**Indicative reading:**

- Larsen and Draper (2015): *Internet Marketing Essentials*, Digital Textbook.
- Chaffey, D. and Ellis-Chadwick, F. (2019): *Digital Marketing. Strategy, Implementation, and Practice*. 7th Edition. Pearson Education.
- Laudon, K. C. and Traver, C. G. (2015), *E-Commerce 2015: Business. Technology. Society*. Prentice Hall.

More readings in form of academic research papers and media outlets (e. g., *The Economist*) will be added for each week.

**Assessment:** Take-home assessment (50%), group project (40%) and class participation (10%) in the LT.

## MG4F4 Half Unit

### Strategy and Innovation in a Global Context

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Heather Kappes 6.21 MAR

**Availability:** This course is compulsory on the MSc in Management (1 Year Programme). This course is not available as an outside option.

**Course content:** This Capstone Course builds connections between management theory and practice and equips students with the skills necessary to succeed in their managerial careers. The overarching teaching objective is to apply material learned in MiM courses to create managerial recommendations that can help a firm improve and defend its competitive advantage both immediately and for its future.

Before, during, and after an international trip, students will work in groups to tackle a client company's business problem(s). Students will need to balance company objectives, available resources, theoretical knowledge, and group members' knowledge and expertise. Success requires analytical techniques and reasoning as well as the ability to switch between considering the big picture and the fine-grained detail.

**Teaching:** 6 hours of seminars in the ST.

2 x 180 minute seminars plus approximately 40 hours of work during a one-week international trip the period after exams and summer term.

**Formative coursework:** Formative feedback will be provided on the basis of preparatory seminar work.

**Indicative reading:**

- 1) Chernev, Alexander. *The Marketing Plan Handbook*, 2011.
- 2) Stine, Robert, and Dean Foster. *Statistics for Business: Decision Making and*. Addison-Wesley, 2011.
- 3) D Besanko, D Dranove & M Shanley, *Economics of Strategy*, John Wiley, 6th Edition.; A Dixit & B Nalebuff, *Thinking Strategically: The Competitive Edge in Business, Politics and Everyday Life*, Norton, 1998.
- 4) D M Kreps, *Microeconomics for Managers*, W. W. Norton (2004).
- 5) Block, Peter, and Grover Gardner. *Flawless consulting: A guide to getting your expertise used*. San Francisco, CA: Pfeiffer, 1981.

**Assessment:** Project (80%, 2000 words), reflective learning report (10%) and other (10%) post-summer term.

This course is assessed on a project report, an individual reflection on the project and a peer review report that makes use of the concepts from the course and their application illustrated in the international trip. Details will be discussed during lectures.

## MG4F5 Half Unit

### Business in the Global Environment

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Rocco Macchiavello

**Availability:** This course is compulsory on the MSc in Management (1 Year Programme). This course is not available as an outside option.

**Course content:** In this course we study two key components of the process called 'globalisation'. First, we consider the negotiation, implementation and implications of international trade agreements. These include the World Trade Organisation and the fast-growing web of regional trade agreements. Second, we look at the process of globalisation at the level of industries, firms and nations. We seek a solid understanding of the external, economy-wide factors that affect the performance and management of firms in today's global economy. The course relies on recent theoretical and empirical research. Topics include the changing structure of industries, the response of companies, both those based in the advanced industrial countries and those based in emerging markets, to increasing international competition; and the differences between countries in their institutions and policies. Course topics:

- 1) Globalisation: trends in the global economy, overview of their causes and effects
- 2) The workings, accomplishments and shortcomings of the GATT/WTO system
- 3) Trade barriers: causes and consequences of restrictions to international trade
- 4) The economics and politics of international trade agreements
- 5) Implications of trade agreements for national and multinational firms
- 6) Location of Production: Theory of Comparative Advantages
- 7) Location of Production: Factor Endowments across countries
- 8) Location of Production: Testing empirically the predictions of the theory
- 9) Location of Production: Empirical Analysis, institutions as a source of competitive advantage
- 10) Foreign Direct Investment and International Contracts

**Teaching:** 10 x 180 minute seminars in the period after exams and summer term

**Formative coursework:** Students will be expected to produce 1 piece of coursework in July.

**Indicative reading:** Giorgio Barba Navaretti & Anthony J Venables, *Multinational Firms in the World Economy*, Princeton, 2004  
Robert Feenstra and Alan Taylor, *International Economics*, Worth Publishers, 2008

Kyle Bagwell and Robert W. Staiger, "The Economics of the World Trading System," MIT Press, 2004

The World Trade Organisation, "The WTO and preferential trade agreements: From co-existence to coherence," World Trade Report, 2011.

**Assessment:** Continuous assessment (20%) and group project (80%).

## MG4F7 Half Unit

### Business Analysis

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Noam Yuchtman 6.27

**Availability:** This course is compulsory on the MSc in Management (1 Year Programme). This course is not available as an outside option.

**Course content:** The course is designed to achieve an understanding of fundamental notions of data presentation and data analysis and to use statistical thinking in the context of business problems. The course deals with modern methods of data exploration (designed to reveal unusual or problematic aspects of databases), the uses and abuses of the basic



techniques of inference, and the use of regression as a tool for management and for financial analysis.

**Teaching:** 15 hours of lectures and 9 hours of seminars in the MT.

**Formative coursework:** Students will be expected to produce 1 project in the MT.

The two formative assessments will be in class exercises with two components. One component will help prepare students for the Project (i.e., an application of a statistical technique to solve a company problem or research question), and the other component will help prepare students for the Final Exam.

**Indicative reading:**

- Statistics for Business Decision Making and Analysis, by Robert Stine and Dean Foster (S & F) second edition Pearson.

**Assessment:** Exam (70%, duration: 2 hours, reading time: 15 minutes) in the January exam period.

Project (20%, 3000 words) and continuous assessment (10%) in the MT.

## MG4F8 Half Unit

### Managerial Economics and Quantitative Measurement for Social Entrepreneurs

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Yally Avrahampour MAR 5.24

With guest lecturer, Professor Saul Estrin

**Availability:** This course is compulsory on the MSc in Social Innovation and Entrepreneurship. This course is not available as an outside option.

**Course content:** The course will start with an introduction to economics for social entrepreneurs, with attention focused on markets and market failures, notably externalities and public goods. Questions of social welfare and income inequality will also be discussed. The course introduces social enterprises as hybrid organizations with multiple objectives. We then move to a series of economics topics of particular relevance in analysing the problems of social entrepreneurs, namely the representation and analysis of firm costs; the measurement of costs; analysis of consumer demand; and measurement of performance.

The course continues by introducing techniques used to measure and monetize social impact including Social Return on Investment (SROI). We will critically assess the SROI performance measure by discussing the cost of capital of social enterprises and the determination of the counterfactual for assessing impact. We then consider debates relating to randomized controlled trials and lean data and accounting for environmental impact. The course ends by considering strategy for social enterprises.

**Course Objectives**

Students should learn:

- Key theoretical approaches in economics and quantitative measurement, which includes related quantitative methods, to understanding social innovation and entrepreneurship;
- Empirical findings - typically from recent economics, accounting and management research;
- The most important economic, accounting and quantitative/statistical insights, concepts, theoretical approaches required to set-up, manage, and scale up social innovation and enterprises;
- To relate theoretical and methodological insights, concepts and frameworks for social innovation and enterprise to real world phenomena and social problems through the use of case studies.

**Teaching:** 20 hours of lectures and 15 hours of seminars in the MT.

Theoretical material and analytical frameworks from accounting and economics respectively of relevance to social entrepreneurs will be taught in the lecture slots, while the seminars will cover a relevant case study each week. Although the course covers two distinct disciplines, there will be an effort, where possible, to treat the issues in an integrated manner.

In addition students are expected to attend two introductory sessions, each lasting two hours.

**Formative coursework:**

- 1 Formative essay in the MT.
- Formative group feedback on other groups' presentations, twice in MT.

**Indicative reading:** Each week we draw on a variety of required and further readings. We also make suggestions regarding textbooks that provide background for the concepts outlined in the course.

For **Managerial Economics**, students without an economics background might start with the textbook by D.Begg, G. Vernasca, Fischer, Dornbusch (11th Edition) Economics, McGraw Hill.

A more advanced treatment is contained in S. Estrin, D. Laidler and M. Dietrich, Microeconomics (6th Edition), Pearson.

**Introductory Reading**

There are also a number of books that inform the field, that students might wish to read in advance or during the course as background material.

A. Sen, 2009, The Idea of Justice, Harvard University Press

A.V. Banerjee and E. Duflo, 2011, Poor Economics, BBS Publications

R.L. Martin and S.R. Osberg, 2015, Going Beyond Better, Harvard Business Review Press

For **Quantitative Measurement** the textbooks representing these background readings are:

Weetman, P. (2019) Financial Accounting: An Introduction.

(Available as an e-book through the LSE library).

Kaplan, R. & Atkinson, A. (2014) Advanced Management Accounting 3rd edition, Pearson

The following readings provide an introduction to accounting for social entrepreneurship:

Barker, R., Eccles, R. & Serafeim, G. (2020) "The Future of ESG is ... Accounting?" Harvard Business Review, December

Cohen, R. (2020) Impact: Reshaping Capitalism to Drive Real Change, Ebury Press

New Economics Foundation (NEF). (2007). Measuring Real Value: A DIY guide to social return on investment, available at [https://neweconomics.org/uploads/files/cf0968d3256d6bffcc\\_cim6bsty5.pdf](https://neweconomics.org/uploads/files/cf0968d3256d6bffcc_cim6bsty5.pdf)

**Assessment:** Essay (90%, 3000 words) in the LT.

Class participation (10%) in the MT.

Assessed essays (90%, 3000 words) in the LT.

Class participation (10%) based around student group presentations of cases in the MT.

## MG4F9 Half Unit

### Organisational Behaviour and Marketing for Social Entrepreneurs

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Niranjan Janardhanan and Prof Naufel Vilcassim. Prof Vilcassim - Marketing. Dr Janardhanan - Organisational Behaviour

**Availability:** This course is compulsory on the MSc in Social Innovation and Entrepreneurship. This course is not available as an outside option.

**Course content:** The course is a rigorous examination of key insights, concepts and theoretical frameworks that are essential in understanding social innovation and enterprises from the perspectives of Marketing and Organisational Behaviour (OB). Students learn to understand, synthesise and relate these insights, concepts and theoretical frameworks to real-life phenomena and problems through interactive lectures, cases, empirical studies and videos. In a very practical sense, students will test this knowledge by application to cases relating to different types of social enterprises in Marketing, as well as by applying to effecting social change in relation to such topics as motivation, team management, and organizational culture, in the OB portion of the course.

More specifically, students learn:



- Key theoretical approaches (through the lenses of organisational behaviour and marketing) to understanding social innovations and entrepreneurship;
- Empirical findings - typically from recent management research and related fields; this is a young field - on how Marketing and OB aspects of social innovations and enterprises are associated with social impact;
- A rigorous synthesis of the most important marketing and organisational behaviour insights, concepts, theoretical approaches to set-up, manage, and scale up social innovation and enterprises;
- Relating theoretical and methodological insights, concepts and frameworks for social innovation and enterprise to real world phenomena and social problems through applied case-related individual analysis in both Marketing and OB.;
- Also importantly this course provides essential knowledge and tools for the individual design or consulting projects on actual management problems for social innovation and enterprise in the capstone/dissertation course.

This course comprises a Marketing and Organisational Behaviour stream.

A: Organisational Behaviour

- Personality and Individual Differences
- Motivation and Rewards
- Organisational Culture, Ideological Currency & Making a difference
- Identity of entrepreneurs and the enterprise
- Leadership and decision-making.

B: Marketing

The **specific objectives** of this part of the course include the following tasks.

1. Analysing critically the task of marketing under contemporary conditions and examining the major functions that comprise the marketing task.
  2. Developing an awareness of the major types of marketing problems faced by social enterprises with the emphasis on sound analytical approaches (both qualitative and quantitative) to effective decision-making.
  3. Evaluating various types of strategies and tactics that can be employed in guiding the marketing activities of a SE by becoming familiar with different theories, concepts, frameworks, models, and methods that can be brought to bear in developing and executing marketing strategies and.
  4. Measuring the effectiveness of a firm's marketing strategy and tactics using appropriate metrics, given its objectives
- Regardless of your functional position, by the end of the course you should feel comfortable in applying key marketing concepts in practice and evaluating the marketing activities of your organization.

**Teaching:** 30 hours of lectures and 3 hours of workshops in the MT.

Five weeks (15hrs) will focus on OB and in the second five weeks (15hrs) will focus on core insights from Marketing, with the aim of imparting key managerial knowledge and skills required to catalyse the changes required to launch and lead successful entrepreneurial ventures in social innovation.

**Formative coursework:** Students will be expected to produce 1 essay in the MT.

Students will be expected to:

- a) produce 1 essay in the MT. This (optional) formative will be based on the OB section of the course, where students will be asked to submit a small essay-type section (~500 words) to reflect the format and the topic of their respective summative topics.
- b) provide written answers (maximum 1000 words) to any one of the cases assigned for class discussion in Marketing. As the respective cases will be discussed in the class sessions for which they have been assigned, the individual write-ups must be submitted at the beginning of the class session.

**Indicative reading:** For Marketing:

- Madeline Powell, Stephen P. Osborne, "Can marketing contribute to sustainable social enterprise?", *Social Enterprise Journal*, (2015) Vol. 11 Iss: 1, pp. 24-46.

- A Framework for Marketing Strategy Formation for Social Enterprises (Craig-Morse and Vilcassim, private note)
- Read: Digital Marketing and Communication for Social Enterprises. (Bandyopadhyay and Ray: Chapter 18 - Media Trust in a Digital World pp 251-262) Springer Nature Switzerland AG 2019

For Organisational Behaviour:

- Bargsted, M., Picon, M., Salazar, A., & Rojas, Y. (2013). Psychosocial characterization of social entrepreneurs: A comparative study. *Journal of Social Entrepreneurship*, 4(3), 331–346.
- Davis, G. & White, C. (2015). How your company can change the world. *Harvard Business Review* (5), 48-55.
- Fauchart, E., & Gruber, M. (2011). Darwinians, communitarians, and missionaries: The role of founder identity in entrepreneurship. *Academy of Management Journal*, 54(5), 935-957.

**Assessment:** Essay (45%, 2000 words) and take-home assessment (45%) in the LT.

Class participation (10%) in the MT.

OB: Essay (45%, 2000 words) in the LT.

MKT: Take-home assignment (45%, 2500 words) in the LT

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## MG4G1 Half Unit

### Understanding Social Problems for Innovation and Entrepreneurship

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Harry Barkema, Professor Flora Cornish and Dr Lamees Tanveer.

**Availability:** This course is compulsory on the MSc in Social Innovation and Entrepreneurship. This course is not available as an outside option.

**Course content:** The aim of this course, together with Social Organization Design (MG4G2) in the Lent term, is to help you to better understand, design, lead, and grow your social enterprise. This course – MG4G1 – focuses on the first part of your entrepreneurial journey, starting with the crucial issue of understanding the social problem of your relevant target group. We will also discuss, during the second part of this course, key elements of your entrepreneurial journey, such as Lean Startup, pivots and learning from failure, as well as how to engage with others, such as other entrepreneurs, investors, incubators and accelerators to help you reach your goals better. The second course – MG4G2 – builds on this course in terms of better understanding and designing the business model and its key elements; value proposition, revenue model, and internal organization (leadership, incentives, processes for learning & innovation) and external organization (partners & ecosystems) of your social enterprise, as well as scaling strategies. Both courses are interactive and problem-based. At the heart of both courses is one real-life, evidence-based design challenge for a social enterprise, in the form of a group project (5-6 students) in a low-income neighbourhood in Nairobi or a township in Cape Town. The project starts with building a Theory of Change, based on your understanding of the social problem of your target group, anchored in fieldwork. .

Each week of the course consists of..

- Preparation: A set of core readings (journal articles, cases, etc.) for that week.
- A lecture (2 hours) where key insights are shared and discussed.
- An interactive seminar (1 hour), starting with a mini-lecture, followed by in-depth discussion in student groups (5-6 students), and a plenary discussion.
- Student-moderated group discussions of a case or key topic of the week (30 mins, groups of 5-6 students) with a short summary of insights and conclusions to be posted online.
- Reflection log, a short impression of your personal key learnings of the week ('Aha-moments'), posted online in the form of a 3-minute video or PPT.

Other key elements of the course are:

- A real-life group design project (5-6 students) addressing a real social problem in an emerging economy (in low-income neighbourhoods in Nairobi, Kenya, and in townships in Cape Town, South Africa). The group project is fully integrated into the program, and students work on it throughout the course.
- A 1-week international field trip to collect data for the group project to these sites (in week 8: Reading week). If the journey is not possible due to health and safety reasons (e.g., COVID-19) then the fieldtrip will be held 'on-line,' in cooperation with our local partners including local 'navigators,' in Nairobi and Cape Town to facilitate data collection through virtual interviews.
- An individual assignment, via two tracks – self-selected by students: a) designing your own social enterprise (in cooperation with Generate, our LSE incubator/accelerator) or alternatively, b) a consulting project, for an existing social enterprise or social business unit of a company, or an NGO, incubator, or impact investor of your choice.

**Teaching:** 20 hours of lectures, 10 hours of classes and 5 hours of classes in the MT.

**Formative coursework:** Students will be expected to produce 1 essay in the MT.

**Indicative reading:** Beteille, A. (2003). Poverty and inequality. *Economic and Political Weekly*, 4455-4463.

Wright, E.O., 2009, Understanding class, *New Left Review*, Nov-Dec.

Banerjee, A. V., & Duflo, E. (2007). The economic lives of the poor. *The Journal of Economic Perspectives: a journal of the American Economic Association*, 21(1), 141.

Dolan, C. and M.J. Johnstone-Louis, 2011, Re-siting Corporate Responsibility: The Making of South Africa's Avon Entrepreneurs, *Fiscaal: European Journal of Global and Historical Anthropology*, 60 (Summer) 21-33.

Dolan, C., Johnstone-Louis, M., & Scott, L. (2012). Shampoo, saris and SIM cards: seeking entrepreneurial futures at the bottom of the pyramid. *Gender & Development*, 20(1), 33-47.

Morduch, J. (1999). The microfinance promise. *Journal of economic literature*, 37(4), 1569-1614.

Shakya, Y. B., & Rankin, K. N. (2008). The politics of subversion in development practice: an exploration of microfinance in Nepal and Vietnam. *The Journal of Development Studies*, 44(8), 1214-1235.

**Assessment:** Project (35%, 5000 words), class participation (10%), class participation (10%) and learning log (10%) in the MT.

Essay (35%, 1500 words) in the LT.

The project (35%, 5000 words) will be a group piece of work, while the essay (35%, 1,500 words) will be an individual piece of work.

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## MG4G2 Half Unit Social Innovation Design

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Harry Barkema and Dr Lamees Tanveer.

**Availability:** This course is compulsory on the MSc in Social Innovation and Entrepreneurship. This course is not available as an outside option.

**Course content:** The course provides a rigorous overview of insights, concepts, frameworks, methods, tools and evidence for designing a new business model for a social enterprise. The pedagogy implies interactive lectures, classes, guest speakers on selected core topics for the course, FB posts and discussions, cases, and most importantly, applying and synthesizing insights from all these sources and relating them to a real-life social problem by designing a new social enterprise, with your group. This course – in the Lent term – directly builds on – and complements – the MT courses MG4G1 'Understanding Social Problems,' leading to the design of a fully-fledged, evidence-based social enterprise. The course will have the same student teams as in MG4G1, that culminated in developing an actual, initial idea/ proposal for problem-based intervention, based on an in-depth understanding of a key social problem. This proposed idea is the starting point for

the **business model design** project in this course. Student teams will present parts of their design in class at subsequent stages, for feedback, culminating in 'pitching' the full-fledged social enterprise design for an external panel of experts in the last session. As part of their evidence-based design, students will have the opportunity to go over for field work and data collection (i.e., those students who did not go on the first field trip in MG4G1).

More specifically, students learn:

- Key theoretical approaches (insights, concepts, methodologies/frameworks, tools) related to social and economic goals, value propositions, revenue models, partners/alliances/ ecosystems, own organizational characteristics) for designing innovative social organizations for major social impact;
- Empirical findings and evidence-based insights – from recent management research and related fields; this is a young field – on social implications of a variety of social innovation designs; moderators; how these implications differ across contexts (cultural, economic, sociological, political);
- A rigorous framework synthesizing insights, concepts, methodologies/frameworks, and tools for social innovation design, including for extreme affordability (based on the course material developed at the LSE over the past ten years);
- Synthesizing and relating theoretical and methodological insights, concepts, and frameworks for social enterprises to real world phenomena and problems, by designing an actual social enterprise;
- How social enterprise designs are contingent – and can vary strongly – depending on the identified social problem.
- How to scale up your social enterprise for major social impact. Like MG4G1, each week of the present course consists of:
- Preparation: A set of core readings (journal articles, cases, etc.) for that week
- A lecture (2.0 hours) where key insights are shared and discussed
- An interactive seminar (1 hour), starting with a mini-lecture, followed by in-depth discussion in student groups (5-6 students), and a plenary discussion
- Student-moderated group discussions of a case or key topic of the week (30 mins, groups of 5-6 students) with a short summary of insights and conclusions to be posted online
- Reflection log, a short impression of your personal key learnings of the week ('Aha-moments'), posted online in the form of a 3-minute video or PPT.

**Teaching:** 20 hours of lectures, 10 hours of classes and 5 hours of classes in the LT.

In addition, students will attend a 3hr group dynamics workshop.

**Formative coursework:** Students will be expected to produce 1 essay in the LT.

**Indicative reading:** Johnson, M. W., Christensen, C. M., Kagermann, H., 2008. Reinventing your business model. *Harvard Business Review* 86(12), 50-59.

Yunus, M., Moingeon, B., & Lehmann-Ortega, L. (2010). Building social business models: lessons from the Grameen experience. *Long range planning*, 43(2), 308-325.

Dees, J. G., Anderson, B. B., & Wei-Skillern, J. (2004). Scaling social impact. *Stanford social innovation review*, 1(4), 24-32.

Seelos, C., & Mair, J. (2005). Social entrepreneurship: Creating new business models to serve the poor. *Business horizons*, 48(3), 241-246.

Battilana, J., Sengul, M., Pache, AC., Model, J., 2015, Harnessing productive tensions in hybrid organizations; The case of work integration social enterprises, *Academy of Management Journal*, vol. 58, no. 6, 1658-1685.

Elsie Onsongo, 2017, Institutional Entrepreneurship and social innovation at the base of the pyramid: the case of M-Pesa in Kenya, *Industry and Innovation*.

**Assessment:** Project (35%), class participation (10%), class participation (10%) and learning log (10%) in the LT.

Essay (35%, 1500 words) in the ST.

The project (35%, 5000 words) will be a group piece of work, while the essay (35%, 1,500 words) will be an individual piece of work.

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**MG4G4 Half Unit****Topics in Management Research**

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Diane Reyniers MAR 6.07

**Availability:** This course is available on the CEMS Exchange, Diploma in Accounting and Finance, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Economics and Management and MSc in Management and Strategy. This course is available as an outside option to students on other programmes where regulations permit.

**Course content:** This course addresses various interesting topics which will be used to encourage creative and logical thinking, structuring of clear arguments and critical assessment of evidence. The focus is on interpretation of findings rather than statistical or econometric techniques.

The intellectual backbone of the course is applied and empirical economics (including behavioural economics) and finance but, wherever appropriate, contributions from the psychology, sociology and management literature will be discussed. We will mainly deal with issues which are amenable to rigorous empirical investigation. The course is designed around a set of empirical research papers. Examples of questions considered are whether pain killers are more effective when they are expensive, whether creative people cheat more, whether people overvalue their own ideas.

The main objective of the course is to enable students to comprehend and critically assess the management literature, to evaluate statements in terms of evidence and to detect false reasoning or logic. Students will gain confidence in expressing their own ideas.

Topics vary each year (based on student feedback) but examples are racial discrimination, negotiation and gender, grit, leadership, optimism and entrepreneurship.

**Teaching:** 10 hours of lectures and 10 hours of seminars in the MT.

Students on this course will have a reading week in Week 6, in line with Departmental policy.

**Formative coursework:** One take-home mock exam in the MT.

**Indicative reading: Lecture 1: Creativity and cheating**

Gino, F. & D. Ariely (2012) The dark side of creativity: Original thinkers can be more dishonest. *Journal of Personality and Social Psychology*, 102 (3), 445-459.

**Lecture 2: Marketing and placebos**

Shiv, B.; Z. Carmon & D. Ariely (2005) Placebo effects of marketing actions: consumers may get what they pay for. *Journal of Marketing Research*, XLII (November), 383-393.

**Lecture 3: Do we know what we want?**

Ariely, D.; G. Loewenstein & D. Prelec (2003) Coherent arbitrariness: Stable demand curves without stable preferences. *Quarterly Journal of Economics*, 73-105.

**Lecture 4: Racial discrimination**

Bertrand, M. & S. Mullainathan (2004) Are Emily and Greg more employable than Lakisha and Jamal? A field experiment on labor market discrimination. *American Economic Review*, 94, 4, 991-1013.

**Lecture 5: Fundraising and ask avoidance**

Adena, M. & S. Huck (2020) Online fundraising, self-image, and the long-term impact of ask avoidance. *Management Science*, 66, 2, 722-743.

**Lecture 6: Grit**

Alan, S; T. Boneva & S. Ertac (2019) Ever failed, try again, succeed better: Results from a randomized educational intervention on grit. *Quarterly Journal of Economics*, 134, 3, 1121-1162.

**Lecture 7: Optimism and entrepreneurship**

de Meza, D. et al. (2019) Curb your enthusiasm: Optimistic entrepreneurs earn less. *European Economic Review*, 11, 53-69.

**Lecture 8: The dark side of leadership**

Nevicka, B.; F.S. Ten Velden, A.H.B. De Hoogh & A.E.M. Van Vianen (2011) Reality at odds with perceptions: Narcissistic leaders and group performance. *Psychological Science*, 22, 10, 1259-64.

**Lecture 9: We love our own ideas**

Hooshangi, S. & G. Loewenstein (2016) The impact of idea generation and potential appropriation on entrepreneurship: An experimental study. *Management Science*, 64, 1, 64-82.

**Lecture 10: Negotiation**

Small, D. A., M. Gelfand, L. Babcock & H. Gettman (2007) Who goes to the bargaining table? The influence of gender and framing on the initiation of negotiation. *Journal of Personality and Social Psychology*, 93, 4, 600-613

Bowles, H.R., L. Babcock & L. Lai (2007) Social incentives for gender differences in the propensity to initiate negotiations: Sometimes it does hurt to ask. *Organizational Behavior and Human Decision Processes*, 103, 84-103.

**Assessment:** Exam (100%, duration: 2 hours) in the January exam period.

**MG4G7 Half Unit Not available in 2022/23****Contemporary Topics in Advanced Technology Management**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Edgar Whitley NAB 3.32

**Availability:** This course is available on the CEMS Exchange, MBA Exchange, MSc in Management (1 Year Programme), MSc in Management of Information Systems and Digital Innovation and MSc in Media and Communications (Data and Society). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** This course has a strong management focus and assumes a general knowledge of information systems and their management equivalent to MG472 Global Strategy, Management and Information Systems.

**Course content:** This course introduces students to two Contemporary Topics in Advanced Technology Management. It uses academic perspectives on the topics to provide a detailed contextualisation of technology's historical and intellectual development and combines this with practitioner perspectives to highlight the management challenges associated with these technological developments.

The topics are expected to be Artificial intelligence and Machine learning and Financial Technologies including Open Banking, Distributed Ledgers and Blockchains.

**Teaching:** 20 hours of lectures and 9 hours of seminars in the LT. Lecture durations vary by week and a detailed schedule is available on Moodle.

A reading week will take place during Week 6. There will be no teaching during this week.

**Formative coursework:** Students will be present two draft presentations and evolving essay plans in the LT.

**Indicative reading:** The reading list will be technology specific, and determined by the guest academics. As such, they are likely to vary from year to year. Detailed readings will be made available on Moodle.

**Artificial intelligence and Machine learning**

- Fogel, M. (2016). The 10 Best AI, Data Science and Machine Learning Podcasts, Medium (available at <https://medium.com/startup-grind/the-10-best-ai-data-science-and-machine-learning-podcasts-d7495cfb127c#.v7943hwof>).
- Brynjolfsson, E., and McAfee, A. (2017). The Business of Artificial Intelligence, Harvard Business Review (available at <https://hbr.org/2017/07/the-business-of-artificial-intelligence>).
- Davenport, T. H., and Ronanki, R. (2018). 3 Things AI Can Already Do for Your Company, Harvard Business Review (available at <https://hbr.org/2018/01/artificial-intelligence-for-the-real-world>).
- Huang, M.-H., and Rust, R. T. (2018). Artificial Intelligence in Service, *Journal of Service Research*.
- Levy, S. (2018). How Amazon Rebuilt Itself Around Artificial Intelligence, Wired (available at <https://www.wired.com/story/amazon-artificial-intelligence-flywheel/>).
- Makridakis, S. (2017). The forthcoming Artificial Intelligence (AI)



revolution: Its impact on society and firms, *Futures* 90, 46–60.

### Financial Technologies including Distributed Ledgers and Blockchains

- Alstyne, M. W. V., Parker, G. G., and Choudary, S. P. (2016). Pipelines, Platforms, and the New Rules of Strategy, *Harvard Business Review* 94(4), 54–62.
- Birch, D., Brown, R. G., and Parulava, S. (2016). Towards ambient accountability in financial services: Shared ledgers, translucent transactions and the technological legacy of the great financial crisis, *Journal of Payments Strategy & Systems* 10(2), 118–131.
- Iansiti, M., and Lakhani, K. R. (2017). The Truth About Blockchain, *Harvard Business Review* (January-February) (available at <https://hbr.org/2017/01/the-truth-about-blockchain>).
- Nakamoto, S. (2008). Bitcoin: A Peer-to-Peer Electronic Cash System, *Bitcoin.org* (available at <https://bitcoin.org/bitcoin.pdf>).
- UK Government Chief Scientific Adviser (2016). Distributed ledger technology: Blackett review, (available at <https://www.gov.uk/government/publications/distributed-ledger-technology-blackett-review>).
- Underwood, S. (2016). Blockchain Beyond Bitcoin, *Communications of the ACM* 59(11), 15–17.
- Zachariadis, M., and Ozcan, P. (2017). The API Economy and Digital Transformation in Financial Services: The case of Open Banking, The Swift Institute (available at <https://www.swiftinstitute.org/papers/the-api-economy-and-digital-transformation-in-financial-services-the-case-of-open-banking/>)

**Assessment:** Essay (50%, 2500 words), presentation (40%) and class participation (10%) in the LT.

The individual essay will focus on the emergent management challenges introduced by one advanced technology not covered in the lectures. Two group presentations will make up the 40% presentation mark: Group Presentation 1 (15%) and Group Presentation 2 (25%).

## MG4J1

### Introduction to Mathematics and Data Analysis for Managers

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Veronica Rappoport NAB 5.29

**Availability:** This course is compulsory on the MSc in Management (1 Year Programme). This course is not available as an outside option.

**Course content:** The course is divided into two separate subjects: Data Analysis (Statistics) and Mathematics for Managers.

The Data Analysis (Statistics) course is for all students and covers basic probability and statistics; hypothesis testing; analysis of variance; association, correlation and regression. It also includes basic training on data analysis software (STATA). It provides students with the basic analytical tools required in MG4F7 Business Analysis to analyse business data for decision making.

The Mathematics for Managers course is an introductory mathematics course which covers the following topics with application reference to economics and business: Functions, Linear Equations, Basic Calculus, and Comparative Statics Analysis. It provides students with the basic analytical tools required in MG465 Managerial Economics to analyse models of product market and factor markets competition.

**Teaching:** 20 hours of lectures in the two weeks prior to the Michaelmas Term. Rounding out the schedule is a full programme of talks and activities designed to smooth your transition to postgraduate study at LSE.

**Indicative reading:** Statistics: Anderson, D., Sweeney, D., Williams, T., Freeman, J., Shoesmith, E. (2009). *Statistics for Business and Economics* (2nd edition), Hampshire: Cengage Learning.

Huff (1991). *How to Lie with Statistics*. Penguin.

Quantitative Skills: Hammond, P. and Sydsaeter, K. (2002).

Essential Mathematics for Economic Analysis. Prentice Hall; and Jacques, I. (2010). *Mathematics for Economics and Business*. (7th

edition), Pearson.

Writing skills: Wallace, M. and Wray, A. (2011). *Critical Reading and Writing for Undergraduates* (2nd edition), London: Sage.

**Assessment:** No formal assessment.

## MG4J2 Half Unit

### Social Business Design

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Nadia Millington MAR 5.37

**Availability:** This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM) and Global MSc in Management (MBA Exchange). This course is available as an outside option to students on other programmes where regulations permit.

**Course content:** This course focuses its attention and imagination on teaching students how to turn a vision into reality; how to design a social business/ initiative which aims to achieve social good in a financially sustainable way. It combines academic theory, contemporary practical frameworks and student action learning to educate and influence a rising generation of leaders and managers who want to be part of the solution to global challenges. The course can be broken into two parts fusing theory and practice:

The theory: The foundation (4 weeks).

During the foundational element, students will be provided with a theoretical overview of this young field, including but not limited to: definitions / taxonomies of social entrepreneurship /business models for social innovation/ understanding beneficiaries via the theory of change/ minimum viable offer approaches for social change/ social intrapreneurship/ drivers of success, social impact and impact measurement for social mission organizations.

Throughout the course, examples are given of real social entrepreneurs and social entrepreneurial organizations in order to give practical insight to complement the theory covered in these 5 weeks.

The practice: Designing a social business (5 weeks).

Over the 5 interactive teaching sessions students will focus on idea generation, identification of a social problem, opportunity assessment, viable solutions testing and developing a new business model and business plan.

Dress rehearsal – (week 11).

In the final week of the term, student teams will exhibit their progress and will be given an opportunity to receive comments from the faculty team.

As an overarching approach, students will be using a combination of opportunity centric and human centric, action-oriented approach to real world problem solving working in collaborative teams to actively create solutions. They will progress through an iterative design process, including ideation, prototyping, testing, building, modelling, pricing, branding, marketing, resourcing, analysing financial viability and obtaining proof of concept. This approach strengthens the problem-solving competences of sense-making, designing, analysis, and decision-making. The pedagogical approach is problem-solving and students will be informed of ethical guidelines and considerations which they must employ to guide their projects in line with LSE standards and policy.

**Teaching:** 30 hours of lectures and 10 hours of seminars in the MT.

30 hours of lectures and 10 hours of seminars in the MT.

40 contact hours

In addition, in lieu of 10 hours of seminars, students will also be expected to attend

- Two compulsory 30-minute group sessions/ surgeries to help refine the scope of the project and develop an effective business model and theory of change. Groups will also be offered 2 additional but optional 30-minute sessions/ surgeries which they can utilise to get support in the development of their social business.
- An introduction to your project session which lasts approximately



2 hours, further details will be provided.

- A dress rehearsal at the end of the term where the student teams will exhibit their progress and will get feedback from the faculty team

Students on this course will have a reading week in Week 6, in line with departmental policy.

Very importantly, Whilst every effort will be made to dedicate some class time to help teams progress their projects, as with any group project, student teams are expected to work independently beyond class times on their projects

**Formative coursework:** Students will be expected to produce 1 essay in the MT.

Students will be expected to produce an 800 word essay in the MT

**Indicative reading:** Essential readings (weeks 1-5).

- Hervieux, C.; Voltan, A. (2018). Framing Social Problems in Social Entrepreneurship. *Journal of Business Ethics*, 151(2):79-293
- Margolis, J. D.; Walsh, J.P. (2003). Misery Loves Companies: Rethinking Social Initiatives by Business. *Administrative Science Quarterly*.48 (2): 268–305.
- Mair, J.; Marti, I. (2004). Social entrepreneurship: What Are We Talking About? A Framework for Future Research. IESB Research Papers D/546, IESB Business School.

Essential readings (weeks 7-11).

- Maurer, I. and Ebers, M. (2006). Dynamics of social capital and their performance implications: Lessons from biotechnology start-ups. *Administrative Science Quarterly*, 51(2): 262–292.
- Ozcan, P., & Eisenhardt, K.M. (2009). Origin of alliance portfolios: Entrepreneurs, network strategies, and firm performance. *Academy of Management Journal*, 52: 246-279.
- Prahalad, C., & Ramaswamy, V. (2008). *The New Age of Innovation: Driving Cocreated Value Through Global Networks*, McGraw-Hill.

**Assessment:** Essay (50%, 1800 words) in the MT.

Project (50%) in the LT.

The project assessment comprises an oral presentation (business pitch) and submission of PowerPoint slides with detailed appendices which provide evidence in support of your business pitch.

## MG4J3 Half Unit Principles of Pricing

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Om Narasimhan MAR 6.32

**Availability:** This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Management (1 Year Programme), MSc in Management and Strategy and MSc in Management of Information Systems and Digital Innovation. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** The content of the course is organised into two principal modules: (1) pricing strategy and fundamentals and (2) pricing tactics and implementation. The first module of the course covers the fundamental analytical tools, theories, and conceptual frameworks needed for price strategy formulation. Basic principles from marketing, economics, and psychology will be briefly reviewed and extended. The module provides an in-depth treatment of the role of price in the firm's value proposition to the customer and the determination of customer response to price. The second module of the course covers pricing tactics with an emphasis on pricing in the digital domain.

**Teaching:** 30 hours of lectures in the LT.

**Formative coursework:** Students will be engaged in analysing several cases, doing numerical problems, and analysing data sets using the techniques learned in class. This will set the stage for their group project (gathering and analysing data) as well as the take-home assignment (which will involve numerical problems, case analysis, and analysing data sets). Students will be taking

three short quizzes during the course of the term; these are meant to ensure a proper grasp of the concepts and tools covered in the lectures.

**Indicative reading:**

- *The Strategy and Tactics of Pricing: A Guide to Growing More Profitably* (2010): Nagle, Hogan, and Zale, Prentice Hall.
- *Pricing Information: How to customize both the product and the price* (1998): Carl Schapiro and Hal Varian, Harvard Business School Chapters.
- 'Pricing as a Strategic Capability' (2002): Mark Bergen, Shantanu Dutta, Mark Ritson, *Sloan Management Review*

**Assessment:** Project (40%), coursework (45%) and quiz (15%) in the LT.

The assessment consists of three components.

1. 3 quizzes (individual), each worth 5% of the grade (total 15%). The quizzes will be over the course of the term.
2. An Individual Take-home assignment (45%). The assignment will be after the end of term.
3. A project to be done in groups, due at the end of term (40%)

## MG4J5

### Dissertation: Social Innovation and Entrepreneurship

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Harry Barkema and Dr Lamees Tanveer.

**Availability:** This course is compulsory on the MSc in Social Innovation and Entrepreneurship. This course is not available as an outside option.

**Course content:** The dissertation gives an opportunity to apply, integrate, and/or deepen the knowledge, insights, and skills that the students have learned in the master's programme, by selecting one of the following options:

- (i) An applied master thesis, applying the knowledge, insights and skills students have learned in the programme to analyse – and develop compelling recommendations regarding – a real world social problem.
- (ii) Designing a new social enterprise.
- (iii) A research project in the domain of the master's program.

Each thesis will be anchored in theory and methodology/evidence to meet academic standards, but in different ways and to different degrees. More specifically, students will be able to choose between:

- 1) An individual applied project. In the projects, students apply and integrate what they have learned in the previous courses in terms of theory, evidence, methodologies, and tools, as well as individually and additionally researched from relevant academic literature. These insights are used to analyse a real-world social problem in the broad domain of the Master's program. Students are expected to support their analysis with relevant theory – sourced from academic journals – and with primary data analysis and collection in situ (tapping into the methodological knowledge acquired during the programme), leading to a theory- and evidence-based analysis, and compelling recommendations. One notable criterion for evaluation will be the way theory/research from academic journals as taught in the programme and, importantly, additionally independently sourced, are used to strengthen the analysis and recommendations, as reflected in the report.
- 2) An individual design of a new social enterprise. In the design projects students apply and integrate what they have learned in previous courses in terms of theory, evidence, methodologies, and tools, as well as individually and additionally researched from the relevant academic and design literatures. These insights are used to develop a new social enterprise / social business that addresses an important, clearly defined real world problem. Students are expected to support their analysis underlying (key parts of) the design with theory sourced from academic journals, as well collect and analyse primary data in situ (tapping into the methodological

knowledge acquired during the programme), leading to a theory- and evidence-based analysis and business plan/ business model. One notable criterion for evaluation will be the way theory/ research from academic journals as taught in the programme and, importantly, additionally independently sourced, are used to strengthen the design, as reflected in the report.

3) An empirical research project. The objective of the research project is to develop a novel theoretical contribution to better understand an important phenomenon in the domain of social innovation and enterprise. The contribution needs to build on – and contribute to – the state of the art of the academic literature in the domain of the masters programme, tapping into the theoretical and methodological knowledge acquired during the course, as well as – especially – acquired in self-study, leading to a qualitative or a quantitative research project. A major criterion for evaluation will be the way theory/research from academic journals as taught in the programme and, especially, independently sourced, are used to strengthen the research, as reflected in the report.

**Teaching:** 6 hours of seminars in the LT. 6 hours of workshops in the ST.

- 3 hours of interactive lecture in the LT: Introduction, the three types of theses/tracks; the role of theory & academic literature in thesis development
- 3 hours of interactive lecture in the LT: Core methodological insights for thesis development

For each of the three tracks: A dissertation workshop (mandatory for all participants of the track,) at the start of the Summer Term; 6 hours (maximum) depending on the number of theses in the track. In total, students will be expected to attend around 12 hrs of classes for the dissertation module.

Projects will be guided by a pool of 6-10 dedicated supervisors for these dissertations.

**Formative coursework:** Students will be expected to produce 1 piece of coursework in the LT.

Students will be expected to produce – before the dissertation workshop – a dissertation proposal outlining the core question of the thesis (with sub-questions), a review/synthesis of relevant academic literature, the methodology for the study (qualitative or quantitative, sample selection, type of analysis, etc.). This proposal will be presented and discussed during the workshop. It will also serve as formative course work.

**Indicative reading:** Core reading: Skovdal, M. & Cornish, F. *Qualitative research for Development* (currently the students already study several chapters of this book as part of MG4G1). Additional readings will be announced before the start of the Lent term.

**Assessment:** Dissertation (100%, 10000 words) in August.

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## MG4J6 Half Unit Brand Strategy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Hye-Young Kim MAR 6.23

**Availability:** This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Management (1 Year Programme), MSc in Management and Strategy and MSc in Marketing. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** The most valuable assets that firms have are the products/services that they offer and the brands that are associated with them. Managing Products & Brands is a rigorous examination of the theory and corporate practices relevant to product and brand management. Its core objectives are to provide an understanding of the important issues in planning and evaluating product/brand strategies, to provide the appropriate theories, models, and analytical tools that enable managers to make well-informed product/brand management decisions, and to provide a platform for students to apply these principles. The

critical approach adopted will blend theory and practice so as to promote effective managerial decision making on a short as well as long term basis.

**Teaching:** 30 hours of lectures in the LT.

**Formative coursework:** Students will meet in their groups with the course leader several times during the term and receive feedback on their work. Detailed guidelines on the group project will be provided in the course syllabus and sample projects will be available.

**Indicative reading:**

- Keller, K. (2007) *Strategic Brand Management*, 3rd Edition, Pearson
- Lehmann, D. And Winer, R. (2005) *Product Management*, 4th Edition, Chicago: Irwin.
- Keller, K. (2001) Building Customer-Based Brand Equity. *Marketing Management*. 10(2), 14-19.
- Lilien, Gary L., and Rangaswamy, Arvind, *Marketing Engineering*, 2nd Edition, Prentice Hall
- Lodish, Leonard M., and Carl F. Mela (2007), "If Brands Are Built Over Years, Why Are They Managed Over Quarters?," July/August, *Harvard Business Review*, 85, 7/8 (July-August), 104-112.

**Assessment:** Coursework (50%), project (40%) and class participation (10%) in the LT.

Coursework will be individual assignments and the Project will be completed in groups.

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## MG4J7 Half Unit Advanced Consumer Behaviour

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Nicolette Sullivan MAR 6.22

**Availability:** This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MSc in Management (1 Year Programme) and MSc in Marketing. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** Our understanding of how consumers make evaluations and decisions has been greatly advanced by the many new theoretical and technological developments in the study of consumer behaviour in the last decade. This course covers the insights gained from this new field often referred to as Consumer Neuroscience or Neuroeconomics, which sits at the intersections of consumer behaviour, psychology, behavioural economics, and neuroscience. We will cover the key findings of this highly productive new field and will introduce the neuroscience and cutting-edge techniques behind these developments including eye tracking, skin conductance, and mouse tracking, and neuroscience methods like fMRI and EEG.

Topics covered include how knowledge and measurement of the visual system inform ad design, how the brain represents the preferences and values that guide decisions and how this leads to biases, how the limbic system helps to encode emotions and how its measurement can predict marketing outcomes, and functional localization of brand preferences and marketing actions and their link to learning and memory systems. The influence of neural changes across the consumer lifespan, from adolescence through to older age, on marketing and management practices will be covered. We will discuss the use of insights gained from this research to nudge human behaviour, and future directions and ethical ramifications will be examined. Finally, the brain's ability to predict not only the individual's future choice but also aggregate market-level behaviours will be discussed.

Students will receive practical hands-on experience with one of these advanced techniques. By the end of the course, students will also be able to sort junk science from good science, making them informed consumers of research in this cutting-edge field. This is a good option for students who enjoyed Consumer Behaviour: Behavioural Fundamentals I (MG404) and would like to extend their knowledge on that topic.

**Teaching:** This course will have one three-hour Harvard-style session per week for the duration of Lent Term. There is a Reading Week during Week 6 in line with departmental policy.

**Formative coursework:** Prior to the summative quizzes, participants will be given a formative quiz. Formative work will also be submitted in relation to the students' group projects (Project Outlines, Elevator pitches).

**Indicative reading:**

- 1 Ding, Y. et al. The past, present, and future of measurement and methods in marketing analysis (2020). *Marketing Letters*. 31, 175–186
- 2 Galvan, A. Adolescent development of the reward system. *Frontiers in Human Neuroscience*, (2010)
- 3 Glimcher, P. Introduction to Neuroscience. Chapter 5, *Neuroeconomics: Decision Making and the Brain*, 2nd edition. Glimcher and Fehr, Eds. Academic Press.
- 4 Johnson, E. et al. Beyond Nudges: Tools of a Choice Architecture. *Marketing Letters* (2012) 23: 487–504
- 5 Kable, J. The Cognitive Neuroscience Toolkit for the Neuroeconomist: A Functional Overview. (2011) *Journal of Neuroscience, Psychology, and Economics*
- 6 Plassmann, H. and Weber, E. Individual Differences in Marketing Placebo Effects: Evidence from Brain Imaging and Behavioral Experiments. *Journal of Marketing Research*, 52(4):493-510, 2015
- 7 Ramsøy, T. Learning & Memory. Chapter 7 of *Introduction to Neuromarketing & Consumer Neuroscience*. Neurons Inc.
- 8 Samanez-Larkin, G. & Knutson, B. Decision Making in the Ageing Brain: Changes in Affective and Motivational Circuits. *Nature Reviews Neuroscience*. 2015
- 9 Schulte-Mecklenbeck, M., Johnson, J. G., Böckenholt, U., Goldstein, D. G., Russo, J. E., Sullivan, N. J., & Willemsen, M. C. (2017). Process-tracing methods in decision making: On growing up in the 70s. *Current Directions in Psychological Science*, 26, 442–450.
- 10 Shimojo, S. et al. (2003), Gaze bias both reflects and influences preferences. *Nature Neuroscience*.

**Assessment:** Quiz (30%), group project (50%) and class participation (20%) in the LT.

Two quizzes (30%), weighted equally, will test students' comprehension, retention, and application of course material. Emphasis will be placed on a student's ability to apply of course material to new contexts. Quizzes will take approximately 20 minutes and will be taken through Moodle. Timing: although only two quizzes will be used for the students' marks, there will be four quizzes in total. One will be formative, and of the three summative quizzes only the two best quizzes will be used for the student's mark. Note that the two best quizzes used in the final mark will both be weighted equally (15% each of the final mark). Group projects (50%) will answer a marketing problem that can be addressed using a cutting edge consumer behaviour technique (eye tracking, mouse tracking, or implicit associations). Groups will work together to 1) present an analytical synthesis of the previous work on their problem using both course theories and external materials, 2) design and run a small pilot study to answer this problem, 3) perform a basic analysis of their data to answer this question, and 4) provide concrete and actionable recommendations to address the problem. Students will receive a group mark for the presentations, which assesses ability to apply course concepts, teamwork (demonstrated by coherence and equality of participation), preparation and presentation, clarity of analysis, and sensibility of recommendations. Timing: The final project output will be due in the final week of the course. Engagement (20%) will be assessed to measure students' participation in the course. This will be done in three ways. First, through attendance. Second, through an assessment of the student's contributions to the discussion board. Posts and responses will be assessed for their depth of analysis, clarity, and accuracy. Although a greater number of high-quality posts will receive higher marks, quality will be counted higher than quantity. Third, through a peer evaluation of participants' engagement and performance in their team projects, as measured by a mean of other team members' evaluations of them at the end of the course

projects. Timing: This will be assessed throughout the term.

## MG4J8 Half Unit Managing Artificial Intelligence

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Zhi (Aaron) Cheng, MAR.4.25

**Availability:** This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations/CIPD), MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Management (1 Year Programme) and MSc in Management of Information Systems and Digital Innovation. This course is available with permission as an outside option to students on other programmes where regulations permit. Priority will be given to students on the MSc in Management of Information Systems and Digital Innovation programme.

**Course content:** Why and how should we manage artificial intelligence (AI) and maintain humanity? The course critically assesses the current and emerging issues of big data and artificial intelligence from an integrated social-economic-political-technical perspective.

The concepts, methods and frameworks introduced aim to develop an in-depth understanding of the designing and organising logic for machine intelligence. Students will engage in research and practice on the promises and perils of data exploitation and algorithmic decision-making, and critically evaluate the implications of big data and machine intelligence for individuals, organisations and societies.

**Teaching:** 15 hours of lectures and 15 hours of seminars in the LT.

**Formative coursework:** Students will be expected to produce 1 essay and 1 other piece of coursework in the LT.

- Formative assessment 1 – Outline (1-page A4 document) of group presentation. The student groups will receive oral feedback and will have an opportunity for consultation in dedicated office hours.
- Formative assessment 2 – An initial draft (500 words) of the individual research essay.

The first formative assessment allows students to check whether they understand the design elements for AI strategy. The second formative assessment allows students to propose a research question, demonstrate knowledge of the background and related literature, and outline the key structure before they substantively develop the essay.

**Indicative reading:**

- Acemoglu, D. (2021). Redesigning AI. *Boston Review/Boston Critic Inc.*
- Agrawal, A., Gans, J., & Goldfarb, A. (2018). *Prediction Machines: The Simple Economics of Artificial Intelligence*. Harvard Business Press.
- Berente, N., Gu, B., Recker, J., & Santhanam, R. (2021). *Managing Artificial Intelligence*. *MIS Quarterly*, 45(3), 1433-1450.
- Brynjolfsson, E., & McAfee, A. (2017). *Artificial Intelligence, for Real*. Harvard Business Review.
- Crawford, K. (2021). *The Atlas of AI: Power, Politics, and the Planetary Costs of Artificial Intelligence*. Yale University Press.
- Hosanagar, K. (2020). *A Human's Guide to Machine Intelligence: How Algorithms Are Shaping Our Lives and How We Can Stay in Control* (Illustrated edition). Penguin Books USA.
- Iansiti, M., & Lakhani, K. R. (2020). *Competing in the Age of AI: Strategy and Leadership When Algorithms and Networks Run the World* (Illustrated edition). Harvard Business Review Press.
- Kellogg, K. C., Valentine, M. A., & Christin, A. (2020). Algorithms at Work: The New Contested Terrain of Control. *Academy of Management Annals*, 14(1), 366-410.
- Raisch, S., & Krakowski, S. (2021). *Artificial Intelligence and Management: The Automation–Augmentation Paradox*. Academy



of Management Review, 46(1), 192-210.

- Provost, F., & Fawcett, T. (2013). *Data Science for Business: What You Need to Know about Data Mining and Data-Analytic Thinking*. O'Reilly Media, Inc.

**Assessment:** Project (30%, 2500 words) and essay (70%, 3000 words) in the LT.

Group Project (30%)

- A non-marked group presentation (but with feedback from the instructor and peers).
- A marked group project report with 2500 words on an AI strategic plan to address a preserving business or societal challenge.

Individual Research Essay (70%)

- 3000-word individual research essay on an approved topic in the area of AI management.

## MG4J9 Half Unit

### Responsible Digital Innovation: Ethics at Work

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Susan Scott MAR 4.30

**Availability:** This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Human Resources and Organisations (Human Resource Management/CIPD), MSc in Human Resources and Organisations (International Employment Relations/CIPD), MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Management (1 Year Programme), MSc in Management of Information Systems and Digital Innovation, MSc in Media and Communications (Media and Communications Governance) and MSc in Social Innovation and Entrepreneurship. This course is available with permission as an outside option to students on other programmes where regulations permit.

Priority will be given to students on the MSc in Management of Information Systems and Digital Innovation programme.

**Course content:** This course aims to give students theoretical and practical insights into the ethical implications surrounding the management of digital innovations in business. An area of vibrant scholarship, the issues that we cover are also of growing interest to any employer committed to sustainable innovation who realises that "ESG" (Environment, Society, and Governance) needs to be core to their mission. Students will examine the nature, role, and influence of innovations with a particular interest in the dynamic relationship between digital technologies, organisational practices, and their ethical implications. There are four principles guiding the syllabus for this course:

- The challenges engulfing the world are not just technical questions, they are value-laden and demand a distinctively socio-technical approach.
- Contemporary emerging technologies are redefining where accountability lies, challenging the boundaries of corporate social responsibility and organisational governance structures.
- Going forward ethics will not be a bolted-on topic dealt with in isolation but a living practice; an enactment, that becomes integral to the management of digitalisation.
- Social sciences provide us with the skills needed to identify the discourses defining the emergence of ethics on the ground and equip us with the ability to respond when asked: what is this a case of?

We will consistently take the ethical challenges surrounding contemporary emerging technologies (AI, robotics, remote working arrangements, digital ledger technologies etc.) as our focus although the specific case studies used may vary year to year. Whenever possible, we will invite industry experts to participate on the course to learn from their experience of "ethics at work" in their organisations.

We will learn about the different ways in which ethical challenges are framed and become able to identify streams of discourse in the workplace. Students will deconstruct the rationale (technical, managerial, stakeholder) being used to address ethical challenges,

enabling them to work toward more inclusive and reflective approaches to the management of contemporary emerging technologies. Within this, the emphasis will be on identifying the unintended consequences of contemporary emerging technologies in the workplace with a focus on themes of accountability, responsibility, and sustainability.

**Teaching:** 15 hours of lectures and 15 hours of seminars in the LT. Classes are case study focused with discussion of selected journal articles or book chapters. Reading week will take place during Week 6. There will be no teaching during this week.

Additional learning activities: When possible, industry leaders and policy makers will be invited to discuss their encounters with ethical challenges and the management practices that they have developed in response to them. This may take the form of a face-to-face meeting with students, or a video prepared in advance (e.g., Prof Scott interviewing an expert) posted on Moodle.

**Formative coursework:** Students will be expected to produce 1 case study in the LT.

A formative assignment will be submitted at the end of week 5, Lent Term. Having studied published case studies in Weeks 1-4 in Lent Term, students will be tasked with writing their own mini case study (approx. 1000 words). This formative assignment provides an opportunity for class teachers to discuss the strengths and limitations of different case study options with the student. These discussions ensure that the students thoroughly understand the kind of ethical issue or challenge that best fits the course criteria. It also motivates them to engage deeper with the foundational principles of the course and appropriate literature.

**Indicative reading:**

- Brigham, M. and Introna, L. (2007). Invoking politics and ethics in the design of information technology: Undesigning the design. *Ethics and Information Technology*, 9, 1-10.
- Cheney-Lippold, J. (2017). *We Are Data*. NYU Press.
- Cybulski, J.L. and Scheepers, R. (2021). Data science in organizations: Conceptualizing its breakthroughs and blind spots. *Journal of Information Technology*, 36(2), 154-175.
- Freeman, R. E. (2004). Stakeholder Theory and "The corporate objective revisited," *Organization Science*, 15(3), 364-369.
- Gray, M. L., & Suri, S. (2019). *Ghost work: How to stop Silicon Valley from building a new global underclass*. Eamon Dolan Books.
- Kaplan, S. (2019). *The 360° Corporation: From stakeholder trade-offs to transformation*. Stanford University Press.
- Noble, S.U. (2018). *Algorithms of Oppression: How search engines reinforce racism*. NYU Press.
- Stahl, B.C. et al. (2014). From computer ethics to responsible research and innovation in ICT: The transition of reference discourses informing ethics-related research in information systems. *Information & Management* 51, 810-818.
- Stilgoe, J., Owen, R., and P. Macnaghten (2013). Developing a framework for responsible innovation. *Research Policy*, 42(9), 1568-1580.

**Assessment:** Essay (100%, 3000 words) in the ST. Research Essay

Marking guidelines will give weight to the process of identifying how, what, where, and when issues have emerged; the different ways in which issues are being or could be framed; and the influence that this has on the management approach(es) in use. Students will be expected to show mastery of the concepts, marshal the literature, and produce a data-informed, well-structured line of argument.

## MG4PA Half Unit

### People Analytics and Technology

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Francesca Manzi

**Availability:** This course is compulsory on the MSc in Human Resources and Organisations (Human Resource Management/CIPD). This course is available on the MSc in Human Resources



and Organisations (International Employment Relations/CIPD) and MSc in Human Resources and Organisations (Organisational Behaviour). This course is not available as an outside option.

**Course content:** This course explores the role of metrics and analytics in human resource management (HRM). The current world of work contains all kinds of information and metrics, which guide employee behaviours and could be analysed to make the work more engaging to employees and organizations more efficient. Instead of making human resource decisions based on traditions or gut instinct, we can bring more science to the way people are managed. This course combines substantive people management issues such as performance management and employee turnover with data-driven decision-making skills. In addition, the course will discuss emerging technologies such as AI and machine learning in HRM and the ethics involved. It prepares students to analyse data and evaluate evidence to form ethical people decisions and become better managers.

This course will help students in three important ways. First, weekly lectures will present up-to-date literature and analytics insights pertinent to particular aspects of managing people. This will provide baseline knowledge for students to think about what may work in their future management. Second, students will work on multiple sample datasets from real-world case studies to identify the HRM problems, evaluate evidence, and analyse data to make people decisions, building their analytics capability and insights in HRM. This practical experience will prepare them to gather and analyze data on their own for their dissertation or future projects. Third, the students will develop the understanding necessary to be thoughtful and critical evaluator of the impact and deployment of emerging technologies in HRM.

This course will explore the following topics: people analytics cycle, HR metrics and performance incentives, recruitment analytics, turnover analytics, HR investment and business performance analysis, big data and algorithmic HRM, AI in HR and relevant legal and ethical issues.

**Teaching:** 15 hours of lectures and 15 hours of seminars in the LT. This course will be comprise interactive and practical discussions in lectures and hands-on data analysis experiences during seminars. The teaching is also built heavily on case studies, allowing students to analyze data from real life case studies of companies. Students will be also be encouraged to attend the relevant Digital Skills Lab workshops.

**Formative coursework:** There are two elements in formative assessment. The first element - quizzes - will allow the students to check whether they understand the analytics issues and techniques correctly. The second element - an analytics project report - allows the students to analyse data and interpret results before their final analytics project report based on analysis of a new dataset from an unseen case.

**Indicative reading:**

- Text book: Edwards, Martin and Kirsten Edwards. 2019. Predictive HR Analytics: Mastering the HR Metric. Publisher: Kogan Page. ISBN: 9780749484446.
- Davenport, Thomas H., Jeanne Harris, and Jeremy Shapiro. 2010. Competing on talent analytics. *Harvard Business Review*, 88(10): 52-58.
- Tambe, Prasanna, Peter Cappelli, and Valery Yakubovich. 2019. Artificial intelligence in human resources management: challenges and a path forward." *California Management Review* 61(4): 15-42.
- Case study: Garvin, David. 2013. How Google sold its engineers on management. *Harvard Business Review*, 91 (12): 74-82.

**Assessment:** Project (50%, 2000 words) and essay (40%, 2000 words) in the ST.

Class participation (10%).

The course will be assessed via the following methods: Class participation assessed on identifying HRM issues and the of role data and analytics in people decisions during seminar discussion (10%).

An individual analytics report (2000 words) to identify the problem(s), analyze data, present findings, and write a report (50%).

An essay (2000 words) to critically evaluate current areas of people analytics and/or emerging technologies' application in HRM (40%). The summative assessment aims to gauge students' capability to identify main HRM issues and decide on relevant evidence and analytics techniques needed to resolve the issues as based on case studies. Critical evaluation of analytics decisions and potential impacts are encouraged in the essay.

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## MY400 Half Unit Fundamentals of Social Science Research Design

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Audrey Alejandro

**Availability:** This course is compulsory on the MSc in Applied Social Data Science and MSc in Social Research Methods. This course is available on the MPhil/PhD in Demography/Population Studies, MPhil/PhD in Social Policy, MPhil/PhD in Social Research Methods, MPhil/PhD in Sociology, MSc in Applied Social Data Science, MSc in Gender (Research), MSc in Human Geography and Urban Studies (Research), MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po) and MSc in Statistics (Research). This course is available as an outside option to students on other programmes where regulations permit.

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place. Research students please see MY500.

**Course content:** Research design necessitates trade-offs between the strengths and weaknesses of different feasible options. This course aims to introduce the broad range of design options and to foster an appreciation of these alternatives for particular research objectives. Drawing on a variety of examples from the social scientific literature, this course will explore design considerations and options across quantitative, qualitative and mixed-methods research. At the end of the course, students will be able to read a wide variety of empirical social science with a critical and balanced perspective and will be better equipped to implement and make arguments defending the methods they use in their dissertations.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours across Michaelmas Term.

This course has a Reading Week in Week 6 of MT.

**Formative coursework:** A project outline (1-2 pages long including in-text citations and reference list) that sets up a research question that the students will develop in their summative assignment.

**Indicative reading:** Robson, Colin and McCartan, Kieran (2015, 4th edition). *Real World Research*. London: John Wiley.

**Assessment:** Research proposal (100%) in the LT. Students can base their research proposal (3000 words) on a dimension of their dissertation topic subject to the approval of their home department.

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## MY401 Half Unit Research Design for Studies in Digital Innovation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Eleanor Power COL.8.03

**Availability:** This course is compulsory on the MSc in Management of Information Systems and Digital Innovation. This course is not available as an outside option.

**Course content:** This course will deliver the core methodological training for students completing a dissertation for the MSc in Management of Information Systems and Digital Innovation. It covers issues of research design and research methods for information systems studies, including sessions on the collection

and analysis of both qualitative and quantitative data. Lectures will introduce the principles of a range of research design issues and methodological approaches, while classes will contextualise this teaching in relation to information systems research. Drawing on a variety of examples in information systems, the course will provide the platform for students to consider a range of design options, as well as methodological techniques. By the end of the course, students will be familiar with a range of research design options and will be better equipped to not only design, but also to collect and analyse data for, their own dissertations. The course is also intended to help students become more informed and critical readers of social scientific, and specifically information systems, research. The course therefore has the dual aim of helping students become both critical "consumers" and "producers" of information systems research. In doing so, it should make positive contributions to students' learning experience both in their dissertation process, and in other courses they take at the LSE. The topics covered will include discussions of the alignment between research question and research design, questions of inference, and the relationship between theory and data, as well as brief introductions to research methods, with a focus on when they will be appropriate to particular questions and projects.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Lent Term. This course has a reading week in Week 6 of LT. Lectures for this course will be delivered by staff by the Department of Methodology. To help to contextualise the materials covered in the course for the students, and to ensure a good fit with the requirements of the MISDI dissertation, the seminars will be led by staff from the Department of Management.

**Formative coursework:** Students will be expected to produce 1 essay in the LT.

A formative assignment will be assigned for Week 8 (LT) for which students will be expected to submit a 1,000 word initial proposal for their dissertation.

**Indicative reading:** Agresti, A. and Finlay, B. (2009) *Statistical Methods for the Social Sciences* [4th edition]. Prentice Hall.  
Bauer, M. and Gaskell, G. (2000) *Qualitative Researching with Text, Image and Sound*. Sage.  
Flick, U. (2014) *An Introduction to Qualitative Research* [5th edition]. Sage.  
King, G., Keohane, R. and Verba, S. (1994) *Designing Social Inquiry*. Princeton University Press.  
Robson, C. and McCartan, K. (2016) *Real World Research* [4th edition]. John Wiley.  
Seale, C. [ed.] (2004) *Social Research Methods: A Reader*. Routledge.

**Assessment:** Essay (70%, 2500 words) in the ST.  
Group essay (30%) in the LT.  
Group essay (30%) is 3000 - 4200 words depending on group size.

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## MY405 Half Unit

### Research Design for Policy and Programme Evaluation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Flora Cornish

**Availability:** This course is available on the MPhil/PhD in Health Policy and Health Economics, MSc in Applied Social Data Science, MSc in Gender, Policy and Inequalities, MSc in Global Health Policy, MSc in Health and International Development, MSc in Human Geography and Urban Studies (Research), MSc in Marketing and MSc in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit.

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

**Course content:** This course aims to equip students with the methodological knowledge and research skills to be able to

design and critically appraise evaluation research, in the context of the rise of evidence-based policy. It covers the powerful research designs used in applied fields including international development, health, and public policy, addressing both widely-used and more innovative designs. The course takes a mixed methods approach. It covers the major quantitative designs, including randomized experiments and observational (i.e. non-randomized) research designs such as selection on observables, difference-in-differences, and the regression discontinuity design. It covers qualitative and participatory research designs and their contribution to formative research, process evaluation, realist evaluations, interpreting outcomes, and assessing transferability to other settings. As well as the major design issues, the course addresses practical and ethical issues of evaluation research, how to write a study protocol, and how to draw lessons from a body of evidence through reviewing and synthesis. Examples from the fields of health, international development and public policy will be used throughout the lectures and seminars.

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 20 hours across Lent Term.

This course has a reading week in Week 6 of Lent Term.

**Formative coursework:** An essay plan for the essay-based summative assignment, in the LT.

**Indicative reading:** Angrist, J. D. and Pischke, J-S. (2014) *Mastering Metrics: The Path from Cause to Effect*. Princeton University Press

Bell, S. & Aggleton, P. (2016). *Monitoring and Evaluation in Health and Social Development: Interpretive and Ethnographic perspectives*. London: Routledge.

Cartwright, N. & Hardie, J. (2012). *Evidence-Based Policy: A practical guide to doing it better*. Oxford, UK: Oxford University Press.

Glennerster, R. and Takaarasha, K. (2013) *Running Randomized Evaluations: A Practical Guide*, Princeton University Press.

Patton, M. Q. (2015). *Qualitative Research and Evaluation Methods*. (4th Edition). London: Sage.

**Assessment:** Essay (50%, 2500 words) in the ST.  
Research design (50%) in the LT.

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## MY410

### Fundamentals of Research Design for International Development

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Eleanor Power

**Availability:** This course is compulsory on the MSc in Development Management, MSc in Development Studies, MSc in Health and International Development and MSc in International Development and Humanitarian Emergencies. This course is not available as an outside option.

This course is compulsory for all MSc students in International Development.

**Course content:** This course introduces MSc students in the Department of International Development to theoretical and practical foundations of social science research design. It is neither qualitative nor quantitative in focus, but rather is concerned with core interdisciplinary principles of research design that span disciplinary and methodological traditions.

Grounded in examples from International Development research, the course is centred on exploring principles of research design for different types of research questions. The course will provide a platform for students to consider a range of research design options, as well as methodological techniques. It is intended to help students become more informed and critical readers of social scientific, and specifically International Development, research. It is also intended to help students become more critical producers of research, able to articulate the various rationales, strengths, weaknesses and trade-offs entailed in research design

choices so that they can make decisions about which to adopt in their own dissertations. By the end of the course, students will be familiar with a variety of research design options and will be better equipped to embark on their own research projects. The course is not designed to provide students with all the skills and techniques they need, i.e., it is not an explicitly "methods" course, but it will familiarize students with the important design considerations involved in adopting particular approaches and incorporating various forms of evidence and information into their dissertations. The course therefore has the dual aim of helping students become both critical "consumers" and "producers" of International Development research. In doing so, it should make positive contributions to students' learning experience both in their dissertation process, and in other courses they take in ID (and elsewhere at LSE).

The teaching on the course is premised on the idea that how we do research ultimately depends on the nature of the particular research question and the type and kinds of evidence that are available. There are strengths, weaknesses, and trade-offs to most of the decisions we make when planning and doing research, and as the weeks of the course progress, the strengths and weaknesses, and thus the implicit trade-offs, of the research designs we consider will vary. Our goal is for students to better understand the consequences of these research design decisions, both in the published research that they read, and that they will need to make in their own research.

The topics covered will include discussions of the alignment between research question and research design, questions of inference, issues of measurement, uses of literature and secondary material, and the relationship between theory and evidence, as well as brief introductions to particular methods, with a focus on when they will be appropriate to particular questions and projects.

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 20 hours across Michaelmas Term.

This course has a reading week in Week 6 of MT.

**Formative coursework:** Annotated Bibliography analysing the research design choices of published work and motivating a potential dissertation research question, 1500 words, due in MT.

**Indicative reading:**

- Bennett, Andrew, and Jeffrey T. Checkel, eds. (2014). *Process Tracing: From Metaphor to Analytic Tool*. Cambridge: Cambridge University Press.
- Cerwonka, A. & L. H. Malkki (2007). *Improvising theory: process and temporality in ethnographic fieldwork*. University of Chicago Press.
- Desai V. and R.B. Potter (2006). *Doing Development Research*. London: SAGE
- Geertz, Gary and Mahoney, James (2012). *A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences*. Princeton, NJ: Princeton University Press.
- Gerring, John (2012). *Social Science Methodology: A Unified Framework*. 2nd Edition. Cambridge: Cambridge University Press
- Perecman, E. & S. R. Curran, eds. (2006). *A Handbook for Social Science Field Research: Essays & Bibliographic Sources on Research Design and Methods*
- Robson, Colin and McCartan, Kieran (2016). *Real World Research*. 4th Edition. Chichester: John Wiley.
- Shaffer, P. (2013). *Q-Squared. Combining Qualitative and Quantitative Approaches in Poverty Analysis*. Oxford: Oxford University Press.
- Sumner A. and M. Tribe (2008). *International Development Studies: Theories and Methods in Research and Practice*. London: Sage

**Assessment:** Research proposal (100%) in the LT.

A research proposal of 2500 words to be submitted in LT.

## MY421L Half Unit

### Qualitative Research Methods

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Chana Teeger

**Availability:** This course is available on the MPhil/PhD in Demography/Population Studies, MSc in Applied Social Data Science, MSc in Comparative Politics, MSc in Conflict Studies, MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Gender (Research), MSc in Global Health Policy, MSc in Human Geography and Urban Studies (Research), MSc in Inequalities and Social Science, MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in International Political Economy (Research), MSc in International Relations (Research), MSc in International Social and Public Policy (Research), MSc in Marketing and MSc in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit.

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

**Course content:** This course presents the fundamentals of qualitative research methods. The course has the dual aims of equipping students with conceptual understandings of current academic debates regarding qualitative methods, and with practical skills to put those methods into practice. It prepares students to design, carry out, report, read and evaluate qualitative research projects. First, students learn how to collect data using methods including interviews, focus groups, participant observation, and selecting documents and new media data. Second, we cover analysis, using thematic and discourse analysis. Issues of research design, quality indicators and ethics are addressed.

This is a generalist, introductory course and we invite students who have little previous experience of qualitative methods. Students with prior training in qualitative methods might be interested in more specialist alternatives offered by the Department of Methodology, such as MY423 Interview Methods for Social Science Research, MY425 Case Studies and Comparative Methods for Qualitative Research, MY426 Doing Ethnography, or MY428 Qualitative Text Analysis.

Lectures introduce the main conceptual and practical issues. Seminars provide practical experience with the methods.

**Teaching:** The course runs twice per year: in MT (MY421M) and again in LT (MY421L). The content of the course, and the method of assessment, is exactly the same in each term.

This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Lent Term. This course has a reading week in Week 6 of LT.

**Formative coursework:** Students submit a portion of their practical work, with some written commentary, for formative assessment in Week 7.

**Indicative reading:**

- Maria J Mayan (2009) *Essentials in qualitative inquiry*, Walnut Creek, CA: Left Coast Press.
- M Bauer & G Gaskell, (2000) *Qualitative Researching with Text, Image and Sound*, London: Sage.
- U Flick, (2009) *An Introduction to Qualitative Research*, 4th edition, London: Sage.
- C Seale, G Gobo, JF Gubrium, & D Silverman, (2004). *Qualitative Research Practice*. London: Sage.

Please Note: No single publication covers the whole content of the course.

**Assessment:** Project (100%, 3000 words) in the ST.

The summative assignment is a small project, demonstrating skills in using some of the qualitative methods covered during the course. It takes the form of a project report, with detailed appendices documenting the methods of data collection and analysis used.

**MY421M Half Unit****Qualitative Research Methods**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Eleanor Knott

**Availability:** This course is available on the MPhil/PhD in Demography/Population Studies, MSc in Applied Social Data Science, MSc in Comparative Politics, MSc in Conflict Studies, MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Gender (Research), MSc in Global Health Policy, MSc in Human Geography and Urban Studies (Research), MSc in Inequalities and Social Science, MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in International Political Economy (Research), MSc in International Relations (Research), MSc in International Social and Public Policy (Research), MSc in Marketing and MSc in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit.

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

**Course content:** This course presents the fundamentals of qualitative research methods. The course has the dual aims of equipping students with conceptual understandings of current academic debates regarding qualitative methods, and with practical skills to put those methods into practice. It prepares students to design, carry out, report, read and evaluate qualitative research projects. First, students learn how to collect data using methods including interviews, focus groups, participant observation, and selecting documents and new media data. Second, we cover analysis, using thematic and discourse analysis. Issues of research design, quality indicators and ethics are addressed.

This is a generalist, introductory course and we invite students who have little previous experience of qualitative methods. Students with prior training in qualitative methods might be interested in more specialist alternatives offered by the Department of Methodology, such as MY423 Interview Methods for Social Science Research, MY425 Case Studies and Comparative Methods for Qualitative Research, MY426 Doing Ethnography, or MY428 Qualitative Text Analysis.

Lectures introduce the main conceptual and practical issues. Seminars provide practical experience with the methods.

**Teaching:** The course runs twice per year: in MT (MY421M) and again in LT (MY421L). The content of the course, and the method of assessment, is exactly the same in each term.

This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Michaelmas Term. This course has a reading week in Week 6 of MT.

**Formative coursework:** Students submit a portion of their practical work, with some written commentary, for formative assessment in Week 7.

**Indicative reading:**

- Maria J Mayan (2009) *Essentials in qualitative inquiry*, Walnut Creek, CA: Left Coast Press.
- M Bauer & G Gaskell, (2000) *Qualitative Researching with Text, Image and Sound*, London: Sage.
- U Flick, (2009) *An Introduction to Qualitative Research*, 4th edition, London: Sage.
- C Seale, G Gobo, JF Gubrium, & D Silverman, (2004). *Qualitative Research Practice*. London: Sage.

Please Note: No single publication covers the whole content of the course.

**Assessment:** Project (100%, 3000 words) in the LT.

The summative assignment is a small project, demonstrating skills in using some of the qualitative methods covered during the course. It takes the form of a project report, with detailed appendices documenting the methods of data collection and analysis used.

**MY423 Half Unit****Interview Methods for Social Science Research**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr. Aliya Hamid Rao, Assistant Professor, Department of Methodology.

**Availability:** This course is available on the Global MSc in Management, MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in Gender, MSc in Gender (Research), MSc in Gender, Policy and Inequalities, MSc in Human Rights and Politics, MSc in Inequalities and Social Science, MSc in International Development and Humanitarian Emergencies, MSc in Media, Communication and Development, MSc in Political Sociology and MSc in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** This course focuses on the epistemological and practical dimensions of interviews as a data collection method for social science research. While it does not require any pre-requisites, the course takes a deep and narrow approach in its focus on interview methods. This course will consider sampling, recruitment, and ethical concerns that arise particular to interviews. Such considerations will be discussed throughout the course through readings, lectures, and seminars. Students seeking an introductory overview of qualitative methods are advised to see MY421/521. This course is designed to be most useful to those with some familiarity with qualitative methods broadly, and for those who come to the course with some sense of an interview study they want to conduct.

**Course content:** This course will provide students with the skills to design, carry out, and write up a primarily interview-based study. Students will start off by learning what kinds of research questions can suitably be answered by the data usually collected through interviews. They will learn about the considerations that go into designing a largely interview-based study (including: recruitment, sample parameters, and interview guides), and the epistemological debates pertaining to these considerations. The second part of the course focuses on data analysis and writing up interview-based studies, again contending with the complexities of different approaches to analysing interview data.

The course takes a "research cycle" approach to interviews in its structure. The type of interviews this course will focus on will be one-on-one interviews, however other types of interviews and related methods (such as couple interviews, group interviews, ethnography will be referenced typically as a way to highlight how the data collected from one-on-one interview methods differs from these other related, but distinct, methods). The focus on one-on-one interviews is because when it comes to interviewing this is a predominant way of conducting interviews in the social sciences. This course is designed to give students the epistemological background and practical skills to design and complete their own, individual, interview-based studies. This course may be particularly useful for students intending to conduct their own interview-based studies. The course is comprised of 10 lectures (of 90 mins each) which introduce the main conceptual and practical issues. 9 seminars (90 minutes each) provide a space to dive deeper into the epistemological debates in each topic as well as gain some practical experience.

The required text for this course is Annette Lareau's "Listening to People". Each week will have 2 required readings, one "method" and one "example" reading as well as several optional readings. These will be made available through the Reading List in Moodle.

An indicative structure of the course is below. Please note this is subject to being amended.

- 1 Introduction: What can interviews tell us? (Appropriate research questions for interview-based studies, and claims-making through interviews)
- 2 What kind of a sample do you need? (Picking a site, outlining sample criteria, anticipating hurdles and figuring out workarounds).
- 3 Ethics and reflexivity (Procedural, sensitive moments, power dynamics, issues of rapport, harassment of researchers in the field etc).



4 What, how, and when should you ask? (Designing an interview guide, interview fieldnotes; analytical and methodological memos. We will also discuss how to consider sensitive moments in interviews, especially in interviews with vulnerable populations or about topics that are likely to be distressing).

5 Conducting interviews (Lecture will be me conducting an interview. No seminars, instead, learning by doing: use that time to conduct two interviews. I will have office hours during seminar time to meet individually).

6 Reading week

7 Special groups: Interviewing Elites

8 Data Analysis I (Thematic)

9 Data Analysis I (Thematic contd)

10 Data Analysis III (Abductive)

11 Sum up: Writing up an interview-based study to compellingly answer strong research questions

**Teaching:** 15 hours of lectures and 13 hours and 30 minutes of seminars in the LT.

**Formative coursework:** The formative assessment consists of the students uploading the following in a single word document to Moodle, in this order:

- 2 Interview memos (each 1.5 pages, single-spaced, max, with a methodological and analytical component. Detailed instructions will be provided to students);
- 2 single-spaced pages of one interview transcript (consecutive pages, and ideally ones on which students want some feedback, single spaced).

**Indicative reading:** There is required book for the course: *Listening to People*, by Annette Lareau. The remainder of the readings will be made available to students through Reading List in Moodle.

**Assessment:** Essay (100%, 3000 words) in the ST.

Students will be provided with a choice of 3 essay prompts to which they must respond for their summative. The response must be a maximum of 3000 words. The prompts will pertain to contemporary discussions about the role of interviews as a method in social science research. Students will be asked to draw on their own experience of conducting interviews for this course to make support the argument they make in the response.

The summative is designed to assess students grasp of the epistemological debates pertaining to interviews in social science research along with their own practice of having used this method in the duration of the course.

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## MY424 Half Unit Not available in 2022/23

### Advanced qualitative field methods for researching space and place

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Alasdair Jones Col 8.12

**Availability:** This course is available on the MSc in Applied Social Data Science, MSc in City Design and Social Science, MSc in Culture and Society, MSc in Gender (Research), MSc in Human Geography and Urban Studies (Research) and MSc in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Priority is given to students on the MSc in Social Research Methods and the MSc in Applied Social Data Science programmes.

**Pre-requisites:** There are no prerequisites but some prior training in qualitative research methods is expected (including principles of qualitative research, interview-based data collection techniques and observation-based data collection techniques). Please contact the course convenor if unsure.

**Course content:** The aim of this course is to introduce students to a range of contemporary fieldwork approaches for research concerned with the spatial, material, mobile and sensorial qualities of social settings. The course takes the different realms of social life (private, parochial and public) as a starting point, before focussing on the particular methodological challenges,

features and principles of parochial and public realm research in which place is the focus (rather than the locus) of social enquiry. At its core, the course covers core data collection and analysis techniques for research oriented towards attending to the spatio-material qualities of social settings. The course will be organised thematically, and will cover topics including: observational field methods, participatory research, walking and other mobile methods, sensory methods, using visual and digital data, and observational data analysis. The course will also cover ethical issues, paying particular attention to ethics for field research conducted in public realm settings, and will introduce students to an intersectional lens (to account for the ways that cities and spaces are racialised, gendered and classed).

Practically, by the end of the course students will be able to conceptualise their socio-spatial object of analysis, to articulate research questions appropriate to their interests and the data/methods available to them, to design a qualitative field research study suited to their object of analysis, and to identify field research methods appropriate to their design. Examples from a range of disciplines - including urban studies, sociology, socio-cultural geography, social policy and international development - will be used throughout the teaching on the course, and the course includes a London-based fieldwork component (should Covid-related restrictions allow) in which students will gain practical experience of some of the field methods covered.

**Teaching:** This course is delivered through a combination of classes, lectures, and workshops totalling a minimum of 28 hours across Lent Term. This year, some or all of the teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos.

This course has a reading week in Week 6 of LT.

**Formative coursework:** Students will be expected to produce 1 project in the LT.

Students will be asked to submit a research proposal for a study which derives from the field trip undertaken as part of this course and which draws on the methodological approaches covered in the course. Up to 2,000 words.

**Indicative reading:**

- Bailey, C.A. (2018) *A Guide to Qualitative Field Research* [3rd edition]. London: SAGE.
- Büscher, Urry and Witchger [eds.] (2011) *Mobile Methods*. London: Routledge.
- Elliott, S. and Culhane, D. [eds.] (2017) *A Different Kind of Ethnography: Imaginative Practices and Creative Methodologies*. Toronto: University of Toronto Press.
- Lofland, J., Snow, D., Anderson, L., and Lofland, L.H. (2006) *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis* [4th edition]. Belmont, CA: Wadsworth.
- Low, S. (2017) *Spatializing Culture: The Ethnography of Space and Place*. London: Routledge.
- O'Neill, M. and Roberts, B. (2020) *Walking Methods: Research on the Move*. London: Routledge.
- Warren, C.A.B. and Karner, T.X. (2015) *Discovering Qualitative Methods: Ethnography, Interviews, Documents, and Images*. Oxford: Oxford University Press.
- Bartholomew, M. and Jones, A. (forthcoming) 'Ties through place: a review and synthesis of sociomaterial network analyses', in Neal, Z. and Rozenblat, C. [eds.] *Handbook of Cities and Networks*. Cheltenham: Edward Elgar.
- Bellotti, E. (2015) *Qualitative Networks*. London: Routledge.
- Burgess, R.G. (1984) *In the Field: An Introduction to Field Research*. London: Routledge.
- Grannis, R. (2009) *From the Ground Up: Translating Geography into Community through Neighbor Networks*. Princeton: Princeton University Press.
- Hall, S.M. (2012) *City, street and citizen: the measure of the ordinary*. London: Routledge.
- Hannerz, U. (1980) *Exploring the City: Inquiries Toward an Urban Anthropology*. New York, NY: Columbia University Press.
- Irving, A. (2017) 'New York Stories: Narrating the Neighbourhood', in *Ethnos* 82(3): 437-457.
- Jones, A. (2020) 'Public realm ethnography: (Non-)participation,

- co-presence and the challenge of situated multiplicity,' in *Urban Studies*, <https://doi.org/10.1177/0042098020904261>.
- Kim, A.M. (2015) *Sidewalk City: Remapping Public Space in Ho Chi Minh City*. Chicago: University of Chicago Press.
  - Kitchin, R., Lauriault, T.P. and Wilson, M.W. [es.] (2017) *Understanding Spatial Media*. London: Sage.
  - LeCompte, M.D. and Schensul, J.J. (2013) *Analysis and Interpretation of Ethnographic Data: A Mixed Methods Approach*. Plymouth: AltaMira Press.
  - Lofland, L. (1998) *The Public Realm: Exploring the City's Quintessential Social Territory*. Hawthorne, NY: Aldine de Gruyter.
  - Massey, D. (2005) *for space*. London: Sage.
  - Morrill, C., Snow, D.A., and White, C.H. [eds.] (2005) *Together Alone: Personal Relationships in Public Space*. Berkeley, CA: University of California Press.
  - Palmer, V.M. (1928) *Field Studies in Sociology*. Chicago: University of Chicago Press.
  - Powell, K. (2010) 'Making Sense of Place: Mapping as a Multisensory Research Method,' in *Qualitative Inquiry* 16(7): 539-555.
  - Rose, G. (2016) *Visual Methodologies* [4th ed]. London: Sage.
  - Snee, H., Hine, C., Morey, Y, Roberts, S, Watson, H. (eds) (2015) *Digital Methods for Social Science: An interdisciplinary Guide to Research Innovation*. London: Palgrave Macmillan.
  - Tolich, M. [ed.] (2016) *Qualitative Ethics in Practice*. Walnut Creek, CA: Left Coast Press.
  - Vannini, P. [ed.] (2009) *The Cultures of Alternative Mobilities: Routes Less Travelled*. Farnham: Ashgate.

**Assessment:** Essay (90%, 4000 words) in the ST.

Group presentation (10%) in the LT.

Group presentation (10%, 10-15 minutes) to be carried out at the end of MT. All students will contribute to the presentation (in small groups) of a pilot piece of research they have conducted drawing on the data they collected in their groups during the field trip undertaken as part of the course.

Essay (90%, 4,000 words) to be submitted at the start of ST.

Students will be set a choice of essay questions to answer. These questions give students the opportunity to address some of the epistemological, methodological, ethical, and/or practical issues and principles that characterise the development and use of the research methods covered in the course.

## MY425 Half Unit

### Case Studies and Comparative Methods for Qualitative Research

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Eleanor Knott COL 7.08

**Availability:** This course is available on the MSc in Comparative Politics, MSc in Conflict Studies, MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in Development Studies, MSc in European and International Public Policy, MSc in Inequalities and Social Science, MSc in International Political Economy (Research), MSc in International Relations (Research), MSc in International Social and Public Policy (Research), MSc in Political Sociology and MSc in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit. This course is freely available to any MSc or MRes students interested in case study research designs. MY525 is available for PhD students interested in case study research designs.

The course is most suited to students within macro- or meso-sociological traditions (e.g. political science, IR, sociology, political sociology, policy studies, development studies) than those within a micro-sociological/individualist tradition (e.g. micro-interactionist perspectives, psychology, psychiatry).

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

**Course content:** This course focuses on the approach and

practice of designing and conducting case study and comparative research. Thinking outside of the areas of interest and specialisms and topics, students will be encouraged to develop the concepts and comparative frameworks that underpin these phenomena. In other words, students will begin to develop their research topics as cases of something.

The course will cover questions of design and methods of case study research, from single-n to small-n case studies including discussions of process tracing and Mill's methods. The course will address both the theoretical and methodological discussions that underpin research design as well as the practical questions of how to conduct case study research, including gathering, assessing and using evidence. Examples from the fields of comparative politics, IR, development studies, sociology and European studies will be used throughout the lectures and seminars.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours across Lent Term.

Lectures will provide students with the key concepts, ideas and approaches to case study and comparative research. Seminars will provide students with practical experience of assessing the approaches of case study and comparative research design, as well as opportunities to design and develop their own research projects.

This course has a reading week in Week 6 of LT.

**Formative coursework:** Students will be expected to produce 1 essay and 1 other piece of coursework in the LT.

1 formative paper: literature review and project outline (1-2 pages) due in Week 8. Students will receive written feedback on this by Week 11.

1 peer marking exercise: in-class oral peer feedback session for students to exchange ideas on formative assignment (Week 9). This in-class activity may be delivered via webinar.

**Indicative reading:** Key texts:

Beach, D., & Pedersen, R. B. 2019. *Process-tracing methods: Foundations and guidelines*. University of Michigan Press.

Bennett, A. and Checkel, J.T. eds., 2014. *Process tracing: From metaphor to analytic tool*. Cambridge University Press.

Della Porta, D. and Keating, M. eds., 2008. *Approaches and methodologies in the social sciences: A pluralist perspective*. Cambridge University Press.

George, Alexander L. and Andrew Bennett. 2005. *Case Studies and Theory Development in the Social Sciences*.

Gerring, J. 2017. *Case study research: principles and practices*. Second edition. Cambridge University Press.

Example readings for discussion:

Briggs, Ryan C. 2017. "Explaining case selection in African politics research", *Journal of Contemporary African Studies*.

Finkel, E. (2017) *Ordinary Jews: choice and survival during the Holocaust*. Princeton University Press.

Lund, Christian. 2014. "Of What is This a Case? Analytical Movements in Qualitative Social Science Research." *Human Organization* 73(3): 224-234.

Simmons, E. (2016) *Meaningful resistance: market reforms and the roots of social protest in Latin America*.: Cambridge University Press.

Simmons, E. S. and Smith, N. R. (2017) 'Comparison with an Ethnographic Sensibility', *PS: Political Science & Politics*, 50(01), pp. 126-130. doi: 10.1017/S1049096516002286.

Slater, D. and Wong, J. (2013b) 'The Strength to Concede: Ruling Parties and Democratization in Developmental Asia', *Perspectives on Politics*, 11(03), pp. 717-733. doi: 10.1017/S1537592713002090.

**Assessment:** Class participation (10%) and research proposal (90%) in the LT.

It is recommended that students base the research design proposal (4000 words) on their dissertation topic (or a related topic, e.g. a PhD proposal) subject to approval by students' home department. Where students also take MY400 (which has a similar summative assessment), students will be guided towards a modified version of the research proposal (e.g. a different research question) to avoid self-plagiarism between assignments. Students

must consult with their home department regarding overlap between the proposal and their dissertation.  
Weekly participation grade (10%) preparation and active participation in seminars and group presentation.

## MY426 Half Unit Doing Ethnography

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Chana Teeger COL7.06

**Availability:** This course is available on the MSc in Applied Social Data Science, MSc in Comparative Politics, MSc in Gender (Research), MSc in Human Geography and Urban Studies (Research), MSc in Inequalities and Social Science, MSc in International Social and Public Policy (Research), MSc in Marketing and MSc in Social Research Methods. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

**Pre-requisites:** There are no prerequisites but some prior training in qualitative research methods is expected. Please contact the course convenor if unsure.

**Course content:** Doing ethnography enables us to examine how social order is produced as people go about their everyday interactions. Multiple sources of naturally-occurring data are used to understand how communities, organisations and institutions work, informally as well as formally. Contemporary conditions of globalisation, individualisation, bureaucratisation and digitisation introduce new challenges for such fieldwork. This interdisciplinary course equips students with a practical understanding of how to do, and to think about, contemporary ethnography. Core conceptual, ethical and methodological debates are introduced through in-depth engagement with exemplar texts, and through students' experience of fieldwork. Fieldwork is a key component of the course, with students collecting data locally, followed by data analysis and presentation activities. Methodological concerns regarding case selection, establishing rigour, reflexivity, representing others, and ethical issues are addressed in detail. Practical issues addressed include identifying and accessing study sites, studying elite and marginalised groups, innovative sources of data, and writing field notes. Emphasising that ethnography relies on the researcher-as-research-instrument, the course aims to develop students' sensitivity and rigour as ethnographic researchers.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Lent Term. This course has a Reading Week in Week 6 of LT.

**Formative coursework:** An excerpt of field-notes from the field visit undertaken as part of the course (up to 2,500 words) in LT. Field-notes should record rich details of observations (the data), researcher reflections, and brief interpretations of the significance of these observations. Written feedback will be provided.

**Indicative reading:** DeWalt, K. M., ; DeWalt, B. R. (2002). Participant observation: A guide for fieldworkers. AltaMira Press. Emerson, R. M., Fretz, R. I., ; Shaw, L. L. (1995). Writing ethnographic fieldnotes. University of Chicago Press. Hammersley, M ; Atkinson, P. (2007). Ethnography: Principles in practice. Taylor ; Francis. Wacquant, L. (2004) Body and Soul: Ethnographic Notebooks of an Apprentice Boxer. New York: Oxford University Press. Laureau, Annette. (2011). Unreal Childhoods: Class, Race, and Family Life (2nd Edition). Berkeley: University of California Press

**Assessment:** Essay (100%, 4000 words) in the ST.

## MY428 Half Unit

### Qualitative Text and Discourse Analysis

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Audrey Alejandro COL.7.10

**Availability:** This course is available on the MSc in Accounting, Organisations and Institutions, MSc in Applied Social Data Science, MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in Culture and Society, MSc in Development Studies, MSc in European and International Public Policy, MSc in Gender (Research), MSc in Gender, Media and Culture, MSc in Human Geography and Urban Studies (Research), MSc in Inequalities and Social Science, MSc in International Political Economy (Research), MSc in International Relations (Research), MSc in International Social and Public Policy (Research) and MSc in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit.

This course is freely available to any MSc or MRes students interested in text and discourse analysis.

The course is also available to PhD students interested in text and discourse analysis, please see MY528.

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

**Pre-requisites:** There are no prerequisites for this module but capacity to work autonomously is expected (including conducting a literature review, finding one's own bibliographical resources, creating one's own research question, etc.) Throughout the module, students are expected to make their own research decisions and learn how to become autonomous junior researchers by constructing a research project on their own. Students not confident in their capacity to work autonomously are encouraged to familiarise themselves with these skills prior to the beginning of the module to be able to make the most out of the teaching (see for example LSE Life services and the section "Further resources" on MY428 Moodle page for resources helping you to prepare yourself for autonomous work).

**Course content:** How can we use texts and discourses to create meaning about the social world? The goal of this course is to provide students with the skills to construct and conduct social science research using text and discourse as an entry point. While acquiring these skills, students also learn how to interpret textual data by exploring the concepts and case studies developed across disciplines. The course both establishes a theoretical foundation for text/discourse analysis and takes a practical and applied approach, so that students can acquire greater independence and confidence to conduct their research project autonomously. Discourse Analysis is the overarching method that structures the content of the course. The first part of the course focuses on the application of the most common methods used to analyse texts and discourses (including thematic analysis and content analysis). The second part of the course places the in-depth analysis of texts in the broader context of research design and knowledge production, to ensure students know how to critically self-assess their work and produce research to the highest standards. Beyond learning the skills of qualitative text/discourse analysis, this course is an invitation to produce more structured, analytical and critical research capable of grasping not only the visible but also the invisible and implicit dimensions of politics and society. In that sense, the module also represents a perfect opportunity for students with a quantitative background to harness the strengths of qualitative methods and design strong mixed-methods analysis. Examples from across the social sciences will be used throughout the lectures and seminars. More information about MY428 can be found on the Moodle page of the module (for example course structure, examples of formative and summative assignments from the previous cohorts, and detailed guidelines about the assignments). Please do not hesitate to self-enrol to the Moodle page of the module to have a better idea of the content of the module and the work required.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 30 hours across



Lent Term.

This course has a Reading Week in Week 6 of LT.

**Formative coursework:** A project proposal (c.1,000 words) focusing on the topic that the student will develop in their summative assignment. The project proposal comprises a blog post and a project outline.

**Indicative reading:**

- Baker, P. and Ellece, S. (2010). *Key Terms in Discourse Analysis*, London: Continuum.
- Gee, JP (2011). *How to do discourse analysis: a toolkit*, New York: Routledge
- Kuckartz U. (2014). *Qualitative text analysis: a guide to methods, practice & using software*. Los Angeles: Sage.
- Scheier, M. (2012). *Qualitative Content Analysis*. Thousand Oaks: Sage.
- Taylor, S (2013). *What is discourse analysis?* London: Bloomsbury Academic.

**Assessment:** Research project (100%) in the ST.

The summative assignment is an exploratory project of 4000 words. Students can base their research project on a dimension/sub-question of their dissertation topic (or a related topic, e.g. a PhD proposal) subject to the approval of their home department.

## MY451L Half Unit

### Introduction to Quantitative Analysis

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Thomas Robinson

**Availability:** This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MPhil/PhD in Demography/Population Studies, MSc in Applied Social Data Science, MSc in Comparative Politics, MSc in Conflict Studies, MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Gender (Research), MSc in Inequalities and Social Science, MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in International Political Economy (Research), MSc in International Relations (Research), MSc in International Social and Public Policy (Research), MSc in Public Administration and Government (LSE and Peking University), MSc in Public Policy and Administration and MSc in Social Research Methods. This course is available with permission as an outside option to students on other programmes where regulations permit.

The course is also available to research students as MY551.

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

**Course content:** An intensive introduction to quantitative data analysis in the social sciences. The course is intended for students with no previous experience of quantitative methods or statistics. It covers the foundations of descriptive statistics and statistical estimation and inference. 'At the end of the course students should be able to carry out and interpret a range of univariate and bivariate data analysis techniques from univariate descriptives to multiple linear regression. The seminars and computer exercises give 'hands-on' training in the application of statistical techniques to real social science research problems using the R computer package (no prior knowledge of R is necessary).

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 30 hours across Lent Term.

The course runs twice per year: in MT (MY451M) and again in LT (MY451L). The content of the course, and the method of assessment, is exactly the same in each term.

This course has a Reading Week in Week 6 of LT.

**Formative coursework:** Self-guided computer exercises to be completed before weekly classes for discussion and a weekly online quiz.

**Indicative reading:** A course pack will be available for download online.

**Additional reading:** many introductory statistics books are available. But we particularly recommend Alan Agresti and Christine Franklin (2009) *Statistics: The Art and Science of Learning from Data*. Pearson Education. Or Alan Agresti and Barbara Finlay (2009, 4th edition) *Statistical Methods for the Social Sciences*. Pearson Education (note that the second book is more advanced and is particularly useful if you are planning to take MY451 and MY452).

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

## MY451M Half Unit

### Introduction to Quantitative Analysis

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Jonathan Jackson

**Availability:** This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MPhil/PhD in Demography/Population Studies, MSc in Applied Social Data Science, MSc in Comparative Politics, MSc in Conflict Studies, MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Gender (Research), MSc in Inequalities and Social Science, MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in International Political Economy (Research), MSc in International Relations (Research), MSc in International Social and Public Policy (Research), MSc in Public Administration and Government (LSE and Peking University), MSc in Public Policy and Administration and MSc in Social Research Methods. This course is available with permission as an outside option to students on other programmes where regulations permit.

The course is also available to research students as MY551.

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

**Course content:** An intensive introduction to quantitative data analysis in the social sciences. The course is intended for students with no previous experience of quantitative methods or statistics. It covers the foundations of descriptive statistics and statistical estimation and inference. 'At the end of the course students should be able to carry out and interpret a range of univariate and bivariate data analysis techniques from univariate descriptives to multiple linear regression. The seminars and computer exercises give 'hands-on' training in the application of statistical techniques to real social science research problems using the R computer package (no prior knowledge of R is necessary).

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 30 hours across Michaelmas Term.

The course runs twice per year: in MT (MY451M) and again in LT (MY451L). The content of the course, and the method of assessment, is exactly the same in each term.

This course has a Reading Week in Week 6 of MT.

**Formative coursework:** Self-guided computer exercises to be completed before weekly classes for discussion and a weekly online quiz.

**Indicative reading:** A course pack will be available for download online.

**Additional reading:** many introductory statistics books are available. But we particularly recommend Alan Agresti and Christine Franklin (2009) *Statistics: The Art and Science of Learning from Data*. Pearson Education. Or Alan Agresti and Barbara Finlay (2009, 4th edition) *Statistical Methods for the Social Sciences*. Pearson Education (note that the second book is more advanced and is particularly useful if you are planning to take MY451 and MY452).



**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

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## MY452L Half Unit

### Applied Regression Analysis

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Daniel De Kadt

**Availability:** This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MPhil/PhD in Demography/Population Studies, MSc in Applied Social Data Science, MSc in Comparative Politics, MSc in Conflict Studies, MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Gender (Research), MSc in Human Geography and Urban Studies (Research), MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in International Political Economy (Research), MSc in International Relations (Research), MSc in International Social and Public Policy (Research), MSc in Local Economic Development, MSc in Political Science and Political Economy, MSc in Public Administration and Government (LSE and Peking University), MSc in Public Policy and Administration, MSc in Social Research Methods and MSc in Urban Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

**Pre-requisites:** Students are required to have completed MY451 or an equivalent level statistics course

MY452 is open to any and all post-grad students around the School who have already have a grounding in quantitative methods.

**Course content:** The course is designed for students with a good working knowledge of elementary descriptive statistics; sampling distributions; one and two sample tests for means and proportions; correlation and the linear regression model with one or more predictor variables. The course is concerned with deepening the understanding of the generalized linear model and its application to social science data. The main topics covered are linear regression modelling and binary, multinomial and ordinal logistic regression.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Lent Term.

The course runs twice per year: in MT (MY452M) and again in LT (MY452L). The content of the course, and the method of assessment, is exactly the same in each term.

This course has a Reading Week in Week 6 of LT.

**Formative coursework:** Self-guided computer exercises to be completed before weekly classes for discussion.

**Indicative reading:** A Agresti & B Finlay, Statistical Methods for the Social Sciences.

A course pack will be available for download online. Additional reading will be recommended.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

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## MY452M Half Unit

### Applied Regression Analysis

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Thomas Robinson

**Availability:** This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MPhil/PhD in Demography/

Population Studies, MSc in Applied Social Data Science, MSc in Comparative Politics, MSc in Conflict Studies, MSc in European and International Public Policy, MSc in European and International Public Policy (LSE and Bocconi), MSc in European and International Public Policy (LSE and Sciences Po), MSc in Gender (Research), MSc in Human Geography and Urban Studies (Research), MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in International Political Economy (Research), MSc in International Relations (Research), MSc in International Social and Public Policy (Research), MSc in Local Economic Development, MSc in Political Science and Political Economy, MSc in Public Administration and Government (LSE and Peking University), MSc in Public Policy and Administration, MSc in Social Research Methods and MSc in Urban Policy (LSE and Sciences Po). This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

**Pre-requisites:** Students are required to have completed MY451 or an equivalent level statistics course

MY452 is open to any and all post-grad students around the School who have already have a grounding in quantitative methods.

**Course content:** The course is designed for students with a good working knowledge of elementary descriptive statistics; sampling distributions; one and two sample tests for means and proportions; correlation and the linear regression model with one or more predictor variables. The course is concerned with deepening the understanding of the generalized linear model and its application to social science data. The main topics covered are linear regression modelling and binary, multinomial and ordinal logistic regression.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Michaelmas Term.

The course runs twice per year: in MT (MY452M) and again in LT (MY452L). The content of the course, and the method of assessment, is exactly the same in each term.

This course has a Reading Week in Week 6 of MT.

**Formative coursework:** Self-guided computer exercises to be completed before weekly classes for discussion.

**Indicative reading:** A Agresti & B Finlay, Statistical Methods for the Social Sciences.

A course pack will be available for download online. Additional reading will be recommended.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

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## MY455 Half Unit

### Multivariate Analysis and Measurement

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Gabriel Wallin

**Availability:** This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MPhil/PhD in Demography/Population Studies, MSc in Applied Social Data Science, MSc in Human Geography and Urban Studies (Research), MSc in International Social and Public Policy (Research), MSc in Marketing, MSc in Political Science and Political Economy and MSc in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit. The course is also available to research students as MY555. This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

**Pre-requisites:** The course will assume a knowledge of standard linear regression models, to the level covered in MY452 (Applied Regression Analysis).

**Course content:** An introduction to the application of modern multivariate methods used in the social sciences, with particular

focus on latent variable models (including factor analysis, structural equation models, latent class models, latent trait models) and methods of data reduction such as principal components analysis and cluster analysis. The R software will be used to apply and illustrate the methods in data analysis exercises.

**Teaching:** 20 hours of lectures and 8 hours of computer workshops in the LT. 1 hour of lectures in the ST.

This course has a Reading Week in Week 6 of LT.

**Formative coursework:** Answers to questions based on data analysis exercises can be submitted for formative feedback.

**Indicative reading:** D J Bartholomew, F Steele, I Moustaki; J I Galbraith (2008) *Analysis of Multivariate Social Science Data* (Second Edition).

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

## MY456 Half Unit Survey Methodology

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Patrick Sturgis COL.8.10

**Availability:** This course is available on the MSc in Applied Social Data Science, MSc in Human Geography and Urban Studies (Research), MSc in Marketing, MSc in Social Research Methods, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available as an outside option to students on other programmes where regulations permit.

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

**Pre-requisites:** Knowledge of basic descriptive and inferential statistics, to the level of MY451 or equivalent.

**Course content:** This course provides an introduction to the methodology of the design and analysis of social surveys. It is intended both for students who plan to design and collect their own surveys, and for those who need to understand and use data from existing large-scale surveys. Topics covered include concepts of target populations, survey estimation and inference, sampling error and nonsampling error; sample design and sampling theory; modes of data collection; web surveys; survey interviewing; cognitive processes in answering survey questions; design and evaluation of survey questions; nonresponse error; survey weights; analysis of data from complex surveys; accessing, preparing and working with secondary data from existing social surveys; comparative and longitudinal surveys. The course includes computer classes, using the statistical computer package Stata; no previous knowledge of Stata is required.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Lent Term.

This course has a reading week in Week 6 of Lent Term.

**Formative coursework:** Exercises from some of the seminars and computer classes are submitted for feedback.

**Indicative reading:** Groves, R M, Fowler, F J, Couper, M P, Lepkowski, J M, Singer, E, and Tourangeau, R (2009). *Survey Methodology* (2nd ed.). Wiley.

**Assessment:** Exam (50%, duration: 2 hours) in the summer exam period.

Project (50%, 2500 words).

The project is a report of approximately 20 to 30 pages, including tables and figures, or approximately 2,500 words, reporting the data analysis of a given research question and data set.

## MY457 Half Unit Causal Inference for Observational and Experimental Studies

**This information is for the 2022/23 session.**

**Teacher responsible:** TBC

**Availability:** This course is available on the MSc in Applied Social Data Science, MSc in Behavioural Science, MSc in European and International Public Policy, MSc in Human Geography and Urban Studies (Research), MSc in International Social and Public Policy (Research), MSc in Political Science and Political Economy, MSc in Social Research Methods, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available as an outside option to students on other programmes where regulations permit.

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

**Pre-requisites:** Knowledge of multiple linear regression and some familiarity with generalised linear models, to the level of MY452 or equivalent. Familiarity with notions of research design in the social sciences, to the level of MY400 or equivalent.

**Course content:** This course provides an introduction to statistical methods used for causal inference in the social sciences. Using the potential outcomes framework of causality, topics covered include research designs such as randomized experiments, observational studies, and so-called natural experiments. We explore the impact of noncompliance in randomized experiments, as well as nonignorable treatment assignment in observational studies. To analyse these research designs, the methods covered include experiments, matching, instrumental variables, difference-in-difference, and regression discontinuity. Examples are drawn from different social sciences. The course includes computer classes, where the R software is used for computation.

**Teaching:** Combined hours across lectures and classes will be equivalent to a minimum of 30 hours of face-to-face teaching across the LT.

This course has a reading week in Week 6 of LT.

**Formative coursework:** Exercises from the computer classes can be submitted for feedback.

**Indicative reading:**

- Imbens, G. W. and Rubin, D. B. (2015). *Causal Inference for Statistics, Social, and Biomedical Sciences: An Introduction*. Cambridge University Press.
- Hernán, M. A. and Robins, J. M. *Causal Inference: What If*.
- Angrist, J. D. and Pischke, J.-S. (2009). *Mostly Harmless Econometrics*. Princeton University Press.
- Rosenbaum, P.R. (2010). *Design of Observational Studies*. Springer.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

## MY459 Half Unit Quantitative Text Analysis

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Blake Miller COL.7.14

**Availability:** This course is available on the MSc in Applied Social Data Science, MSc in Data Science, MSc in Econometrics and Mathematical Economics, MSc in Human Geography and Urban Studies (Research), MSc in Political Science and Political Economy, MSc in Social Research Methods, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available with permission as an outside option to

students on other programmes where regulations permit. The course is also available to research students as MY559. This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

**Pre-requisites:** Students must have completed MY452.

**Course content:** The course surveys methods for systematically extracting quantitative information from text for social scientific purposes, starting with classical content analysis and dictionary-based methods, classification methods, and state-of-the-art scaling methods. It continues with probabilistic topic models, word embeddings, and concludes with an outlook on current neural network based models for texts. The course lays a theoretical foundation for text analysis but mainly takes a very practical and applied approach, so that students learn how to apply these methods in actual research. A common focus across many methods is that they can be reduced to a three-step process: first, identifying texts and units of texts for analysis; second, extracting from the texts quantitatively measured features - such as coded content categories, word counts, word types, dictionary counts, or parts of speech - and converting these into a quantitative matrix; and third, using quantitative or statistical methods to analyse this matrix in order to generate inferences about the texts or their authors. The course systematically surveys these methods in a logical progression, with a practical, hands-on approach where each technique will be applied using appropriate software to real texts.

Lectures, class exercises and homework will be based on the use of the R statistical software package but will assume no background knowledge of that language.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Lent Term.

This course has a reading week in Week 6 of LT.

**Formative coursework:** Students will be expected to produce 1 problem set in the LT.

Exercises from the computer classes can be submitted for marking.

**Indicative reading:** quanteda: An R package for quantitative text analysis. <http://kbenoit.github.io/quanteda/>.

Benoit, Kenneth. 2020. "Text as Data: An Overview." In Curini, Luigi and Robert Franzese, eds. *Handbook of Research Methods in Political Science and International Relations*. Thousand Oaks: Sage. pp461-497.

Grimmer, Justin and Brandon M. Stewart. 2013. "Text as Data: The Promise and Pitfalls of Automatic Content Analysis Methods for Political Texts." *Political Analysis* 21(3):267–297.

Loughran, Tim and Bill McDonald. 2011. "When Is a Liability Not a Liability? Textual Analysis, Dictionaries, and 10-Ks." *The Journal of Finance* 66(1, February): 35–65.

Evans, Michael, Wayne McIntosh, Jimmy Lin and Cynthia Cates. 2007. "Recounting the Courts? Applying Automated Content Analysis to Enhance Empirical Legal Research." *Journal of Empirical Legal Studies* 4(4, December):1007–1039.

**Assessment:** Project (40%, 3000 words) in the ST.

Problem sets (60%) in the LT.

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## MY461 Half Unit Social Network Analysis

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Eleanor Power

**Availability:** This course is available on the MSc in Applied Social Data Science, MSc in Data Science, MSc in Econometrics and Mathematical Economics, MSc in Human Geography and Urban Studies (Research), MSc in Media and Communications (Data and Society), MSc in Social Research Methods, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research).

This course is available as an outside option to students on other programmes where regulations permit.

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

**Course content:** This course focuses on data about connections, forming structures known as networks. Networks and network data describe an increasingly vast part of the modern world, through connections on social media, communications, financial transactions, and other ties. This course covers the fundamentals of network structures, network data structures, and the analysis and presentation of network data. Students will work directly with network data, and structure and analyse these data using R. Social networks have always been at the centre of human interaction, but especially with the explosive growth of the internet, network analysis has become increasingly central to all branches of the social sciences. How do people influence each other, bargain with each other, exchange information (or germs), or interact online? A diverse array of deep questions about human behaviour can only be answered by examining the social networks encompassing and shifting around us. Network analysis has emerged as a cross-disciplinary science in its own right, and has in fact proven to be of even greater generality and broader applicability than just the social, extending to ecology, physics, genetics, computer science, and other domains.

This course will examine the key papers in the development of social network analysis, and will develop the theory and methodological tools needed to model and predict social networks and use them in social sciences as diverse as sociology, political science, economics, health, psychology, history, or business. The core of the course will comprise the essential tools of network analysis, from centrality, homophily, and community detection, to random graphs, network formation, and information flow. Alongside this we will read a series of substantive and seminal papers, shaped in part by the interests of the students and their various backgrounds, with a particular focus on the difficult task of causal inference in social networks. The course will also provide an introduction to network modelling, analysis and visualisation using R.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 25 hours across Lent Term.

This course has a reading week in Week 6 of LT.

**Formative coursework:** Students will be expected to produce 2 problem sets in the LT.

Type: Structured formative problem sets in two of the weeks will build on what was covered in the staff-led lab session, to be completed by the student outside of class. Answers should be formatted and submitted for assessment.

**Indicative reading:**

- Newman, M.E.J. (2010). *Networks: An introduction*. Oxford, UK: Oxford University Press.
- Scott, J. (2017). *Social Network Analysis*. Los Angeles: SAGE. 4th edition.
- Easley, D., and Kleinberg, J. (2010). *Networks, Crowds, and Markets: Reasoning about a highly connected world*. New York: Cambridge University Press.

**Assessment:** Problem sets (50%) and take-home assessment (50%) in the LT.

Five summative problem sets will be marked in five of the weeks. These will constitute 50% of the final overall mark.

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## MY464 Introduction to Quantitative Methods for Media and Communications

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Patrick Sturgis COL.8.05

**Availability:** This course is available on the MPhil/PhD in Data, Networks and Society, MPhil/PhD in Media and



Communications, MSc in Gender, Media and Culture, MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and UCT), MSc in Global Media and Communications (LSE and USC), MSc in Media and Communications, MSc in Media and Communications (Data and Society), MSc in Media and Communications (Media and Communications Governance), MSc in Media and Communications (Research), MSc in Media, Communication and Development, MSc in Politics and Communication and MSc in Strategic Communications. This course is not available as an outside option.

Students on the programmes listed above will be enrolled on this course when you register for MC4M1, MC4M2 or MC5M2. You must not register separately for MY464. It is not possible to take MY464 as a standalone course.

**Course content:** An intensive introduction to quantitative data analysis in the social sciences, with illustrative examples and class exercises drawn from the field of Media and Communications. The course is intended for students with no previous experience of quantitative methods or statistics. It covers the foundations of descriptive statistics and statistical estimation and inference. At the end of the course students will have an understanding of how to carry out and interpret significance tests and be able to implement univariate and bivariate data analysis and multiple linear regression. The seminars and computer exercises give 'hands-on' training in the application of statistical techniques to real social science research problems using the R computer package (no prior knowledge of R is necessary).

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Michaelmas Term.

This course has a Reading Week in Week 6 of MT.

**Formative coursework:** Self-guided computer exercises implementing statistics covered in the lectures with weekly online homework on the material covered in the lectures and exercises.

**Indicative reading:** A course pack will be available for download online.

**Additional reading:** many introductory statistics books are available. But we particularly recommend Alan Agresti and Christine Franklin (2009) *Statistics: The Art and Science of Learning from Data*, and Alan Agresti and Barbara Finlay (2009, 4th edition) *Statistical Methods for the Social Sciences*.

**Assessment:** Exam (100%, duration: 2 hours) in the January exam period.

## MY465 Half Unit Intermediate Quantitative Analysis

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Jonathan Jackson

**Availability:** This course is available on the MSc in Human Geography and Urban Studies (Research). This course is available as an outside option to students on other programmes where regulations permit.

MSc students in the Department of Psychological and Behavioural Science take this course as part of PB411.

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

**Pre-requisites:** Participants should have studied introductory statistics or quantitative methods before, up to an introduction to descriptive statistics and basic statistical inference. Students with no previous studies in quantitative analysis should take instead Introduction to Quantitative Analysis (MY451).

Because of the overlaps between these courses, it is not possible to take both this course and either of Introduction to Quantitative Analysis (MY451) or Applied Regression Analysis (MY452) as assessed courses.

**Course content:** The course is intended for students with some (even if limited) previous experience of quantitative methods or statistics. Using examples from psychological research, it covers

first a review of the foundations of descriptive statistics and statistical inference, in the context of the analysis of two-way contingency tables and comparisons of means between two groups. The main topic of the course is linear regression modelling and related methods, including scatterplots, correlation, simple and multiple linear regression, and analysis of variance and covariance. An introduction to binary logistic regression modelling is also included.

**Teaching:** Combined hours across lectures and classes will be equivalent to a minimum of 30 hours of face-to-face teaching across the MT.

This course has a Reading Week in Week 6 of MT.

**Formative coursework:** Self-guided computer exercises implementing statistics covered in the lectures with weekly online homework on the material covered in the lectures and exercises.

**Indicative reading:** A course pack will be available for download online.

**Additional reading:** many introductory statistics books are available. But we particularly recommend Alan Agresti and Christine Franklin (2009) *Statistics: The Art and Science of Learning from Data*, and Alan Agresti and Barbara Finlay (2009, 4th edition) *Statistical Methods for the Social Sciences*.

**Assessment:** Exam (100%, duration: 2 hours) in the January exam period.

## MY470 Half Unit Computer Programming

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Milena Tsvetkova COL8.06

**Availability:** This course is compulsory on the MSc in Applied Social Data Science. This course is available on the MSc in Data Science, MSc in Geographic Data Science, MSc in Human Geography and Urban Studies (Research) and MSc in Social Research Methods. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place

**Course content:** This course introduces students to the fundamentals of computer programming as students design, write, and debug computer programs using the programming language Python. The course will also cover the foundations of computer languages, algorithms, functions, variables, object-orientation, scoping, and assignment. The course will rely on practical examples from computational social science and social data science.

Students will learn how to design algorithms to solve problems and how to translate these algorithms into working computer programs. Students acquire skills and experience as they learn Python, through programming assignments with an approach that integrates project-based learning. This course is an introduction to the fundamental concepts of programming for students who lack a formal background in the field, but will include more advanced problem-solving skills in the later stages of the course. Topics include algorithm design and program development; data types; control structures; functions and parameter passing; recursion; computational complexity; searching and sorting; and an introduction to the principles of object-oriented programming. The primary programming languages used in the course will be Python.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 25 hours across Michaelmas Term.

This course has a reading week in Week 6 of MT.

**Formative coursework:** Students will be expected to produce 9 problem sets in the MT.

Students will work on weekly, structured problem sets in the staff-led class sessions. Example solutions will be provided at the end of each week.

**Indicative reading:**



- Guttag, John V. Introduction to Computation and Programming Using Python: With Application to Understanding Data. MIT Press, 2016.
- Gries, Paul, Jennifer Campbell, and Jason M Montojo. Practical Programming: An Introduction to Computer Science Using Python 3. The Pragmatic Bookshelf, 2013.
- Miller, Bradley N. and David L. Ranum. Problem Solving with Algorithms and Data Structures Using Python. Available online at <http://interactivepython.org/runestone/static/pythonds/index.html>.
- Python, Intermediate and advanced documentation at <https://www.python.org/doc/>

**Assessment:** Take-home assessment (50%) and problem sets (50%) in the MT.

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## MY472 Half Unit Data for Data Scientists

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Friedrich Geiecke

**Availability:** This course is available on the MSc in Applied Social Data Science, MSc in Human Geography and Urban Studies (Research), MSc in Media and Communications (Data and Society) and MSc in Social Research Methods. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place

**Course content:** This course will cover the principles of digital methods for storing and structuring data, including data types, relational and nonrelational database design, and query languages. Students will learn to build, populate, manipulate and query databases based on datasets relevant to their fields of interest. The course will also cover workflow management for typical data transformation and cleaning projects, frequently the starting point and most time consuming part of any data science project. This course uses a project-based learning approach towards the study of online publishing and group-based collaboration, essential ingredients of modern data science projects. The coverage of data sharing will include key skills in on-line publishing, including the elements of web design, the technical elements of web technologies and web programming, as well as the use of revision-control and group collaboration tools such as GitHub. Each student will build one or more interactive website based on content relevant to his/her domain-related interests, and will use GitHub for accessing and submitting course materials and assignments. In this course, we introduce principles and applications of the electronic storage, structuring, manipulation, transformation, extraction, and dissemination of data. This includes data types, database design, data base implementation, and data analysis through structured queries. Through joining operations, we will also cover the challenges of data linkage and how to combine datasets from different sources. We begin by discussing concepts in fundamental data types, and how data is stored and recorded electronically. We will cover database design, especially relational databases, using substantive examples across a variety of fields. Students are introduced to SQL through MySQL, and programming assignments in this unit of the course will be designed to insure that students learn to create, populate and query an SQL database. We will introduce NoSQL using MongoDB and the JSON data format for comparison. For both types of database, students will be encouraged to work with data relevant to their own interests as they learn to create, populate and query data. In the final section of the data section of the course, we will step through a complete workflow including data cleaning and transformation, illustrating many of the practical challenges faced at the outset of any data analysis or data science project. Online publishing and collaboration tools forms the second part of this course, along with the tools and technologies that underlie them. Students will develop interactive, secure and powerful

projects for the World Wide Web using both client and server side technologies. Collaboration and the dissemination and submission of course assignments will use GitHub, the popular code repository and version control system. The course begins with an indepth look at the markup languages that form the foundations of building web sites with a study of HTML and CSS. Students next study basic programming in JavaScript, to provide client and server side tools including the customization of web content using Bootstrap and Jekyll to publish web pages, which will provide the basis for a class project.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Michaelmas Term.

This course has a reading week in Week 6 of MT.

**Formative coursework:** Students will be expected to produce 10 problem sets in the MT.

Students will work on weekly, structured problem sets in the staff-led class sessions. Example solutions will be provided at the end of each week.

**Indicative reading:**

- Chodorow, Kristina MongoDB: The Definitive Guide, 2nd Edition O'Reilly 2013.
- Churcher, Clare. Beginning Database Design: From Novice to Professional. Apress, 2007.
- Tahaghoghi, Seyed M. and Hugh E. Williams. Learning MySQL. O'Reilly, 2006. Karumanchi, Narasimha. Data Structures and Algorithms Made Easy: Data Structure and Algorithmic Puzzles, Second Edition. CreateSpace Independent Publishing Platform, 2011.
- Lee, Kent. Data Structures and Algorithms with Python. Springer, 2015.
- Lake, Peter. Concise Guide to Databases: A Practical Introduction. Springer, 2013.
- Nield, Thomas. Getting Started with SQL: A hands-on approach for beginners. O'Reilly, 2016.
- Byron, Angela and Addison Berry, Nathan Haug, Jeff Eaton, James Walker, Jeff Robbins Using Drupal: Choosing and Configuring Modules to Build Dynamic Websites. O'Reilly Media, 2008.
- Duckett, Jon HTML and CSS: Design and Build Websites New York: Wiley, 2011.
- Duckett, Jon JavaScript and JQuery: Interactive Front-End Web Development New York: Wiley, 2014.
- Rice, Dylan. Twitter Bootstrap In Your Pocket. CreateSpace Independent Publishing Platform, 2016.
- Sklar, David Learning PHP 5 O'Reilly, 2004. GitHub Guides at <https://guides.github.com>, including: "Understanding the GitHub Flow", "Hello World", and "Getting Started with GitHub Pages".
- Jacobson, Daniel APIs: A Strategy Guide O'Reilly: 2012.
- London, Kyle Developing Large Web Applications: Producing Code That Can Grow and Thrive O'Reilly, 2010.

**Assessment:** Take-home assessment (50%) and problem sets (50%) in the MT.

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## MY474 Half Unit Applied Machine Learning for Social Science

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Blake Miller COL.7.14

**Availability:** This course is available on the MSc in Applied Social Data Science, MSc in Econometrics and Mathematical Economics, MSc in Geographic Data Science and MSc in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit.

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

**Pre-requisites:** Applied Regression Analysis (MY452) or equivalent is required.

**Course content:** Machine learning uses algorithms to find patterns in large datasets and make predictions based on them. This course

will use prominent examples from social science research to cover major machine learning tasks including regression, classification, clustering, and dimensionality reduction. A particular emphasis will be placed on the ethical issues surrounding machine learning applications, including privacy, algorithmic bias, and informed consent. Lectures will use case studies to introduce specific machine learning algorithms including LASSO, ridge regression, logistic regression, k-nearest neighbour classification, decision trees, support vector machines, k-means clustering, hierarchical clustering, principal component analysis, and linear discriminant analysis. Students will learn to apply these algorithms to data and validate and evaluate models. Students will work directly with social data and analyse these data using Python or R.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Lent Term.

This course has a reading week in Week 6 of LT.

**Formative coursework:** Students will be expected to produce 1 problem set in the LT.

One structured problem set will be provided in the first weeks of the course. Students will start the problem set in the first computer workshop session and complete it outside of class.

**Indicative reading:**

- Géron, A. (2017). *Hands-on Machine Learning with Scikit-Learn and TensorFlow: Concepts, Tools, and Techniques to Build Intelligent Systems*. O'Reilly Media, Inc.
- Müller, A. C., & Guido, S. (2016). *Introduction to Machine Learning with Python: A Guide for Data Scientists*. O'Reilly Media, Inc.
- Conway, D., & White, J. (2012). *Machine Learning for Hackers*. O'Reilly Media, Inc.
- James, G., Witten, D., Hastie, T., & Tibshirani, R. (2013). *An Introduction to Statistical Learning (Vol. 112)*. New York: Springer.
- Cantú, F., & Saiegh, S. M. (2011). Fraudulent democracy? An analysis of Argentina's Infamous Decade using supervised machine learning. *Political Analysis*, 19(4), 409-433.
- Davidson, T., Warmesley, D., Macy, M., & Weber, I. (2017). Automated hate speech detection and the problem of offensive language. *Proceedings of the Eleventh International AAAI Conference on Web and Social Media (ICWSM 2017)*, 512-515.
- D'Orazio, V., Landis, S. T., Palmer, G., & Schrod, P. (2014). Separating the wheat from the chaff: Applications of automated document classification using support vector machines. *Political Analysis*, 22(2), 224-242.
- Jones, Z. M., & Lupu, Y. (2018). Is There More Violence in the Middle?. *American Journal of Political Science*, 62(3), 652-667.
- Kosinski, M., Stillwell, D., & Graepel, T. (2013). Private traits and attributes are predictable from digital records of human behavior. *Proceedings of the National Academy of Sciences*, 201218772.
- Wang, Y., & Kosinski, M. (2018). Deep neural networks are more accurate than humans at detecting sexual orientation from facial images. *Journal of Personality and Social Psychology*, 114(2), 246-257.

**Assessment:** Problem sets (60%) and quiz (40%) in the LT.

Four summative problem sets and four summative quizzes will be marked in five of the term weeks.

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## MY498

### Capstone Project

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Milena Tsvetkova and Dr Eleanor Power

**Availability:** This course is compulsory on the MSc in Applied Social Data Science. This course is not available as an outside option.

**Course content:** The capstone course is a dissertation project that represents the final element in the construction of a student's data science master's education. The capstone project takes the form of a written thesis of up to 10,000 words, is based on an empirical investigation of a problem related to some social science field and using the tools of data science to leverage it. The topic will

be developed with and agreed to by the student's supervisor, and developed throughout the research design seminar.

**Formative coursework:** Each student will be required to give a short presentation outlining the subject of their project and the proposed argument of the project in a session organised for all students during ST.

**Assessment:** Dissertation (100%, 10000 words) post-summer term.

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## MY499

### Dissertation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Chana Teeger

**Availability:** This course is compulsory on the MSc in Social Research Methods. This course is not available as an outside option.

**Course content:** Students are required to write a 10,000 word dissertation. The dissertation is based on an empirical investigation of an issue relevant to the programme content and on a topic within the field covered by their specialist subject and agreed with their supervisor.

**Formative coursework:** Each student will be required to give a short presentation outlining the subject of their dissertation and the proposed argument of the dissertation in a session organised for all students during ST.

**Assessment:** Dissertation (100%, 10000 words) post-summer term.

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## MY4IR Half Unit

### Research Design for International Relations

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Audrey Alejandro

**Availability:** This course is compulsory on the MSc in International Political Economy (Research) and MSc in International Relations (Research). This course is available on the MSc in International Relations and MSc in International Relations (LSE and Sciences Po). This course is not available as an outside option.

**Course content:** Research design represents a key dimension of knowledge production in the social sciences. This course aims to explore the challenges of research design and introduce the broad range of design options for students in International Relations. Drawing on a variety of examples putting into perspective the literature focusing on world politics into the broader context of social science research methods, this course will explore design considerations and options across quantitative, qualitative and mixed-methods research. At the end of the course, students will be able to read a wide variety of empirical social science with a critical and balanced perspective, assess trade-offs between the strengths and weaknesses of different feasible options, and be better equipped to implement and make arguments defending the methods they use in their dissertations.

**Teaching:** 15 hours of lectures and 13 hours and 30 minutes of seminars in the MT.

The lectures for this course are shared with the course MY400 Fundamentals of Social Science Research Design.

**Formative coursework:** Students will be expected to produce 1 exercise in the MT.

A project outline (1-2 pages long including in-text citations and reference list) that sets up a research question that the student will develop in their summative assignment.

**Indicative reading:**

- Babbie, E. (2016) *The Practice of Social Research* [14th edition]. Boston, MA: Cengage Learning.
- Blaikie, N. and Priest, J. (2019) *Designing Social Research* [3rd edition]. Polity Press.
- Cresswell, J.W. and Cresswell, J.D. (2017) *Research Design*.

Qualitative, Quantitative, and Mixed Methods Approaches [5th edition]. SAGE.

- Devin, Guillaume (eds.) (2018) Resources and Applied Methods in International Relations, Palgrave.
- Luigi Curini, Robert Franzese (eds.) (2020) The SAGE Handbook of Research Methods in Political Science and International Relations. SAGE.
- Robson, C. and McCartan, K. (2016, 4th edition). Real World Research. John Wiley.
- Williams, M. (2003) Making Sense of Social Research. London: SAGE
- 6, Perri and Bellamy, C. (2011) Principles of Methodology: Research Design in Social Science. SAGE.

**Assessment:** Research proposal (100%) in the LT.

A research proposal (100%, 3000 words) in the LT. Students can base their research proposal on a dimension of their dissertation topic subject to the approval of their home department.

## PB400 Not available in 2022/23 Psychological and Behavioural Science

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Alex Gillespie

**Availability:** This course is compulsory on the MSc in Behavioural Science, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is not available as an outside option.

PB400 is a compulsory component of courses: PB401 Contemporary Social and Cultural Psychology; PB402 Organisational and Social Psychology; PB403 Psychology of Economic Life; PB404 The Social Psychology of Communication; PB405 Foundations in Behavioural Science.

**Course content:** The course provides a broad introduction to social, cultural and organisational psychology, and behavioural science, through the lens of cutting-edge research conducted by PBS faculty. Although the topics of research will be diverse, varying year-by-year, the course will draw out the core themes and debates that constitute the current state of the art.

The entry point for each lecture will be ongoing research conducted by faculty within the Department of Psychological and Behavioural Science. Through research on a wide range of phenomena, fundamental and cross-cutting concepts will be introduced, such as: attitudes, beliefs, common sense, communication, context, cultural evolution, embodied cognition, entrepreneurship, group work, inequality & social stratification, leadership, motivation, narratives, organisational culture, power & status, science, social change, social identity, values and wellbeing. The common theme across the course is that the major problems we face today are created by human behaviour. Thus, understanding how people think and act provides our best basis for intervening in those problems. Secondary themes will include: the importance of the micro context in shaping thought and behaviour; the role of institutions, social structures and culture in shaping behaviour more generally; the scope for cultural variation between companies, groups and historical periods; the need for diverse methods and original theory; and, complementarity between lab and field research.

The course will also introduce the debates that are occurring at the forefront of research. Faculty will discuss the pushes and pulls of big data vs. small data and disciplinary vs. inter-disciplinary. The relative merits of psychological vs. behavioural interventions will be debated. And, in the ongoing tension between applied vs. fundamental research, faculty will question whose interests are being served by changing human behaviour.

**Teaching:** 20 hours of lectures and 9 hours of seminars in the MT.

**Formative coursework:** A 500 word annotated bibliography for any 2 readings from the first 3 lectures (250 words for each annotated reference). For each reading in the bibliography there should be: 1) the reference in APA style; 2) a concise summary; 3) an evaluation,

comment, and/or question that may create links between readings and/or literature in the core course.

**Indicative reading:** Hogg, M., & Vaughan, G. (2013) Social Psychology. Harlow: Pearson.

**Assessment:** A 1500 word annotated bibliography for any 6 readings from the fourth and subsequent lectures (250 words for each annotated reference). For each reading in the bibliography there should be: 1) the reference in APA style; 2) a concise summary; 3) an evaluation, comment, and/or question that may create links between readings and/or literature in the core course.

## PB401 Contemporary Social and Cultural Psychology

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Sandra Jovchelovitch

**Availability:** This course is compulsory on the MSc in Social and Cultural Psychology. This course is not available as an outside option.

**Course content:** The course presents and critiques selected topics in cultural and modern social psychology, and the interface between mind, society and culture, with a core focus on: 1) the relationship individual-society and 2) culture as a universal and as a particular context for human cognition, emotion and behaviour. In addition: cultural transmission; ontogenesis and sociogenesis; intersubjectivity, perspectivity; thought and language; action and joint intentionality; mediation and artefacts; culture and the cross-cultural; global identities; intergroup relations; self and community; theory and research relevant to different fields of application including communication, education, racism, and multiculturalism; health community development; social exclusion and disadvantage; mass media, amongst others.

Topics are explored at different levels of analysis of social and cultural psychology: ontogenetic (individual self); sociogenetic (social interaction, inter-group relations); phylogenetic (evolutionary history of homo sapiens). Central to the syllabus is to sensitise and train students' to understand and manage cultural and societal variation in cognition, emotion and behaviour. Please note that fields of application and applied content may vary depending on faculty research.

**Teaching:** 20 hours of lectures, 10 hours of seminars and 10 hours of help sessions in the MT.

The help sessions will be formatted as an online interactive Q&A discussion.

**Formative coursework:** Students will be expected to produce formative coursework to support each summative assessment (1 x essay plan (1000 words) and 1 x annotated bibliography (500 words)). Both to be submitted in MT.

**Indicative reading:** M Tomasello, The Cultural Origins of Human Cognition. Harvard University Press, 1999.

M Cole, Cultural Psychology: A once and future discipline. Harvard University Press, 1996.

S Moscovici, Social Representations: Exploration in Social Psychology. Polity Press, 2000.

L Vygotsky, Mind in Society. Harvard University Press, 1978.

J Valsiner and A Rosa (Eds), Cambridge Handbook of Sociocultural Psychology, Cambridge University Press, 2007.

S Jovchelovitch, Knowledge in Context: Representations, Community and Culture. Routledge, 2007.

G Semin & G Echterhoff, Grounding Sociality: Neurons, Mind and Culture. Psychology Press, 2010.

B Franks, Cognition and Culture: Evolutionary Perspectives. Palgrave Macmillan, 2011.

J Israel & H Tajfel, The Context of Social Psychology, Academic Press, 1972.

M Billig, Arguing and Thinking: A Rhetorical Approach to Social Psychology, CUP, 1987. K Deaux & G Philogene, Representations of the Social, Blackwell, 2001.

R M Farr, The Roots of Modern Social Psychology, Blackwell, 1996.

U. Flick, The Psychology of the Social. Cambridge University Press,



1998.

H Tajfel, *Human Groups and Social Categories; Studies in Social Psychology*, CUP, 1981.

J. Wertsch (ed.) *Culture, Communication and Cognition*. Cambridge University Press, 1985.

In addition, reading lists on specific topics will be distributed during the course.

**Assessment:** Essay (80%, 4000 words) in the LT. Annotated bibliography (20%) in the MT.

## PB402

### Organisational Social Psychology

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Ilka Gleibs and Dr Thomas Reader

**Availability:** This course is compulsory on the MSc in Organisational and Social Psychology. This course is not available as an outside option.

**Course content:** PB402 teaches on core theory, research, and practice from the field of organisational and social psychology. It aims to have students reflect on organisations in their entirety, and then analyse how the psychological processes within them determine individual, group, and institutional outcomes. The course has a particular focus on the social psychological processes that occur in organisations (e.g., culture, group dynamics, building identity), and provides multidisciplinary coverage of the organisational contexts in which psychologists work. A basic familiarity with psychological methods is assumed, but their application within organisational processes and contexts will be examined in detail within the course. Issues and techniques in organisational analysis, discourse, identity, culture, groups, decision-making, leadership, and change management are covered.

Lectures will present core material for major concepts and theories in organisational and social psychology, and seminars will provide an interactive space to explore their meaning, significance, and application. The main themes covered will include: 1) Introduction to organisational and social psychology: for example, on culture and decision-making; 2) Groups in organisations: for example on identity and leadership; and 3) Organisational life: for example on well-being and change. The course will draw on core academic theory in organisational and social psychology, and also examples of research and practice by the teachers.

**Teaching:** 20 hours of lectures and 10 hours of seminars. Additionally, 10 hours of Bridging Theory and Practice in Organisational and Social Psychology seminars/workshops across MT/LT/ST.

**Formative coursework:** Students will be expected to produce 1 piece of coursework in the MT.

**Indicative reading:** Reading lists on specific topics will be distributed during the course. Texts which are recommended for general use throughout the course are:

S Clegg & C Handy, *Studying Organisations: Theory and Method*, Sage, 1998;

E H Schein, *Organisational Psychology* (3rd edn), Prentice Hall, 1988;

G Morgan, *Images of Organisation* (2nd edn), Sage, 1997; A Bryman (Ed), *Doing Research in Organisations*, Routledge, 1988; Hosking, D.-M., & Morley, I. E. (1991). *A Social Psychology of Organizing*. Hemel Hempstead: Harvester Wheatsheaf. K E Weick, *Sense Making in Organisation*, Addison Wesley, 1995.

Hempstead: Harvester Wheatsheaf. K E Weick, *Sense Making in Organisation*, Addison Wesley, 1995.

A Furnham, *The Psychology of Behaviour at Work: The Individual in the Organisation*, Psychology Press, 2005;

S Haslam, *Psychology in Organisations: The Social Identity Approach*, Sage, 2004.

P Spector, *Industrial and Organisational Psychology: Research and Practice*, John Wiley & Sons, 2012.

**Assessment:**

- 1 x 3500 word Essay (75%) submitted in MT
- 1 x 1500 word Book Review (25%) submitted in MT

## PB403

### Psychology of Economic Life

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Saadi Lahlou

Dr Frédéric Basso

**Availability:** This course is compulsory on the MSc in Psychology of Economic Life. This course is not available as an outside option.

**Course content:** Psychology of Economic Life presents a social psychological approach different and complementary to the rational choice models which depict economic actors as information processors whose behaviour can be understood independently of specific contexts.

Framed by our distinctive approach to economic psychology (articulating history of thought and contemporary analyses), The course pays particular attention to the social environments that enable and support positive behaviour change in settings characterised by cultural diversity, a need for sustainability and alternative models to growth.

Beyond Homo Economicus, we consider Homo Sapiens with its rationality, but also with its embodied, emotional, social and cultural dimensions as well as the cognitive characteristics and drives inherited from evolution. Our framework acknowledges the importance of context and socio-technical constraints but uses psychology to explain social-psychological aspects of economic phenomena.

The problem addressed by the Psychology of Economic Life is therefore to explore new ways of constructing sustainable Production-Consumption Systems, and to manage the transition from the current state to a more sustainable one, taking into account actual humans (Homo Sapiens) rather than Homo Economicus. This exploration must be informed by a realistic psychology, with a critical but practical, constructive approach and concrete application to real cases, which is the object of this course.

**Teaching:** Michaelmas Term: 20 hours of lectures; 20 hours of seminars. Lent Term: 6 hours of lectures; 6 hours of seminars

**Formative coursework:** Students will be expected to produce two PB403 mini-essays that precede each summative assessment.

**Indicative reading:** There is no single text for PB403 but one may find the following texts useful.

Diamond, J. (2005). *Collapse: How Societies Choose to Fail or Succeed*. New York: Penguin Books.

Farr, R. M. (1997). "The New Economic Mind: The Social Psychology of Economic Behavior: A. Lewis, P. Webley, and A. Furnham (eds.)" Book review. *Journal of Economic Psychology*, 18(6), 713-717.

Goffman, E. (1959). *The Presentation of Self in Everyday Life*. New York: Doubleday Anchor books.

Himmelweit, H. T. & Gaskell G. (1990). *Societal Psychology*. London: Sage Publications, Inc.

Johansson, T. (2000). *Social Psychology and Modernity*. Buckingham & Philadelphia: Oxford University Press.

Kahneman, D. (2011). *Thinking, Fast and Slow*. New York: Farrar, Straus and Giroux.

Lahlou, S. (2017) *Installation Theory. The Societal Construction and Regulation of Individual Behaviour*. Cambridge: Cambridge University Press.

Laland, K. N., & Brown, G. R. (2011). *Sense and Nonsense: Evolutionary Perspectives on Human Behaviour*. Oxford University Press.

Lewis, A. (Ed.). (2008). *The Cambridge Handbook of Psychology and Economic Behaviour*. Cambridge: Cambridge University Press.

Lewis, A., Webley, P., & Furnham, A. (1995). *The New Economic Mind*. Hemel Hempstead: Harvester/ Wheatsheaf Books.

Mead, G. H. (1934). *Mind, Self & Society: From the Standpoint of a Social Behaviorist*. Chicago: The University of Chicago press.



Raworth, K. (2017). Doughnut economics: seven ways to think like a 21st-century economist. Chelsea Green Publishing.

Thaler, R. H., & Sunstein, C. R. (2008). *Nudge: Improving Decisions about Health, Wealth, and Happiness*. New Haven & London: Yale University Press.

Tukker, A., Emmert, S., Charter, M., Vezzoli, C., Sto, E., Andersen, M. M., ... & Lahlou, S. (2008). Fostering change to sustainable consumption and production: an evidence based view. *Journal of cleaner production*, 16(11), 1218-1225.

Webley, P., Burgoyne, C., Lea, S., & Young, B. (2001). *The Economic Psychology of Everyday Life*. Hove & Philadelphia: Psychology Press.

**Assessment:** Essay (50%, 2000 words) in the MT.

Essay (50%, 5000 words) in the ST.

The 2000-word PB403 essay is an individual essay which will be marked separately. The 5000-word PB403 essay is written in groups, which will be marked collectively (i.e. all students in one group will receive the same mark)

## PB404

### The Social Psychology of Communication

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Martin Bauer, Dr Jennifer Sheehy-Skeffington and Dr Jens Madsen

**Availability:** This course is compulsory on the MSc in Social and Public Communication. This course is not available as an outside option.

**Course content:** The course examines core theories towards a social psychology of communication, covering what we call the five 'language games' of signal transfer, rhetoric, speech acts and dialogue, systems of discourse, and emergent features of reception and representation. Issues raised will refer to verbal and non-verbal, face-to-face, rumours, gossip and mass mediated, social media, as well as private and public, communal and strategic forms of communication. The course will also provide an overview of communication research in various professional areas of communication such as reputation management, trust building, science and political communication.

Implications will be explored as to the critical analysis and the effective design of communication efforts in professional fields such as business corporations, NGOs, scientific research bodies, health providers, governments and political parties, law enforcement, diplomatic and international organisations.

**Teaching:** 20 hours of lectures and 15 hours of seminars in the MT.

**Formative coursework:** 1 x formative essay (800 words) and 1 x annotated bibliography (200 words) to correspond with each summative assessment. Both to be submitted in MT to receive feedback.

**Indicative reading:** No one book covers the entire syllabus; students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course. J Habermas, *Theory of Communicative Action*, Vol 1 + 2, Polity Press, 1997.

M Meyer (2017) *What is Rhetoric?*, Oxford, OUP.

D McQuail, *McQuail's Mass Communication theory* (4th edn), Sage, 2000.

D Hook, B Franks, MW Bauer, (eds) *The Social Psychology of Communication*, London, Palgrave, 2011.

R Rice & C Atkin, *Public Communication Campaign*, Sage, 2000; E Rogers, *Diffusion of Innovation*, Free Press, 1995.

D Sperber & D Wilson, *Relevance: Communication and Cognition*, Cambridge, 1995.

G Sammut and MW Bauer (2021) *The Psychology of Social Influence – Modes and Modalities of Shifting Common Sense*, Cambridge, CUP

**Assessment:** Essay (80%, 4000 words) and annotated bibliography (20%) in the MT.

Two assessments to be submitted in MT. 1 x essay (4000 words) and 1 x bibliographic exercise (1000 words).

## PB405

### Foundations in Behavioural Science

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Liam Delaney and Dr Christian Krekel

**Availability:** This course is compulsory on the MSc in Behavioural Science. This course is not available as an outside option.

**Course content:** This course aims to introduce students to the main concepts and tools of behavioural science, drawing on the most recent evidence from economics, psychology, and neuroscience to explain what motivates action and human behaviour. To achieve this aim, the course will focus on a variety of topics integral to the discipline, such as: 1) what is behavioural science?; 2) choices under risk and uncertainty; 3) intertemporal decisions and social and moral preferences; 4) biases, heuristics, and rules of thumb; 5) the role of emotions in decision-making; 6) norms in decision-making; 7) dual-process models of behaviour; 8) nudges; 9) compensating behaviours; and 10) ethical considerations.

**Teaching:** 20 hours of lectures and 20 hours of seminars in the MT.

Students will be expected to attend a weekly seminar series titled 'Behavioural Science, Applied Psychology and the Wider World', which examines the application of behavioural science concepts and methods in a variety of sectors (government, business, and NGOs).

**Formative coursework:** Students will be expected to complete one formative assignment, to be submitted in MT.

**Indicative reading: Books**

Ariely, D. (2010). *Predictably Irrational: The Hidden Forces That Shape Our Decisions*. New York: HarperCollins.

Kahneman, D. (2012). *Thinking, Fast and Slow*. London: Penguin.

Kahneman, D., Sibony, O., & Sunstein, C. R. (2021). *Noise: A Flaw in Human Judgement*. London: William Collins.

List, J. A. (2022). *The Voltage Effect*. London: Penguin.

Thaler, R. H., & Sunstein, C. R. (2021). *Nudge: The Final Edition*. London: Allen Lane.

**Journal Articles**

Bhargava, S., & Loewenstein, G. (2015). Behavioral Economics and Public Policy 102: Beyond Nudging. *American Economic Review*, 105, 396-401.

Cowen, A. S., & Keltner, D. (2017). Self-report captures 27 distinct categories of emotion bridged by continuous gradients. *Proceedings of the National Academy of Sciences*, 114(38), E7900-E7909.

Daly, M., Harmon, C. P., & Delaney, L. (2010). Psychological and Biological Foundations of Time Preference. *Journal of the European Economic Association*, 7(2-3), 659-669.

DellaVigna, S. (2009). Psychology and Economics: Evidence from the Field. *Journal of Economic Literature*, 47(2), 315-72.

DellaVigna, S., & Linos, E. (2022). RCTs to Scale: Comprehensive Evidence From Two Nudge Units. *Econometrica*, 90(1), 81-116.

Delaney, L., & Doyle, O. (2012). Socioeconomic differences in early childhood time preferences. *Journal of Economic Psychology*, 33(1), 237-247.

Dolan, P., Hallsworth, M., Halpern, D., King, D., Metcalfe, R., & Vlaev, I. (2012). Influencing behaviour: the mindspace way. *Journal of Economic Psychology*, 33(1), 264-277.

Dolan, P., & Galizzi, M. M. (2015). Like ripples on a pond: Behavioral spillovers and their implications for research and policy. *Journal of Economic Psychology*, 47, 1-16.

Falk, A., Becker, A., Dohmen, T., Enke, B., Huffman, D., & Sunde, A. (2018). Global Evidence on Economic Preferences. *Quarterly Journal of Economics*, 133(4), 1645-1692.

Hertwig, R., & Grüne-Yanoff, T. (2017). Nudging and Boosting: Steering or Empowering Good Decisions. *Perspectives on Psychological Science*, 12(6), 973-986.

Hertwig, R., & Ryall, M. D. (2020). Nudge Versus Boost: Agency Dynamics Under Libertarian Paternalism. *Economic Journal*, 130(629), 1384-1415.

Krpan, D., Galizzi, M. M., & Dolan, P. (2019). Looking at Spillovers in the Mirror: Making a Case for "Behavioral Spillunders". *Frontiers in*

Psychology, 10, 1142.

Loewenstein, G., Weber, E. U., Hsee, C. K., & Welch, N. (2001). Risk as feelings. *Psychological Bulletin*, 127, 267-286.

Thaler, R. H., & Sunstein, C. R. (2003). Libertarian Paternalism. *American Economic Review*, 93(2), 175-179.

Tversky A., & Kahneman, D. (1974). Judgment under Uncertainty: Heuristics and Biases. *Science*, 185(4157), 1124-1131.

Weber, E. U., & Johnson, E. J. (2009). Mindful Judgment and Decision Making. *Annual Review of Psychology*, 60, 53-85.

**Assessment:** Essay (100%, 5000 words) in the MT.

## PB410

### Dissertation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Frederic Basso

**Availability:** This course is compulsory on the MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is not available as an outside option.

**Course content:** The dissertation is an empirical investigation, carried out by the student, under the supervision of a member of staff. Research topics and methodologies vary considerably, but they must relate to the student's MSc Programme. All dissertation topics will need to be approved by a supervisor who is a faculty member of the Department of Psychological and Behavioural Science. The supervisor will advise the student, help provide information and bibliography, and provide feedback on the research.

**Teaching:** 10 hours of seminars in the LT. 7 hours of seminars in the ST.

Students will be supervised primarily in group laboratory meetings/seminars; individual support will also be available as appropriate and necessary.

All students should attend all components timetabled as part of PB411

**Formative coursework:** Students will receive formative feedback from their supervisor on the following coursework (1,000 max words): A Dissertation Progress Report

**Assessment:** Dissertation (100%, 10000 words) post-summer term.

## PB411

### Methods for Social Psychology Research: Qualitative and Quantitative Methods

**This information is for the 2022/23 session.**

**Teacher responsible:** TBC

**Availability:** This course is available on the MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is not available as an outside option.

All components of this course are compulsory for students taking

- MSc in Organisational Social Psychology
- MSc in Psychology of Economic Life
- MSc in Social and Cultural Psychology
- MSc in Social and Public Communication

**Course content:** This course is for MSc students in the Department of Psychological and Behavioural Science. It will:

- 1) provide an overview of methodological issues for psychological research;
- 2) cover core skills in research design in Psychology; and
- 3) provide training in core psychological methods of analysing quantitative and qualitative data.

By the end of the course, as a whole, students will be equipped with methodological skills that will enable them to conduct

empirical research for their MSc dissertation and research in a variety of real world contexts.

**Teaching:** Teaching takes place in the MT, LT and ST. The course has four components:

- 13 hours of lectures on methodological issues and research design, as preparation for completing the course, PB410 Dissertation (LT)
- MY421M Qualitative Research Methods (MT)
- MY465 Intermediate Quantitative Analysis (MT)
- A series of non-compulsory and non-assessed specialist workshops in LT and ST on specific research methods that students can choose to attend for preparation of their dissertation.

**Formative coursework:** Students will follow the formative work requirements on the MY course(s) that they take under each stream.

**Indicative reading:**

- Bauer, M. and Gaskell, G. (2000) *Qualitative researching with text, image and sound - a practical handbook* London, Sage
- Breakwell, G. Foot, H. and Gilmour. (1988) *Doing Social Psychology: Laboratory and Field Exercises*. Cambridge: Cambridge University Press.
- Haslam, S.A., & McGarty, C. (2014). *Research Methods and Statistics in Psychology*. London: Sage.
- Miell, D. and Wetherwell, M. (1998) *Doing Social Psychology*. Milton Keynes: Open University Press.

**Assessment:** Exam (50%, duration: 2 hours) in the January exam period.

Report (50%) in the LT.

- PB411: Not assessed
- MY421: 50% 3,000 word report (LT)
- MY465: 50% two-hour exam (January Exam Period).

## PB413 Half Unit

### Experimental Design and Methods for Behavioural Science

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Matteo Galizzi and Dr Dario Krpan

**Availability:** This course is compulsory on the MSc in Behavioural Science. This course is not available as an outside option.

**Course content:** Behavioural science is the scientific study of human behaviour, and it combines research techniques from psychology and economics. The course offers an integrated training in advanced behavioural science methods by introducing students to state-of-the-art techniques that stretch across the spectrum of both disciplines.

The course covers the following topics: randomised controlled experiments in behavioural science, causality, selection bias; online, lab, and field experiments in behavioural science; principles of experimental design; transparency and reproducibility of behavioural science research, pre-registration, pre-analysis plan; best practices in modern behavioural science experiments; tests of hypotheses and sample size calculations for experiments in theory and practice; determining evidential value of behavioural science research, p-curve analysis; measuring attitudes and preferences; behavioural game theory and experimental games of strategic interaction; designing behavioural priming experiments and measures that tap into implicit cognition; state-of-the-art physiological research techniques; regression analysis of experimental data in theory and practice; understanding the mechanisms behind behavioural effects by employing experimental-causal-chain, measurement-of-mediation, and moderation-of-process designs.

**Teaching:** 10 hours of lectures and 10 hours of seminars in the MT.

**Formative coursework:** Students will be expected to produce 1 presentation in the LT.

For the formative assignment, students will work in small groups

(3-4 students) to produce a presentation in which they will need to propose a design and implementation of a behavioural science experiment entailing the use of (at least) two different software packages introduced in the course.

**Indicative reading:** Angrist, J.D., Pischke J-S. (2015). *Mastering 'Metrics: the Path from Cause to Effect*. Princeton: Princeton University Press.

Camerer, C.F. (2003). *Behavioral Game Theory: Experiments in Strategic Interaction*. Princeton: Princeton University Press.

Dijksterhuis, A., Chartrand, T. L., & Aarts, H. (2007). Effects of Priming and Perception on Social Behavior and Goal Pursuit. In J. A. Bargh, J. A. Bargh (Eds.), *Social psychology and the unconscious: The automaticity of higher mental processes* (pp. 51-131). New York, NY, US: Psychology Press.)

Förster, J., & Liberman, N. (2007). Knowledge activation. *Social psychology: Handbook of basic principles*, 2, 201-231.

Gawronski, B., & De Houwer, J. (2014). Implicit measures in social and personality psychology. *Handbook of research methods in social and personality psychology*, 2, 283-310.

Hayes, A. F. (2013). *Introduction to mediation, moderation, and conditional process analysis: A regression-based approach*. Guilford Press.

Darlington, R. B., & Hayes, A. F. (2016). *Regression analysis and linear models: Concepts, applications, and implementation*. Guilford Publications.

Harrison, G.W., List, J.A. (2004). Field experiments. *Journal of Economic Literature*, XLII, 1009-1055.

Simonsohn, U., Nelson, L. D., & Simmons, J. P. (2014). P-curve: a key to the file-drawer. *Journal of Experimental Psychology: General*, 143(2), 534-547.

Spencer, S. J., Zanna, M. P., & Fong, G. T. (2005). Establishing a causal chain: why experiments are often more effective than mediational analyses in examining psychological processes. *Journal of Personality and Social Psychology*, 89, 845-851.

**Assessment:** Report (100%) in the ST.

Students will be expected to write a 3,000 word report. The reports will need to be submitted individually and will require students to elaborate on the group-work undertaken as part of the formative assignment.

## PB414

### Advanced Methods for Social Psychology Research: Qualitative and Quantitative Methods

**This information is for the 2022/23 session.**

**Teacher responsible:** TBC

**Availability:** This course is available on the MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is not available as an outside option. Students will have to choose between PB411 and PB414.

**Course content:** This course is for MSc students in the Department of Psychological and Behavioural Science. It will:  
1 provide an overview of methodological issues for psychological research;  
2 cover core skills in research design in Psychology; and  
3 provide training in core psychological methods of analysing quantitative and qualitative data.

By the end of the course as a whole, students will be equipped with methodological skills that will enable them to conduct empirical research for their MSc dissertation and in a variety of real world contexts.

**Teaching:** Teaching takes place in the MT, LT and ST. The course has four components:

- 13 hours of lectures on methodological issues and research design, as preparation for completing the course, PB410 Dissertation (LT)
- MY421M Qualitative Research Methods (MT)
- MY452M Applied Regression Analysis (MT)

- A series of non-compulsory and non-assessed specialist workshops in LT and ST on specific research methods that students can choose to attend for preparation of their dissertation.

**Formative coursework:** Students will follow the formative work requirements on the MY course(s) that they take under each stream.

**Indicative reading:**

- Bauer, M. and Gaskell, G. (2000) *Qualitative researching with text, image and sound - a practical handbook* London, Sage
- Breakwell, G. Foot, H. and Gilmour. (1988) *Doing Social Psychology: Laboratory and Field Exercises*. Cambridge: Cambridge University Press.
- Haslam, S.A., & McGarty, C. (2014). *Research Methods and Statistics in Psychology*. London: Sage.
- Miell, D. and Wetherwell, M. (1998) *Doing Social Psychology*. Milton Keynes: Open University Press.
- Agresti, A and Finlay, B, *Statistical Methods for the Social Sciences*. A course pack will be available for download online.

**Assessment:** Exam (50%, duration: 2 hours) in the summer exam period.

Report (50%) in the LT.

PB414: Not assessed

MY421M: 50% 3,000 word report (LT)

MY452M: 50% exam in the Summer exam period.

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## PB415 Half Unit Not available in 2022/23 Behavioural Science

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Paul Dolan QUE.3.08

**Availability:** This course is available on the MSc in Environmental Economics and Climate Change, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available as an outside option to students on other programmes where regulations permit.

This course is available as an outside option to students on other programmes where regulations and room sizes permit.

This is a capped course. In teaching Week 1 places will be allocated to students from the Department of Psychological and Behavioural Science on a first come first served basis. At the start of Week 2 any remaining places will be allocated to students from other departments, again on a first come first served basis.

**Course content:** This course aims to introduce students to the main concepts and tools of behavioural science. To achieve this aim, the course is based around ten lectures covering: 1) what is behavioural science?; 2) choices under risk and uncertainty; 3) intertemporal decisions; 4) social and moral preferences; 5) biases and heuristics and rules of thumb; 6) the role of emotions in decision making; 7) dual-process models of behaviour; 8) the power of nudges; 9) compensating behaviours; 10) ethical considerations.

**Teaching:** 10 hours of lectures and 10 hours of seminars in the MT. There are ten topics, and the seminars allow for in depth discussion and analysis of the issues raised in the lectures.

**Formative coursework:** Students will be expected to produce 1 essay (1000 words) in the MT.

**Indicative reading:** Rabin, M. (1998). *Psychology and Economics*. *Journal of Economic Literature*, 36, 11-46.

Weber, E.U., and Johnson, E.J. (2009). *Mindful judgment and decision making*. *Annual Review of Psychology*, 60, 53-85.

Loewenstein, G., Weber, E.U., Hsee, C.K., and Welch, N. (2001). *Risk as feelings*. *Psychological Bulletin*, 127, 267-286.

Dolan P, Hallsworth M, Halpern D, King D, Metcalfe R, Vlaev I, *Influencing behaviour: the mindspace way*, *Journal of Economic Psychology*, 33, 1, 264-277, 2012.

Thaler, R. and Sunstein, C. (2003) *Libertarian paternalism*, *American Economic Review*, 93, 2, 175-179.

**Assessment:** Essay (100%, 2500 words) in the LT.



**PB416 Half Unit Not available in 2022/23****Cognition and Culture**

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Bradley Franks QUE.3.05

**Availability:** This course is available on the MSc in Behavioural Science, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social Anthropology (Religion in the Contemporary World), MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available as an outside option to students on other programmes where regulations permit.

**Course content:** The course examines recent directions in research relating to the relationships between mind and culture. Specific content will include a variety of theoretical issues, for example: relationships between social facts and psychological facts; naturalistic and non-naturalistic concepts of culture; symbolic culture; cultural relativity and universals; evolutionary and developmental constraints on the relations between mind and culture; communication, cultural transmission and change. These issues will be discussed with reference to specific domains of investigation, such as: emotions, representations of religion, race and natural kinds; pragmatics and communication; and social divisions of labour in meaning and representation, including deference and expertise.

**Teaching:** 15 hours of lectures and 10 hours of seminars in the LT.

**Formative coursework:** Students will be expected to produce 3 presentations, 1 quiz and 1 other piece of coursework in the LT. Will consist of:

- a plan for an answer to an essay or case study question
- group presentations of core readings over the term
- a self-administered multiple choice quiz

**Indicative reading:** Detailed references and a synopsis of lectures and class topics are distributed in the first lecture of the series, and are available in S315 and in Outlook/Public Folders/Departments/Social Psychology. The following are of general use:

- S Atran, *Cognitive Foundations of Natural History*, Cambridge University Press, 1990;
- P Boyer, *The Naturalness of Religious Ideas*, University of California Press, 1996;
- D E Brown, *Human Universals*, McGraw-Hill, 1991;
- D M Buss & D T Kenrick, *Evolutionary Social Psychology*, 1998, cited in D T Gilbert, S T Fiske & G Lindzey (Eds), *The Handbook of Social Psychology*, Vol 2, McGraw-Hill, pps. 982-1026;
- M Cole, *Cultural Psychology*, Harvard University Press, 1996;
- S T Fiske et al, *The Cultural Matrix of Social Psychology*, cited in D T Gilbert, S T Fiske & G Lindzey (Eds), *The Handbook of Social Psychology*, Vol 2, McGraw-Hill;
- B Franks, *Culture and Cognition: Evolutionary Perspectives*, Palgrave MacMillan, 2011;
- L Hirschfeld, *Race in the Making: Cognition, Culture and the Child's Construction of Social Kinds*, MIT Press, 1996;
- R Nisbett & D Cohen, *The Culture of Honor: The Psychology of Violence in the South*, Westview Press, 1995;
- P B Smith & M H Bond, *Social Psychology Across Cultures* (2nd edn), Prentice Hall, 1998;
- D Sperber, *Explaining Culture*, Cambridge University Press, 1996.

**Assessment:** Coursework (100%, 3000 words) in the LT.

Students may choose to write **either**

- a 3000 word essay **or**
- a 3000 word case study.

in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** The objectives of the course are: 1) to provide students with an understanding of the social, psychological and cognitive processes underpinning the consumption of goods and services and their impact; 2) to explore alternative ways of relating to users/consumers than those based solely on market and competition and use these understandings to develop/move towards alternative sustainable routes for consumption; and 3) to prepare students to build better business models (e.g. social entrepreneurship, more sustainable, and so on) for the provision of goods and services.

The course will address the psychology of consumption at different levels of analysis: individual, group and societal. It will ground this psychology in the relevant literature, and teach students foundational theories, allowing them to develop a mental model of human behaviour as it relates to consumption.

This is not a standard marketing or consumer research course. It is not about brand territories and market shares, but about how understanding various psychological processes in conjunction with these forces can provide us with tools to improve the world. How can we leverage consumer psychology to solve our sustainability problem?

**Teaching:** 20 hours of lectures and 15 hours of seminars in the LT.

**Formative coursework:** 1 x essay plan submitted in the LT.

**Indicative reading:** Baca-Motes, K., Brown, A., Gneezy, A., Keenan, E. A., & Nelson, L. D. (2012). Commitment and Behavior Change: Evidence from the Field. *Journal of Consumer Research*, 39(5), 1070-1084.

Belk, R.W. (1988). Possessions and the Extended Self. *Journal of Consumer Research*, 15(2), 139-168.

Belk, R. (2010). Sharing. *Journal of Consumer Research*, 36(5), 715-734.

Bendapudi, N. & Leone, R.P. (2003). Psychological Implications of Customer Participation in Co-Production. *Journal of Marketing*, 67(1), 14-28.

Cialdini, R.B., & Goldstein, N.J. (2004). Social Influence: Compliance and conformity. *Annual Review of Psychology*, 55, 591-622.

Griskevicius, V. & Kenrick, D.T. (2013). Fundamental motives: How Evolutionary Needs Influence Consumer Behaviour. *Journal of Consumer Psychology*, 23(3), 372-386.

Jensen schau, H., & Gilly, M. (2003). We Are What We Post? Self-Presentation in Personal Web Space. *Journal of Consumer Research*, 30(3), 385-404.

Lahlou, S. (2017). *Installation theory: the societal construction and regulation of behaviour*. Cambridge University Press.

Luchs, M. G., Naylor, R. W., Irwin, J. R., & Raghunathan, R. (2010). The Sustainability Liability: Potential negative Effects of Ethicality on Product Preference. *Journal of Marketing*, 74(5), 18-31.

Muniz, A. M., & O'Guinn, T. C. (2001). Brand Community. *Journal of Consumer Research*, 27(4), 412-432.

Richins, M. L., & Chaplin, L. N. (2015). Material parenting: How the use of goods in parenting fosters materialism in the next generation. *Journal of Consumer Research*, 41(6), 1333-1357.

Rysman, M. (2009). The Economics of Two-Sided Markets. *Journal of Economic Perspectives*, 23(3), 125-143.

Waring, T. M., Goff, S. H., & Smaldino, P. E. (2017). The Coevolution of Economic Institutions and Sustainable Consumption via Cultural Group Selection. *Ecological Economics*, 131, 524-532.

**Assessment:** Essay (100%, 3000 words) in the ST.

The assignment is part of the learning process: analysing a real case and making sound recommendations will help to provide students with the transferable skills necessary to make the world a better place. In the first part, 'memorandum' (1,000 words), you will be asked to prepare a memorandum or open letter to the head of an organisation of your choice, with recommendations to improve the organisation by making it more sustainable. The recommendations must be realistic – they must be achievable and make business sense. In the second part of the essay, 'justification' (2,000 words), you will justify the specific recommendations

**PB417 Half Unit****Consumer Psychology for Sustainability**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Liora Moskovitz

**Availability:** This course is available on the MSc in Behavioural Science, MSc in Organisational and Social Psychology, MSc



presented in the memorandum with reference to theoretical and empirical literature and concepts. We encourage the best essays to be published as open letters.

## PB418 Half Unit Corporate Communications

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Ben Shenoy

**Availability:** This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Behavioural Science, MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology, MSc in Social and Public Communication and MSc in Strategic Communications. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** Corporate communications offers a framework for coordinating an organisation's internal and external communication, with the overall purpose of establishing and maintaining a favourable reputation for that organisation. As such, corporate communications affects each one of us in various guises: as customers, employees, investors, citizens or, more generally, as members of the public. Establishing and maintaining a favourable reputation turns out to be a considerable challenge in the complex times in which we live.

This course aims to provide insights into this challenge by adopting a 'sociotechnical systems' perspective to corporate communications that examines the interactions between an organisation's work and its stakeholders. This approach will shed light on how key concepts (e.g. identity, trust, reputation and power) can explain how modern corporate communications is evolving. The course aims to bridge theory and practice by analysing contemporary cases of organisations handling communications challenges.

**Teaching:** 15 hours of lectures and 10 hours of seminars in the LT.

**Formative coursework:** Students will be expected to produce 1 case study in the LT.

**Indicative reading:** J Cornelissen, *Corporate Communications: A Guide to Theory and Practice*. Sage, 2020.

J M T Balmer & A Stephen (eds), *Revealing the Corporation: Perspectives on Identity, Image, Reputation and Corporate Branding*, Routledge, 2002.

Harvard Business Review on Crisis Management, Harvard School Press, 2000.

C B M Van Riel & C J Fombrun, *Essentials of Corporate Communication: Implementing Practices for Effective Reputation Management*, Routledge, 2007.

Ashforth, B.E., & Mael, F. (1989). Social identity theory and the organisation. *Academy of Management Review*, 14, 20-39. Kramer, R.M. (2010).

Collective trust within organisations: conceptual foundation and empirical insights, *Corporate Reputation Review*, 13, 82-97.

**Assessment:** Essay (100%, 3000 words) in the LT.

## PB419 Half Unit Not available in 2022/23 Creativity and Innovation

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Alex Gillespie QUE.3.03

**Availability:** This course is available on the CEMS Exchange, Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Marketing, MSc in Organisational and

Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available as an outside option to students on other programmes where regulations permit. This course is available to any graduate student within the Department of Psychological and Behavioural Science. This course is available as an outside option to students' on other programmes where regulations permit.

**Pre-requisites:** An undergraduate degree in a social science related discipline or equivalent.

**Course content:** This course examines creativity and innovation from a social psychological standpoint. The first lectures of the course examine creativity, focusing on the social conditions which lead to new ideas. Then we will examine the way in which new ideas and technologies are instituted and resisted. The role of play and materiality in creative production are discussed next, followed by creative problem solving and the societal transmission of innovation. The course will end with a focus on societal creativity, utopias and imagining the future. Guiding questions will be: How do new ideas and technologies come about? What social contexts are conducive to creativity and innovation? Can the resistance to innovation lead to innovation? What is the human imagination? Why do humans enjoy play, games and fiction? What leads to insightful problem solving? How does perspective-taking help us understand if something new is creative, productive or useful? The course will cover the social conditions (i.e., face-to-face or online, one-to-one or group, autocratic or democratic, specialisation or integration, etc.) conducive to creativity and innovation, including the social conditions for socialisation creative individuals and the social and institutional factors which enable productive novelty to be recognised and instituted. Specific topics will include: theories of creativity, play & imagination, insight and problem solving, identifying good ideas, materiality, cultural evolution, the resistance to innovation, user innovation, utopias and how people imagine the future.

**Teaching:** 10 hours of lectures and 10 hours of seminars in the LT.

**Formative coursework:** Students will be expected to produce 1 piece of coursework in the LT.

**Indicative reading:** Bauer, M. (2014). *Atoms, Bytes and Genes: public resistance and techno-scientific responses*. New York: Routledge.

Bechtoldt, M.N., De Dreu, C.K., Nijstad, B.A., and Choi, H.S. (2010). Motivated information processing, social tuning, and group creativity. *Journal of Personality and Social Psychology*, 99(4), 622.

Fioratou, E., and Crowley, S.J. (2009). Insightful thinking: cognitive dynamics and material artifacts. *Pragmatics and Cognition*, 17, 549-572.

Glaveanu, V. (2014). *Distributed creativity: Thinking outside the box of the creative individual*. Cham: Springer.

Isaksen, S.G., Dorval, K.B., and Treffinger, D.J. (2010). *Creative approaches to problem solving: A framework for innovation and change (3rd Edt.)*. London: Sage Publications, Inc.

Lillard, A. (2001). Pretend play as twin earth: A social-cognitive analysis. *Developmental Review*, 21(4), 495-531.

Montuori, A. (2003). The complexity of improvisation and the improvisation of complexity: Social science, art and creativity. *Human Relations*, 56(2), 237-255.

Maddux, W.W., and Galinsky, A.D. (2009). Cultural borders and mental barriers: The relationship between living abroad and creativity. *Journal of Personality and Social Psychology*, 96(5), 1047-1061.

Mainemelis, C. (2010). Stealing fire: Creative deviance in the evolution of new ideas. *Academy of Management Review*, 35(4), 558-578.

Paulus, P.B. and Yang, H.C. (2000). Idea generation in groups: A basis for creativity in organisations. *Organisational Behaviour and Human Decision Processes*, 82(1), 76-87.

Tosey, P., Visser, M., and Saunders, M.N.K. (2012). The origins and conceptualisation of 'triple-loop' learning: A critical review. *Management Learning*, 43(3), 291-307.

Glaveanu, V., Gillespie, A. and Valsiner, J. (2014). Rethinking

creativity: Contributions from social and cultural psychology. London: Routledge.

Von Hippel, E. (2005). *Democratizing innovation: the evolving phenomenon of user innovation*. Cambridge MA: The MIT Press.

Wright, E.O. (2010). *Envisioning real utopias*. London: Verso.

Zittoun, T. & Gillespie, A. (2015). *Imagination in human and cultural development*. London: Routledge.

**Assessment:** Essay (100%, 3000 words) in the LT.

## PB420 Half Unit Not available in 2022/23 Current Communication Research

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Bradley Franks QUE.3.05

**Availability:** This course is available on the MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.

Students on degrees without a psychology or communications component may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

**Pre-requisites:** None

**Course content:** The course content changes every year. It can either be a full thematic course or a collection of current research topics, and will involve contributions of staff members from the Department of Psychological and Behavioural Science and of visiting academics to the Department. The course provides research-led teaching on communication, using a range of theoretical approaches and addressing a wide variety of practical issues.

**Teaching:** 10 hours of lectures and 10 hours of seminars in the LT.

**Formative coursework:** Students will be expected to produce 3 presentations and 1 other piece of coursework in the LT.

Formative assessment involves:

- i. ONE written plan for an answer to an essay question, selected from a range of topics
- ii. THREE group presentations on core readings

**Indicative reading:** The reading list varies according to the particular contents taught in each year.

Indicative readings will be made available during MT

The reading list varies according to the particular contents taught in each year.

Indicative readings will be made available during MT

**Assessment:** Essay (100%, 3000 words) in the LT.

Summative assessment for this course comprises a 3000 word essay, submitted at the end of LT

## PB421 Half Unit Happiness

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Kate Laffan

**Availability:** This course is available on the MSc in Behavioural Science, MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University), MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course (or its dissertation equivalent) is compulsory on the Wellbeing Specialism of the MSc in Behavioural Science.

**Course content:** This course aims to introduce students to the main concepts and tools of the growing science of happiness, with a focus on applicability across all sectors (government,

business, and NGOs). To achieve this aim, the course is based on ten lectures covering: 1) what is happiness?; 2) evaluations of happiness; 3) experiences of happiness; 4) attention and adaptation; 5) anticipation and mistakes; 6) relative comparisons; 7) happiness across individuals and societies; 8) happiness by design; 9) a dark side to happiness?; 10) the frontier of happiness research.

**Teaching:** 10 hours of lectures and 10 hours of seminars in the LT.

**Formative coursework:** Students will be expected to produce one essay of 1,000 words in LT.

**Indicative reading: Books**

Dolan, P. (2014). *Happiness by Design: Finding Pleasure and Purpose in Everyday Life*. London: Penguin.

Dolan, P. (2019). *Happy Ever After: Escaping the Myth of the Perfect Life*. London: Allen Lane.

Layard, R. (2005). *Happiness: Lessons from a New Science*. London: Penguin.

**Journal articles**

Adler, M. D., Dolan, P., & Kavetsos, G. (2017). Would you choose to be happy? Tradeoffs between happiness and the other dimensions of life in a large population survey. *Journal of Economic Behavior & Organization*, 139, 60-73.

Bryson, A., & Mackerron, G. (2015). Are You Happy While You Work? *Economic Journal*, 127(599), 106-125.

Card, D., Mas, A., Moretti, E., & Saez, E. (2012). Inequality at Work: The Effect of Peer Salaries on Job Satisfaction. *American Economic Review*, 102(6), 2981-3003.

Dolan, P., Peasgood, T., & White, M. (2008). Do we really know what makes us happy? A review of the economic literature on the factors associated with subjective well-being. *Journal of Economic Psychology*, 29(1), 94-122.

Kahneman, D., & Deaton, A. (2010). High income improves evaluation of life but not emotional well-being. *Proceedings of the National Academy of Sciences*, 107(38), 16489-16493.

Kahneman, D., Krueger, A. B., Schkade, D. A., Schwarz, N., & Stone, A. A. (2004). A Survey Method for Characterizing Daily Life Experience: The Day Reconstruction Method. *Science*, 306(5702), 1776-1780.

Killingsworth, M. A. (2021). Experienced well-being rises with income, even above \$75,000 per year. *Proceedings of the National Academy of Sciences*, 118(4), e2016976118.

White, M. P., & Dolan, P. (2009). Accounting for the Richness of Daily Activities. *Psychological Science*, 20(8), 1000-1008.

Wilson, T. D., & Gilbert, D. T. (2003). Affective forecasting. *Advances in Experimental Social Psychology*, 35, 345-411.

Wilson, T. D., & Gilbert, D. T. (2008). Explaining Away: A Model of Affective Adaptation. *Perspectives on Psychological Science*, 3(5), 370-386.

**Assessment:** Essay (100%, 3000 words) in the ST.

## PB422 Half Unit Health Communication

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Martin Bauer

**Availability:** This course is available on the MSc in Behavioural Science, MSc in Gender, Development and Globalisation, MSc in Gender, Policy and Inequalities, MSc in Global Population Health, MSc in Health and International Development, MSc in Media, Communication and Development, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available as an outside option to students on other programmes where regulations permit.

**Course content:** This course centres on the application of societal psychology to the challenges of health communication in a global context. Considering both health and communication in a wide sense, and health as a 'boundary object', we will focus on public debates and controversies involving 'health issues' in modern society, the delivery of e-medicine, predictive medicine and the overlaps between the fields of health and science communication.

'Health' is a boundary object with many stakeholders: a major news value for science communication (health news); a criterion of societal development (increasing life expectancy); the grievance of social mobilisation (patient groups; AIDS campaign); a matter of risk communication in emergencies (epidemics, pandemics, nuclear accidents); to evaluate new technologies on health risks (GM food, AI); an industrial sector (health business) and the NHS (public health systems); an investment proposition (the health sector); health is a life style (wellness); a consumer issue as in food and service quality; the discussion of 'unhealthy behaviour' carries religious connotations (of 'sinning') in secular society; and health creates voices that enjoy high levels of trust and confidence as communicators in modern society (doctors, nurses, epidemiologists, pharmacists).

Throughout, we will discuss empirical studies of controversies in rapidly changing settings (Thalidomide, smoking & cancer, vaccinations, GM food, epidemics and pandemics, quackery, pseudo-science, alternative medicine etc). Through lectures, readings and seminar discussions with invited guests, we will encounter debates about health-related communication and behaviours, and the processes through which communication impacts on health, not least through the mobilisation of art & design. We will consider the implications of these debates for health promotion, learning about real-world examples through guest lectures, and gaining hands-on experience in appreciating, designing and critically assessing health communication in the 21st century.

**Teaching:** 10 hours of lectures and 10 hours of seminars in the LT.

**Formative coursework:** Students will be expected to produce 1 outline essay (1000 words) coursework in the LT and make 1 seminar presentation to receive feedback.

**Indicative reading:** Bauer MW (2015) *Atom, Bytes and Genes – techno-scientific responses to public resistance*, NY, Routledge. Bauer MW, P Pansegrau, and R Shukla (2019) (eds.) *The Cultural Authority of Science – Comparing across Europe, Asia, Africa and the Americas* [Routledge Studies of Science, Technology & Society, Vol 40], London, Routledge.

Berger, P. L., & Luckmann, T. (1966). *The Social Construction of Reality*. New York, NY: Doubleday. [Social institutions, objectification, and socialisation].

Bucchi, M., & Trench, B. (2014). *Handbook of Public Communication of Science and Technology*. London: Routledge.

Crossley M. (2000) *Rethinking health psychology*. Buckingham: Open University Press.

Dixey, R. (Ed.) (2013). *Health Promotion: Global Principles and Practice*. Wallingford: CABI.

Gregory, J. & Miller, S. (1998) *Science in public – communication, culture and credibility*, Cambridge MA: Perseus Publishers.

Hook, D., Franks, B. and Bauer, M. (Eds) (2011). *Social Psychology of Communication*. Basingstoke: Palgrave.

Illich I (1975) *Medical Nemesis – the expropriation of health*, London, Calder & Boyars.

Jamieson KH, D Kahan and DA Scheufele (2017) (eds) *Oxford Handbook of Science Communication*; Oxford, OUP.

Obregon, R., Waisbord, S. (2012). *Handbook of global health communication*. Wiley-Blackwell.

Roedder S., Franzen, M., & Weingart, P. (Eds) (2012). *The sciences' Media Connection - public communication and its repercussions*, *Sociology of Sciences Yearbook 28*, Dordrecht: Springer.

G Sammut and MW Bauer (2021) *The Psychology of Social Influence – Modes and Modalities of Shifting Common Sense*, Cambridge, CUP.

Seale, C. *The Media and Health*. Sage, 2002. Tones K. and Green J. (2006). *Health promotion: planning and strategies*. London: Sage.

**Assessment:** Essay (100%, 3000 words) in the LT.

## PB424 Half Unit Organisational Life

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Barry Rogers, Professor in Practice, PBS.

**Availability:** This course is available on the MSc in Behavioural Science, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** The aim of PB424 is to equip students with the knowledge, mindset and skills necessary to bridge the gap between theoretical and practical perspectives. The course seeks to achieve this by critically making sense of on a range of emerging issues facing those that work for, and with organisations. .

Our world has been turned upside down in recent years. On the one hand, disruptive technologies challenge taken-for-granted assumptions and long-standing business models. At the same time, existential issues such as climate change, sustainability and Covid highlight the fragility of the system, questioning the usefulness of many traditional approaches.

These dynamics beg a simple but fundamental question - how do we make sense of this fast-moving context and equip ourselves to shape, lead and enable change? PB 424 seeks to provide a tool box to answer this question. .

The course will address a range of emerging questions including:.

- How do we manage and lead organisations in an increasingly volatile and uncertain world?.
- Why do we work...let alone engage five generational cohorts at work?.
- What does the post pandemic (hybrid) workplace mean for sustainable working lives?.
- How do we navigate multiple distractions and interruptions, equipping ourselves for the diminishing gap between stimulus and response?.
- Where now for organisational learning, training and coaching?.
- How do organisations meaningfully relate to wider societal stakeholders?.
- How do we navigate organisational relationships and mobilize resources to get things done?.
- What constitutes 'showing up' as a leader in challenging times?.
- How can we move beyond the 'ivory tower' and 'bridge organisational theory to practice'?

**Teaching:** 10 hours of lectures and 10 hours of seminars in the LT.

There will also be 5 hours of 'Theory/Practice' guest sessions in the LT.

**Formative coursework:** One formative piece of coursework to be submitted in the LT.

**Indicative reading:** Berg, J. L. (2015). The role of personal purpose and personal goals in symbiotic visions. *Frontiers in Psychology*, 6.

Choi, S. (2019). Breaking Through the Glass Ceiling: Social Capital Matters for Women's Career Success? *International Public Management Journal*, 22(2), 295–320.

Hoffman, A. J. (2016). Reflections: Academia's Emerging Crisis of Relevance and the Consequent Role of the Engaged Scholar. *Journal of Change Management*, 16(2), 77–96.

Leroy, S. (2009). Why is it so hard to do my work? The challenge of attention residue when switching between work tasks. *Organizational Behavior and Human Decision Processes*, 109(2), 168–181.

Moran, C. (2015). Time as a social practice. *Time & Society*, 24(3), 283–303.

Paoli, D. D., Sauer, E., & Ropo, A. (2019). The spatial context of organizations: A critique of 'creative workspaces.' *Journal of Management & Organization*, 25(2), 331–352.

Weick, K.E. (2003). 'Theory and Practice in the Real World' In: Tsoukas, H. & Knudsen, C. (eds.) *The Oxford Handbook of Organizational Theory*. London: OUP, pp 453-476.

Wood, M., & Dibben, M. (2015). Leadership as Relational Process. *Process Studies*, 44(1), 24–47.

**Assessment:** Essay (100%, 3000 words) in the LT.



The essay is structured in three parts. The first part involves the choice of a practical, emerging area of interest by the student. This is followed by a theoretical exploration of that issue and finally, a 'translation' of the theoretical perspective back to a real-world 'solution' setting. The logic of this approach is to equip students with the skills necessary to bridge theoretical and practical perspectives in ways that are rigorous, relevant and connect with real world needs.

## PB425 Half Unit Organisations, Groups and Identity

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Ilka Gleibs

**Availability:** This course is available on the MSc in Behavioural Science, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Students who come to this course without any background in social psychology are expected to familiarise themselves with the relevant literature. To this end, we strongly suggest that those students read the following books:

Hogg, MA & Vaughan, G. (eds) (2017). *Social Psychology*. 8th edition. Harlow: Pearson

Brown, R. & Peherson, S. (2019). *Group processes: Dynamics within and between groups*. . Oxford, UK: Blackwell.

[https://librarysearch.lse.ac.uk/primo-explore/fulldisplay?docid=TN\\_cdi\\_askewsholts\\_vlebooks\\_9781118719428&context=PC&vid=44LSE\\_VU1&lang=en\\_US&search\\_scope=CSCOP\\_ALL&adaptor=primo\\_central\\_multiple\\_fe&tab=default\\_tab&query=any,contains,brown%20and%20Peherson&offset=0](https://librarysearch.lse.ac.uk/primo-explore/fulldisplay?docid=TN_cdi_askewsholts_vlebooks_9781118719428&context=PC&vid=44LSE_VU1&lang=en_US&search_scope=CSCOP_ALL&adaptor=primo_central_multiple_fe&tab=default_tab&query=any,contains,brown%20and%20Peherson&offset=0)

**Course content:** In any society and any successful organisation understanding group dynamics and identity processes and how they are connected to the individual are an essential element and often provide a competitive advantage in managing organisations of all sorts. Thus, the dynamics within and between groups directly informs the ability of individuals to think, learn, and innovate together. This course provides students with a critical understanding of the different theories and practices associated with identity and group dynamics in organisational settings and beyond. The objectives of the course are two-fold:

1. To introduce past and present theories of identity and group dynamics by introducing concepts used by social and organisational psychologists to understand and improve social and organisational behaviour
2. To apply and critically evaluate how identity and group dynamics theory help us explain and predict real-life experiences in social and organisational settings.

The course aims at highlighting how a better understanding of key social and organisational psychological concepts can contribute to understanding and managing the effectiveness of groups.

Examples of topics that will be covered include: Why group dynamics?; Influence and power; Identity and inclusion; Collective behaviour; Importance of groups on mental and physical health; Performance and decision-making; Diversity management; Organisational change; Group dynamics and the internet.

**Teaching:** 15 hours of lectures and 10 hours of seminars in the LT.

**Formative coursework:** Students will be expected to produce 1 essay and 1 presentation in the LT.

**Indicative reading:** Brown, R. & Peherson, S. (2019). *Group processes*. Oxford, UK: Blackwell.

Forsyth, D. (2019). *Group dynamics*. 7th edition Cengage Learning.

Haslam, S.A., (2004). *Psychology in Organisations. A Social Identity Approach*. London: Sage.

Levi, D. (2013). *Group dynamics for teams*. Los Angeles: Sage Publications.

**Assessment:** Essay (100%, 3000 words) in the LT.

## PB426 Half Unit Not available in 2022/23 Knowledge Processes in Organisations

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Lucia Garcia-Lorenzo QUE.3.23

**Availability:** This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MSc in Behavioural Science, MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** The course explores organisations in the 21st century and the challenges they face. We particularly focus on what we can accomplish through the acquisition and creation of new management and organising knowledge; its sharing and transmission as well as how we can improve its use. We will explore the processes of knowing and learning and the varied ways in which they support people working in a number of contexts, from project teams within single organisations to inter-organisational partnerships, networks and alliances. We will work together in lectures, seminars and workshops to understand both theoretically and practically how we create, disseminate and share knowledge in all types of 21st century organisations and work settings.

Concretely, the course addresses the following questions :

1. What is organisational knowledge? Lectures will explore the differences and overlaps between personal, social/organisational and cultural knowledge and between the processes of learning and knowing.
2. How do we create new knowledge in organisations and work settings? To answer this question we will look into processes of creativity, innovation and entrepreneurship.
3. How can we efficiently share/transmit knowledge in organisations? The course will address the challenges generated through the use of new technologies in the work place, the use of stories and narratives as a mode of knowledge transmission, the development of collaborative practices, and power relations in organisations.
4. How do we 'store' and use current organisational and personal knowledge? To answer this question lectures will address the uses of organisational history and memory as well as look into how we practice knowledge in every day organisational work.

The focus of the course is both theoretical and practical. Students will be expected to engage with both current theoretical debates and emerging practical issues in organisational life through lectures, seminars and practical workshops.

**Teaching:** 10 hours of lectures and 10 hours of seminars in the LT. Students will be expected to make extended use of the course intranet - for on-line discussions and group presentations.

**Formative coursework:** Students will be expected to produce 1 piece of coursework in the LT.

**Indicative reading:** Reading lists will be provided for each topic, the following are introductory texts of general use: Amabile, T. A., & Khaire, M. (2008). *Creativity and the role of the leader*. Cambridge, MA: Harvard Business School Publishing; Davenport, T.H. & Prusak, L. (1998). *Working knowledge: How organisations manage what they know*. Harvard Business Press; Drucker, P. (2014). *Innovation and entrepreneurship*. Routledge; Gabriel, Y. (Ed.). (2004). *Myths, stories, and organizations: Premodern narratives for our times*. Oxford University Press on Demand; Huxham, C., & Vangen, S. (2013). *Managing to collaborate: The theory and practice of collaborative advantage*. Routledge; Weick, K. E. (1995). *Sensemaking in organisations*. London: Sage.

"I have never let my schooling interfere with my education." Mark Twain. If you like to read/use social media, you might want to look beyond academic materials into these other sources of knowledge that explore topics we will discuss in the course: Bregman, R. (2017). *Utopia for realists: And how we can get there*. Bloomsbury Publishing; Clay, A., & Phillips, K. M. (2016). *The Misfit Economy*:



Lessons in Creativity from Pirates, Hackers, Gangsters and Other Informal Entrepreneurs. Simon and Schuster; Frayne, D. (2015). The refusal of work: The theory and practice of resistance to work. Zed Books Ltd.; Harari, Y. N. (2018). 21 Lessons for the 21st Century. Random House; How leaders use storytelling to share knowledge and influence followers: e.g. Obama's fire-up-ready-to-go story: <https://www.youtube.com/watch?v=5AhRqg0ADbk>; IDEO CEO Tim Brown talks about the powerful relationship between creative thinking and play: [https://www.ted.com/talks/tim\\_brown\\_on\\_creativity\\_and\\_play?referrer=playlist-the\\_creative\\_spark](https://www.ted.com/talks/tim_brown_on_creativity_and_play?referrer=playlist-the_creative_spark)

**Assessment:** Essay (100%, 3000 words) in the LT.

## PB427 Half Unit Not available in 2022/23 Organisational and Social Decision Making

**This information is for the 2022/23 session.**

**Teacher responsible:** Lea Ruesch

**Availability:** This course is available on the CEMS Exchange, MBA Exchange, MSc in Behavioural Science, MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology, MSc in Social and Public Communication and MSc in Strategic Communications. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This course teaches theory and engages with research from the field of organisational and social decision-making. It is primarily focused on high-risk organisational settings, and explores contexts where there is uncertainty, high-consequences for failure, and complex social systems. The course provides a historical introduction to decision-making, and introduces the core concepts used by social psychologists to understand (and improve) decision-making processes in organisations. It draws upon the social, cognitive and organisational psychology literatures, and considers the core concepts and tools used to understand, research, and support decision-making in organisations. These theories and tools are contextualized through empirical and case study examples taken from domains such as finance, healthcare, the energy industry, government, and the military.

Students will be encouraged to take a critical perspective, and to consider how the principles taught on the course can be applied to (and used to improve) a variety of social or organisational scenarios. The course will cover psychology (or 'Human Factors') concepts such as: intuitive and analytical forms of decision-making; individual traits and cognitive factors that influence decision-makers (e.g. biases and emotions); human error and decision-failures; rule breaking; and group decision-making processes (e.g. teamwork, leadership). It will teach methods for analysing decision errors, identifying decision-making competencies, observing decision-making, and supporting group decision processes.

**Teaching:** 10 hours of lectures and 10 hours of seminars in the LT.

**Formative coursework:** Students will be expected to produce 1 case study in the LT.

**Indicative reading:** Brown, R. V. (2005). Rational choice and judgment: Decision analysis for the decider: Wiley.

Furnham, A. (2005). The Psychology of behaviour at Work: Psychology Press.

Kerr, N., & Tindale, R. S. (2004). Group performance and decision-making. Annual Review of Psychology, 55, 623-655.

Klein, K., Ziegert, J. C., Knight, P., & Xiao, Y. (2006). Dynamic delegation: Shared, hierarchical, and deindividuated leadership in extreme action teams. Administrative Science Quarterly, 51, 590-621.

Koehler, D., & Harvey, H. (2007). Handbook of judgment and decision-making. Blackwell.

Lipshitz, R., Klein, G., Orasanu, G., & Salas, E. (2001). Taking stock

of naturalistic decision making. Journal of Behavioural Decision Making, 14, 331-352.

Mellers, B., Schwartz, A., & Cooke, A. (1998). Judgement and decision-making. Annual Review of Psychology, 49, 447-477.;

Reason, J. (1990). Human error. New York: Cambridge University Press.

Reason, J. (1997). Managing the risks of organizational accidents. Aldershot, Ashgate.

**Assessment:** Essay (100%, 3000 words) in the LT.

## PB428 Half Unit

### Political Psychology: Inequality & Intergroup Relations

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jennifer Sheehy-Skeffington

**Availability:** This course is available on the MSc in Behavioural Science, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** Political psychology is the study both of the workings of psychological processes in contemporary politics, and the impact of political and economic processes on individual and group behaviour. This course introduces the field in the form of a theoretical and empirical toolkit for examining the social psychological underpinnings of contemporary inequality and conflict between groups. We consider three broad approaches to conducting political psychology research, through focusing on individual attitudes, intergroup dynamics, and ideological discourse. We then evaluate how these lenses shed light on contemporary and enduring issues concerning intergroup inequality.

The course will explore the psychosocial processes underpinning prejudice and discrimination, and consider how they manifest in debates around migration, diversity, social mobility, and intergroup conflict. It will consider political participation in its conventional and non-conventional forms, asking why people vote the way they do, and when they will turn to the streets to protest. Students will be equipped with the conceptual tools to consider the psychological antecedents and consequences of inequality in its various forms: to understand why intergroup hierarchy is so persistent, and how it might change.

Lectures and seminars aim to achieve a balance between theoretical and applied issues, critically investigating the ways in which psychology can enhance our understanding of intergroup relations and inequality, and also contribute to broader social and political debates. Through integrating evolutionary, cognitive, social, ideological, and societal perspectives, students will be in a position to take stock of the field of political psychology and where it might go.

**Teaching:** 10 hours of lectures and 10 hours of seminars in the LT.

**Formative coursework:** One short response paper (500-1000 words), that can be developed into an essay plan or blog post.

**Indicative reading:** Barlow, F. K., & Sibley, C. G. (Eds.). (2018). The Cambridge Handbook of the Psychology of Prejudice: Concise Student Edition. Cambridge University Press.

Guinote, A. E., & Vescio, T. K. (2010). The social psychology of power. Guilford Press.

Hammack, P. (2018). The Oxford Handbook of Social Psychology and Social Justice. Oxford Library of Psychology.

Hogg, M. A., & Abrams, D. (Eds.). (2001). Intergroup relations: Essential readings. Psychology Press.

Huddy, L., Sears, D. O., & Levy, J. S. (Eds.). (2013). The Oxford handbook of political psychology. Oxford: Oxford University Press.

Jetten, J., & Peters, K. (Eds.). (2019). The Social Psychology of Inequality. Springer International Publishing.

Moghaddam, F. (2008). Multiculturalism and intergroup relations:

psychological implications for democracy in global context. Washington DC: APA.

Nesbitt-Larking, P. & Kinnvall, K. (2014) *Handbook of Global Political Psychology*. New York: Palgrave.

Payne, K. (2018). *The broken ladder: How inequality affects the way we think, live, and die*. Penguin.

Üskül, A. K., & Oishi, S. (Eds.). (2018). *Socio-economic environment and human psychology: Social, ecological, and cultural perspectives*. Oxford University Press.

**Assessment:** Essay (100%, 3000 words) in the LT.

## PB429 Half Unit Not available in 2022/23 Science Communication and Controversies

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Martin Bauer QUE.3.04

**Availability:** This course is available on the MSc in Behavioural Science, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** Consider vaccinations, climate change, nuclear energy, CRISPR or genetically-modified crops and food. Regarding these developments, science is a cultural authority and a voice of reason, but increasingly also a protagonist. No surprise therefore that science is discussed controversially, battling with 'fake news'. In this course we will look at these and other issues and ask the question more generally: what is the role of public controversy, science communication, and public opinion for the development of science and technology? The classical diffusion model (Roger, 1962) remains influential: scientists discover, engineers innovate, and social scientists market the novelty and provide public acceptance. This model is however more wishful thinking than realistic; valid at most when there is no or little public controversy. More commonly, techno-scientific innovations encounter resistance which refocuses attention, strengthens the collective, evaluates on-going developments and urges strategic adaptation (Bauer, 1991, 1995, 2002, 2015, 2017). In light of this, we will examine science communication and its formats of public engagement in relation to the historical controversies over nuclear power, genetic engineering and IT leading into emergent mobilisations for nanotechnology, genetic enhancement, synthetic biology, AI, autonomous driving and robotic automation. Students' are expected to appreciate theory driven empirical research.

**Teaching:** 10 hours of lectures and 10 hours of seminars in the LT.

**Formative coursework:** Students will be expected to produce 1 essay in the LT.

**Indicative reading:** Baranger P and B Schiele (2013) *Science Communication today – international perspectives, issues and strategies*, Nancy Journee Hubert-Curien, CNRS Editions. Bauer MW, P Pansegrau, and R Shukla (2019) (eds) *The Cultural Authority of Science – comparing across Europe, Asia, Africa and the Americas*, London, Routledge.

Bauer, M.W. (2015). *Atoms, Bytes & Genes: public resistance and techno-scientific responses*. New York: Routledge. Bauer, M.W. (2013).

Bauer MW and M Bucchi (2007) (eds) *Journalism, Science and Society – science communication between news and public relations*, NY, Routledge.

Bauer, M.W. & Gaskell, G. (Eds) (2002). *Biotechnology - the making of a global controversy*. Cambridge, CUP.

Bucchi M and B Trench (2014) (eds) *Routledge Handbook of Public Communication of Science and Technology*, 2nd edition, London, Routledge.

Godin B and D Vinck (2017) (eds) *Critical Studies of Innovation. Alternative approaches to the pro-innovation bias*, Cheltenham, Edward Elgar.

Gregory J and S Miller (1998) *Science in Public – communication,*

*culture, and credibility*, Cambridge MA, Perseus.

Marteau, T. & Richards, M.P.M. (1996) (Eds), *The troubled helix: Social and psychological implications of the new human genetics*, CUP.

Roger, E.M. (1996). *Diffusion of innovation*, 4th edition. New York: Free Press.

Weart, S.R. (1988). *Nuclear fear: A history of images*, Harvard University Press.

Each session will have its own particular readings, divided into essential texts and additional readings. This will be revised on an annual basis. No one text covers the entire syllabus; students' will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.

**Assessment:** Essay (100%, 3000 words) in the LT.

## PB430 Half Unit Not available in 2022/23 Social Influence Modes and Modalities

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Gordon Sammut

This course will be offered by Dr Gordon Sammut, Lecturer at University of Malta, and Visiting Fellow to the Department of Psychological and Behavioural Science, and co-author of the key text for this course, Sammut & Bauer (2021).

**Availability:** This course is available on the MSc in Behavioural Science, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Previous exposure to social psychology concepts and research will be an advantage. Otherwise, the course is open to any MSc or Research Student interested in 'soft power' from across the school.

**Course content:** Starting from the distinction between 'hard' and 'soft' powers, this course covers the options of 'soft power', or the modes and modalities of social influence (Sammut & Bauer, 2021). Over the years, social psychology has developed these options both conceptually and empirically. Modalities of social influence cover processes by which social actors normalise, assimilate and accommodate opinion, attitudes, stereotypes, institute normative expectations and ways of life, and achieve recognition and social change. We will discuss the social psychology of inter-subjectivity and inter-objectivity through rhetoric, crowd behaviour, public opinion, leadership, norm and attitude formation, majority and minority influence, resistance and obedience to and compliance with authority, dual-processes of persuasion, mass media effect models; and the designs of fait-accompli. This discussion will unfold three perspectives: 1) the theoretical and empirical grounding of influence models; 2) the socio-historical context of their formulation (many models came out of WWII and the Cold War efforts); and 3) in current reformulations which often deploy new language without necessarily treading new ground in what is often 'old wine in new bottles'. The course builds up the Periodic Table of Social Influence [PTSI] with the 'cycle of normativity and common sense' and including the normalisation, assimilation and accommodation of social diversity (Sammut & Bauer, 2021). The moral ambiguity of social influence treads a fine line between promoting wellbeing and social recognition, and manipulating beliefs, opinion and attitudes. This raises ethical issues with the exercise of social influence in the modern public spheres.

**Teaching:** 10 hours of lectures and 10 hours of seminars in the LT. Teaching arrangement: the course will be taught as a combination of weekly lecture and discussion seminar. Participants are expected to prepare at least one seminar discussion.

**Formative coursework:** Students will be expected to produce 1 essay and 1 presentation in the LT.

Students will be expected to produce 1 essay outline (max 1000 words) and students are expected to contribute 1 seminar presentation in the LT to receive feedback.

**Indicative reading:** Some key references:

- Billig M (1987) *Arguing and thinking – a rhetorical approach to social psychology*, Cambridge, CUP;
- Gigerenzer G (2007) *Gut feelings*, New York: Viking;
- Habermas J (1989) *The structural transformation of the public sphere*, Cambridge, Polity Press;
- Kahnemann D (2011) *Thinking, fast and slow*; London: Penguin Books.
- Moscovici, S, G Mugny and E VanAvermaet (1985) *Perspectives on Minority Influence*, Cambridge and Paris, CUP and edition MSH.
- Paicheler G (1988) *The psychology of social influence*, Cambridge, CUP;
- Pratkanis AR (2007) *The Science of Social Influence*, NY, Psychology Press;
- Sloane T O (Ed) (2001) *Encyclopedia of Rhetoric*, Oxford, OUP [various entries: logos, pathos, ethos, argumentation, audience, classical rhetoric, persuasion, rhetorical situation];
- Sammut G and MW Bauer (2011) *Social influence: modes and modalities*, in: D W Hook, B Franks & M W Bauer (Eds) *The Social Psychology of Communication*, London, Palgrave, pp87-106.
- G Sammut and MW Bauer (2021) *The Psychology of Social Influence – Modes and Modalities of Shifting Common Sense*, Cambridge, CUP

While the course will take Sammut & Bauer (2021) as a textbook, each session will have its own additional readings. Students' will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course. Each session will have its own particular readings, separated in essential texts and additional readings. This will be revised on an annual basis. No one book covers the entire syllabus; students' will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.

**Assessment:** Essay (100%, 3000 words) in the ST.

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## PB431 Half Unit

### Social Psychology of Economic Life: Advanced Topics

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Frederic Basso

**Availability:** This course is available on the MRes/PhD in Management (Organisational Behaviour), MSc in Behavioural Science, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** The idea of a social psychology of economic life is not obvious. From the point of view of mainstream economics, economic life – usually understood as the production, distribution, and consumption of goods and services – is under the scope of economics. As a mathematical science, economics is, to some extent, a rejection of social and psychological dimensions in the analysis of economic life. As the “queen of social sciences”, mainstream economics was even considered by some authors as the framework (the so-called “economic imperialism”) for studying social and psychological processes out of the economic life. Yet, some of the most important advances over the last four decades in the understanding of human economic behaviour (and its link to some of the most pressing societal issues nowadays) are derived from concepts and methods of psychology and other social sciences. The course presents how social psychology (broadly interpreted to include micro-sociology, cultural anthropology and social neuroscience) is the key to understanding real-world economic life by taking into account cognitive, affective and social processes, and also to contributing to better solutions to societal problems.

Main concepts: cognitive dissonance, analytic/experiential

systems in decision-making, metaphors and decision-making, narratives and decision-making, self/extended self in consumption, dramaturgy/staging, social roles, face-to-face interactions, emotional labour/dissonance, gift economy, sharing economy, social group (inclusion/exclusion), stigma, social norms, nudging, disenchantment of the economic world, post-modern hyper-realities, experience economy, resistance to persuasion (inertia, scepticism, reactance), resistance to consumption (avoidance, minimisation, boycott/active rebellion).

**Teaching:** 15 hours of lectures and 10 hours of seminars in the LT.

**Formative coursework:** Students will be expected to produce 1 piece of coursework in the LT.

**Indicative reading:** Reading lists will be provided for each topic, the following are of general use;

S E G Lea, R M Tarpy & P Webley, *The Individual in the Economy*, Cambridge University Press, 1987

A Lewis, P Webley & A Furnham, *The New Economic Mind: The Social Psychology of Economic Behaviour*, Harvester, 1995.

**Assessment:** Essay (100%, 3000 words) in the ST.

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## PB432 Half Unit

### Social Representations: Social Knowledge and Contemporary Issues

**This information is for the 2022/23 session.**

**Teacher responsible:** TBC

**Availability:** This course is available on the MSc in Behavioural Science, MSc in Culture and Society, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This course focuses on social representation as a theory in social and cultural psychology and as phenomena in social life. It explores concepts, empirical studies and fields of application of social representations. The course aims to equip students with in-depth understanding of the production, transformation and contestation of representations in public spheres. Through an examination of concepts and key studies in the field, the course explores the dynamics of social thinking and the power of representations to construct meanings and social realities. It highlights process of communication and contestation between different knowledge systems and the dynamics of social change.

The course covers: 1) origins and theoretical roots of social representations in the field of socio-cultural psychology and situated cognition; 2) processes and functions of social representation, including dialogicality, cognitive polyphasia, relating to the unfamiliar, semantic enablers and barriers, and the future of common sense vis-a-vis systemic encroachment and artificial intelligence; and 3) ongoing research on how communities think and the transformation of common sense in contemporary societies, in areas such as self and community, cultural encounters/cultural conflict, health, professional practices, urban transformations, social exclusion (these can vary depending on the research at hand).

**Teaching:** 15 hours of lectures and 10 hours of seminars in the LT.

**Formative coursework:** An essay plan of not more than 500 words is required.

**Indicative reading: Key texts:** G Sammut, E Andreouli, G Gaskell, and J Valsiner (Eds). *Resistance, stability and social change: A handbook of social representations*. Cambridge University Press, 2015.

S Moscovici, *Social Representations*. Polity Press, 2000;

S Moscovici, *Psychoanalysis: its image and its public*. Polity Press, 2008.

S Jovchelovitch, *Knowledge in Context: Representations,*

community and culture. Routledge, 2007. I Markova, *Dialogicality*

and Social Representations. CUP, 2003.

D Jodelet, Madness and Social Representations, Harvester/Wheatsheaf, 1991;

W Wagner and N Hayes, Everyday Discourse and Common Sense, Palgrave, 2005.

K Deaux & G Philogène, Representations of the Social: Bridging Theoretical Perspectives, Basil Blackwell, 2001.

**Other texts:** R M Farr & S Moscovici (Eds), Social Representations, Cambridge University Press, 1984;

Howarth, C. "A social representation is not a quiet thing": Exploring the critical potential of social representations theory." British Journal of Social Psychology, 2006, 45: 65-86..

I Marková & S Jovchelovitch (Guest Editors) Journal for the Theory of Social Behaviour, Special Issue on Psychoanalysis: its Image and its Public, 38(4) 2008.

H Joffe, Risk and 'The Other'. Cambridge University Press, 1999.

U Flick, The Psychology of the Social. Cambridge: Cambridge University Press, 1998.

G Maloney and I Parker, Social Representations and Identity: content, process and power, Palgrave, 2007.

**Assessment:** Coursework (100%, 3000 words) in the LT.

## PB433 Half Unit

### Theory and Practice of Organisational Development

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Ishan Jalan

**Availability:** This course is available on the MSc in Behavioural Science, MSc in Human Resources and Organisations (Organisational Behaviour), MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** What is Organisational Development? With its roots in the human relations movement of the 1950s, OD is aimed at facilitating planned change efforts and interventions, with a view to improve an organisation's effectiveness and performance. Drawing from a range of theories, namely behavioural sciences and critical organisation studies, OD adopts a systemic approach to consider both the 'hard' and the 'soft' elements of an organisation. In doing so, it undertakes a deep analysis of needs and goals to help organisations understand their current state, and work towards their desired future state.

Why is Organisational Development (OD) important? Organisations are becoming increasingly complex, more dynamic and faster changing social systems. To confront these changes, organisations need to become nimble, innovative and effective if they are to survive and thrive. 21st century organisations require therefore more flexible organisational structures, new types of leadership and new ways of managing. OD can help organizations navigate this difficult terrain.

This course explores the management of organisational change and development from a theoretical and practical perspective.

While the course is strongly informed by key theoretical frameworks, OD comes into its own in application. Students will be actively encouraged to relate key OD theoretical perspectives to current organisational challenges. The aim of the course is, therefore, twofold: first to explore the body of core theories that underpin OD and second, to examine the practice of OD as a 'process' (not a 'product' or a 'programme').

The course will provide also practical hands-on experience.

In seminars and workshops students will gain experience on drafting organizational change interventions, thinking about their implementation and evaluating their potential impact in organised contexts.

**Teaching:** 10 hours of lectures and 10 hours of seminars in the LT.

**Formative coursework:** Students will be expected to produce 1 essay in the LT.

**Indicative reading:** Detailed references and class topics are distributed in the first lecture of the series. The following represents key readings covering some of the topics discussed in the course:.

Alvesson, M., & Sveningsson, S. (2015). Changing organizational culture: Cultural change work in progress. Routledge.

Argyris, C. (2008). Teaching smart people how to learn. Harvard Business Review Press.

Cameron, E., & Green, M. (2019). Making sense of change management: A complete guide to the models, tools and techniques of organizational change. Kogan Page Publishers.

Deszca, G., Ingols, C., & Cawsey, T. F. (2019). Organizational change: An action-oriented toolkit. Sage Publications.

Gallos, J. V. (2006). Organization development: A Jossey-Bass reader. Jossey-Bass.

Gioia, D. A., & Chittipeddi, K. (1991). Sensemaking and sensegiving in strategic change initiation. Strategic management journal, 12(6), 433-448.

Weick, K. E. (1995). Sensemaking in organizations (Vol. 3). Sage.

Western, S. (2019). Leadership: A critical text. SAGE Publications Limited.

Porras, J. I., & Robertson, P. J. (1992). Organizational development: Theory, practice, and research. In M. D. Dunnette & L. M. Hough (Eds.), Handbook of industrial and organizational psychology (pp. 719-822). Consulting Psychologists Press.

**Assessment:** Essay (100%, 3000 words) in the LT.

## PB434 Half Unit

### Behavioural Science in an Age of New Technology

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Dario Krpan

**Availability:** This course is available on the MSc in Behavioural Science, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is not available as an outside option.

**Course content:** When Psychology and Economics got "married", the product was Behavioural Science. Although this discipline has elevated theoretical and practical understanding of human behaviour to previously unseen heights, recent technological developments have produced new insights in understanding and predicting people's actions that not only supplement traditional tools of behavioural science but also go beyond them. The future of the discipline will therefore likely depend on how effectively behavioural scientists can harness new developments in technology to understand and change the way people act. The aim of this course is to a) Introduce major technological advancements that are relevant for predicting, influencing, and understanding human behaviour; b) Outline how they supplement and extend commonly used tools of behavioural change; and c) Examine how they can be used to propel behavioural science into the future. The course will tackle behavioural science in relation to motion tracking, virtual environments, social robotics, social networks, and other relevant developments in information technology.

Example topics explored on the course:

Understanding minds by reading bodies: Implications of motion tracking for behavioural science; Changing behaviour through gamification; Social robots: Our new friends?; Behavioural science in virtual worlds; Behavioural informatics; Change thyself: Using technology to influence our own behaviour; Digital footprints and human behaviour; Psychological targeting in digital age; The ethics of emerging technologies in the context of behavioural science.

**Teaching:** 10 hours of lectures and 10 hours of seminars in the LT.

**Formative coursework:** Students will be expected to produce 1



piece of coursework in the LT.

Formative coursework will serve as your preparation for the summative assignment. You will need to create a 5-minute presentation on the topic of the summative assignment: Propose an intervention that relies on technological tools that were either covered throughout the course or that you identified through personal search to create behavioural change in an applied setting of your choice (e.g. your organisation, personal life; you can select any setting you desire). In the presentation, you will need to a) Introduce the behaviour you want to tackle and argue why changing this behaviour would be important; b) Present your intervention that uses technological tools to change the behaviour and c) argue why this intervention would be effective based on your knowledge of behavioural science gained through the class material and personal literature search.

Similar to the summative assignment, the presentation will be delivered in a video format: you will be given a clear step-by-step guide describing how to produce the presentation in a video format (we will go through this guide during a seminar to make sure it is clear to everyone how the summative assignment should be produced). The main aim of the formative assignment is for me to evaluate your approach to tackling points a), b), and c) mentioned above so I can give you relevant feedback that will help you when preparing the summative presentation, and also for you to get comfortable with producing the video presentation.

**Indicative reading:** Krpan, D., & Urbanik, M. (2020). From libertarian paternalism to liberalism: behavioural science and policy in an age of new technology. *Behavioural Public Policy*, 1-27.

Kersten-van Dijk, E. T., Westerink, J. H., Beute, F., & IJsselstein, W. A. (2017). Personal informatics, self-insight, and behavior change: A critical review of current literature. *Human-Computer Interaction*, 32(5-6), 268-296.

Kosinski, M., Stillwell, D., & Graepel, T. (2013). Private traits and attributes are predictable from digital records of human behavior. *Proceedings of the National Academy of Sciences*, 110(15), 5802-5805.

Sailer, M., Hense, J. U., Mayr, S. K., & Mandl, H. (2017). How gamification motivates: An experimental study of the effects of specific game design elements on psychological need satisfaction. *Computers in Human Behavior*, 69, 371-380.

Broadbent, E. (2017). Interactions with robots: The truths we reveal about ourselves. *Annual Review of Psychology*, 68, 627-652.

**Assessment:** Presentation (100%) in the ST.

The aim of the summative assessment will be to propose an intervention that relies on technological tools that were either covered throughout the course or that you identified through personal search to produce behavioural change in an applied setting of your choice (e.g. your organisation, personal life; you can select any setting you desire). This intervention will be conveyed in the form of a 15 minute presentation that will count as your summative assignment. More precisely, in the presentation, you will need to a) Introduce the behaviour you want to tackle and argue why changing this behaviour would be important; b) Present your intervention that uses technological tools to change the behaviour and c) argue why this intervention would be effective based on your knowledge of behavioural science gained through the class material and personal literature search.

The presentation will be delivered in a video format: you will be given a clear step-by-step guide describing how to produce the presentation in a video format (we will go through this guide during a seminar to make sure it is clear to everyone how the summative assignment should be produced). Together with the video presentation, you will need to submit an annotated bibliography that contains a) a list of scientific references you used for the presentation; and b) a short text below each reference (1-2 sentences) describing why exactly the reference is important in the context of your presentation. The main purposes of the annotated bibliography will be to demonstrate the academic background upon which your presentation was built.

## PB435 Half Unit

### Behavioural Science for Planetary Wellbeing

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Ganga Shreedhar

**Availability:** This course is available on the MSc in Behavioural Science, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** We live on a changing planet, and need to confront multiple human-caused global challenges like climate change and mass extinction through coordinated and cooperative action. This course aims to introduce students to concepts and tools from Behavioural Science, especially environmental and ecological economics and psychology, understand the interplay between human behaviour and global environmental and ecological change in ten lectures such as: (1) unpacking the human-nature dilemma (2) adapting and mitigating climate and environmental risks (3) conserving non-human nature (4) fostering individual and collective action (5) making organisations sustainable (6) political action and policy support (7) behavioural climate and conservation policy I: deliberation, awareness, persuasion & nudges (8) behavioural climate and conservation policy II: incentives, infrastructure & regulation (9) coping with complex and uncertain systems (10) planetary wellbeing as a societal objective. The course seeks to impart knowledge of, and critical thinking about, the interconnections between human behaviour and wellbeing, and planetary change across multiple scales and entities. Each lecture and seminar will cover individual, social and situational barriers and enablers to sustainable behaviour change. It will emphasise holistic thinking about overlapping systemic challenges and factors to keep in mind while designing integrated and context-specific behavioural interventions.

**Teaching:** 10 hours of lectures and 10 hours of seminars in the LT. The course will be delivered through a combination of interactive classes/seminars and lectures and supplementary interactive live activities. There will be structured learning activities throughout the course, especially in the seminars, including student presentations and group work.

There will be no teaching during reading week (Week 6).

**Formative coursework:** Students will be expected to produce 1 case study in the LT.

**Indicative reading:**

- Ostrom, E., 2010. Polycentric systems for coping with collective action and global environmental change. *Global environmental change*, 20(4), pp.550-557.
- Amel, E., Manning, C., Scott, B. and Koger, S., 2017. Beyond the roots of human inaction: Fostering collective effort toward ecosystem conservation. *Science*, 356(6335), pp.275-279.
- Clayton, S., Devine-Wright, P., Stern, P.C., Whitmarsh, L., Carrico, A., Steg, L., Swim, J. and Bonnes, M., 2015. Psychological research and global climate change. *Nature Climate Change*, 5(7), pp.640-646.
- Gifford, R., 2011. The dragons of inaction: psychological barriers that limit climate change mitigation and adaptation. *American psychologist*, 66(4), p.290.
- Adams, M., 2021. Critical psychologies and climate change. *Current Opinion in Psychology*.
- Bouman, T. and Steg, L., 2019. Motivating society-wide pro-environmental change. *One Earth*, 1(1), pp.27-30.
- Weber, E.U., 2020. Heads in the Sand: Why We Fail to Foresee and Contain Catastrophe. *Foreign Aff.*, 99, p.20.
- Yoeli, E., Budescu, D.V., Carrico, A.R., Delmas, M.A., DeShazo, J.R., Ferraro, P.J., Forster, H.A., Kunreuther, H., Larrick, R.P., Lubell, M. and Markowitz, E.M., 2017. Behavioral science tools to strengthen energy & environmental policy. *Behavioral Science & Policy*, 3(1), pp.68-79.
- Croson, R. and Treich, N., 2014. Behavioral environmental economics: promises and challenges. *Environmental and*

Resource Economics, 58(3), pp.335-351.

- Horton, R., Beaglehole, R., Bonita, R., Raeburn, J., McKee, M. and Wall, S., 2014. From public to planetary health: a manifesto. *The Lancet*, 383(9920), p.847.
- Sabherwal, A., Shreedhar, G. Stories of intentional action mobilise climate policy support and action intentions. *Sci Rep* 12, 1179 (2022). <https://doi.org/10.1038/s41598-021-04392-4>
- Shreedhar, G. 2021. Evaluating the impact of storytelling in Facebook advertisements on wildlife conservation engagement: Lessons and challenges. *Conservation Science and Practice*, 3(11), e534.
- Shreedhar, G., & Galizzi, M. M. 2021. Personal or planetary health? Direct, spillover and carryover effects of non-monetary benefits of vegetarian behaviour. *Journal of Environmental Psychology*, 78, 101710.

**Assessment:** Presentation (25%, 1000 words) in the LT. Essay (75%, 2500 words) in the ST.

- Summative essay (2500 words) will give students a chance to work independently on one topic based on their formative assignment proposal. (80%)
- Group presentation: students will work in groups and make a group presentation during a symposium. Students will be assessed based on their performance in the symposium and have to submit their slide deck. (20%)

## PB436 Half Unit

### Behavioural Science for Managing Work, People, and Time

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr. Laura M Gurge

**Availability:** This course is available on the MSc in Behavioural Science, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** Time is the most pervasive aspect of our lives. Every day we make decisions (or decisions are made for us) about how or with whom to spend our finite time in our personal and professional life. But what is time? How do we calculate the value of an hour, or the value of human life? Why are we more motivated to start a new goal on New Year's or on our birthday than on a regular weekday? Why is it that time sometimes goes by faster or slower? What can we do to address gender inequality in time-use at work and at home? Is there an optimal way to allocate our time for well-being and productivity? How can leaders support employees to be productive at work and disconnect outside of work? And if time is our most precious resource, why is time theft not a crime?

This course seeks to address these questions and more. The insights presented in this course draw from a variety of disciplines including behavioural science as well as individual, social, and organisational psychology, and will include real-life examples across industries and cultures. Students taking this course will gain a multidisciplinary perspective on managing work, people, and time; will learn to think critically about their own experience and use of time, and how this shapes their expectations and behaviours in their personal life, at work, and in society; they will be able to recognize the psychological and behavioural barriers that prevent them from pursuing activities that are beneficial for them; will gain knowledge about how innovations and the growing knowledge economy has changed the way individuals think about time; and will learn how to formulate solutions that enable positive behavioural change in the way they use and experience time across all aspects of their lives. Afterall, how people spend their time is how they live their life.

**Teaching:** 10 hours of lectures and 10 hours of seminars in the LT. This schedule is tentative and may change as the term proceeds. All changes to the class schedule will be announced in class and/

or on Moodle.

- **Time and the Person:** Sessions 1-3 will focus on time at the individual level and will cover topics such as the difference between subjective and objective time, the psychological biases that lead people to misuse time, and potential strategies to overcome these biases.
- **Time and Work/Organisations:** Sessions 4-6 will focus on time at work and at the collective level (e.g., teams, organisations) and will cover topics such as how teams manage time, the different ways in which organisations (un)intentionally misuse employees' time, or promote gender inequality, and the role of temporal structures for collaboration.
- **Time and Society:** Sessions 7-9 will focus on time at the societal level and will cover topics related to the drivers of time poverty in developed and underdeveloped countries, the interplay between time and environmental behaviour, and cross-cultural differences in norms around time and work.
- **Temporal Legacy:** Session 10 will bring together the three different levels and address the development of our temporal footprints and why they matter.

Each lecture/seminar will include a critical discussion of an academic or popular press article on the topic of that week. Some sessions will also include a discussion around existing interventions that help address ongoing challenges around managing work, people and time. There will be no teaching during the reading week (Week 6).

**Formative coursework:** Students will produce 1 piece of coursework in the LT that will combine various elements, such as goals and time-use exercises, an essay, and an in-class presentation. The essay will be peer-marked during the course, as giving constructive feedback is a necessary skill to succeed in the future of work and is best developed through practice.

**Indicative reading:**

- Blagoev, B., & Schreyögg, G. (2019). Why do extreme work hours persist? Temporal uncoupling as a new way of seeing. *Academy of Management Journal*, 62(6), 1818-1847.
- Brodsky, A., & Amabile, T. M. (2018). The downside of downtime: The prevalence and work pacing consequences of idle time at work. *Journal of Applied Psychology*, 103(5), 496-512.
- Feldman, E., Reid, E. M., & Mazmanian, M. (2020). Signs of our time: Time-use as dedication, performance, identity, and power in contemporary workplaces. *Academy of Management Annals*, 14(2), 598-626.
- Gurge, L. M., Whillans, A. V., & West, C. (2020). Why time poverty matters for individuals, organisations and nations. *Nature Human Behaviour*, 4(10), 993-1003.
- Gonsalves, L. (2020). From face time to flex time: The role of physical space in worker temporal flexibility. *Administrative Science Quarterly*, 65(4), 1058-1091.
- Pai, J., DeVoe, S. E., & Pfeffer, J. (2020). How income and the economic evaluation of time affect who we socialize with outside of work. *Organizational Behavior and Human Decision Processes*, 161, 158-175.
- Shipp, A. J. (2021). My fixation on time management almost broke me. *Harvard Business Review*.
- Soman, D. (2001). The mental accounting of sunk time costs: Why time is not like money. *Journal of Behavioral Decision Making*, 14, 169-185.
- Templeton, E. M., Chang, L. J., Reynolds, E. A., LeBeaumont, M. D. C., & Wheatley, T. (2022). Fast response times signal social connection in conversation. *Proceedings of the National Academy of Sciences*, 119(4).
- Young, C., & Melin, J. L. (2019). Time is a network good. *Current Opinion in Psychology*, 26, 23-27.

**Assessment:** Essay (100%, 3000 words) in the ST.

Students will produce a 2,500-word essay along with a 500-word annotated bibliography. The essay needs to be grounded in academic literature but will follow the structure of an op-ed article (e.g., Harvard Business Review style). In this essay, students will have to identify and evaluate a recent and critical time-related challenge in their personal or professional life, and propose an intervention to solve it.

## PB441 Half Unit Wellbeing for Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Christian Krekel

**Availability:** This course is compulsory on the MSc in Behavioural Science. This course is available on the MSc in Environmental Policy, Technology and Health (Environmental Economics and Climate Change) (LSE and Peking University), MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course (or its dissertation equivalent) is compulsory on the Wellbeing Specialism of the MSc in Behavioural Science.

**Course content:** This course aims to introduce students to the main concepts and tools of wellbeing for policy-making, with a focus on applicability in policies across all sectors (government, business, and NGOs). To achieve this aim, the course is based on ten lectures covering: 1) wellbeing theories and frameworks; 2) empirical evidence on the causes and consequences of wellbeing; 3) the importance of measurement and survey design; 4) data and methods for wellbeing policy analysis; 5) wellbeing policy analysis versus policy analysis using preferences; 6) wellbeing policy appraisal and evaluation; 7) wellbeing interventions; 8) embedding wellbeing into policy; 9) paternalism; 10) wellbeing as the goal?

**Teaching:** 10 hours of lectures and 10 hours of seminars in the LT.

**Formative coursework:** Students will participate in a mock presentation of the presentation (pitch) that will be part of the summative assignment, to be held in LT.

### Indicative reading: Books

- Adler, M. A., & Fleurbaey, M. (2016). *The Oxford Handbook of Well-Being and Public Policy*. Oxford: Oxford University Press.
- Clark, A. E., Flèche, S., Layard, R., Powdthavee, N., & Ward, G. (2018). *The Origins of Happiness: The Science of Well-Being over the Life Course*. Princeton: Princeton University Press.
- Frijters, P., & Krekel, C. (2021). *A Handbook for Wellbeing Policy-Making*. Oxford: Oxford University Press.
- Layard, R. (2020). *Can We Be Happier? Evidence and Ethics*. London: Penguin.

### Journal articles

- Benjamin, D. J., Heffetz, O., Kimball, M. S., & Rees-Jones, A. (2014). What Do You Think Would Make You Happier? What Do You Think You Would Choose? *American Economic Review*, 102(5), 2083-2110.
- Clark, A. E., Diener, E., Georgellis, Y., & Lucas, R. E. (2008). Lags And Leads in Life Satisfaction: A Test of the Baseline Hypothesis. *Economic Journal*, 118(529), F222-F243.
- Clark, A. E., Frijters, P., & Shields, M. A. (2008). Relative Income, Happiness, and Utility: An Explanation for the Easterlin Paradox and Other Puzzles. *Journal of Economic Literature*, 46(1), 95-144.
- De Neve, J.-E., & Oswald, A. J. (2012). Estimating the influence of life satisfaction and positive affect on later income using sibling fixed effects. *Proceedings of the National Academy of Sciences*, 109(49), 19953-19958.
- Dolan, P., & Kahneman, D. (2008). Interpretations Of Utility And Their Implications For The Valuation Of Health. *Economic Journal*, 118(525), 215-234.
- Dolan, P., Kavetsos, G., Krekel, C., Mavridis, D., Metcalfe, R., Senik, C., Szymanski, S., & Ziebarth, N. R. (2019). Quantifying the intangible impact of the Olympics using subjective well-being data. *Journal of Public Economics*, 177, 104043.
- Dolan, P., & Metcalfe, R. (2012). Measuring Subjective Wellbeing: Recommendations on Measures for use by National Governments. *Journal of Social Policy*, 41(2), 409-427.
- Kahneman, D., Wakker, P. P., & Sarin, R. (1997). Back to Bentham? Explorations of Experienced Utility. *Quarterly Journal of Economics*, 112(2), 375-406.
- Lindqvist, E., Östling, R., & Cesarini, D. (2020). Long-Run Effects of Lottery Wealth on Psychological Well-Being. *Review of Economic Studies*, 87(6), 2703-2726.

- Odermatt, R., & Stutzer, A. (2019). (Mis-)Predicted Subjective Well-Being Following Life Events. *Journal of the European Economic Association*, 17(1), 245-283.
- Oswald, A. J., Proto, E., & Sgroi, D. (2015). Happiness and Productivity. *Journal of Labor Economics*, 33(4), 789-822.
- Oswald, A. J., & Wu, S. (2010). Objective Confirmation of Subjective Measures of Human Well-Being: Evidence from the U.S.A. *Science*, 327(5965), 576-579.

We encourage students to read Volume 4, Special Issue 2, "On Happiness Being the Goal of Government" in *Behavioural Public Policy*, July 2020.

**Assessment:** Presentation (70%) in the LT.

Essay (30%, 1000 words) in the ST.

The assessment will be a field simulation. At the start of LT, students will be allocated randomly to fictitious wellbeing policy consulting companies, and within these companies, randomly to different roles. These fictitious companies will then be given a real policy issue from a UK Government department or agency which we are cooperating with, to work on together as a team during LT. The assessment itself consists of two elements:

- Summative Assignment 1: a presentation (pitch) on the given policy issue at the client (i.e. the UK Government department or agency that participates in the respective academic year), to be held in LT (joint evaluation of students, by lecturer with input from client, 70% of grade).
- Summative Assignment 2: an individual essay of 1,000 words reflecting on the pitch, to be submitted in ST (individual evaluation, by lecturer, 30% of grade).

## PB452 Half Unit

### Behavioural Science for Health and Pandemic Responses

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Matteo Galizzi

**Availability:** This course is available on the MSc in Behavioural Science, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** No pre-requisites required.

**Course content:** Using responses to the recent Covid-19 pandemic as a starting point, the course aims at introducing students to the main state-of-the-art applications of behavioural science to health policy, practice, economics and management. The course is designed to enhance students' abilities to apply behavioural science tools in a critical and rigorous way to concrete public health challenges related to Covid-19 and other pandemics, as well as to many other health- and healthcare-related areas, such as: infectious diseases; vaccinations; patients' and healthcare professionals' decisions and behaviours; doctor-patient interaction and shared decision-making; money, time, blood and organ donations; end-of-life decisions; mental health and wellbeing; diet and nutrition; physical exercise; alcohol abuse; tobacco and drug use; medication adherence; compliance; prevention and screening. The course hosts specialist lectures by PBS faculty members who will apply research-led teaching to address the different perspectives and challenges in this area.

**Teaching:** 10 hours of lectures and 10 hours of seminars in the LT.

**Formative coursework:** Students will be expected to work in small groups to produce a presentation in the LT, in which they will discuss a health-related area where principles, measures, and insights of behavioural science have been applied - or where they could be potentially applied in the future.

### Indicative reading:

- Charness G, Gneezy U (2009) Incentives to exercise. *Econometrica*, 77(3), 909-931.
- Dolan P, Galizzi MM (2015) Like ripples on a pond: behavioural



spillovers and their consequences for research and policy. *Journal of Economic Psychology*, 47, 1-16.

- Fetzer TR, Witte M, Hensel L, Jachimowicz J, Haushofer J, Ivchenko A, Caria S, Reutskaja E, Roth CP, Fiorin S, Gómez M, Kraft-Todd G, Götz FM, and Yoeli E. (2020). Global Behaviors and Perceptions at the Onset of the COVID-19 Pandemic. NBER Discussion Paper, 27082.
- Galizzi MM (2014). What is really behavioural in behavioural health policy? And, does it work? *Applied Economic Perspectives and Policy*, 36(1), 25-60.
- Galizzi MM, Ghislandi S (2020). Bergamo's response to the coronavirus pandemic. Cambridge. Core blog: <https://www.cambridge.org/core/blog/2020/04/18/bergamos-response-to-the-coronavirus-pandemic/>
- Galizzi MM, Guenther B, Quinlan M, Sanders J (2020). Risk in the time of Covid-19: what do we know and not know? *Economics Observatory*: <https://www.coronavirusandtheeconomy.com/question/risk-time-covid-19-what-do-we-know-and-not-know>
- Galizzi MM, Lau KW, Miraldo M & Hauck K (2022). Bandwagoning, free-riding and heterogeneity in influenza vaccine decisions: an online experiment. *Health Economics*, 31(4), 614-646.
- Galizzi MM, Wiesen D (2018). Behavioural Experiments in Health Economics. *Oxford Research Encyclopedia of Economics and Finance*. Oxford University Press: <https://oxfordre.com/economics/economics/view/10.1093/acrefore/9780190625979.001.0001/acrefore-9780190625979-e-244>
- Hanoch Y, Barnes AJ, Rice T (2017). *Behavioral Economics and Healthy Behaviors*. Routledge.
- Jarke H, Ruggeri K, Graeber J, Tunte MR, Ojinaga-Alfageme O, Verra S, Petrova D, Benzerga A, Zupan Z, & Galizzi MM (2022). Health behavior and decision-making in healthcare. In *Psychology and Behavioral Economics: Applications for Public Policy* (Kai Ruggeri, Ed.), Routledge, Oxon, UK.
- Lades LK, & Delaney L. (2019). Nudge FORGOOD. *Behavioural Public Policy*, 1-20.
- Lades L, Laffan K, Daly M., and Delaney L. (2020). Daily emotional well-being during the COVID-19 pandemic. *British Journal of Health Psychology*.
- Lunn PD, Belton CA, Lavin C, McGowan FP, Timmons S, & Robertson DA (2020). Using Behavioral Science to help fight the Coronavirus. *Journal of Behavioral Public Administration*, 3(1).
- Milkman, K.L., Beshears, J., Choi, J.J., Laibson, D., Madrian, B.C. (2011). Using implementation intentions prompts to enhance influenza vaccination rates. *Proceedings of the National Academy of Sciences*, 108, 10415-10420.
- Milkman, K.L., et al. (2021). A megastudy of text-based nudges encouraging patients to get vaccinated at an upcoming doctor's appointment. *Proceedings of the National Academy of Sciences*, 118(20) e2101165118.
- Roberto CA, Kawachi I (2016). *Behavioral Economics and Public Health*. Oxford University Press.
- Schwartz JA, Chapman GB (1999). Are more options always better? The attraction effect in physicians' decisions about medications. *Medical Decision Making*, 19, 315-323.
- Steinert JI, Sternberg H, Prince H, Fasolo B, Galizzi MM, Buthe T & Veltri GA (2022). COVID-19 vaccine hesitancy in eight European countries: prevalence, determinants and heterogeneity. *Science Advances*.
- Van Bavel JJ, Baicker K, Boggio PS, Capraro V, Cichocka A, Cikara M, Crockett MJ, Crum AJ, Douglas KM, Druckman JN, Drury J, Dube O, Ellemers N, Finkel EJ, Fowler JH, Gelfand M, Han S, Halsam SA, Jetten J, ... & Willer R (2020). Using social and behavioural science to support COVID-19 pandemic response. *Nature Human Behaviour*, 1-12.
- Volpp K, Loewenstein G et al. (2008). Financial incentive-based approaches to weight loss. *Journal of the American Medical Association*, 300, 2631-2637.

**Assessment:** Coursework (100%, 3000 words) in the ST.

## PB453 Half Unit Not available in 2022/23 Corporate Behaviour and Decision Making

**This information is for the 2022/23 session.**

**Teacher responsible:** TBC

**Availability:** This course is available on the MSc in Behavioural Science. This course is available as an outside option to students on other programmes where regulations permit.

**Course content:** The course provides the opportunity for students to learn how the tools of behavioural science can help to improve the outcomes of the firm. Specifically, behavioural science lessons for search and hiring, diversity and inclusion, firm culture, conduct, and high stakes decision making are covered.

Each topic starts with equipping students with the predictions from traditional economic models. We then proceed to consider the individual biases which distort the decision making process, and how this distorts outcomes. We consider interventions and solutions to these problems with a specific emphasis on : 1. is there a problem, 2. menu of solutions for the problem 3. quantifying if the solutions worked.

**Teaching:** 10 hours of lectures and 15 hours of seminars in the LT.

**Formative coursework:** Students will be expected to produce 1 case study in the LT.

Case study with short questions that matches the style of the summative assessment

**Indicative reading:** Bertrand Marianne and Duflo Ester. *Field Experiments on Discrimination*. in *Handbook of Economics Field Experiments*. Volume 1, pages 309 - 393 2017.

MLA: Gneezy, Uri, Kenneth L. Leonard, and John A. List. "Gender differences in competition: Evidence from a matrilineal and a patriarchal society." *Econometrica* 77.5 (2009): 1637-1664.

Johnston, David W. and Lordan, Grace (2016) Racial prejudice and labour market penalties during economic downturns *European Economic Review*, 84. 57-75

Lordan, Grace and Pischke, Jorn-Steffen (2016) Does Rosie like riveting? Male and female occupational choices NBER working paper, 22495. National Bureau of Economic Research, Cambridge, USA.

Kandasamy, Narayanan, et al. "Cortisol shifts financial risk preferences." *Proceedings of the National Academy of Sciences* 111.9 (2014): 3608-3613.

Shiller, Robert J. *Finance and the Good Society*, Princeton: Princeton University Press, 2012.

Fama, Eugene, "Market Efficiency, Long-Term Returns, and Behavioral Finance," *Journal of Financial Economics*.

**Assessment:** Coursework (100%, 4000 words) in the ST.

Two case studies with short questions

## PB457 Half Unit Organisational Culture

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Thomas Reader

**Availability:** This course is available on the MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available as an outside option to students on other programmes where regulations permit.

It is also, subject to availability, available to students on the MSc in Human Resources and Organisations (Organisational Behaviour). Students from the MSc in Organisational and Social Psychology will be prioritised for the course, because the half-unit is associated with this MSc.

**Course content:** The course teaches students on the concept of Organisational Culture, its relationship with success and failure in institutional settings, the factors that shape organisational culture, and methodologies for studying and changing it. The course has a particular focus on risk and resilience, and examines culture at the level of teams and institutions. A key objective of PB457



is that, once completed, students have developed knowledge and expertise on organisational culture that they can use in academic (e.g., research) or practical work (e.g., running a culture assessment programme in a company). Course content will include the following:

**Part 1: Organisational culture: what is it, and why does it matter?** In this first phase of the course, the concept of organisational culture will be introduced. We will explore and familiarise key models on organisational culture and methodologies for culture assessment. We will explore how a strong organisational culture is often a decisive factor in determining whether an organisation has capacity to succeed and adapt.

**Part 2: What creates an organisational culture, and how is it experienced?** Here, the course will examine more precisely how organisational culture influences behaviour and performance. In particular, we will examine how 'cultures' of decision-making, risk-taking, ethical practices, teamwork, and citizenship activities emerge within organisations. We will consider how these cultural properties shape outcomes at the group and institutional level.

**Part 3. Changing organisational culture.** Here, we consider how culture change emerges. Specifically, we will focus on the role of leadership, regulation and policy, and collaborative activity as a catalyst to culture change. We will consider how to design a culture measurement and change strategy for an organisation.

The course primarily draws on research on organisational risk and resilience (e.g., in aviation, heavy industries, finance, healthcare), but also considers broader topics (e.g., innovation, well-being). It combines classic and state-of-the-art academic material, case study analysis, and research and practice by the course leader at LSE.

**Teaching:** 10 hours of lectures and 10 hours of seminars in the LT.

**Formative coursework:** Students will be expected to produce 1 essay in the LT.

Students will prepare for the summative assignment through a formative essay, which is a plan of the larger essay. This involves: i) considering the relevance of organisational culture to their own (or a relevant) intuition, ii) designing a culture measurement battery, and iii) outlining a culture change strategy. Students will also engage in seminar tasks (e.g. producing culture change strategies), that will contribute to their formative learning.

**Indicative reading:**

- Boyce, A. S., Nieminen, L. R., Gillespie, M. A., Ryan, A. M., & Denison, D. R. (2015). Which comes first, organizational culture or performance? A longitudinal study of causal priority with automobile dealerships. *Journal of Organizational Behavior*, 36(3), 339-359.
- Chatman, J. A., & O'Reilly, C. A. (2016). Paradigm lost: Reinvigorating the study of organizational culture. *Research in Organizational Behavior*, 36, 199-224.
- Hartnell, C. A., Ou, A. Y., & Kinicki, A. (2011). Organisational culture and organisational effectiveness: a meta-analytic investigation of the competing values framework's theoretical suppositions. *Journal of Applied Psychology*, 96(4), 677.
- Hald, E. J., Gillespie, A., & Reader, T. W. (2021). Causal and corrective organisational culture: a systematic review of case studies of institutional failure. *Journal of Business Ethics*, 174(2), 457-483.
- Hofstede, G. (1983). The cultural relativity of organisational practices and theories. *Journal of international business studies*, 14(2), 75-89.
- Guldenmund, F. W. (2000). The nature of safety culture: a review of theory and research. *Safety science*, 34(1-3), 215-257.
- Hofstede, G., Neuijen, B., Ohay, D. D., & Sanders, G. (1990). Measuring organisational cultures: A qualitative and quantitative study across twenty cases. *Administrative Science Quarterly*, 286-316.
- Jung, T., Scott, T., Davies, H. T., Bower, P., Whalley, D., McNally, R., & Mannion, R. (2009). Instruments for exploring organizational culture: A review of the literature. *Public administration review*, 69(6), 1087-1096.
- O'Reilly, C. A., Chatman, J., & Caldwell, D. F. (1991). People and organisational culture: A profile comparison approach to

assessing person-organisation fit. *Academy of management journal*, 34, 487-516.

- Reader, T. W., & Gillespie, A. (2021). Stakeholders in safety: Patient reports on unsafe clinical behaviors distinguish hospital mortality rates. *Journal of Applied Psychology*, 106(3), 439.
- Reader, T. W., Gillespie, A., Hald, J., & Patterson, M. (2020). Unobtrusive indicators of culture for organizations: A systematic review. *European Journal of Work and Organizational Psychology*, 29(5), 633-649.
- Reader, T., Mearns, K., Lopes, C. & Kuha, J (2017). Organisational support for workforce health and employee safety citizenship behaviours: a reciprocal relationship. *Human Relations*.
- Schein, E. H. (2010). *Organisational culture and leadership* (Vol. 2). John Wiley & Sons.
- Schneider, B., Ehrhart, M. G., & Macey, W. H. (2013). Organisational climate and culture. *Annual Review of Psychology*, 64, 361-388.

**Assessment:** Essay (100%, 3000 words) in the period between LT and ST.

The course will be assessed through a 3000 word case study essay. Submission of the summative assessment will be after Lent Term. Students will be asked to i) identify a real-life institution where organisational culture is the 'ingredient' for success or failure, ii) to explain - using the concepts taught on the course - why this is the case (with a particular focus on behaviour), and iii) to identify a strategy for measuring (and improving) culture within that organisation.

## PB458 Half Unit

### Dialogue: Conflict & Negotiation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Alex Gillespie CON.4.16

**Availability:** This course is available on the MSc in Behavioural Science, MSc in Organisational and Social Psychology, MSc in Psychology of Economic Life, MSc in Social and Cultural Psychology and MSc in Social and Public Communication. This course is available as an outside option to students on other programmes where regulations permit.

**Course content:** Dialogue is central to interpersonal conflicts, corporate negotiations, and societal debates. While dialogue is popularly construed in terms of reaching consensus, the reality entails rhetoric, manipulation and deception. This course takes the view that conflict is necessary, and it examines how dialogue can make a clash of difference productive and creative.

Topics covered will be: theory and science of dialogue; misunderstandings (when you see it, it is gone); negotiation and bargaining (creating wins, and win-wins); conflict mediation (when negotiation didn't work); the dark arts and their detection (persuasion, framing, deception); the defenses and their detection (denial, dismissing, rationalizing); reading verbal and non-verbal cues (listening beyond the words); creativity & dialogue (the emergence of something new); crisis dialogue & speaking up (power and dissent); digital dialogues (silos and measuring the 'quality' of dialogue).

The course will provide practical hands-on experience. In workshops students will gain experience intervening in dialogue, analyzing dialogue (transcripts, videos), and trying out cutting edge methods for the automated analysis of dialogue.

**Teaching:** 10 hours of lectures and 10 hours of seminars in the LT.

**Formative coursework:** Students will be expected to produce 1 essay in the LT.

500 word essay or report plan outlining the approach to the summative assessment.

- Indicative reading:** Burriss, E. R. (2012). The risks and rewards of speaking up: managerial responses to employee voice. *Academy of Management Journal*, 55(4), 851-875. Deutsch, M., Coleman, P. T., & Marcus, E. C. (2011). *The handbook of conflict resolution: theory and practice*. San Francisco, CA: John Wiley & Sons. Gillespie, A., & Corti, K. (2016). *The body that speaks: recombining*

bodies and speech sources in unscripted face-to-face communication. *Frontiers in Psychology*, 1300.

Gillespie, A., & Richardson, B. (2011). Exchanging social positions: enhancing perspective taking within a cooperative problem solving task. *European Journal of Social Psychology*, 41, 608–616.

Harmon, D. J. (2019). When the fed speaks: arguments, emotions, and the microfoundations of institutions. *Administrative Science Quarterly*, in press.

Hawlina, H., Gillespie, A., & Zittoun, T. (in press). Difficult differences: a socio-cultural analysis of how diversity can enable and inhibit creativity. *The Journal of Creative Behavior*, <https://doi.org/10.1002/jocb.182>

Ireland, M. E., Slatcher, R. B., Eastwick, P. W., Scissors, L. E., Finkel, E. J., & Pennebaker, J. W. (2011). Language style matching predicts relationship initiation and stability. *Psychological Science*, 22(1), 39–44.

Marková, I. (2016). *The dialogical mind: common sense and ethics*. Cambridge, UK: Cambridge University Press.

Pennebaker, J. W. (2011). *The secret life of pronouns*. London, UK: Bloomsbury Press.

Taylor, M., & Kent, M. L. (2014). Dialogic engagement: Clarifying foundational concepts. *Journal of Public Relations Research*, 26(5), 384–398.

Rubin, J. Z., & Brown, B. R. (2013). *The social psychology of bargaining and negotiation*. London, UK: Academic Press.

Vrij, A., Hartwig, M., & Granhag, P. A. (2019). Reading lies: nonverbal communication and deception. *Annual Review of Psychology*, 70(1), 295–317.

Yarkoni, T. (2010). Personality in 100,000 words: A large-scale analysis of personality and word use among bloggers. *Journal of Research in Personality*, 44(3), 363–373.

**Assessment:** Essay (100%, 3000 words) in the period between LT and ST.

## PB4A7 Half Unit

### Quantitative Applications for Behavioural Science

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Georgios Melios

**Availability:** This course is compulsory on the MSc in Behavioural Science. This course is not available as an outside option.

**Course content:** The main aim is to familiarize students with the main statistical tools required to understand the myriad contextual and individual-level causes of human behaviour and to put students in a position to do their own research. The course will cover leading methods used by psychologists and economists to test behavioural science hypotheses about cause-effect questions. It will first introduce students to null hypothesis testing and regression analysis. It will then delve into quasi-experimental methods like differences-in-differences, regression discontinuity design and instrumental variables regression. Students will learn how to identify, interpret, and critically evaluate different research designs, to eventually conducting their own data analysis and writing a report of the same. They will keep abreast of contemporary methodological debates and best practices in data analysis in psychology and economics, apart from learning to critically appraise and navigate behavioural science studies from a methodological perspective. To this end, there will also be an emphasis on teaching students how the same analyses are presented in psychology and economics so students can understand how to integrate research from these two fields that constitute behavioural science. This course complements 'Experimental Design and Methods for Behavioural Science' (PB413), which covers experimental design and research for MSc Behavioural Science students.

**Teaching:** The course is delivered in Michaelmas Term (MT) over 10 lectures of 1 hour and 10 weekly seminar sessions of 1 hour. Students on this course will have a reading week in MT Week 6.

There will also be additional lab help sessions.

**Formative coursework:** Students will complete and submit weekly problem sets.

**Indicative reading: Textbooks:**

- Stock, J.H. and Watson, M.W., 2019. *Introduction to Econometrics*. Pearson Global Education.
- Angrist, J.D. and Pischke, J.S., 2014. *Mastering Metrics: The Path from Cause to Effect*. Princeton University Press.
- Firebaugh, G., 2018. *Seven Rules for Social Research*. Princeton University Press.

**Indicative reading:**

- Marinescu, I.E., Lawlor, P.N. and Kording, K.P., 2018. Quasi-experimental causality in neuroscience and behavioural research. *Nature Human Behaviour*, p.1.
- Varian, H.R., 2016. Causal inference in economics and marketing. *Proceedings of the National Academy of Sciences*, 113(27), pp.7310-7315.
- Angrist, J.D. and Pischke, J.S., 2010. The credibility revolution in empirical economics: How better research design is taking the con out of econometrics. *Journal of Economic Perspectives*, 24(2), pp.3-30.
- Deaton, A., 2020. Randomization in the tropics revisited: a theme and eleven variations (No. w27600). National Bureau of Economic Research.

**Assessment:** Report (70%) and poster (30%) in the LT.

## PB4D2

### Happiness - Dissertation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Christian Krekel

**Availability:** This course is available on the MSc in Behavioural Science. This course is not available as an outside option. This course, or its standard assessment equivalent (PB421), is compulsory for students on the wellbeing stream of MSc Behavioural Science.

**Course content:** This course aims to introduce students to the main concepts and tools of the growing science of happiness, with a focus on applicability across all sectors (government, business, and NGOs). To achieve this aim, the course is based on ten lectures covering: 1) what is happiness?; 2) evaluations of happiness; 3) experiences of happiness; 4) attention and adaptation; 5) anticipation and mistakes; 6) relative comparisons; 7) happiness across individuals and societies; 8) happiness by design; 9) a dark side to happiness?; 10) the frontier of happiness research.

**Teaching:** 10 hours of lectures and 10 hours of seminars in the LT.

**Indicative reading: Books**

Dolan, P. (2014). *Happiness by Design: Finding Pleasure and Purpose in Everyday Life*. London: Penguin.

Dolan, P. (2019). *Happy Ever After: Escaping the Myth of the Perfect Life*. London: Allen Lane.

Layard, R. (2005). *Happiness: Lessons from a New Science*. London: Penguin.

**Journal articles**

Adler, M. D., Dolan, P., & Kavetsos, G. (2017). Would you choose to be happy? Tradeoffs between happiness and the other dimensions of life in a large population survey. *Journal of Economic Behavior & Organization*, 139, 60-73.

Bryson, A., & MacKerron, G. (2015). Are You Happy While You Work? *Economic Journal*, 127(599), 106-125.

Card, D., Mas, A., Moretti, E., & Saez, E. (2012). Inequality at Work: The Effect of Peer Salaries on Job Satisfaction. *American Economic Review*, 102(6), 2981-3003.

Dolan, P., Peasgood, T., & White, M. (2008). Do we really know what makes us happy? A review of the economic literature on the factors associated with subjective well-being. *Journal of Economic Psychology*, 29(1), 94-122.

Kahneman, D., & Deaton, A. (2010). High income improves evaluation of life but not emotional well-being. *Proceedings of the*

National Academy of Sciences, 107(38), 16489-16493.  
Kahneman, D., Krueger, A. B., Schkade, D. A., Schwarz, N., & Stone, A. A. (2004). A Survey Method for Characterizing Daily Life Experience: The Day Reconstruction Method. *Science*, 306(5702), 1776-1780.

Killingsworth, M. A. (2021). Experienced well-being rises with income, even above \$75,000 per year. *Proceedings of the National Academy of Sciences*, 118(4), e2016976118.

White, M. P., & Dolan, P. (2009). Accounting for the Richness of Daily Activities. *Psychological Science*, 20(8), 1000-1008.

Wilson, T. D., & Gilbert, D. T. (2003). Affective forecasting. *Advances in Experimental Social Psychology*, 35, 345-411.

Wilson, T. D., & Gilbert, D. T. (2008). Explaining Away: A Model of Affective Adaptation. *Perspectives on Psychological Science*, 3(5), 370-386.

**Assessment:** Dissertation (100%, 10000 words) post-summer term.

You are required to write a 10,000 word dissertation (replacing the 3000 word summative assessment on PB421). You are expected to attend the course teaching on the half-unit that you choose to write your dissertation on.

## PB4D3

### Behavioural Science in an Age of New Technology - Dissertation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Dario Krpan

**Availability:** This course is available on the MSc in Behavioural Science. This course is not available as an outside option.

**Course content:** When Psychology and Economics got "married", the product was Behavioural Science. Although this discipline has elevated theoretical and practical understanding of human behaviour to previously unseen heights, recent technological developments have produced new insights in understanding and predicting people's actions that not only supplement traditional tools of behavioural science but also go beyond them. The future of the discipline will therefore likely depend on how effectively behavioural scientists can harness new developments in technology to understand and change the way people act. The aim of this course is to a) Introduce major technological advancements that are relevant for predicting, influencing, and understanding human behaviour; b) Outline how they supplement and extend commonly used tools of behavioural change; and c) Examine how they can be used to propel behavioural science into the future. The course will tackle behavioural science in relation to motion tracking, virtual environments, social robotics, social networks, and other relevant developments in information technology.

Example topics explored on the course: Understanding minds by reading bodies; Implications of motion tracking for behavioural science; Changing behaviour through gamification; Social robots: Our new friends?; Behavioural science in virtual worlds; Behavioural informatics; Change thyself: Using technology to influence our own behaviour; Digital footprints and human behaviour; Psychological targeting in digital age; The ethics of emerging technologies in the context of behavioural science.

**Teaching:** 10 hours of lectures and 10 hours of seminars in the LT.

**Indicative reading:** Krpan, D., & Urbanik, M. (2020). From libertarian paternalism to liberalism: behavioural science and policy in an age of new technology. *Behavioural Public Policy*, 1-27.

Kersten-van Dijk, E. T., Westerink, J. H., Beute, F., & IJsselstein, W. A. (2017). Personal informatics, self-insight, and behavior change: A critical review of current literature. *Human-Computer Interaction*, 32(5-6), 268-296.

Kosinski, M., Stillwell, D., & Graepel, T. (2013). Private traits and attributes are predictable from digital records of human behavior. *Proceedings of the National Academy of Sciences*, 110(15), 5802-5805.

Sailer, M., Hense, J. U., Mayr, S. K., & Mandl, H. (2017). How gamification motivates: An experimental study of the effects of specific game design elements on psychological need satisfaction. *Computers in Human Behavior*, 69, 371-380.

Broadbent, E. (2017). Interactions with robots: The truths we reveal about ourselves. *Annual Review of Psychology*, 68, 627-652.

**Assessment:** Dissertation (100%, 10000 words) post-summer term.

You are required to write a 10,000 word dissertation (replacing the video presentation). You are expected to attend the course teaching on the half-unit that you chose to write your dissertation on.

## PB4D4

### Behavioural Science for Health and Pandemic Responses - Dissertation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Matteo Galizzi

**Availability:** This course is available on the MSc in Behavioural Science. This course is not available as an outside option.

**Course content:** Using responses to the recent Covid-19 pandemic as a starting point, the course aims at introducing students to the main state-of-the-art applications of behavioural science to health policy, practice, economics and management. The course is designed to enhance students' abilities to apply behavioural science tools in a critical and rigorous way to concrete public health challenges related to Covid-19 and other pandemics, as well as to many other health- and healthcare-related areas, such as: infectious diseases; vaccinations; patients' and healthcare professionals' decisions and behaviours; doctor-patient interaction and shared decision-making; money, time, blood and organ donations; end-of-life decisions; mental health and wellbeing; diet and nutrition; physical exercise; alcohol abuse; tobacco and drug use; medication adherence; compliance; prevention and screening. The course hosts specialist lectures by PBS faculty members who will apply research-led teaching to address the different perspectives and challenges in this area.

**Teaching:** 10 hours of lectures and 10 hours of seminars in the LT.

**Indicative reading:**

- Charness G, Gneezy U (2009) Incentives to exercise. *Econometrica*, 77(3), 909-931.
- Dolan P, Galizzi MM (2015) Like ripples on a pond: behavioural spillovers and their consequences for research and policy. *Journal of Economic Psychology*, 47, 1-16.
- Fetzer TR, Witte M, Hensel L, Jachimowicz J, Haushofer J, Ivchenko A, Caria S, Reutskaja E, Roth CP, Fiorin S, Gómez M, Kraft-Todd G, Götz FM, and Yoeli E. (2020). Global Behaviors and Perceptions at the Onset of the COVID-19 Pandemic. NBER Discussion Paper, 27082.
- Galizzi MM (2014). What is really behavioural in behavioural health policy? And, does it work? *Applied Economic Perspectives and Policy*, 36(1), 25-60.
- Galizzi MM, Ghislandi S (2020). Bergamo's response to the coronavirus pandemic. Cambridge. Core blog: <https://www.cambridge.org/core/blog/2020/04/18/bergamos-response-to-the-coronavirus-pandemic/>
- Galizzi MM, Guenther B, Quinlan M, Sanders J (2020). Risk in the time of Covid-19: what do we know and not know? *Economics Observatory*: <https://www.coronavirusandtheeconomy.com/question/risk-time-covid-19-what-do-we-know-and-not-know>
- Galizzi MM, Lau KW, Miraldo M & Hauck K (2022). Bandwagoning, free-riding and heterogeneity in influenza vaccine decisions: an online experiment. *Health Economics*, 31(4), 614-646.
- Galizzi MM, Wiesen D (2018). Behavioural Experiments in Health Economics. Oxford Research Encyclopedia of Economics and Finance. Oxford University Press: <https://oxfordre.com/economics/economics/view/10.1093/acrefore/9780190625979.001.0001/acrefore->



9780190625979-e-244

- Hanoch Y, Barnes AJ, Rice T (2017). Behavioral Economics and Healthy Behaviors. Routledge.
- Jarke H, Ruggeri K, Graeber J, Tunte MR, Ojinaga-Alfageme O, Verra S, Petrova D, Benzerga A, Zupan Z, & Galizzi MM (2022). Health behavior and decision-making in healthcare. In Psychology and Behavioral Economics: Applications for Public Policy (Kai Ruggeri, Ed.), Routledge, Oxon, UK.
- Lades LK, & Delaney L. (2019). Nudge FORGOOD. Behavioural Public Policy, 1-20.
- Lades L, Laffan K, Daly M., and Delaney L. (2020). Daily emotional well-being during the COVID-19 pandemic. British Journal of Health Psychology.
- Lunn PD, Belton CA, Lavin C, McGowan FP, Timmons S, & Robertson DA (2020). Using Behavioral Science to help fight the Coronavirus. Journal of Behavioral Public Administration, 3(1).
- Milkman, K.L., Beshears, J., Choi, J.J., Laibson, D., Madrian, B.C. (2011). Using implementation intentions prompts to enhance influenza vaccination rates. Proceedings of the National Academy of Sciences, 108, 10415-10420.
- Milkman, K.L., et al. (2021). A megastudy of text-based nudges encouraging patients to get vaccinated at an upcoming doctor's appointment. Proceedings of the National Academy of Sciences, 118(20) e2101165118.
- Roberto CA, Kawachi I (2016). Behavioral Economics and Public Health. Oxford University Press.
- Schwartz JA, Chapman GB (1999). Are more options always better? The attraction effect in physicians' decisions about medications. Medical Decision Making, 19, 315-323.
- Steinert JI, Sternberg H, Prince H, Fasolo B, Galizzi MM, Buthe T & Veltri GA (2022). COVID-19 vaccine hesitancy in eight European countries: prevalence, determinants and heterogeneity. Science Advances.
- Van Bavel JJ, Baicker K, Boggio PS, Capraro V, Cichocka A, Cikara M, Crockett MJ, Crum AJ, Douglas KM, Druckman JN, Drury J, Dube O, Ellemers N, Finkel EJ, Fowler JH, Gelfand M, Han S, Halsam SA, Jetten J, ... & Willer R (2020). Using social and behavioural science to support COVID-19 pandemic response. Nature Human Behaviour, 1-12.
- Volpp K, Loewenstein G et al. (2008). Financial incentive-based approaches to weight loss. Journal of the American Medical Association, 300, 2631-2637.

**Assessment:** Dissertation (100%, 10000 words) post-summer term.

You are required to write a 10,000 word dissertation. You are expected to attend the course teaching on the half-unit that you chose to write your dissertation on.

## PB4D5 Not available in 2022/23 Corporate Behaviour and Decision Making - Dissertation

**This information is for the 2022/23 session.**

**Teacher responsible:** TBC

**Availability:** This course is available on the MSc in Behavioural Science. This course is not available as an outside option.

**Course content:** The course provides the opportunity for students to learn how the tools of behavioural science can help to improve the outcomes of the firm. Specifically, behavioural science lessons for search and hiring, diversity and inclusion, firm culture, conduct, and high stakes decision making are covered.

Each topic starts with equipping students with the predictions from traditional economic models. We then proceed to consider the individual biases which distort the decision making process, and how this distorts outcomes. We consider interventions and solutions to these problems with a specific emphasis on : 1. is there a problem, 2. menu of solutions for the problem 3. quantifying if the solutions worked.

**Teaching:** 10 hours of lectures and 15 hours of seminars in the LT.

**Indicative reading:** Bertrand Marianne and Duflo Ester. Field

Experiments on Discrimination. in Handbook of Economics Field Experiments. Volume 1, pages 309 - 393 2017.

MLA: Gneezy, Uri, Kenneth L. Leonard, and John A. List. "Gender differences in competition: Evidence from a matrilineal and a patriarchal society." *Econometrica* 77.5 (2009): 1637-1664.

Johnston, David W. and Lordan, Grace (2016) Racial prejudice and labour market penalties during economic downturns *European Economic Review*, 84. 57-75

Lordan, Grace and Pischke, Jorn-Steffen (2016) Does Rosie like riveting? Male and female occupational choices NBER working paper, 22495. National Bureau of Economic Research, Cambridge, USA.

Kandasamy, Narayanan, et al. "Cortisol shifts financial risk preferences." *Proceedings of the National Academy of Sciences* 111.9 (2014): 3608-3613.

Shiller, Robert J. *Finance and the Good Society*, Princeton: Princeton University Press, 2012.

Fama, Eugene, "Market Efficiency, Long-Term Returns, and Behavioral Finance," *Journal of Financial Economics*.

**Assessment:** Dissertation (100%, 10000 words) post-summer term.

You are required to write a 10,000 word dissertation (replacing the essay). You are expected to attend the course teaching on the half-unit that you chose to write your dissertation on.

## PB4D6

### Wellbeing for Policy - Dissertation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Christian Krekel

**Availability:** This course is available on the MSc in Behavioural Science. This course is not available as an outside option. This course, or its standard assessment equivalent (PB441), is compulsory for students on the wellbeing stream of MSc Behavioural Science.

**Course content:** This course aims to introduce students to the main concepts and tools of wellbeing for policy-making, with a focus on applicability in policies across all sectors (government, business, and NGOs). To achieve this aim, the course is based on ten lectures covering: 1) wellbeing theories and frameworks; 2) empirical evidence on the causes and consequences of wellbeing; 3) the importance of measurement and survey design; 4) data and methods for wellbeing policy analysis; 5) wellbeing policy analysis versus policy analysis using preferences; 6) wellbeing policy appraisal and evaluation; 7) wellbeing interventions; 8) embedding wellbeing into policy; 9) paternalism; 10) wellbeing as the goal?

**Teaching:** 10 hours of lectures and 10 hours of seminars in the LT.

**Indicative reading: Books**

Adler, M. A., & Fleurbaey, M. (2016). *The Oxford Handbook of Well-Being and Public Policy*. Oxford: Oxford University Press.

Clark, A. E., Flèche, S., Layard, R., Powdthavee, N., & Ward, G. (2018). *The Origins of Happiness: The Science of Well-Being over the Life Course*. Princeton: Princeton University Press.

Frijters, P., & Krekel, C. (2021). *A Handbook for Wellbeing Policy-Making*. Oxford: Oxford University Press.

Layard, R. (2020). *Can We Be Happier? Evidence and Ethics*. London: Penguin.

**Journal articles**

Benjamin, D. J., Heffetz, O., Kimball, M. S., & Rees-Jones, A. (2014). What Do You Think Would Make You Happier? What Do You Think You Would Choose? *American Economic Review*, 102(5), 2083-2110.

Clark, A. E., Diener, E., Georgellis, Y., & Lucas, R. E. (2008). Lags And Leads in Life Satisfaction: A Test of the Baseline Hypothesis. *Economic Journal*, 118(529), F222-F243.

Clark, A. E., Frijters, P., & Shields, M. A. (2008). Relative Income, Happiness, and Utility: An Explanation for the Easterlin Paradox and Other Puzzles. *Journal of Economic Literature*, 46(1), 95-144.

De Neve, J.-E., & Oswald, A. J. (2012). Estimating the influence of life satisfaction and positive affect on later income using sibling



fixed effects. *Proceedings of the National Academy of Sciences*, 109(49), 19953-19958.

Dolan, P., & Kahneman, D. (2008). Interpretations Of Utility And Their Implications For The Valuation Of Health. *Economic Journal*, 118(525), 215-234.

Dolan, P., Kavetsos, G., Krekel, C., Mavridis, D., Metcalfe, R., Senik, C., Szymanski, S., & Ziebarth, N. R. (2019). Quantifying the intangible impact of the Olympics using subjective well-being data. *Journal of Public Economics*, 177, 104043.

Dolan, P., & Metcalfe, R. (2012). Measuring Subjective Wellbeing: Recommendations on Measures for use by National Governments. *Journal of Social Policy*, 41(2), 409-427.

Kahneman, D., Wakker, P. P., & Sarin, R. (1997). Back to Bentham? Explorations of Experienced Utility. *Quarterly Journal of Economics*, 112(2), 375-406.

Lindqvist, E., Östling, R., & Cesarini, D. (2020). Long-Run Effects of Lottery Wealth on Psychological Well-Being. *Review of Economic Studies*, 87(6), 2703-2726.

Odermatt, R., & Stutzer, A. (2019). (Mis-)Predicted Subjective Well-Being Following Life Events. *Journal of the European Economic Association*, 17(1), 245-283.

Oswald, A. J., Proto, E., & Sgroi, D. (2015). Happiness and Productivity. *Journal of Labor Economics*, 33(4), 789-822.

Oswald, A. J., & Wu, S. (2010). Objective Confirmation of Subjective Measures of Human Well-Being: Evidence from the U.S.A. *Science*, 327(5965), 576-579.

We encourage students to read Volume 4, Special Issue 2, "On Happiness Being the Goal of Government" in *Behavioural Public Policy*, July 2020.

**Assessment:** Dissertation (100%, 10000 words) post-summer term.

You are required to write a 10,000 word dissertation (replacing the essay and presentation). You are expected to attend the course teaching on the half-unit that you chose to write your dissertation on.

## PB4D7

### Behavioural Science for Planetary Wellbeing - Dissertation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Ganga Shreedhar

**Availability:** This course is available on the MSc in Behavioural Science. This course is not available as an outside option.

**Course content:** We live on a changing planet, and need to confront multiple human-caused global challenges like climate change and mass extinction through coordinated and cooperative action. This course aims to introduce students to concepts and tools from Behavioural Science, especially environmental and ecological economics and psychology, understand to the interplay between human behaviour and global environmental and ecological change in ten lectures such as: (1) unpacking the human-nature dilemma (2) adapting and mitigating climate and environmental risks (3) conserving non-human nature (4) fostering individual and collective action (5) making organisations sustainable (6) political action and policy support (7) behavioural climate and conservation policy I: deliberation, awareness, persuasion & nudges (8) behavioural climate and conservation policy II: incentives, infrastructure & regulation (9) coping with complex and uncertain systems (10) planetary wellbeing as a societal objective. The course seeks to impart knowledge of, and critical thinking about, the interconnections between human behaviour and wellbeing, and planetary change across multiple scales and entities. Each lecture and seminar will cover individual, social and situational barriers and enablers to sustainable behaviour change. It will emphasise holistic thinking about overlapping systemic challenges and factors to keep in mind while designing integrated and context-specific behavioural interventions.

**Teaching:** 10 hours of lectures and 10 hours of seminars in the LT. The course will be delivered through a combination of interactive classes/seminars and lectures and supplementary interactive live activities. There will be structured learning activities throughout the course, especially in the seminars, including student presentations and group work.

There will be no teaching during reading week (Week 6).

**Indicative reading:**

- Ostrom, E., 2010. Polycentric systems for coping with collective action and global environmental change. *Global environmental change*, 20(4), pp.550-557.
- Amel, E., Manning, C., Scott, B. and Koger, S., 2017. Beyond the roots of human inaction: Fostering collective effort toward ecosystem conservation. *Science*, 356(6335), pp.275-279.
- Clayton, S., Devine-Wright, P., Stern, P.C., Whitmarsh, L., Carrico, A., Steg, L., Swim, J. and Bonnes, M., 2015. Psychological research and global climate change. *Nature Climate Change*, 5(7), pp.640-646.
- Gifford, R., 2011. The dragons of inaction: psychological barriers that limit climate change mitigation and adaptation. *American psychologist*, 66(4), p.290.
- Adams, M., 2021. Critical psychologies and climate change. *Current Opinion in Psychology*.
- Bouman, T. and Steg, L., 2019. Motivating society-wide pro-environmental change. *One Earth*, 1(1), pp.27-30.
- Weber, E.U., 2020. Heads in the Sand: Why We Fail to Foresee and Contain Catastrophe. *Foreign Aff.*, 99, p.20.
- Yoeli, E., Budescu, D.V., Carrico, A.R., Delmas, M.A., DeShazo, J.R., Ferraro, P.J., Forster, H.A., Kunreuther, H., Larrick, R.P., Lubell, M. and Markowitz, E.M., 2017. Behavioral science tools to strengthen energy & environmental policy. *Behavioral Science & Policy*, 3(1), pp.68-79.
- Croson, R. and Treich, N., 2014. Behavioral environmental economics: promises and challenges. *Environmental and Resource Economics*, 58(3), pp.335-351.
- Horton, R., Beaglehole, R., Bonita, R., Raeburn, J., McKee, M. and Wall, S., 2014. From public to planetary health: a manifesto. *The Lancet*, 383(9920), p.847.

**Assessment:** Dissertation (100%, 10000 words) post-summer term.

You are required to write a 10,000 word dissertation (replacing the essay and presentation). You are expected to attend the course teaching on the half-unit that you chose to write your dissertation on.

## PH400

### Philosophy of Science

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Miklos Redei

**Availability:** This course is available on the MSc in Economics and Philosophy, MSc in Philosophy and Public Policy, MSc in Philosophy of Science and MSc in Philosophy of the Social Sciences. This course is not available as an outside option.

**Course content:** Science is chock full of miraculous predictions, shocking revolutions, and unexpected results that few science fiction writers could have ever dreamed of. What makes science so special? This course is a tour of the philosophical underpinnings of modern science. No background in any science is needed for this course; everything you need to know will be covered.

**Indicative topics include:** Theory and Observation: Hume's problem of induction and Goodman's new riddle of induction, Popper's falsificationism, underdetermination of theory by evidence, the positive instance account of confirmation, Bayesianism. Laws of Nature: the regularity view of laws, laws as universals, the best systems account, instrumentalism. Explanation: the DN model of explanation, statistical explanation, causal explanation. Intertheory relations: reductionism and pluralism. Realism versus Antirealism: Scientific realism and antirealism, the no miracles argument, inference to the best

explanation, the pessimistic meta-induction, reductive empiricism, constructive empiricism, the natural ontological attitude, entity realism, structural realism, Kuhn and scientific revolutions.

Models: scientific modelling and scientific representation. Science and social context: values, constructivism, feminism, operating modes of science. Causation: Hume's, Mill's, Mackie's accounts of causation, manipulability accounts.

**Teaching:** 10 hours of lectures and 15 hours of seminars in the MT. 10 hours of lectures and 15 hours of seminars in the LT. This year, some or all of this teaching will take place online.

**Formative coursework:** Students will be expected to write four essays (two in MT and two in LT), answer short-answer-questions before each seminar, and participate in seminar discussion.

**Indicative reading:** T S Kuhn, *The Structure of Scientific Revolutions*; K R Popper, *Conjectures and Refutations*; B van Fraassen, *The Scientific Image*; N Cartwright, *How the Laws of Physics Lie*.

**Assessment:** Essay (50%, 2000 words) in the MT.

Essay (50%, 2000 words) in the LT.

Students are expected to produce 1 summative essay in MT and 1 summative essay in LT.

## PH405

### Philosophy of the Social Sciences

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr. Kate Vredenburg

**Availability:** This course is available on the MSc in Economics and Philosophy, MSc in Philosophy and Public Policy, MSc in Philosophy of Science and MSc in Philosophy of the Social Sciences. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This course examines philosophical problems of social science concerning what societies are like and how scientists theorize about them. The first part of the course will focus on questions of scientific method about the nature of understanding and the kind of knowledge the social sciences should, or can, aim for; as well as on questions of ontology pertaining to the nature of the social world. The overarching goal is to provide an intellectual geography of the philosophy of the social sciences, to which students will refer in the second part of the course when specific philosophical issues will be closely analysed and discussed. Contents to be covered in the second term will be structured around three main themes: action, rationality and intelligibility; institutions, culture, and the relationship between mind and society; and the moral aims of the social sciences, as well as their role in just social change.

**Teaching:** 10 hours of lectures and 15 hours of seminars in the MT. 10 hours of lectures and 15 hours of seminars in the LT. This year, some or all of this teaching will take place online.

**Formative coursework:** Students will be expected to write a formative essay in Michaelmas Term and one in Lent Term. Other formative activities will depend on the approach of the seminar leader, e.g., presentations.

**Indicative reading:** A detailed reading list will be provided at the beginning of the course. Indicative readings include: Nancy Cartwright and Eleanora Montuschi (eds.), *Philosophy of the Social Sciences: a new introduction*; Harold Kincaid, John Dupré, and Alison Wylie (eds.), *Value-Free Science: Ideals and Illusions*; Jon Elster, *Explaining Social Behaviour*; John H. Miller and Scott Page, *Complex Adaptive Systems*; Dawn Langan Teele, *Field Experiments and Their Critics: Essays on the Uses and Abuses of Experimentation in the Social Sciences*; Alex Rosenberg, *Philosophy of Social Science (Fifth edition)*; Harold Kincaid, *Philosophical Foundations of the Social Sciences*; Daniel Steel and Francesco Guala (eds.), *The Philosophy of Social Science Reader*; Michael Martin and Lee McIntyre (eds.), *Readings in the Philosophy of Social Science*.

**Assessment:** Essay (50%, 2500 words) in the MT and LT.

Essay (50%, 2500 words) in the LT and ST.

Summative assessment for PH405 will consist of two essays, one on a topic covered in Michaelmas, the other on a topic covered in Lent.

## PH413

### Philosophy of Economics

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Johanna Thoma

Dr Campbell Brown

**Availability:** This course is available on the MSc in Economics and Philosophy, MSc in Philosophy and Public Policy, MSc in Philosophy of Science and MSc in Philosophy of the Social Sciences. This course is available as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Students must have completed a university-level introductory course in economics, such as EC1A3 and EC1B3.

**Course content:** This course provides a philosophical discussion of (1) the methods and (2) the normative commitments of contemporary economics.

(1) Here the course will focus on economic methodology and the foundations of utility theory, with an eye to important current debates in economics. We will discuss questions such as: What is utility, and how do economists measure it? Does evidence of widespread 'irrationality' from behavioural economics undermine standard microeconomic theory? Can idealised models teach us anything about real-world phenomena? If yes, how? How should we measure important economic variables, such as inflation? How do we best find out what interventions work in development? Does macroeconomics need microfoundations? Is the economics profession to blame for its failure to predict the financial crisis?

(2) The second area of focus is on welfare economics, and the ethical assumptions and implications of economics. We will cover questions such as: Is getting what you want always good for you? Can you be harmed by something if you never know about it? Does it make sense to say that eating pizza gives me more happiness than going to the movies gives you? Is it possible to combine the preferences of individuals into an overall 'social' preference? Does it matter if the well-being of some people is less than that of others? When and why are markets desirable? Is paternalism always bad, and does welfare economics really avoid it? How should we resolve collective action problems? What is a fair way to distribute the tax burden?

**Teaching:** 15 hours of lectures and 15 hours of seminars in the MT. 15 hours of lectures and 15 hours of seminars in the LT.

This course is delivered through a combination of seminars and lectures totalling a minimum of 60 hours across Michaelmas Term and Lent Term. This course includes a reading week in Week 6 of both Michaelmas Term and Lent Term.

**Formative coursework:** Students will be expected to produce 2 essays in the MT and LT.

Students will be expected to produce two formative essays of 1,500 words, one each on the MT and LT material respectively. Note that both of these must be submitted since a reworked version is an essential part of the summative work for the course.

**Indicative reading:** D. Hausman, *The Philosophy of Economics: An Anthology*; J. L. Bermudez, *Decision Theory and Rationality*; J. Cohen and W. Easterly, *What Works in Development: Thinking Big and Thinking Small*; D. Hausman and M. McPherson, *Economic Analysis, Moral Philosophy, and Public Policy*; M. D. Adler, *Measuring Social Welfare: An Introduction*; D. Satz, *Why Some Things Should Not Be for Sale*.

**Assessment:** Essay (45%, 2500 words) in the LT.

Essay (45%, 2500 words) in the ST.

Class participation (10%) in the MT and LT.

Summative Essay 1 (2,000 words, +500 words reflective

commentary, 45%, due in LT) is a rewritten version of the formative essay on the MT material.

Summative Essay 2 (2,000 words, +500 words reflective

commentary, 45%, due in ST) is a rewritten version of the formative

essay on the LT material.  
Seminar participation (10%) will be assessed by weekly contribution to the Moodle forum.

## PH415

### Philosophy and Public Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Campbell Brown LAK 2.04

This course will be taught by Campbell Brown, Jonathan Parry, Johanna Thoma, and Alex Voorhoeve.

**Availability:** This course is compulsory on the MSc in Philosophy and Public Policy. This course is available on the MSc in Economics and Philosophy, MSc in Public Administration and Government (LSE and Peking University) and MSc in Public Policy and Administration. This course is available as an outside option to students on other programmes where regulations permit.

**Course content:** The course offers critical reflection on the design and evaluation of public policies from the perspective of moral and political philosophy. To this end, we study a range of theories and concepts that are used in policy evaluation. We often discuss and evaluate them by focusing on specific policy proposals. The course addresses questions such as the following.

- What is a correct public measure of well-being?
- Should people be left to bear the consequences of their free choices?
- May the government force you to buy health insurance?
- Is torture ever justified?
- Do prosperous countries have a right to close their borders to immigrants from poor countries?
- Should hate speech be protected by freedom of speech?
- Should the development of new drugs be left to private companies rewarded by patent protection?
- What is the optimal population size and what policies may the state pursue in order to achieve it?
- Should higher education be financed by student loans or general taxation?
- Should we be free to act as we choose so long as we do not harm others?
- How should we distribute the burdens of military service?
- Should children be given the vote?

**Teaching:** 10 hours of lectures and 15 hours of seminars in the MT. 10 hours of lectures and 15 hours of seminars in the LT. This course has a reading week in Week 6 of both MT and LT. Some lectures and/or seminars may be delivered in an online format.

**Formative coursework:** Students will be expected to produce 1 essay in the MT and 1 essay in the LT.

**Indicative reading:** A detailed list of readings will be available on moodle. The following is an indicative sample of readings that may be discussed in the course.

- Greg Bognar and Iwao Hirose (2014). *The Ethics of Health Care Rationing*.
- A. Voorhoeve (2018) 'May a Government Mandate More Comprehensive Insurance than People Want for Themselves?' *Oxford Studies in Political Philosophy*.
- Michael Rustin (2016), 'The neoliberal university and its alternatives', *Soundings*
- Ronald Dworkin et al (1997) 'Assisted Suicide: The Philosophers' Brief'
- Carol Kates (2004). 'Reproductive Liberty and Overpopulation' *160Environmental Ethic*
- Jonathan Wolff (2011), *Ethics and Public Policy: A Philosophical Inquiry*
- Joseph Carens (1987), 'Aliens and Citizens: The Case for Open Borders', *The Review of Politics*
- Jeff McMahan (2008), 'Torture in Theory and Practice', *Public Affairs Quarterly*
- Michael J. Robillard and Bradley J. Strawser (2016), 'The Moral Exploitation of Soldiers', *Public Affairs Quarterly*

• Annabelle Lever (2014), 'When the Philosopher Enters the Room', *Philosophy and Public Issues*

Additional readings will be available on Moodle.

**Assessment:** Essay (45%, 2000 words), essay (45%, 2000 words) and class participation (10%).

## PH416

### Philosophy, Morals and Politics

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Lewis Ross

**Availability:** This course is available on the MA in Modern History, MSc in Economics and Philosophy, MSc in Philosophy and Public Policy, MSc in Philosophy of the Social Sciences and MSc in Political Theory. This course is available as an outside option to students on other programmes where regulations permit.

**Course content:** The course will cover key topics in **moral and political philosophy**.

The course addresses questions such as the following: What sacrifices are we required to make for the sake of others? Does it make a moral difference that a person is less well off than she could have been? Is it permissible to cause harm to others in order to prevent greater harm? What are the moral limits on harming others in self-defence? When and why is it legitimate for a state to inflict harm upon its subjects? When can we disobey the state? Can the moral status of our actions and the punishment we deserve be determined by factors outside our control? Is evolutionary theory a threat to our views about morality? Can the cultural circumstances in which we grow up absolve us of blame for bad beliefs?, what is the nature and justification of rights? Is redistributive taxation of earnings from labour on a par with forced labour? Is private property in land justified? Do moral questions have objectively correct answers? If one person believes torture is always wrong, while another person denies this, must one of these people be mistaken? Can such disagreements be resolved by rational argument and scientific investigation? Or are these merely 'matters of opinion', where one person's belief is no more or less 'true' than any other's? Can the members of one culture legitimately criticise the moral norms of another culture? If morality is not objective, does it follow that public policy should not be based on morality?

Some topics in other areas of moral and political philosophy may also be covered.

**Teaching:** 10 hours of lectures and 15 hours of seminars in the MT. 10 hours of lectures and 15 hours of seminars in the LT.

**Formative coursework:** Students will be expected to produce 2 essays in the MT and LT.

**Indicative reading:** Thomson, J.J. 'Self-Defense', *Philosophy and Public Affairs* 20 (1991)

Otsuka, M. 'Killing the Innocent in Self-Defense', *Philosophy and Public Affairs* 23 (1994)

Quinn, W. 'Actions, Intentions and Consequences: The Doctrine of Doing and Allowing', *The Philosophical Review* 98 (1989)

Øverland, G. 'Moral Obstacles: An Alternative to the Doctrine of Double Effect', *Ethics* 124 (2014)

Parry, J. 'Defensive Harm, Consent, and Intervention', *Philosophy and Public Affairs* 43 (2017)

Geoff Sayre-McCord, 'Metaethics', *The Stanford Encyclopedia of Philosophy* <<http://plato.stanford.edu/archives/sum2014/entries/metaethics/>>

Matthew Chrisman, *What is this thing called Metaethics?*

Michael Smith, *The Moral Problem*;

J.L. Mackie, *Ethics: Inventing Right and Wrong*

Nozick, R. *Anarchy, State and Utopia*

Locke, J. *Second Treatise of Government*

Cohen, G. A., 'Nozick on Appropriation', *New Left Review*, no. 150 (1985)

Jefferson, T., *Letter to James Madison* (1789)

Boxill, B., 'Black Reparations', *Stanford Encyclopedia of Philosophy*(2015)

**Assessment:** Essay (45%, 2000 words), essay (45%, 2000 words) and class participation (10%).

The course will be assessed by two summative essays, plus a class preparation grade.

## PH418

### Dissertation Seminar - Economics and Philosophy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Campbell Brown

**Availability:** This course is compulsory on the MSc in Economics and Philosophy. This course is not available as an outside option.

**Course content:** The course is intended to develop the ability to make philosophical arguments, to write good philosophical essays, and to present ideas effectively. It covers topics in the philosophy of economics and will serve to prepare students for research and for writing their dissertation.

**Teaching:** 10 hours of seminars in the MT. 10 hours of seminars in the ST.

This course has a reading week in Week 6 of MT.

**Formative coursework:** Students will be expected to produce 1 presentation in the MT and 1 presentation in the ST.

**Indicative reading:** Readings will be chosen by the seminar participants.

**Assessment:** This course is not assessed.

## PH419

### Set Theory and Further Logic

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Wesley Wrigley

**Availability:** This course is available on the MSc in Economics and Philosophy, MSc in Philosophy of Science and MSc in Philosophy of the Social Sciences. This course is available as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Students taking this course should already have taken a year-long introductory course in logic in a Philosophy Department, or a mathematical course that covers the basics of set theory and logic. If in doubt whether you satisfy this prerequisite, consult the instructor.

**Course content:** The aim of the course is to familiarize students of philosophy with the essentials of naive set theory and formal logic. From set theory, the course covers (i) what is needed for use in formal reasoning, and (ii) what is of philosophical interest (Russell Paradox, elementary theory of cardinals and ordinals, transfinite induction, Axiom of Choice, Continuum Hypothesis). From logic, it covers the basic metatheory of sentential and first-order predicate logic (up to the completeness theorems), continues with Gödel's famous incompleteness theorems concerning the limitations of mathematical provability and ends with exploring extensions of classical logic.

**Teaching:** 15 hours of lectures and 15 hours of seminars in the MT. 15 hours of lectures and 15 hours of seminars in the LT.

**Formative coursework:** In each term, students are required to submit solutions to two problem-sets, and write one 1,500 word essay on a topic from a list or proposed by the student and approved by the instructor.

**Indicative reading: Textbooks:** Cameron, Peter: *Sets, Logic and Categories* (Springer, 1999); Sider, Theodore: *Logic for Philosophy* (Oxford University Press, 2010). Specific sections of these texts that are relevant to weekly topics will be indicated in the detailed course description and in the Moodle page of the course.

**Additional reading:** Halmos, Paul: *Naive Set Theory* (Springer reprint 2011); Crossley, John: *What is Mathematical Logic?* (Dover reprint 1991); Goble, Lou ed.: *The Blackwell Guide to Philosophical Logic* (Blackwell, 2001); Boolos, G., Burgess, J., & Jeffrey, R.: *Computability and Logic* (Cambridge University Press, 2007).

Additional material on special topics will be made available on Moodle.

**Assessment:** Exam (100%, duration: 3 hours) in the summer exam period.

## PH421

### Dissertation Seminar - Philosophy and Public Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Kieran Oberman

**Availability:** This course is compulsory on the MSc in Philosophy and Public Policy. This course is not available as an outside option.

**Course content:** Aim: This course helps students on the MSc in Philosophy and Public Policy develop their philosophical research and writing skills. It clarifies expectations surrounding the MSc dissertation, which is an extended piece of writing that students are expected to complete over the summer. One of the course's main aims is to help student settle for a relevant dissertation topic that they feel comfortable with.

**Teaching:** 10 hours of seminars in the MT. 20 hours of seminars in the ST.

In Michaelmas Term, seminars will cover key research and writing skills, as well as provide opportunities to discuss potential research topics. During Summer Term, students are required to present their MSc dissertations as work in progress (the precise format of these sessions will be organised in-year). This course has reading weeks in weeks 6 of MT and LT.

This year, some or all of this teaching may take place online.

**Formative coursework:** Presentation of own dissertation as work in progress.

Some very short homework tasks may also be assigned throughout the year.

**Indicative reading:** None.

**Assessment:** This course is not assessed.

## PH422

### Dissertation Seminar - Philosophy of Social Science

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr. Kate Vredenburg

**Availability:** This course is compulsory on the MSc in Philosophy of the Social Sciences. This course is not available as an outside option.

**Course content:** The course is intended to develop the ability to make philosophical arguments and to write structured philosophical essays. It will serve to prepare students for research and writing their dissertation. In Michaelmas term, we will cover philosophical and argumentative writing, with a number of in-class exercises, and we will discuss the structure and content of an MSc dissertation in Philosophy. In Summer Term, students will present their dissertation as a work in progress.

**Teaching:** 10 hours of seminars in the MT. 20 hours of seminars in the ST.

In Michaelmas Term, seminars will cover key research and writing skills, as well as provide students the opportunity to discuss potential research topics. In Summer Term, students are required to present their dissertations as work in progress (the precise format of these seminars will be organized in year).

**Formative coursework:** A number of short assignments and reading whose completion will aid the writing of the dissertation may be set over the course of the year.

**Assessment:** This course is not assessed.



**PH425 Half Unit****Business and Organisational Ethics**

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr Thomas Ferretti

**Availability:** This course is available on the CEMS Exchange, MBA Exchange, MSc in Economics and Philosophy, MSc in Management of Information Systems and Digital Innovation, MSc in Philosophy and Public Policy, MSc in Philosophy of Science, MSc in Philosophy of the Social Sciences and MSc in Risk and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This course is about philosophical and ethical issues arising in the conduct of business. There is a growing consensus that businesses should not merely focus on maximizing profit while respecting the Law, they should also take on ethical and social responsibilities beyond what is required by Law. The aim of this course is to give you intellectual tools to think clearly and rigorously about business ethics and corporate social responsibility.

You will learn about different ethical theories and apply them to a variety of real-world business challenges. You will also practice argumentative and writing skills that will help you express your thoughts in a rigorous and convincing way. Importantly, this course will not present you with a code of ethics, ready-made solutions or dogmatic answers. Instead, you will practice ethical reasoning, analytical skills, and critical thinking so that, towards the end of the course, you will be able to develop your own ideas and you will no longer be satisfied with simple answers to difficult problems. The first half of the course (weeks 1-5) introduces important theories in business ethics and discusses best practices regarding executive compensations, sweatshop labour, environmental protection, and market failures. The second half of the course (weeks 7-11) applies these theories to new challenges in the context of emerging technologies such as value-alignment in artificial intelligence (AI), the protection of privacy in the workplace, human and algorithmic discrimination, and socio-economic inequalities resulting from digital platforms and automation. Topics discussed in this course include:

- Are business executives' large compensation packages justified?
- Is Nike wrong to subcontract production to sweatshops hiring workers in exploitative conditions?
- How to understand BP's environmental responsibility after the Deepwater Horizon oil spill?
- Can Facebook protect free speech while using artificial intelligence in content moderation?
- Should firms have an obligation to protect their workers' and customers' privacy?
- Can algorithmic bias lead to wrongful discrimination in hiring?
- Have platforms like Uber and Airbnb improved the market or have they created unfair inequalities?

**Teaching:** 10 hours of lectures and 15 hours of seminars in the LT. This course has a reading week in Week 6 of LT.

**Formative coursework:** Students will be expected to produce one formative essay (2000 words) in the LT.

Students will be expected to answer weekly formative quizzes (required, unassessed)

**Indicative reading:** James Rachels and Stuart Rachels (2012) *The Elements of Moral Philosophy* (7th ed.), New York, NY: McGraw-Hill.

Milton Friedman (1970) "The Social Responsibility of Business is to Increase its Profits", *The New York Times Magazine*.

Joseph Heath (2014) *Morality, Competition, and the Firm: The Market Failures Approach to Business Ethics*, Oxford: Oxford University Press.

David Vogel (2005) *The Market for Virtue: the potential and limits of corporate social responsibility*, Washington, D.C.: Brookings Institution Press.

Matt Zwolinski (2007) "Sweatshops, Choice, and Exploitation", *Business Ethics Quarterly* 17(4): 689-727.

Helen Nissenbaum (1998) "Protecting Privacy in an Information Age: The Problem of Privacy in Public", *Law and Philosophy*, 17(5-

6): 559-596.

Cynthia Dwork (2018) "The Emerging Theory of Algorithmic Fairness: The Challenges to Making Machines Play Fair", *The Royal Society, You and AI conference series*.

Annette Zimmermann, Elena Di Rosa, Hohan Kim (2020)

"Technology can't fix Algorithmic Injustice", *Boston Review*.

Diane Coyle (2017) "Precarious and productive work in the digital economy", *National Institute Economic Review* 240: 5-14.

Required readings amount to about two papers per week.

**Assessment:** Essay (50%, 2000 words) and essay (50%, 2000 words) in the ST.

**PH427 Half Unit****Genes, Brains and Society**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Ella Whiteley and Dr Michael Diamond-Hunter

**Availability:** This course is available on the MSc in Economics and Philosophy, MSc in Philosophy and Public Policy, MSc in Philosophy of Science and MSc in Philosophy of the Social Sciences. This course is available as an outside option to students on other programmes where regulations permit.

**Course content:** This course examines, from a philosophical perspective, the ways in which recent developments in genetics and neuroscience challenge our conceptions of what we are – and what we could become.

Topics covered include:

**Human nature:** Does the concept of 'human nature' have any biological basis? Can we distinguish between those traits which are part of 'human nature' and those which are not? Should we attempt to improve human nature by means of technologies such as gene editing?

**Gender and the brain:** Are 'sex' and 'gender' the same thing? Are gender categories natural or social? Are there robust psychological differences between men and women? If so, are these 'hardwired' into the brain or the product of socialization? Are our brains either 'male' or 'female', or are they 'intersex'?

**Race and the genome:** Do races exist? Is there any objective biological basis for racial categorization, or are races socially constructed? Does the concept of 'race' have a legitimate role in medicine?

**Animals and people:** What is the evidence for animal sentience? What are the ethical issues surrounding the use of animals in biomedical research? If we could reduce animal suffering through gene editing, should we? Do some non-human animals have 'personhood'?

**Right and wrong:** Should neuroscience inform the decision-making of our legal system? Can it be used to help us improve our own moral behaviour?

**Teaching:** 10 hours of lectures and 15 hours of seminars in the MT.

Lectures: Weeks 1-5 and 7-11

Seminars: Weeks 1-5 and 7-11

**Formative coursework:** Essay (1500 words), due in the MT.

**Indicative reading:** Suggested introductory readings:

- Glover, J. (2008) *Choosing Children*.
- Jordan-Young, R. (2010) *Brain Storm*.
- James, M. (2011) "Race", in the *Stanford Encyclopedia of Philosophy* [online]
- Greene, J. D. (2013) *Moral Tribes*.

**Assessment:** Essay (100%, 2000 words) in the LT.

There is no exam for this half-unit. There will be one summative essay, worth 100% of the final mark.

## PH430 Half Unit

### Einstein for Everyone: From time travel to the edge of the universe

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Bryan Roberts LAK 1.01

**Availability:** This course is available on the MSc in Economics and Philosophy, MSc in Philosophy and Public Policy, MSc in Philosophy of Science and MSc in Philosophy of the Social Sciences. This course is available as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** There are no prerequisites for this course; it is accessible to students of all backgrounds.

**Course content:** Does the universe have an edge? Is time travel possible? What is a black hole, and in what sense are space, time and gravity a matter of "geometry"? The modern theory of spacetime introduced by Einstein provides a precise framework in which to ask these questions. This course makes their analysis accessible to everyone.

Students will have the opportunity to engage with Einstein's theories of relativity, to use them to analyse philosophical problems, and to examine their philosophical and practical implications. Students will learn to apply these conceptual tools to the analysis of space, time and gravity, as well as to formulate and argue for their own perspectives on the philosophical implications of relativity theory.

One is often faced with unsubstantiated declarations about the implications of Einstein's theories, by both scientists and non-scientists. This course will equip non-scientists with the conceptual tools needed to critically analyse these claims for themselves. It will also provide students with the tools needed to discuss the philosophy of space and time from a modern perspective.

Einstein for Everyone requires absolutely no background in physics or maths.

**Teaching:** 10 hours of lectures and 15 hours of seminars in the MT.

This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos.

**Formative coursework:** Students will be expected to produce 1 problem sets and 1 other piece of coursework in the MT.

**Indicative reading:** All weekly readings will all be made available to students on Moodle. As an indicative reading, see Norton, John D. (2017) *Einstein for Everyone*, Free Online, and Nick Huggett (2010) *Everywhere and Everywhen*, OUP.

**Assessment:** Essay (100%, 3000 words) in January.

## PH431 Half Unit

### Physics and Uncertainty: From Quantum Jumps to Stock Market Crashes

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Bryan Roberts LAK 1.01

**Availability:** This course is available on the MSc in Economics and Philosophy, MSc in Philosophy and Public Policy, MSc in Philosophy of Science and MSc in Philosophy of the Social Sciences. This course is available as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** There are no prerequisites for this course; it is accessible to students of all backgrounds.

**Course content:** One of the most surprising discoveries of 20th century physics is that enormous progress can be made by embracing our uncertainty, and modelling it using probabilistic techniques. This powerful thinking led to discoveries like the first evidence of the atomic hypothesis, that the matter is made of tiny atoms moving randomly about. It also paved the way for the discovery of quantum mechanics, our best theory of matter and energy. These techniques even spilled outside of physics, into

places like the social and financial world, where similar techniques were applied.

This course is about some of the philosophical issues underlying the physics of uncertainty, and the kinds of issues they raise for the natural and social sciences.

Students in this course will explore some of the important conceptual and philosophical questions underlying physics and finance, like: How are assumptions about randomness compatible with observed forms of determinism? How is it possible to seek truth using statistical theories? What does it mean to be an atom? How does the quantum world differ from the everyday world? What explains why physical models have unexpected applications in finance? To what extent do such applications help to underpin how the prices of financial instruments are set?

This course will proceed at a conceptual level that is suitable for students of all backgrounds: no background in physics is needed, and there is no advantage to having one.

**Teaching:** 10 hours of lectures and 15 hours of seminars in the LT. This year, some or all of this teaching will take place online.

**Formative coursework:** Students will be expected to produce 1 problem sets and 1 other piece of coursework in the LT.

**Indicative reading:** Weekly essential readings will be provided on Moodle, selected individually from various book chapters and journal articles. Some indicative readings include:

- Malkin, Burton G. A random walk down Wallstreet, excerpts.
- Norton, John D. *Einstein for Everyone*, Chapters 34-37 on Brownian motion and the origins of quantum theory.
- Weatherall, James O. *The Physics of Wallstreet*.
- Derman, E. *My Life as a Quant*. Excerpts.

**Assessment:** Essay (100%, 3000 words) in the ST.

## PH433 Half Unit

### Philosophy of Gender and Race

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr. Ella Whiteley and Dr. Michael Diamond-Hunter

**Availability:** This course is available on the MSc in Economics and Philosophy, MSc in Philosophy and Public Policy, MSc in Philosophy of Science and MSc in Philosophy of the Social Sciences. This course is available as an outside option to students on other programmes where regulations permit.

**Course content:** This half-unit examines, from a philosophical perspective, the nature of gender and race and the role these categories play in shaping the social world and structuring human lives.

Topics covered will include:

Gender and Biology: How does "gender" relate to "sex"? Is our concept of biological "sex" objective, and free from gender stereotypes and norms? Is our sex fixed or changeable?

Gender and Society: Is gender a matter of internal identity, or is it an externally-imposed social class? How does sexism intersect with other oppressions, like racism and transphobia?

Race and Society: How does the social meaning of "race" vary around the world? Should we try to reconcile "ordinary" conceptions of "race" with technical conceptions of "race"? How should we understand the directionality and limits of racial classification?

The Future of Gender and Race: Will race and gender still exist in the future? Should we try to work for a race-free and gender-free world, or should these ways of classifying people be preserved? We will focus on approaches to these questions from "analytic" philosophy, including feminist and race-critical approaches and approaches from the philosophy of science. The aim is to confront the big questions of gender and race by analysing and constructing careful and precise philosophical arguments.

**Teaching:** 10 hours of lectures and 15 hours of seminars in the LT. Students on this course will have a reading week in Week 6 of LT.

**Formative coursework:** Students will be expected to produce 1 essay in the LT.

2000 word essay.

**Indicative reading:** Suggested introductory reading:

- Fausto-Sterling, 2000 [2020 New Edition]. *Sexing the Body: Gender Politics and the Construction of Sexuality*.
- Crenshaw, K., 1989. Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics.
- Bettcher, Talia, 2020. Feminist Perspectives on Trans Issues, *The Stanford Encyclopedia of Philosophy*.
- Appiah, Kwame Anthony, 2005. *The Ethics of Identity*.
- Lee, Sandra Soo-Jin, Koenig, Barbara K., and Richardson, Sarah S., (eds.) 2011. *Revisiting Race in a Genomic Age*
- Glasgow, J., Haslanger, S., Jeffers, C. and Spencer, Q., 2019. What is Race?
- Zack, Naomi, 1993. *Race and Mixed-Race*.

**Assessment:** Essay (90%, 2000 words) in the ST.

Class participation (10%) in the LT.

There is no exam for this half-unit. There will be one summative essay, worth 90% of the final mark. 10% of the final mark will be awarded for seminar participation.

## PH439 Half Unit

### Anarchy, Authority and Evidence: Topics in Philosophy of Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Lewis Ross LAK 401

**Availability:** This course is available on the MSc in Economics and Philosophy, MSc in Philosophy and Public Policy, MSc in Philosophy of Science and MSc in Philosophy of the Social Sciences. This course is available as an outside option to students on other programmes where regulations permit.

**Course content:** This half-unit course considers a range of philosophical issues raised by the law. No prior legal knowledge is required. The first half of the course discusses big picture questions about the purpose and defensibility of law - for example, asking whether it is possible to have law without the state, scrutinising the obligation to obey the law, the justification of punishment, and the circumstances in which we can engage in civil disobedience. The second half of the course focuses on legal questions of philosophical interest. An indicative list includes: When should a court consider something proven? How should the law use algorithms? Why should we defer to professional judges? Does it make sense to treat a corporation as morally responsible? Throughout the course, we explore the connection between legal philosophy and other areas of philosophy - especially moral philosophy, political philosophy, and epistemology.

**Teaching:** 10 hours of lectures and 15 hours of seminars in the MT.

**Formative coursework:** Students will be expected to produce at least 1 (group) presentation and 1 piece of formative work in the MT. .

Students will have the opportunity to submit a formative essay for feedback. .

Students will have the opportunity to receive feedback on their summative essay plan. .

There will be a student-led group debate for which feedback will be provided.

**Indicative reading:** The following are readings that discuss representative issues covered in this course:

- Delmas, Candice (2018). *A Duty to Resist: When Disobedience Should Be Uncivil*. New York, USA: Oxford University Press.
- Kropotkin, Petr (2015). *The Conquest of Bread*. Penguin.
- Huemer, Michael (2012). *The Problem of Political Authority: An Examination of the Right to*
- Coerce and the Duty to Obey. Basingstoke: Palgrave Macmillan.
- Nagel, Thomas (1976) *Moral Luck*. *Proceedings of the Aristotelian Society, Supplementary Volumes*. Vol. 50
- Jorgensen, Renée (2020). *The rational impermissibility of*

accepting (some) racial generalizations. *Synthese* 197 (6):2415-2431.

- Hoskins, Zachary (2017). *Punishment*. *Analysis* 77 (3): 619–632.
- King, 'Letter from Birmingham Jail'

**Assessment:** Essay (100%, 4000 words) in the ST.

## PH445

### Dissertation Seminar - Philosophy of Science

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Miklos Redei

**Availability:** This course is compulsory on the MSc in Philosophy of Science. This course is not available as an outside option.

**Course content:** The course is intended to develop the ability to construct sharp analytic philosophical arguments and to write structured philosophical essays. It will help students to choose the topic of their dissertation, help with how to go about researching the topic and how to write the dissertation (by presentation and criticism of preliminary drafts). The course starts with reviewing the structure and content of an MSc dissertation in Philosophy, and the grading scheme used for marking dissertations. Students will read two former MSc dissertations with topics close to the interest of the student, and each student will report in the seminar on the merits and weaknesses of the selected works, trying to understand why the chosen dissertations received the marks they did. In the final part of the seminar in ST students will give presentations on the progress of their research.

**Teaching:** 10 hours of seminars in the MT. 20 hours of seminars in the ST.

**Formative coursework:** A number of assignments whose completion will aid the research into and writing of the dissertation will be set.

**Assessment:** The course is not assessed.

## PH456

### Rationality and Choice

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Richard Bradley

**Availability:** This course is available on the MSc in Economics and Philosophy, MSc in Philosophy and Public Policy, MSc in Philosophy of Science and MSc in Philosophy of the Social Sciences. This course is available as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Students taking this course should have familiarity with basic propositional logic and some previous exposure to rational choice theory.

**Course content:** The course examines the theory of rationality and rational decision making. It is in two parts (i) Probability and Decision: Probabilistic thinking, different interpretations of probability, decision making under risk, ignorance and uncertainty, the measurement of belief and desire, paradoxes of expected utility theory. (ii) Game Theory and Social Choice: Non-cooperative game theory; Solution concepts; evolutionary game theory; May's theorem and arguments for majority rule; Arrow's Theorem; the Gibbard-Satterthwaite theorem; interpersonal comparability and Utilitarianism; the theory of judgement aggregation.

**Teaching:** 15 hours of lectures and 10 hours of seminars in the MT. 15 hours of lectures and 10 hours of seminars in the LT.

**Formative coursework:** Students will submit two pieces of written work each term and/or complete a number of exercises.

**Indicative reading:** Richard Jeffrey, *The Logic of Decision*, Michael Resnik, *Choices: an introduction to decision theory*, Martin Peterson *An Introduction to Decision Theory*, Amartya Sen *Collective Choice and Social Welfare*, Duncan Luce and Howard Raiffa *Games and Decisions*, Wulf Gaertner *A Primer in Social Choice Theory*, K. Binmore, *Game Theory: A Very Short Introduction*



**Assessment:** Exam (40%, duration: 2 hours) in the summer exam period.

Essay (30%) in the MT.

Essay (30%) in the LT.

The final 2 hour exam will consist of short questions, mainly of a technical nature but including short 'define and explain' ones.

## PH458 Half Unit Evidence and Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr. Tena Thau

**Availability:** This course is available on the MSc in Economics and Philosophy, MSc in Philosophy and Public Policy, MSc in Philosophy of Science and MSc in Philosophy of the Social Sciences. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** The first part of the course will draw on the philosophy of science. We will explore how experts do and should, or should not, use their own value judgements in deciding what scientific research to put forward to policy makers.

The second part of the course, drawing on epistemology, will explore questions related to "higher-order" evidence. For example, how should we revise our beliefs in light of disagreement by an "epistemic peer"? When should we defer to the judgements of experts? And when experts disagree with each other, how should non-experts decide who to believe?

The final part of the course, drawing on ethics, will consider what moral principles should guide the policies we support. Should policymakers seek to implement those policies that maximize the subjective wellbeing of the population? Do considerations of opportunity cost render suboptimal policies immoral? And how should the welfare of future generations be taken into account? Topics will be connected to current and pressing policy debates, including around prison reform, military spending, and the pandemic.

**Teaching:** 10 hours of lectures and 15 hours of seminars in the MT.

**Formative coursework:** Students will be expected to produce 1 essay in the MT.

**Indicative reading:** Christensen, D. (2014). "Disagreement and Public Controversy" in Lackey, J. (ed.) *Essays in Collective Epistemology*. Oxford University Press.

Douglas, H. (2009). *Science, Policy, and the Value Free Ideal*. University of Pittsburgh Press.

Hardwig, J. (1985). *Epistemic Dependence*. *The Journal of Philosophy*.

Schenwar, M. & Law, V. (2021). *Prison by Any Other Name: The Harmful Consequences of Popular Reforms*. New Press.

Thoma, J. (2022). *Weighing the Costs and Benefits of Public Policy: On the Dangers of Single Metric Accounting*. *LSE Public Policy Review*.

**Assessment:** Essay (33%, 2000 words) and take-home assessment (67%) in January.

## PH499 Dissertation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jonathan Parry, Prof Roman Frigg, Dr Kaitlyn Vredenburg and Dr Campbell Brown

**Availability:** This course is compulsory on the MSc in Economics and Philosophy, MSc in Philosophy and Public Policy, MSc in Philosophy of Science and MSc in Philosophy of the Social Sciences. This course is not available as an outside option.

**Course content:** Students are required to write a 10,000-word dissertation (7,000 for MSc Economics and Philosophy) on a topic

within the field covered by their course of study and approved by the Department of Philosophy, Logic and Scientific Method.

**Assessment:** Dissertation (100%, 10000 words) post-summer term.

The course is assessed 100% by Dissertation. Dissertations must be submitted on a specified date in August in the academic year registered. (Part-time students are required to submit their dissertations in the August of their second year of part-time registration). All details are given in the Departmental Programme Handbook.

## PP401 Half Unit Political Science for Public Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Mathilde Emeriau and Dr Joachim Wehner

**Availability:** This course is compulsory on the Master of Public Policy. This course is not available as an outside option.

**Course content:** The course will introduce students to how to understand the political context of policymaking, using the latest theoretical and empirical knowledge in modern political science.

The course will cover, among other things, political behaviour (such as voting behaviour, elections and lobbying), political institutions (such as electoral systems, parliamentary and presidential government, and central banks) and political outcomes (such as economic policies and public services). The course will combine a review of the main empirical regularities across time and across country in each of these areas, with an introduction to key theoretical arguments about how actors interact and how institutions shape strategic behaviour, and an introduction to the latest empirical (and causal) estimation techniques for testing theoretical propositions.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 35 hours across Michaelmas Term.

**Formative coursework:** Students will be expected to produce one formative assignment in the MT.

**Indicative reading:** W. R. Clark, M. Golder, & S. N. Golder (2018). *Principles of Comparative Politics*. Third Edition. CQ Press.

E. Bueno de Mesquita (2016), *Political Economy for Public Policy*, Princeton University Press.

These books provide excellent starting points and can be used as references for many topics. A full reading list will be distributed at the beginning of the course.

**Assessment:** Presentation (30%) in the MT.

Online assessment (70%) in the LT.

## PP402 Half Unit Quantitative Methods for Public Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Mark Schankerman

**Availability:** This course is compulsory on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-University of Toronto) and Master of Public Policy. This course is not available as an outside option.

**Course content:** The course introduces several econometric approaches that are widely used for quantitative and empirical evaluation which can be applied to policy-making. We will develop the basic methodology and assumptions underlying each approach, which is essential to understand in order to know when each tool can be applied, and when not. The emphasis is on the practical application of these skills and tools to real-life situations and policy-making interventions. Topics covered include regression analysis, hypothesis testing, randomised control experiments, difference-in-differences regressions, instrumental variables, and



regression discontinuity design.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 40 hours across Michaelmas Term.

**Formative coursework:** Each week students will complete problem sets that will give the opportunity to develop fluency with the tools covered in the course. These will be reviewed in class seminars.

**Indicative reading:** Joshua D. Angrist and Jörn-Steffen Pischke, "Mastering Metrics";

James Stock & Mark Watson, "Introduction to Econometrics".

Scott Cunningham, "Casual inference: the Mixtape".

Jeffrey Wooldridge, "Introductory Econometrics".

The given texts are preparatory reading only. A full reading list will be provided at the start of the course.

**Assessment:** Exam (65%, duration: 3 hours and 15 minutes) in the January exam period.

Problem sets (10%), policy memo (15%) and group presentation (10%) in the MT.

The exam will take place in January 2023 and will be in-person and invigilated.

## PP403 Half Unit Public Management

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Martin Lodge and Mr Geoffrey Myers

**Availability:** This course is compulsory on the Master of Public Policy. This course is not available as an outside option.

**Course content:** This course will offer an intensive introduction into key literatures and themes in the study of public management. The emphasis will be on the trans-disciplinary literature dealing with public management in the context of developed and lesser developed world contexts. The course will cover, among other things, questions such as public sector reform, coordination and collaboration, control over bureaucracy, professionalism and public service motivation, performance management, crisis management, leadership, institutional capacity building, cutback management and organizational learning. The course will emphasise the key theoretical contributions and relate these to empirical contexts.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 40 hours across Michaelmas Term.

**Formative coursework:** Students will be expected to produce one essay in Week 3 and one essay in Week 7.

The first piece is a short document (1200 words) offering a view on 'what is public management' (week 3). Feedback will be provided by week 5. This gives students an early opportunity to start writing and to consider the broader field of public management.

The other piece is a short essay (1500 words) to be completed by the end of week 7. Feedback will be provided by week 9. The essay will be based on a choice of questions. This will give students the opportunity to practice for their assessed essay and the online exam.

**Indicative reading:** Barber, M (2015) *How to Run a Government*, London, Penguin.

Emerson, K and Nabatchi, T (2015) *Collaborative Governance Regimes*, Georgetown University Press.

Hood, C (1998) *Art of the State*, Oxford, Oxford University Press.

Perrow, C (1984) *Normal Accidents: Living with High Risk Technology*, (New York, Basic Books).

Simon, H (1947/2013) *Administrative Behavior*, Simon & Schuster.

The given texts are preparatory reading only. A full reading list will be provided at the start of the course.

**Assessment:** Essay (50%, 3000 words) in the MT.

Online assessment (50%) in the LT.

The online assessment will be administered via Moodle on a day of week 0 of Lent Term to be co-ordinated each year with other courses of the MPP degree with assessments at this time of year. Students will have a fixed window (e.g. 12-hour or 24-hours) within which to access the assignment questions and to respond to them. Once they have logged into Moodle and downloaded the

questions students will have 2 hours to prepare and upload their answers. No outside research will be required. Questions will be based on topics covered in lectures and seminars.

## PP404 Half Unit Economics for Public Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Ethan Ilzetzki

**Availability:** This course is compulsory on the Master of Public Policy. This course is not available as an outside option.

**Course content:** This is graduate level course for mid-career policy-makers to develop their knowledge and understanding of key principles of economics as applicable to policy-making. The emphasis is on developing an understanding of analytical frameworks and models that can be applied to a wide variety of contexts. Both micro- and macro-economics will be covered, including price theory, understanding markets, externalities, public goods, inequality, economic growth, inflation, business cycles, unemployment, and fiscal and monetary policies.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 30 hours across Lent Term.

**Formative coursework:** Students will be expected to produce 10 problem sets in the LT.

There will be weekly formative course work to give students the opportunity to develop fluency with the tools covered in the course.

**Indicative reading:** Mankiw, N. Gregory and Mark Taylor (2017) *Economics*, 4th Edition, Cengage Learning EMEA.

Moss, David A. *A Concise Guide to Macroeconomics*.

*Reinventing the Bazaar: A Natural History of Markets* - McMillan, John 2002

*The undercover economist strikes back: how to run or ruin an economy* - Tim Harford 2013

The given texts are preparatory reading only. A full reading list will be provided at the start of the course.

**Assessment:** Exam (60%, duration: 2 hours) in the summer exam period.

Memo (30%) and problem sets (10%) in the LT.

## PP405 Half Unit Public Policy Applications

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Simon Bastow and Prof Nicholas Barr

**Availability:** This course is compulsory on the Master of Public Policy. This course is not available as an outside option.

**Course content:** This course will introduce students to the application of social science literatures to concrete policy issues with significance for developed and developing countries. The course will be organised around 'big topics' which are both being actively discussed in the policy world and researched in the academic world. The emphasis will be on applying different theoretical and disciplinary approaches to analyse a particular policy topic and problem. The precise topics will be decided each year, depending on academic and practitioner availability. We aim to attract speakers who are working at the highest levels of research and practice. The course explores these big topics specifically as 'craft of government' challenges, with emphasis on the integration of economics, political science, public management, and philosophy. It offers MPP students an opportunity to enrich and integrate their learning from these other core disciplines of the programme.

**Teaching:** This course is delivered through a combination of pre-recorded lectures, flipped lectures, interactive seminars, and group-project tutorials, totalling a minimum of 35 hours in Lent Term and Summer Term. Office hours will be available for students

who would like to discuss the content of the course or their group projects in more detail. There are 11 weeks of teaching in the Lent Term and no Reading Week. Group project tutorials will continue into the latter weeks of the Summer Term.

**Formative coursework:** Formative coursework will include ongoing support and tutorials for group policy projects, from setting them up at the beginning of the Lent Term through until the submission of final project deliverables in the Summer Term. Students will work in project groups of no more than 5 people and will meet with course faculty to develop (a) the proposed focus of the project, (b) the proposed research method and approach, (c) identification of relevant existing research and literature, and (d) an outline of the structure of the project. Groups will a 2 -page outline and received detailed comments on the outline in the LT.

**Indicative reading:** This will depend on the topics covered week by week. A full reading list for each week will be provided at the start of the course.

**Assessment:** Report (50%), group presentation (20%) and memo based on individual presentations (30%) in the ST.

50% final report

20% group project presentation

30% written memo based on individual presentations, due in ST

## PP406 Half Unit

### Philosophy for Public Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Lewis Ross, Dr Johanna Thoma and Prof Alexander Voorhoeve

**Availability:** This course is compulsory on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-University of Toronto) and Master of Public Policy. This course is available on the Double Master of Public Administration (LSE-Sciences Po) and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

Priority for this course is given to students on the Master of Public Policy. Second priority is given to students of the Master of Public Administration. Any remaining places may be taken by students outside of the School of Public Policy.

**Course content:** The course reflects on the design and evaluation of public policies from a philosophical perspective. To this end, we study a range of theories and concepts that are used by philosophers in policy evaluation. Each week focuses on specific policy issues of wide social importance. The course addresses questions such as the following.

- What is a good public measure of well-being?
- Should we distribute resources in health care to produce the most well-being overall or should we also aim to limit inequalities?
- Should people be left to bear the consequences of their free choices?
- May the government force you to buy health insurance?
- What is a fair system of taxation?
- How should we deal with unknown risks posed by new technologies?
- What explains inaction on the climate emergency?
- Should the development of new drugs be left to private companies rewarded by patent protection?
- What is the optimal population size and what policies may the state pursue in order to achieve it?
- Does it make sense to hold governments or corporations morally responsible over and above their individual members?

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 30 hours across Lent Term. At least one week of this course includes a student debate on the course material.

**Formative coursework:** Students will have the chance to submit 2 formative essays in the LT. .

At least one of these must be submitted since a reworked version

(with a response to the feedback received) is an essential part of the summative work for the course. In this sense, completing at least one formative essay is a threshold for completing the course.

**Indicative reading:**

- D. Hausman, M. McPherson and D. Satz (2017), *Economic Analysis, Moral Philosophy, and Public Policy* 3rd Edition. Cambridge: Cambridge University Press.
- G. Bognar and I. Hirose (2014). *The Ethics of Health Care Rationing*. London Routledge
- Voorhoeve (2019) "Why Health-Related Inequalities Matter and Which Ones Do". In *Global Health Priority-Setting: Beyond Cost-Effectiveness*. Norheim, Emanuel, and Millum (eds.) Oxford University Press (2019): 145-161.
- A. Sen (2009), *Development as Freedom*. Oxford University Press.
- S. Alkire (2016) "The Capability Approach and Well-Being Measurement for Public Policy." In *Oxford Handbook on Well-being and Public Policy*, Adler and Fleurbaey (eds.), chap. 21.
- E. Anderson (1999) "What is the Point of Equality?" *Ethics* 109 (1999): 287-337.

**Assessment:** Essay (90%, 3000 words) and class participation (10%) in the ST.

Participation Grade (10%). This will be based on contribution to the class forum, class discussion, and debate participation.

Revised Summative (90%) in the ST (3000 words). This will be a revised version of one of your formative essays; we will provide feedback to help you produce your best work. .

## PP408

### Introduction to Quantitative Methods for the MPA Programme

**This information is for the 2022/23 session.**

**Teacher responsible:** The teacher will be announced at the start of the course.

**Availability:** This course is compulsory on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-University of Toronto) and Master of Public Administration. This course is not available as an outside option. Also available to other MPhil/PhD students with the agreement of the course tutor.

**Course content:** An introduction to basic mathematical and statistical concepts for use in core courses for the above programmes in economics and quantitative approaches. The course covers the following topics: Statistics: Discrete and continuous random variables, jointly distributed random variables, the Normal distribution, sampling and the Central Limit Theorem, properties of estimators, introduction to hypothesis testing. Mathematics: Linear functions, quadratic, logarithmic and exponential functions, the derivative of a function and rules of differentiation, unconstrained optimization with one variable, functions of several variables and their differentiation, unconstrained optimization with several variables, constrained optimization.

**Teaching:** The course runs over 8 days, during the two weeks prior to the start of the Michaelmas Term.

**Indicative reading:** Notes covering the course material will be made available at the beginning of the course. Students are strongly encouraged to read Charles Whelan's 'Naked Statistics' prior to the start of the course. It provides a readable and accessible background to the statistics portion of the course. Two widely used introductory statistics books that can be used as background reading for the statistics part are Newbold, Carlson and Thorne 'Statistics for Business and Economics' (6th edition) and Wonnacott and Wonnacott 'Introductory Statistics for Business and Economics' (4th edition). However, there are also many other introductory statistics textbooks that cover the same material.

Two widely used introductory mathematics books that can be used as a background reading for the mathematics part are Ian Jacques' 'Mathematics for Economics and Business' (5th edition) and

Wisniewski's 'Introductory Mathematical Methods in Economics' (2nd edition). Also in this case there are a large number of excellent alternative textbooks that cover the same material. Those who want a more advanced treatment of the same material can use Simon and Blume's 'Mathematics for Economists', but this treatment is more formal than what we require for this course. We do not recommend buying a new textbook for this course, if you already own a textbook that covers similar material.

**Assessment:** There is no formal assessment for the course but students will have the option to attempt a series of questions at the end of the course to evaluate their progress.

## PP409

### Introductory Teaching for the Master of Public Policy (MPP)

**This information is for the 2022/23 session.**

**Teacher responsible:** The teacher will be announced at the start of the course.

**Availability:** This course is compulsory on the Master of Public Policy. This course is not available as an outside option.

**Course content:** An introduction to basic mathematical and statistical concepts for use in MPP courses in economics and quantitative methods. The course is designed to give students of all abilities a general introduction to the principles and reasoning underlying quantitative methods for public policy analysis. It explores how quantitative methods and analysis are used in public policy analysis, and gives students a grounding in some fundamental concepts and applications across maths and statistics. This is a four-day course covering in particular:

- Statistics: Correlation and causality in social sciences, descriptive statistics and visualisation, discrete and continuous random variables, basic probability, expectation and variance, the Normal distribution, covariance and conditioning, sampling and the Central Limit Theorem, estimation and confidence intervals, and introduction to hypothesis testing.
- Mathematics: Maths basics & notation, linear functions, quadratic, logarithmic and exponential functions, data visualisation, graphing, logs and exponential, derivative of a function and rules of differentiation, unconstrained optimization with one variable, unconstrained optimization with several variables, concavity and convexity.

**Teaching:** Exact hours of teaching will be confirmed when the programme Welcome schedules are prepared.

In previous years, this has been approximately: 7 hours of lectures and 10.5 hours of seminars in week 0

**Formative coursework:** There will be some informal opportunity to assess progress during this introductory (pre-sessional) course but the nature of this course means that there is no formal formative work.

**Indicative reading:** Notes covering the course material will be made available at the beginning of the course.

For a basic and accessible introduction to quantitative methods for public policy, students are encouraged to read Charles Whelan's 'Naked Statistics' prior to the start of the course.

Students may refer to other introductory books for further background reading. For the statistics part, please see Newbold, Carlson and Thorne 'Statistics for Business and Economics' (6th edition), or Wonnacott and Wonnacott 'Introductory Statistics for Business and Economics' (4th edition). For the maths part, please see Ian Jacques' 'Mathematics for Economics and Business' (5th edition), or Wisniewski's 'Introductory Mathematical Methods in Economics' (2nd edition). It is not necessary to purchase these books however for this course.

**Assessment:** There is no formal assessment attached to this course.

## PP410 Half Unit

### Public Economics for Public Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Johannes Spinnewijn

**Availability:** This course is available on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-Sciences Po), Double Master of Public Administration (LSE-University of Toronto), MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), Master of Public Administration and Master of Public Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Students must have taken PP440 Macro and Microeconomics (for Public Policy) or an equivalent course. MPA Dual Degree students spending Year 2 at LSE will require permission from the course lecturer to attend the course.

**Course content:** This is a course in theoretical and applied public economics using intermediate economic theory. Topics include: issues of equity and efficiency; models of public goods and externalities, including environmental policy; income inequality, poverty alleviation and the role of welfare programmes in theory and in practice; social insurance and social security; health and education policy; the effects of taxes and transfers on labour supply and government budgets; optimal taxation, tax evasion, and taxation in developing countries; and current topics in public finance. The main institutional references will be to the UK and the US, but some attention will also be given to broader international experience.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 29 hours in the Lent Term, and a 1 hour review class in the Summer Term.

**Formative coursework:** Students will complete and be given feedback on two sets of practice questions, which are similar in style and format to the final examination. Students will also be given feedback on a draft introduction and outline of their policy essay.

**Indicative reading:**

- J Gruber (2011) Public Finance and Public Policy, 3rd edition, Worth Publishers. [CC HJ141 G88] [or Gruber (2007), 2nd edition].
- N Barr (2012), The Economics of the Welfare State, 5th ed., OUP [CC HB99.3 B26]. 160 Institute for Fiscal Studies (2010-2011), Mirrlees Review: Reforming the Tax System for the 21st Century, Volume 1 (2010): Dimensions of Tax Design, Volume 2 (2011): Tax by Design. Oxford University Press, Oxford. Available online at: <http://www.ifs.org.uk/mirrleesReview>
- On developments in public spending in the UK, see H Glennerster (2003), Understanding the finance of welfare (Policy Press); or H Glennerster and J Hills (eds) (1998), The State of Welfare: The economics of social spending (Oxford) [CC HV245 S79].
- Students wishing to review their microeconomic theory should consult a textbook on intermediate microeconomic theory, such as Morgan, Katz and Rosen (2006) Microeconomics, McGraw Hill (CC HB172 M84) or J Perloff (2008) Microeconomics: Theory & applications with calculus, Pearson (CC HB172 P45).
- On the structure of taxation in the UK, see IFS (2011) A Survey of the UK Tax System, Briefing Note no. 9 (<http://www.ifs.org.uk/bns/bn09.pdf>) and the HM Revenue and Customs website, (<http://www.hmrc.gov.uk>). 160 The Institute for Fiscal Studies is an independent policy research institute and its website (<http://www.ifs.org.uk>) has a wide range of useful publications. The HMRC website includes information on the tax structure and statistics on tax payments (by income group, by type of tax, etc.) and overall revenues raised.
- The UK Treasury website (<http://www.hm-treasury.gov.uk/>) provides a range of documents on economic policies and the public finances, including the annual publication, Financial Statement and Budget Report (the 'Red Book'), published each year on Budget Day.
- For comparative international fiscal data, information and



analysis, useful sources include the International Monetary Fund, IMF (<http://www.imf.org/>), the World Bank (<http://www.worldbank.org/>) and the Organisation for Economic Cooperation and Development, OECD160 (<http://www.oecd.org>).

**Assessment:** Exam (60%, duration: 3 hours, reading time: 15 minutes) in the summer exam period.

Essay (40%, 2000 words) in the ST.

The essay, of up to 2,000 words, will be on a policy question related to the course material.

## PP411L Half Unit

### Political Economy Applications for Public Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Andrés Velasco, Professor Vanessa Rubio-Márquez, TBC

**Availability:** This course is available on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-Sciences Po), Double Master of Public Administration (LSE-University of Toronto), MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), Master of Public Administration and Master of Public Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Students are expected to have done basic courses in economics.

**Course content:** This course is designed to build an understanding of the nature and drivers of change in public policy and prepare students to develop persuasive policy recommendations. It will use political economy analysis and illustrate the use of the range of concepts and techniques from other courses in economics and political science in the diagnosis of policy change.

During this course, students will deepen understanding of the concepts and techniques presented in other courses and introduce additional concepts from political economy to augment the tools being taught in the core economics courses. In other words, this course will integrate powerful instruments from economics with the drivers of political decision-making to understand and interpret real policy cases and to explore avenues for policy change. A detailed reading guide will be provided before the first class. The structure of the course revolves around comprehensive discussions on two major themes. These themes will be picked from topics including economic growth and development; poverty and inequality; the theory and practice of public policy. The faculty will discuss the theme from different perspectives in four weeks, and the fifth week will involve a panel discussion among the faculty with active student participation. Students will then write an essay on the theme for a particular context.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 35 hours across Lent Term.

**Formative coursework:** Students will be expected to produce a one-page proposal for summative essay 1 in the LT and a one-page proposal for summative essay 2 in the ST.

#### Indicative reading:

- Acemoglu, Daron and James A. Robinson. 2013. "Economics versus Politics: Pitfalls of Policy Advice". *Journal of Economic Perspectives*. Vol. 27, No. 2, pp. 173-92.
- Besley, Timothy and Torsten Persson. 2014. "The Causes and Consequences of Development Clusters: State Capacity, Peace and Income". *Annual Review of Economics*. Volume 6:927-949.
- Andrews, M., L. Pritchett & M Woolcock. (2017). *Building State Capability: Evidence, Analysis, Action*. Oxford University Press.
- Cristina Corduneanu-Huc, Alexander Hamilton and Issel Masses Ferrer. 2012. "Understanding Policy Change: How to Apply Political Economy Concepts in Practice." Washington D.C.: World Bank Publications.
- Andrews Matt, Lant Pritchett, Michael Woolcock. 2010. "Capability

Traps? The Mechanisms of Persistent Implementation Failure"

- Hausmann, R., Rodrik, D, and Velasco, A. (2008). Growth diagnostics, in Stiglitz, J. and Serra, N. *The Washington Consensus Reconsidered: Towards a new global governance*. Oxford University Press.
- Timothy Besley, Robin Burgess, Adnan Khan and Guo Xu. (2021). *Bureaucracy and Development*. *Annual Review of Economics*. Forthcoming.
- Parkhurst, Justin. 2017. "The politics of evidence: from evidence-based policy to the good governance of evidence". *Routledge Studies in Governance and Public Policy*.

**Assessment:** Two problem sets (60%) due in the LT.

Essay (40%, 2500 words) in the ST.

## PP411M Half Unit

### Political Entrepreneurship

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Valerio Riavez

**Availability:** This course is available on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-Sciences Po), Double Master of Public Administration (LSE-University of Toronto), MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), Master of Public Administration and Master of Public Policy. This course is not available as an outside option.

**Course content:** This course will offer a unique opportunity to students who have a passion for politics and don't know where to direct it. In the last decade electoral start-ups, new forms of activism, and disruptive political technologies have completely reshaped the international political landscape. Having an impact through politics today requires an understanding of entrepreneurship and of digital technologies, and the mastery of the basic unit of politics: electoral campaigning. Throughout the course, students will be introduced to frameworks drawn from multiple disciplines ranging from management to political science, from communication to grassroots organizing, from data analytics to leadership, enabling them to understand how modern politics works and what it takes to enter the political arena. The students will draw from first-hand examples of the most disruptive political endeavours of the decade, and will readily apply their learnings to a campaign of their choosing, for which they will be asked to craft a strategy memo and an action plan, dedicating a special focus on the use of data and new technologies.

**Teaching:** This course is delivered through a combined lecture-seminar format totalling a minimum of 30 hours across Michaelmas Term.

**Formative coursework:** Students will be expected to produce a short, 2-page business memo to present the campaign they chose, and to flag any potential barriers to the delivery of their final campaign strategy memo.

#### Indicative reading:

- McNamara, M - The political campaign desk reference.
- Haidt, J - The righteous mind
- Westen, D - The political brain
- Cialdini, R.B. - Influence: the psychology of persuasion
- Issenberg, S - The victory lab
- Ignatieff, M - Fire and ashes
- Mayer-Schoneberger, V. and Cukier, K. - Big Data
- Lindstrom, M - Small Data
- Ganz, M - Leading change
- McAlevey, J - No shortcuts

**Assessment:** Project (30%) and memo (60%) in the MT. Class participation (10%).

Project (30%): a short memo highlighting early elements of campaign strategy, including targeting, staffing and tasks timeline. Memo (60%): a strategy memo of approximately 5,000 words, where students outline the main features of their campaign



strategy, expanding on the first memo and including messaging, field, and digital

These two assessments and the formative assessment will revolve around a political campaign of the student's choosing.

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## PP412 Half Unit Not available in 2022/23 Global Social Protection Design and Delivery

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Babken Babajanian

**Availability:** This course is available on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-Sciences Po), Double Master of Public Administration (LSE-University of Toronto), MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), Master of Public Administration and Master of Public Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.

The course is capped at 30. This course has a limited number of places (it is controlled access) and demand is typically very high. Priority is given to students from the School of Public Policy, students from other programmes will be considered if places remain.

Students from outside the School of Public Policy will need to have some previous policy experience.

**Course content:** The course will focus on conceptual, theoretical and practical issues involved in the development of social protection programmes in the global context. It will enable students to (i) recognise the objectives and role of social protection programmes and (ii) analyse and critically assess the design, implementation, and evaluation of social protection programmes. The course will consider the design and performance of social protection within the specific economic, social, political economy and institutional context of their operation.

Social protection refers to policies and programmes designed to reduce poverty and vulnerability and improve people's ability to manage economic, social, governance, environmental, and lifecycle risks.

In recent years, social protection has become a key instrument of public policy in the global south and it is no longer seen as an exclusive feature of the western welfare state. Building responsive social protection systems is a priority for many governments in Asia, Sub-Saharan Africa and Latin America and international development organisations are heavily involved in supporting national efforts.

These developments have generated a strong demand for policy experts who can analyse, interpret, design and evaluate social protection programmes. The course will help students acquire in-depth knowledge and skills for analytical work and practical engagement in programme development. It will enable them to critically appraise how government agencies, international organisations and other actors design and implement social protection programmes.

The course will discuss major social protection programmes, including Bolsa Familia in Brazil, Juntos in Peru, Oportunidades/Prospera in Mexico, Dibao in China, Pantawid Pamilyang in the Philippines and LEAP in Ghana.

The course draws on academic literature and research studies and analytical reports commissioned by government agencies and international organisations. The chosen sources reflect the most recent developments in social protection worldwide. The course utilises the course leader's extensive hands-on experience in the analysis and evaluation of social protection programmes.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 27 hours across Lent Term.

**Formative coursework:** 1. Seminar presentations on assigned topics and contribution to seminar discussions. Each student is

expected to do at least one presentation.

2. An essay answering a pre-assigned question (800 words)

3. A short individually-authored critique of a policy report (max 1,000 words)

**Indicative reading:**

- Devereux, S et al (2017) The Targeting Effectiveness of Social Transfers, *Journal of Development Effectiveness*, 9:2, 162-211. .
- Holmes, R. and N. Jones (2013) *Gender and Social Protection in the Developing World: Beyond Mothers and Safety Nets*. London and New York: Zed Books.
- Robalino, D. A., Rawlings, L. and I. Walker (2012) *Building Social Protection and Labor Systems. Concepts and Operational Implications*. Washington, DC: World Bank.
- Standing, G (2007) *Social Protection, Development in Practice*, Vol. 17, No. 4/5, pp. 511-522

**Assessment:** Essay (30%) in the LT.

Critical evaluation (70%) in the ST.

- An essay (30%), in which students answer a pre-assigned question (max 1,000 words).
- An individually authored critique of a policy report (70%) (max 3,000 words).

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## PP413 Half Unit Growth Diagnostics in Development: Theory and Practice

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr. Miguel Angel Santos

**Availability:** This course is available on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-Sciences Po), Double Master of Public Administration (LSE-University of Toronto), MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), Master of Public Administration and Master of Public Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and demand is typically very high. Priority is given to students from the School of Public Policy, students from other programmes will be considered if places remain.

**Pre-requisites:** Introductory Microeconomics.

Introduction to Econometrics (experience in STATA, R or Python)

**Course content:** The course enables students to deploy a variety of analytical tools to process and interpret the data and formulate a coherent diagnostic narrative that can make sense of simultaneous observations about growth and social outcomes within a particular context. It covers the theory and practice of the Economic Complexity and Growth Diagnostics frameworks, drawing on empirical research, case studies, and real world-data to a) map place-specific opportunities for productive diversification, b) identify the most binding constraints preventing them from materializing, and c) formulating data-driven policy strategies to overcome them.

The course covers a range of topics in development economics.

It begins with an overview of Malthusian dynamics, the Great Acceleration and modern growth models, emphasizing the role of productivity and technology. The course then explores Hidalgo and Hausmann's (2009) Economic Complexity framework, which takes stock of place-specific productive capabilities and defines a roadmap to potential diversification opportunities that can be tapped by redeploying them, thereby reducing coordination problems that surround the process of self-discovery and structural transformation. The course also reviews Hausmann, Rodrik and Velasco's (2008) Growth Diagnostic framework, a methodology for identifying the most binding constraints to an objective function (i.e. growth, diversification, private investment). Taken together, Economic Complexity and Growth

Diagnostics form an innovative conceptual framework that allows policymakers and policy practitioners to focus limited resources on the most impactful issues.

Students will learn to use data-driven tools such as the Atlas of Economic Complexity to map potential avenues for productive diversification and deploy the four diagnostic principles of Growth Diagnostics to identify the most significant constraints preventing them from materializing. The principles of differential diagnostics are illustrated with practical examples that showcase their deployment to test for binding constraints across relevant production factors, such as finance, human capital, infrastructure, market failures (coordination and information externalities), government failures (taxation, regulations, property rights, and corruption) and macroeconomic risks.

The course concludes with several lectures on policy formulation and implementation. There will be a session on building the state capability needed to mobilise and implement reforms using Andres, Pritchett and Woolcock's (2012) Problem-Driven Iterative Adaptation approach. Students are expected to implement class concepts, methodologies and frameworks on a country of their choosing through a series of hands-on problem sets that develop incremental research outputs that are then used for the final Growth Diagnostics country report and presentation.

**Teaching:** 30 hours of lectures and 10 hours of seminars in the LT. The course will have two x 90 minute 'Harvard' style lectures plus a one-hour seminar per week.

**Formative coursework:** Students will be expected to produce 1 essay in the LT.

Short pre-class assignments

**Indicative reading:**

- Galor, Oded, and David N. Weil (1999). From Malthusian Stagnation to Modern Growth. *American Economic Review* 89, no. 2.
- Pritchett, L. (1997) Divergence, Big Time. *The Journal of Economics Perspectives* 11, No. 3.
- Hidalgo, C., and Hausmann, R. (2009). The building blocks of economic complexity. *Proceedings of the National Academy of Sciences*, 106(26), 10570-10575.
- Hausmann, R., Rodrik, D, and Velasco, A. (2008). Growth diagnostics, in Stiglitz, J. and Serra, N. *The Washington Consensus Reconsidered: Towards a new global governance*. Oxford University Press.
- Hausmann, R., Pietrobelli, C., and Santos, M.A. Place-specific Determinants of Income Gaps: New Sub-National Evidence from Mexico (forthcoming in the *Journal of Business Research*).
- Hani, F., and Santos, M.A. (2021). Testing for Human Capital as a Binding Constraint (forthcoming in Cambridge University Press)
- Besley, T., and Persson, T. (2011). *Pillars of Prosperity: The Political Economics of Development Clusters*, The Yrjö Jahnsson Lectures, Princeton University Press 2011.
- Andrews, M., Pritchett, L., Woolcock, M. (2012). *Escaping Capability Traps through Problem-Driven Iterative Adaptation (PDIA)*. Center for Global Development, Working Paper 299.
- Crespi, G., Fernández-Arias, E., Stein, E. (2014). *Rethinking Productive Development*. Inter-American Development Bank, Washington DC.
- Collier, P. (2018). *The future of capitalism: Facing the new anxieties*. Harper Collins Publishers, New York. Chapter 7: The geographic divide: Booming metropolis, broken cities.

**Assessment:** Group project (50%) in the LT and ST. Problem sets (20%), problem sets (20%) and class participation (10%) in the LT.

One problem set (20%) will be an individual assessment and the other problem set (20%) will be a group assessment.

## PP415 Half Unit

### Technology, Data Science and Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Alexander Evans (School of Public

Policy)

**Availability:** This course is available on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-Sciences Po), Double Master of Public Administration (LSE-University of Toronto), MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), Master of Public Administration and Master of Public Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Basic familiarity with technology issues, machine learning and artificial intelligence is helpful. The course does not require any computer programming.

**Course content:** Technology and Data Science are now a major driver of many areas of public policy. This course will present a globally comparative, integrated and historically informed perspective on key policy issues in technology, data science, and emerging technologies such as AI. The course will have an inter-disciplinary approach that will consider policy issues from the point of view of governance, security, ethics, and the law. The course will present a brief history of technology and technology policy, consider the role of technology in government, cover main areas of 21st century technology policy, with a focus on competition and regulatory diplomacy and national strategies. The course will then cover key concepts in data science ethics broadly and discuss emerging issues with artificial intelligence. Students will emerge with a holistic view of the role of technology and data science in society and government.

**Teaching:** 22 hours of lectures and 16 hours and 30 minutes of seminars in the LT.

**Formative coursework:** Students will submit the outlines of their essays and policy memos (in bullet point format) for formative feedback prior to submitting the final written versions for summative assessment.

**Indicative reading:** A detailed reading list will be provided by the instructor prior to the start of the course.

**Assessment:** Essay (35%, 3000 words), group presentation (30%) and policy memo (35%) in the LT.

## PP416 Half Unit

### Beyond the policy cycle: how theory explains practice

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr Nicholas Rowley

**Availability:** This course is available on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-Sciences Po), Double Master of Public Administration (LSE-University of Toronto), MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), Master of Public Administration and Master of Public Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.

Preference will be given to students in the School of Public Policy. Students from other LSE departments and schools can seek permission to be accepted on the course.

**Course content:** This course will introduce students to the core public policy theories which help reveal how and why challenges and problems become amenable to policy. By first presenting Harold Lasswell's seminal work on the 'policy cycle', the course explores those theories that have countered and gone beyond it. The course will present theories including social construction; 'multiple streams'; behavioural theory; the idea of the 'policy entrepreneur', advocacy coalitions as well as different notions of power to help explain various examples and case studies presented each week. The course will also examine how

(individual, general and institutional) trust is critical to effective policy deliberation, decision and implementation. And how understanding executive decision making: who can take which decisions based on what evidence and to what effect, is critical to any public policy professional seeking to make a difference. The course will be structured around topics which are both relevant to political and policy deliberation and being researched in the academy. The emphasis will be on revealing how a deep and broad understanding of public policy theory can help illuminate an understanding of:

- why certain problems are not deemed amenable to policy;
- how and why certain problems are, and
- how policy might be considered, developed, and effectively implemented.

The course will be of use to students considering a career in government, a not-for-profit, an international organisation, the private sector or in advocacy. Forming half of their assessed work, students will be encouraged to concentrate on and master a policy problem or challenge which they find particularly interesting or important.

**Teaching:** 20 hours of lectures and 10 hours of workshops in the MT.

Teaching will involve ten two hour 'Harvard style' combined lectures / seminars, together with an additional one hour intensive policy workshop.

The first introductory class will establish the purpose / rationale for the course, describe the course content and 'flow' (when students will be expected to do most of their reading, research, presentations, and writing). The expectations the course educator has for all students will be made clear and formative and summative assessments will be explained.

The course educator will introduce himself and his standing on the subject and students will be given the opportunity to introduce themselves to each other. Students will be allocated into groups of five and be given the opportunity to prioritise which classes they would like to take a lead on through their involvement in role play, presentations and interrogating particular aspects of the week's topic.

The following seven lectures will share the week's topic / content, educator perspective and reflection on the topic of the week.

Coming at a time when students should be focussed on their major essay, the final two classes will not require any **Additional reading:** week nine will be the presentation of a case study involving the lecturer either when he was working for the British government or as Strategic Director of the Copenhagen Climate Council prior to the 2009 United Nations Framework Convention on Climate Change meeting ('COP 15'). From their scholarship students will be able to identify how the content of the course explains both the limitations and achievements of the identified case study.

The final class will involve three policy practitioners (ie. a senior public servant, a former politician, advocate or individual who has devoted their career to influencing or implementing policy).

They will present on three questions for 10 minutes each, allowing plenty of time for students to question the three policy practitioners and debate insights that they will be able to interrogate from their learning.

**Formative coursework:** • Group presentation plan

- Short (2,000 word) essay
- One page (500 word) policy memo

Group presentation plan

Students will be required to share a plan of how their group will lead on the second half of a defined class ensuring maximum teaching effectiveness and wider class involvement and engagement. Students will be supported by the course educator in this task through the provision of material on effective presentation and how to develop compelling scenarios and case studies based on course content.

Short mandatory (2,000 word) essay (required to be submitted prior to reading week)

Students will be required to write in response to the question "Through reference to the policy theories presented in class which

do you find most compelling and why?"

In answering this question students might choose to evaluate several theories or concentrate on one. They might seek to answer the question through reference to principles and a number of examples, or they may choose an example of a policy or problem of interest to them and 'test' which of the theories is most useful in explaining either policy success or failure.

This short essay must be submitted by reading week, allowing the provision of swift, useful feedback. Assessing student ability in this way will enable the lecturer to understand each student's academic ability early and support them to excel in the summative extended essay.

One page mandatory (500 word) policy memo

Following reading week students will be required to present a mandatory one page, 500-word policy memo presenting the issue, background, thesis / approach and likely conclusion of the 3,000-word essay that will constitute 60% of their grade.

Being required a week after reading week will allow students to consider the policy they wish to interrogate during the break and present an outline which will allow the course educator to provide clear and useful guidance and support prior to students embarking on their extended essay.

Students will be given guidance on how to write a clear and effective policy memo / brief which sets out how they are intending to tackle their summative 3,000-word essay.

**Indicative reading:**

- In Defence of Politics by Bernard Crick
- The Decision Process - Seven Categories of Functional Analysis by Harold Lasswell
- Power – a radical view by Steven Lukes
- Causal Stories and the Formation of Policy Agendas," Political Science Quarterly, vol. 104, no. 2, 1989 by Deborah Stone
- Agendas, Alternatives, and Public Policies by John Kingdon
- The Politics of Attention by Bryan Jones and Frank Baumgartner
- Administrative Behaviour – a Study of Decision-Making Processes in Administrative Organisations by Herbert Simon
- The Art of Public Strategy by Geoff Mulgan
- A Practical Guide for Policy Analysis – the Eightfold Path to More Effective Problem Solving by Eugene Bardach
- The Tools of Government in the Information Age by Christopher Hood in The Oxford Handbook of Public Policy

**Assessment:** Presentation (40%) in the MT.

Essay (60%, 3000 words) in December.

40% Class presentations and involvement (in classes 2-8 through the term)

30% of the mark will be allocated to the group. 10% will be for individual work and contribution.

In the first introductory class each student will be allocated to a group (mixed on the basis of ethnicity, gender, background etc.).

After each class has been broadly described and presented, an active prioritisation exercise will establish which group will take responsibility for the second half of which class.

All students will be allocated the roles and tasks they must complete in the second half of a defined class. These will involve a mix of role play scenarios and presentations on class content designed to stimulate wider class discussion and deliberation.

In developing their approach students will be asked to produce a plan for how the group is going to lead the second half of the class.

This formative one-page outline will allow the course educator to provide guidance on how each group might best structure their contribution to the second half of the class. The course educator will share material and examples of effective presentation and role play exercises that each group will be supported to lead on.

Each week the intensive policy workshop will allow students to work together and receive support and input prior to their assessed presentation / involvement in class.

60% An extended (3,000-word) essay (required to be submitted two weeks after the final class).

This extended essay will allow students to specialise on a policy challenge which they are both particularly interested in, and think is amenable to consideration through applying the content of the course. Students will be able to engage in student directed learning



choosing a social, environmental, economic or infrastructure challenge of particular interest to them. This could be an international, domestic, state or city-based policy challenge. Students will be expected to either develop a compelling thesis which explains the effectiveness or otherwise of a defined policy or argue for a new policy approach in a defined context. Both approaches will need to be grounded in well researched evidence and data informing effective arguments in support of a compelling thesis.

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## PP418 Half Unit

### Globalisation and Economic Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Andres Velasco

**Availability:** This course is available on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-Sciences Po), Double Master of Public Administration (LSE-University of Toronto), MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), Master of Public Administration and Master of Public Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and demand is typically very high. Priority is given to students from the School of Public Policy, students from other programmes will be considered if places remain.

**Pre-requisites:** The expectation is that students will have previously taken PP440 and PP455 or other equivalent courses. Students who have not taken PP440 and PP455 (including MPA Dual Degree students spending Year 2 at LSE) will require permission from the course lecturer to attend the course.

**Course content:** Over the past two centuries, the global economy has become increasingly interconnected. This course studies the policy implications of this globalization. It considers the causes and consequences of increasing international economic integration, focusing particularly on the challenges and opportunities that globalization creates for policy makers. Key areas covered include: international trade, innovation and growth, migration and wages, international capital flows, borrowing and adjustment in the world economy, monetary and exchange rate policy, and financial crises. The course builds on the knowledge developed in PP440 and PP455.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 30 hours across Lent Term.

**Formative coursework:** The formative coursework will comprise two graded problem sets. The formative coursework will take place throughout the term.

**Indicative reading:** There is no single textbook that includes all the material covered in this course. Lectures and readings will primarily draw from journal articles. Four books that will be used during the course are:

- Krugman, P.R., Obstfeld, M and Melitz, M.J. International economics: theory and policy 11th edition (Boston: Pearson, 2018)
- Rodrik, D., The globalization paradox: why global markets, states and democracy can't coexist (Oxford: Oxford University Press, 2011)
- Irwin, D., Free Trade Under Fire (Princeton: Princeton University Press, 2015)
- Catao, Luis and M.Obstfeld (eds.) Meeting Globalization's Challenges: Policies to Make Trade Work for All. (Princeton: Princeton University Press, 2019)

**Assessment:** Take-home assessment (50%) in the ST. Problem sets (25%) and problem sets (25%).

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## PP419 Half Unit

### Advanced Empirical Methods for Policy Analysis

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Daniel Sturm

**Availability:** This course is available on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-Sciences Po), MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), Master of Public Administration and Master of Public Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** The expectation is that MPA students will have previously taken PP440 and PP455 or other equivalent courses. The expectation for other students (including MPA Dual Degree students spending Year 2 at LSE) is that they will have prior learning in micro and macro economics, some quantitative methods of analysis, and will require permission from the course lecturer to attend the course.

**Course content:** This course provides an advanced treatment of the empirical methods that are used to evaluate the effectiveness of public policies. The course builds closely on the course Quantitative Approaches and Policy Analysis (PP455) and also Micro and Macroeconomics for Public Policy (PP440). Topics covered include the problem of causality, the theory and practice of randomised experiments, difference-in-differences, synthetic controls, regression discontinuity, robust and clustered standard errors, and calibration.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 29 hours across Michaelmas Term.

**Formative coursework:** The formative coursework will comprise a graded problem set.

**Indicative reading:** There is no single textbook for the course and many of the key readings are journal articles. James Stock and Mark Watson "Introduction to Econometrics" remains a useful reference particularly for the material at the beginning of the course. A very good source for background reading is Joshua Angrist and Jörn-Steffen Pischke "Mastering 'Metrics: The Path from Cause to Effect". A full reading list will be distributed at the beginning of the course.

**Assessment:** Exam (75%, duration: 2 hours) in the January exam period.

Project (25%, 2000 words) in the LT.

The project will be due in early Lent Term.

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## PP423 Half Unit

### Anticipatory Policymaking

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Alexander Evans

**Availability:** This course is available on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-Sciences Po), Double Master of Public Administration (LSE-University of Toronto), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Tokyo), Master of Public Administration and Master of Public Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** Policymaking in time (historical knowledge and long-range strategy in the public sector); behavioural bias, group dynamics and decision-making; seven case-study sessions on long-range policymaking challenges (including pensions, climate policy, counter-terrorism, gender equality and rights, health insurance, defence planning, resilience and crisis preparedness); a



comparative assessment of the 'official mind' (what is the cultural and professional identity of public servants - and how might that shape the advice and policies they develop); an assessment of different comparative international public service systems, and how these may influence long-range policymaking; and finally different methods of mitigating short-termism and error in policymaking (including policy planning, red-teaming, internal and external inquiries, training, drawing on or commissioning external challenge etc.).

**Teaching:** 22 hours of lectures and 16 hours and 30 minutes of seminars in the MT.

**Formative coursework:** Students will be expected to produce 1 essay and 1 other piece of coursework in the MT. Students will submit the outlines of their essays and policy memos (in bullet point format) for formative feedback prior to submitting the final written versions for summative assessment.

**Indicative reading:**

- Richard Neustadt, *Thinking in Time: The Uses of History for Decision-making* (1988)
- Ivor Crewe and Antony King, *The Blunders of our Governments* (2013)
- Suzanne Heywood, *What does Jeremy think?* (2022)
- Richard Haas, *The Bureaucratic Entrepreneur* (1999)
- George Orwell, *Politics and the English Language* (1946)

**Assessment:** Essay (35%, 5000 words), policy memo (35%) and group presentation (30%) in the MT.

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## PP424 Half Unit

### Happiness and Public Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Lectures will be delivered by Prof Richard Layard. Advice on teaching and content from Dr Christian Krekel. Seminars will be led by Dr Ekaterina Oparina.

**Availability:** This course is available on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-Sciences Po), Double Master of Public Administration (LSE-University of Toronto), MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), Master of Public Administration and Master of Public Policy. This course is not available as an outside option.

The course is only available to students on full time programmes in the School of Public Policy

**Course content:** Worldwide, more and more policy-makers believe that the goal of public policy should be the wellbeing of the people. This course will show how, with the new science of wellbeing, it is increasingly possible to make this an operational objective. Targeted at future policy-makers, this course will show how making wellbeing an operational objective of policy making is in the political interest of policy-makers and how government policies would be likely to change if they were chosen according to their cost-effectiveness in generating wellbeing.

The lectures for this course will run as follows:

- 1 The concept and measurement of wellbeing
- 2 The philosophy of wellbeing (and objections to it)
- 3 The role of the state in the presence of irrational behaviour and human interdependence.
- 4 The worldwide inequality of wellbeing and its causes (including genes)
- 5 Developing policies to improve wellbeing using cost-effectiveness analysis (with wellbeing as the measure of benefit.
- 6 Mental health and the role of parents, schools, and social media
- 7 Income and wellbeing: the Easterlin paradox
- 8 Work, unemployment, and wellbeing
- 9 Community life, the environment, the planet and wellbeing
- 10 Government, voting and wellbeing.

The lectures will be by Professor Richard Layard. Advice on teaching arrangements will come from Dr Christian Krekel. Classes

will be taught by 2 experienced post-docs. The course will be based on Wellbeing: Science and Policy by Richard Layard and Jan-Emmanuel De Neve (Cambridge University Press, 2022).

**Teaching:** 15 hours of lectures and 15 hours of seminars in the LT.

**Formative coursework:** In-class presentations that students will deliver in small groups throughout the course as preparation for the written assignments.

**Indicative reading:**

- Layard, R. and De Neve, J-E. (2022) *Wellbeing: Science and Policy*. Cambridge University Press.
- de Lazari-Radek, K., & Singer, P. (2017). *Utilitarianism: A Very Short Introduction*: Oxford University Press
- Clark, A.E., Flèche, S., Layard, R., Powdthavee, N., and Ward, G. (2018). *The Origins of Happiness: The Science of Well-Being over the Life Course*. Princeton, MA: Princeton University Press.
- Helliwell, J. F., Layard, R., & Sachs, J. De Neve, J.E. (Eds.). *World Happiness Report*. New York: Sustainable Development Solutions Network. Latest version.
- Helliwell, J.F. (2021) *Measuring and Using Happiness to Support Public Policies*. In Lee et al (2021). *Measuring Well-Being: Interdisciplinary Perspectives From the Social Sciences and the Humanities*. Oxford University Press.
- Rilling, J. K., Gutman, D. A., Zeh, T. R., Pagnoni, G., Berns, G. S., & Kilts, C. D. (2002). A neural basis for social cooperation. *Neuron*, 35(2), 395-405..
- Bellet, C., De Neve, J. E., & Ward, G. (2020). Does Employee Happiness have an Impact on Productivity?. *Said Business School WP*, 13.
- Flavin, P., Pacek, A. C., & Radcliff, B. (2011). State intervention and subjective well being in advanced industrial democracies. *Politics & Policy*, 39(2), 251-269.
- Ward, G. (2020). Happiness and voting: evidence from four decades of elections in Europe. *American Journal of Political Science*, 64(3), 504-518.

**Additional reading**

- Lyubomirsky, S. *The how of Happiness: A Scientific Approach to Getting the Life You Want*. Penguin Press. (2008).
- Coghill, R. C., McHaffie, J. G., & Yen, Y. F. (2003). Neural correlates of interindividual differences in the subjective experience of pain. *Proceedings of the National Academy of Sciences*, 100(14)
- Kiecolt-Glaser JK, Marucha PT, Malarkey WB, Mercado AM, Glaser R. (1995). Slowing of wound healing by psychological stress. *Lancet*. 346 (8984): 1194-6.
- Meier, S., & Stutzer, A. (2008). Is volunteering rewarding in itself?. *Economica*, 75(297), 39-59. Winkelmann, L., & Winkelmann, R. (1998). Why are the unemployed so unhappy? Evidence from panel data. *Economica*, 65(257), 1-15.
- Luechinger, S. (2009). Valuing Air Quality Using the Life Satisfaction Approach. *Economic Journal*, 119, 482-515.

**Assessment:** Coursework (35%, 1000 words) in the LT Week 9. Report (65%) in the ST Week 1.

The coursework worth 35% will take the form of a cost effectiveness exercise.

The 3000 word report worth 65% will be assigned in week 10 and submitted at the start of Summer Term.

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## PP440

### Micro and Macro Economics (for Public Policy)

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Ethan Ilzetzki and Professor Daniel Sturm

**Availability:** This course is compulsory on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-University of Toronto) and Master of Public Administration. This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo) and MSc in Political Science and Political Economy. This course is available with permission as an outside option to students on other programmes where

regulations permit.

This course has a limited number of places after students for whom it is compulsory have been accommodated (it is controlled access). Priority is given to students from the School of Public Policy, students from other programmes will be considered if places remain.

**Course content:** This course is an introductory graduate course providing an economics background suitable for high-level public policy-making. The emphasis is on acquiring sound models and methods suitable for appraising policy-making issues in a wide variety of contexts. The first term (MT) covers microeconomics and the second term (LT) covers macroeconomics.

MT (Microeconomics): competitive markets and economic efficiency; consumer optimisation and the demand for goods; firm optimisation and the supply of goods; market power, externalities in consumption and production; optimal provision of public goods; and asymmetric information

LT (Macroeconomics): understanding macroeconomic data; long-run economic growth; business cycles; aggregate demand; money, inflation and monetary policy; stabilization policy; fiscal policy and government debt; the labour market and unemployment; exchange rates and international economic policy; the financial system and the macroeconomy.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 60 hours across Michaelmas Term and Lent Term and week 1 of Summer Term.

**Formative coursework:** Students will complete weekly problem sets. Some of these will be marked to provide indicative assessment.

**Indicative reading:** A full reading list will be distributed at the beginning of the course.

**Assessment:** Exam (70%, duration: 3 hours, reading time: 15 minutes) in the summer exam period.

Policy memo (10%) in the MT.

Policy memo (10%) in the LT.

Continuous assessment (10%) in the MT and LT.

## PP448 Half Unit

### International Political Economy and Development

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Christopher Sabatini

**Availability:** This course is available on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-Sciences Po), Double Master of Public Administration (LSE-University of Toronto), MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), Master of Public Administration and Master of Public Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and demand is typically very high. Priority is given to students from the School of Public Policy, students from other programmes will be considered if places remain.

**Course content:** This half-unit MT course explores the challenges developing countries face in pursuing economic and political development. Matters of state-society relations, insertion into the global economy, structure versus agency, political economy, the role of multilateral institutions, development assistance and private investment, and the importance of institutions have been heavily researched and discussed in academia and policymaking circles. Those discussions and issues have also shaped policy debates and policy (and not always in a good way) in international development and domestic policymaking and politics. Despite the lack of physical fashion sense among academics, these theories go in and out of fashion, with implications for international and

domestic development policymaking.

This course will examine these theories and understanding of development over the years—from the modernization theories of the 1950s and 1960s, to dependency theory of the 1960s and 1970s, to the wave of neoliberal reforms and new-institutionalism of the 1980s and 1990s and, last, to the rise of China and its implications for global understanding of development and international development policy. In this course, through this literature students will gain an understanding of the legacies of state formation, international political economy and the relationship to inclusive democratic institutions and their relationship to development and economic policymaking. But this class is intended to be a practical introduction to policymaking as well. So, while we will draw on these theories to understand development, we will seek to apply them to analyse and respond to real-work challenges to development today. Policymaking of all kinds and at all levels (local, state, national, global) takes place in a political environment that shapes how political actors identify specific policy preferences, seek to advance their own goals and realize their own visions of how the world ought to be and weigh options and trade offs. Public policy professionals must navigate the intersecting realms of political institutions, multiple political actors and stakeholders, political ideas and discourse, and the capacity of bureaucracies to successfully and independently implement and evaluate those policies. To this end, students will learn how to identify a development 'problem', how to organize and select policy options and challenges to address that issue, how to conduct a stakeholder analysis, how to account for bureaucratic inadequacies for implementation, and how to objectively evaluate the impact of the intended policy and make any necessary adjustments.

With this background, the objectives of this course are:

- To enable students to understand international political economy and the historic challenges of development in different contexts and across different policy realms (poverty alleviation, combatting climate change, gender inclusiveness, etc).
- To help students become effective participants in public policymaking, as policy analysts, administrators and advocates by gaining tools to help them assess international and domestic contexts, recognize the unique challenges that they impose and explore what motivates and constrains the various actors within those contexts.
- To anticipate the issues and challenges that arise in development policy in different political environments, whether local, state, national or international arenas.
- To recognize the competing interests and strategic alternatives that surround development, particularly in different political contexts, and why this recognition is necessary in policy analysis.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 30 hours across Michaelmas Term.

**Formative coursework:** Students will be provided with regular feedback on their work during MT.

**Indicative reading:**

1. Paul Collier, *The Bottom Billion: Why the Poorest Countries are Failing and What Can be Done About It* (Oxford, 2007).
2. Lloyd Gruber, *Ruling the World: Power Politics and the Rise of Supranational Institutions* (Princeton, 2000).
3. Daron Acemoglu and James A. Robinson, *Why Nations Fail: The Origins of Power, Prosperity, and Poverty* (New York: Crown Publishers, 2012).
4. Robert Wade, *Governing the Market: Economic Theory and the Role of Government in East Asian Industrialization* (Princeton, 2003).
5. Martha Finnemore and Judith Goldstein, eds., *Back to Basics: State Power in a Contemporary World* (Oxford, 2013)

**Assessment:** Case study (20%) and policy memo (30%) in the MT. Take-home assessment (50%) in the LT.

There will be one seminar-based case-study, role playing activity in the first month of the terms. Based on the early readings and discussions, students will choose a development problem,

and then work with me and other students to identify the policy options, conduct a stakeholder analysis and the likely positions of the individual stakeholders. Then in class we will break into groups to conduct a role-playing exercise of how policy choices would likely play out in the case study, with students forming teams of individual stakeholders (government, labour unions, international donors/banks, private investors, voters, and opposition parties/actors.) I will work with students to select the case study country and problem and prepare the background materials.

In the second half the term, students will prepare an individually-authored policy memo on a policy 'problem' that will follow the format and analytical framework of our in-class case.

The take-home assessment will encourage students to think creatively about the ideas and arguments presented in the course and will include at least one long essay question, and a set of analytical short answer questions. No outside research will be required and it can be open book. This last component of the assessment will count for 50% of the student's overall course mark.

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## PP449 Half Unit

### Comparative Political Economy and Development

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Tasha Fairfield

**Availability:** This course is available on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-Sciences Po), Double Master of Public Administration (LSE-University of Toronto), MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MSc in Development Studies, Master of Public Administration and Master of Public Policy. This course is available with permission as an outside option to students on other programmes where regulations permit. This course has a limited number of places (it is controlled access) and demand is typically very high. Priority is given to students from the School of Public Policy, students from other programmes will be considered if places remain.

**Course content:** This course examines key issues in comparative political economy, with an emphasis on developing countries and the politics of policymaking. Who get the policies they want, when, and how? Throughout, we will pay close attention to actors, interests, institutions, and power. Understanding the politics of policymaking is critical for development specialists and policy practitioners. Policies recommended by technical experts are not always politically feasible, and progress may require implementing second-best solutions. Moreover, approaches that work in one case may not work in another. Drawing on real-world examples from a range of policy domains including taxation and social spending, we will discuss strategies for enacting pro-development reforms that might otherwise be politically infeasible. The course will also introduce students to key issues in conceptualization and measurement by examining indices and indicators of governance and democracy that are widely used by development practitioners. Note: the subject matter complements material covered in PP448 and can be taken either in conjunction with, or separately from that course.

Upon completing the course, students can expect to (1) be able to critically engage with the key debates in comparative politics and development, (2) be able to identify political constraints that may impede implementation of pro-development policies, (3) apply political economy theories to explain 'real world' cases of development policy successes and failures, and (4) design strategies that can help make pro-development policies more politically feasible in a given country context.

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 38 hours across

Lent Term.

**Formative coursework:** Students will receive feedback on formative assignments in seminars that will prepare them for the assessed DPA at the end of the term.

The revision session in LT will prepare students for the assessed exam.

**Indicative reading:**

1 Jeffrey Winters, 2013, 'Oligarchy and Democracy in Indonesia', *Indonesia* 96, pp.11-33

2 Thachil, Tariq, 2011, 'Embedded Mobilization: Non-State Service Provision as Electoral Strategy in India', *World Politics* 62 (3): 434-469

3 Andrei Shleifer and Daniel Treisman, 2000, 'Without a Map: Political Tactics and Economic Reform in Russia', Cambridge: MIT Press

4 Tasha Fairfield, 2013, 'Going Where the Money Is: Strategies for Taxing Economic Elites in Unequal Democracies', *World Development* 47 (July), pp.42-57

**Assessment:** Project (40%) in the LT.

Take-home assessment (60%) in the ST.

All students will be required to take part in a Development Policy Application (DPA) project stretching over several weeks of the course. An issue of major importance to developing countries will be introduced early in the term. Students will be assigned into small groups, and each group will pick a country of its choice for the project. The DPA will count for 40% of the course mark.

A take-home assessment will be given in the Summer Term. This will count for 60% of the course mark.

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## PP450 Half Unit

### Public Organisations: Theory and Practice

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Adnan Khan and Prof Timothy Besley

**Availability:** This course is available on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-Sciences Po), Double Master of Public Administration (LSE-University of Toronto), MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), Master of Public Administration and Master of Public Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and demand is typically very high. Priority is given to students from the School of Public Policy, students from other programmes will be considered if places remain.

**Pre-requisites:** Some understanding of economics and quantitative methods is desirable.

**Course content:** The course will offer students the analytical frameworks and practitioners' knowhow for understanding public organisations and the challenges in design and implementation of public policies. Public organisations are key determinants of state capacity and this course will draw primarily on social science, primarily economics and political economy to understand these. The lectures will take different views of public organisations: a micro, personnel-economics view; an organizational level perspective; and a heterodox approach drawing on the recent literature from several disciplines on identity, values and norms. The seminars will have an applied focus and will deal with intractable public policy problems and unpack reasons why it is so difficult to design and implement effective public policies. The group work during seminars will use a systematic and structured framework to identify pressing policy problems, diagnose the underlying causes of these problems using evidence, and design, test, implement and refine policy innovations. There will be a lot of emphasis on learning-centric approaches to transforming public organisations and to diagnosing and dealing with the challenges of policy implementation and political authorisation and the skill sets



needed to address these challenges.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 35 hours across Lent Term.

**Formative coursework:** Students will be provided regular and weekly feedback on their group work during LT.

**Indicative reading:** Key readings:

- Timothy Besley, Robin Burgess, Adnan Khan and Guo Xu. (2021). *Bureaucracy and Development*. Annual Review of Economics. Forthcoming.
- Besley, Timothy and Torsten Persson. 2014. "The Causes and Consequences of Development Clusters: State Capacity, Peace and Income". Annual Review of Economics. Volume 6:927-949.
- Finan, Frederico, Benjamin Olken, and Rohini Pande. 2015. "The Personnel Economics of the State", *The Handbook of Field Experiments*.
- IGC Evidence Paper. 2019. "State Effectiveness"
- Cristina Corduneanu-Huc, Alexander Hamilton and Issel Masses Ferrer. 2012. "Understanding Policy Change: How to Apply Political Economy Concepts in Practice." Washington D.C.: World Bank Publications.
- Andrews, M., L. Pritchett & M Woolcock. (2017). *Building State Capability: Evidence, Analysis, Action*. Oxford University Press.
- Parkhurst, Justin. 2017. "The politics of evidence: from evidence-based policy to the good governance of evidence". Routledge Studies in Governance and Public Policy.

**Assessment:** Essay (50%) in the period between LT and ST. Policy memo (20%) and group presentation (30%) in the LT.

## PP452 Half Unit

### Applying Behavioural Economics for Social Impact: Design, Delivery, Evaluation and Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Nava Ashraf

**Availability:** This course is available on the Double Master of Public Administration (LSE-Sciences Po), MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo) and Master of Public Administration. This course is not available as an outside option. This course is only available to students in the second year of the MPA programme. This course has a limited number of places (it is controlled access) and demand is typically very high.

**Pre-requisites:** A rigorous understanding of statistics, economics and econometrics is important for this course, in order to be able to absorb the economics journal articles and methods covered. Students will be required to have achieved marks of 55 or higher in PP440 and PP455 to be eligible for the course. Students with marks of 50-54 in PP440 and PP455 will be considered on a case by case basis.

**Course content:** This course delivers insights from cutting edge research in psychology and economics, and asks students to use these insights to design solutions to significant social challenges. Students learn how to diagnose, design, deliver, and rigorously test products and services using the principles of behavioural economics and the methods of field experimentation. The course begins by describing the principle of coproduction: outcomes in health, education and similar fields are not simply given to end-users, but are produced by end-users themselves, interacting with supply-side factors Drawing on the insights from behavioural economics and using qualitative methods, students learn how to diagnose end-user needs, preferences and behaviour. The course then explores how the psychological aspects of behaviour can be combined with the tools and structure of economics to induce behaviour change and improve outcomes, including the challenge of setting prices and designing incentives. Throughout the course there is emphasis upon the critical importance of effective measurement in the context of

the social sector, where traditional market feedback mechanisms are typically absent and where mission-driven leaders' evaluation of organisational impact can itself be subject to cognitive bias and distortion. Appropriate measurement in turn informs improvements in diagnosis and design. The course concludes by exploring policy impact and how research can be translated into policy action. Real world case studies are used at every stage of the course.

This course is relevant to all those who wish to improve the effectiveness of social interventions and programmes across a range of diverse fields, whether such interventions are administered through the state or, increasingly, through private philanthropy and social entrepreneurship. The course tutor will be Professor of Economics and Director of Research at the LSE Marshall Institute.

**Teaching:** This course is delivered through a combined lecture-seminar format totalling a minimum of 30 hours in Michaelmas Term. There will also be a drop-in weekly technical support session.

**Formative coursework:** Additional exercises which will include preparation of an essay of the discussion questions for HBS-style case discussion.

**Indicative reading:** There is no single textbook for the course. For an introduction to the field of behavioural economics, students should consult *Nudge: Improving Decisions About Health, Wealth, and Happiness*, by Richard Thaler and Cass Sunstein (2009, Penguin) and *Thinking, Fast and Slow*, by Daniel Kahneman (2012, Penguin). We will also be reading several scientific articles from top-tier economics journals. A full reading list with the readings for each topic will be made available at the beginning of the course, and a draft course syllabus is available.

**Assessment:** Project (60%) in the MT.

Take-home assessment (40%) in the LT.

The project (worth 60%) will consist of a group exercise addressing a real world problem using tools from the course.

The other 40% will be a take-home timed assessment of two hours' duration in January.

## PP454

### Development Economics

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Robin Burgess 32L.3.03 and Dr Gharad Bryan 32L.3.10

**Availability:** This course is available on the Double Master of Public Administration (LSE-Sciences Po), Double Master of Public Administration (LSE-University of Toronto), MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), Master of Public Administration and Master of Public Policy. This course is not available as an outside option.

Students may not take both this course and EC428 Development and Growth This course has a limited number of places (it is controlled access) and demand is typically very high.

**Pre-requisites:** The expectation is that students will have previously taken PP440 and PP455 or other equivalent courses. Students who have not taken PP440 and PP455 (including MPA Dual Degree students spending Year 2 at LSE) will require permission from the course lecturer to attend the course.

**Course content:** In this course, students will apply their understanding of economics and econometrics to the task of policy making in developing countries. The focus is on acquiring the necessary theoretical and empirical skills to engage in the rigorous analysis of public policies in developing countries. Topics at the forefront of development economics will be covered. These include political economy, trade liberalization, growth, access to finance, technology adoption, education, health, infrastructure, property rights, land reform, gender, environment, mass media and political accountability. The emphasis will be on combining theory



and data to evaluate the effectiveness of policies in these different areas.

**Teaching:** This course is delivered through a combination of lectures and classes totalling 40 hours of lectures and 20 hours of classes in the Michaelmas Term, Lent Term and week 1 of Summer Term.

**Formative coursework:** Students to complete weekly exercises based on course readings with one of these exercises being marked in a given term.

**Indicative reading:** A reading list will be distributed at the start of the course.

**Assessment:** Exam (60%, duration: 3 hours, reading time: 15 minutes) in the summer exam period.

Essay (40%, 2000 words).

## PP455

### Quantitative Approaches and Policy Analysis

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jeremiah Dittmar and Prof Mark Schankerman

**Availability:** This course is compulsory on the Master of Public Administration. This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po) and MPA Dual Degree (LSE and Tokyo). This course is not available as an outside option.

**Course content:** The course introduces students to regression-based methods and cost-benefits analysis used for the quantitative evaluation of public policies. The course introduces students to basic multiple regression analysis including hypothesis testing, modelling of non-linear relationships, and dummy variables. From there, the course covers a number of regression based evaluation methods to assess the causal effectiveness of policy interventions. These include the use of randomized experiments, natural or quasi-experiments, panel data, difference-in-differences estimation, instrumental variables, matching and regression discontinuity design. The final part of the course provides an overview of cost-benefit valuation methods for public policy.

**Teaching:** This course is delivered through a combination of lectures and classes totalling a minimum of 60 hours across Michaelmas Term and Lent Term.

**Formative coursework:** Students will complete weekly problem sets. Some of these will be marked to provide indicative assessment.

**Indicative reading:** Particularly useful textbooks are Joshua D. Angrist and Jom-Steffen Pischke, "Mastering Metrics"; James Stock & Mark Watson, "Introduction to Econometrics"; and Jeffrey Wooldridge, "Introductory Econometrics". The material in the textbooks will be complemented with recent research papers and chapters from other books. A full reading list will be distributed at the beginning of the course.

**Assessment:** Exam (60%, duration: 3 hours, reading time: 15 minutes) in the summer exam period.

Policy memo (10%) in the MT.

Policy memo (10%) in the LT.

Continuous assessment (10%) in the MT and LT.

Group presentation (10%).

## PP465 Half Unit

### City-Making: the Politics of Urban Form

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Philipp Rode FAW.8.01i and Dr Savvas Verdis PEL.8.02B

**Availability:** This course is available on the MSc in City Design

and Social Science, MSc in Regional And Urban Planning Studies and MSc in Urban Policy (LSE and Sciences Po). This course is available as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Priority will be given to students on the MSc in City Design and Social Science for whom the course is an 'optional core course'. Places will be allocated based on a written statement. This may mean that not all students who apply will be able to get a place on this course.

**Course content:** This case study-led course provides a critical understanding of major urban development initiatives and programmes in international city contexts. It is designed for students with a particular interest in urban development practices and how these connect with broader political debates. It will introduce students to the following knowledge and skills

- general understanding of political theories underlying urban development models
- ability to situate major urban development initiatives within different development cultures and socio-economic policy agendas
- understanding the role of public, private and third party actors and formal and informal urban development processes
- perspectives on decision making at the strategic, pre-design stage for urban development initiatives and ability to relate urban policy to spatial outcomes, operating at different scales
- knowledge of key evaluation approaches and analytic frameworks used in the analysis of proposed and existing urban developments
- understanding of how urban development objectives, phases and processes can be integrated and how policy making, economic development, urban planning, city design, architecture, and engineering are related.

The course content is based on contemporary projects and urban trends examined in the context of cities throughout the world. These range from policies such as congestion charging (London) and Progressive City Development (Medellin) to urban development trends such as extreme urbanism in Mumbai and privatist planning (Canary Wharf, London and Santa Fe, Mexico City). Such projects will be examined through critical frameworks that include utilitarianism, cost benefit analysis, social and environmental justice, citizenship theory and the capabilities approach. The course will focus on negotiation, politics, financing, appraisals and decision-making for cities by inviting practitioners, experts and policy makers to join individual sessions for presentations and debate. Seminars and assessed project work for the course will be based on the analysis of Development Strategies and City Design briefs.

**Teaching:** This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 20 hours in LT.

**Formative coursework:** 1 x contribution to student debate OR 1 x critical statement following a guest lecture AND submission of a 1,000 word position statement.

**Indicative reading:**

- Fainstein, Susan S. (1999). Can we make Cities we want? In *The Urban Moment*, ed. Sophie Body-Gendrot and Robert Beauregard. Thousand Oaks: Sage.
- Kymlicka, Will. (2002). *Contemporary Political Philosophy: An Introduction*. 2nd ed. OUP Oxford. (Introduction).
- Burdett, Ricky and Rode, Philipp (2011) *Living in the Urban Age*. in Ricky Burdett and Deyan Sudjic (eds.). *Living in the Endless City. The Urban Age Project* by the London School of Economics and Deutsche Bank's Alfred Herrhausen Society. London. Phaidon Press.
- Kelman, Steven (1981). *Cost-Benefit Analysis: An Ethical Critique*. *AEI Journal on Government and Society Regulation* (January/February 1981). Reprinted with permission of the American Enterprise Institute for Public Policy Research, Washington, D.C. (33–40).
- Sen, Amartya (1979). *Equality of What? The Tanner Lecture on Human Values*. Stanford University. 22 May 1979. Lecture.

- M. Watts (2009). Developmentalism, In: Rob Kitchin and Nigel Thrift, Editor(s)-in-Chief, International Encyclopedia of Human Geography, Elsevier, Oxford. (123-130).
- Porter M.E. (1995). The Competitive Advantage of the Inner City. Long Range Planning 28 (August): 132.
- Gwyther, G (2000) Social Capital and Communitarianism. Sociological Sites/Sights, TASA Lecture 2000, Adelaide: Flinders University, December 6-8.
- Mouffe, C (2000). Deliberative Democracy or Agonistic Pluralism. Political Science Series. Institute for Advance Studies, Vienna.
- Robeyns, Ingrid. (2005). The Capability Approach: a theoretical survey. Journal of Human Development 6 (1).
- Giddens, Anthony (2009) The politics of climate change. Cambridge; Malden, MA. Polity. (Chapter 6: A return to planning?)
- Whitehead, Mark. Neoliberal Urban Environmentalism and the Adaptive City: Towards a Critical Urban Theory and Climate Change. Urban Studies 50, no. 7 (2013): 1348-67.
- Harvey, D. (1992). Social Justice, Postmodernism and the City. International Journal of Urban and Regional Research, 16: 588–601.

**Assessment:** Project (100%, 5000 words) in the ST.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the first Wednesday of Summer Term.

Attendance at all classes and submission of all set coursework is required.

## PP478

### Political Science for Public Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Mathilde Emeriau, Dr Joachim Wehner

**Availability:** This course is compulsory on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-University of Toronto) and Master of Public Administration. This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po) and MPA Dual Degree (LSE and Tokyo). This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places after students for whom it is compulsory have been accommodated (it is controlled access). Priority is given to students from the School of Public Policy, students from other programmes will be considered if places remain.

**Course content:** This course will introduce students to how to understand the political context of policymaking, using the latest theoretical and empirical knowledge in modern political science. The course will cover, among other things, political behaviour (such as voting behaviour, elections and lobbying), political institutions (such as electoral systems, parliamentary and presidential government and central banks) and political outcomes (such as economic policies and public services). The course combines a review of the main empirical regularities across time and across country in each of these areas, with an introduction to key theoretical arguments about how actors interact and how institutions shape strategic behaviour, and an introduction to the latest empirical (and causal) estimation techniques for testing the key theoretical ideas. The course also surveys a selection of current policy challenges and examines the importance of political variables in understanding and addressing these.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 60 hours across Michaelmas Term and Lent Term.

**Formative coursework:** Students are expected to produce one formative assignment in Michaelmas Term and a second in the Lent Term.

**Indicative reading:**

- W.R.Clark, M. Golder and S.N.Golder (2018), 'Principles of

Comparative Politics', Third Edition, CQ Press.

- E. Bueno de Mesquita (2016), Political Economy for Public Policy, Princeton University Press

These books provide excellent starting points and can be used as references for many topics. A full reading list will be provided at the beginning of the course.

**Assessment:** Online assessment (60%) in the ST.

Assignment (40%) in the MT and LT.

## PP4B3

### MPA Capstone Project

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Berkay Ozcan

**Availability:** This course is compulsory on the Double Master of Public Administration (LSE-Sciences Po), MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo) and Master of Public Administration. This course is not available as an outside option.

**Course content:** Students will undertake a group project (in teams usually of 3 to 6 people) relating to a public policy problem faced by an external organisation. Typical clients include public sector bodies, private sector companies, international organisations, think tanks and NGOs. The group will have from October to March to work on an issue defined by the client organisation, investigating and developing a workable solution to the problem. The Capstone will enable students to develop and strengthen organisational, analytical report writing, and group working skills.

**Teaching:** This course is delivered through help sessions totalling a minimum of 5 hours across Michaelmas Term. This teaching will be delivered through interactive seminars complemented with short lectures delivered as online recordings.

These sessions provide guidance and advice on planning and managing the Capstone process and maintaining effective and fair group work. Each Capstone group will be allocated a supervisor, who will provide guidance on the project's development and assistance with client liaison. Other members of staff may also advise as required.

**Formative coursework:** Feedback will be provided on presentations of work-in-progress during MT and LT.

**Indicative reading:**

- Policy analysis: William N. Dunn, Public Policy Analysis: An Integrated Approach (Routledge, 2018); Eugene Bardach and Eric M. Patashnik, A Practical Guide for Policy Analysis (Sage Publications, 2016); David L. Weimer and Aidan R. Vining, Policy Analysis: Concepts and Practice (Routledge, 6th edition, 2017); Sue C. Funnell and Patricia J. Rogers, Purposeful Program Theory (Jossey-Bass, 2011); Philip H. Pollock, The Essentials of Political Analysis (CQ Press, 2016)
- Report writing: John Bowden, Writing a Report 9th edition (How to Books, 2011); Stella Cottrell, Dissertations and Project Reports: A Step by Step Guide (Palgrave Study Skills, 2014).
- Group working: Laura Lipton, Groups at Work: Strategies and Structures for Professional Learning (Miravia, 2011); Brian A. Griffith and Ethan B. Dunham, Working in Teams: Moving from High Potential to High Performance (Sage, 1st edition, 2015).

**Assessment:** Project (100%, 15000 words) in the LT.

The project work is conducted in teams, and the assessment is based on a collective group mark for each component except in exceptional circumstances.

The group mark has three components:

- 1) 20% of the overall mark is assigned by the client organisation based on a group presentation and a submission of the project report.
- 2) 50% of the overall mark is given by two academic readers upon submission of the project report; and
- 3) the final 30% of the overall mark is allocated by the Capstone supervisor on the basis of the group's performance in terms of (i) scoping and project development (including coping with

difficulties), (ii) group working and self-management as a team, and (iii) the overall output of the project (10% for each item). Additionally, each group member must complete the Capstone evaluation and feedback exercise. This will be submitted individually and separately from the report.

## PP4B4

### Dissertation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Berkay Ozcan and LSE LIFE

**Availability:** This course is compulsory on the MPA Dual Degree (LSE and Hertie). This course is available on the Double Master of Public Administration (LSE-Sciences Po), MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), Master of Public Administration and Master of Public Policy. This course is not available as an outside option.

Students may not take this course and PP4V8 Policy Paper.

This course is only available to MPA students in Year 2 of their programme.

**Course content:** The aim of this course is to enable students to plan, design and conduct independent substantial research in an area of public policy. Students will write a dissertation of no more than 10,000 words on a topic of their choice to be agreed with their supervisor. The dissertation involves an evidence-based assessment of a concrete policy issue or problem in a specific setting. It must be concerned with the goal of policy improvement and, at the same time, it must contribute to a broader objective of knowledge-building. The main body of the dissertation should include literature review, methodology, results of the analysis, discussion of findings, conclusions and implications for knowledge. Dissertations can utilise quantitative and/or qualitative data and information and draw on primary and/or secondary sources.

**Teaching:** This course is delivered through help sessions totalling a minimum of 3 hours in Michaelmas Term and 2 hours in Lent Term. This teaching will be delivered through participatory seminars complemented with short lectures delivered as online recordings.

These sessions provide academic and practical guidance on planning and writing the dissertation and offer an opportunity to ask questions. The student's supervisor will provide advice and guidance on this piece of work.

**Indicative reading:** Writing guidance:

- Inger Furseth, Euris Everett and Larry Everett, *Doing Your Master's Dissertation: From Start to Finish* (Sage Study Skills Series, 2013);
- Stella Cottrell, *Dissertations and Project Reports: A Step by Step Guide* (Palgrave Study Skills, 2014);
- Diana Ridley, *The Literature Review: A Step-by-Step Guide for Students* (SAGE Study Skills Series, 2008);
- Christopher Hart, *Doing a Literature Review* (SAGE Study Skills Series, 2018);
- Sharon M. Ravitch and J. Matthew Riggan, *Reason and Rigor: How Conceptual Frameworks Guide Research* (2nd edition, Sage Publications, 2016).

Research methods:

- Catherine Hakim, *Research Design: Successful Designs for Social Economics Research*, 2nd ed. (Routledge, 2000);
- Joseph A. Maxwell, *Qualitative Research Design* (3rd edition, Sage, 2013);
- Alan Bryman, *Social Research Methods*, 5th ed. (Oxford University Press, 2015);
- David Partington, *Essential Skills for Management Research* (Sage Publications, 2002).

**Assessment:** Dissertation (90%, 10000 words) in the ST.

Dissertation proposal (10%) in the MT.

- A 1,500 word dissertation proposal consisting of the title, abstract, research question, research justification, feasibility of the dissertation topic, choice of literature and an explanation

of sources, proposed research design and methods, and provisional structure will count for 10% of the overall dissertation mark. Students may only change their topic thereafter with the agreement of their supervisor. Students will be given feedback on their proposal.

- The full dissertation of no more than 10,000 words will account for the remaining 90% of the overall mark.

## PP4G3 Half Unit Not available in 2022/23

### Designing and Managing Change in the Public Sector

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Simon Bastow

**Availability:** This course is available on the CEMS Exchange, Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-University of Toronto), Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MBA Exchange, MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MSc in Social Innovation and Entrepreneurship, Master of Public Administration and Master of Public Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** The course examines important challenges for governments and public sector organisations in being able to design and manage transformative change in public services.

Two key aspects of change are fundamental:

- the **instrumental** capacity of government to design and implement policy and programme change in coherent, sustainable and successful ways, and
- the **adaptive** capacity of government to respond effectively to change in the external environment - e.g. global crisis, demographic shifts, digitisation, or changes in public opinion - and avoid problems of obsolescence or 'out-of-touch' policies.

We look at this dual challenge across developed and developing country contexts, and across core areas of government policy and public services. The course is primarily about government and public sector, however an important element is looking at the capacity of governments to coordinate with private and third sectors in designing and managing transformative change. From the outset we discuss how governments can develop coherent responses to so-called 'wicked' public policy and management problems. These are often complex, multi-faceted and intractable problems that require well-designed and complementary measures. We look at the interplay of different governance factors such as the impact of politics, bureaucracy, culture, incentives and motivations, administrative capacity, amongst others, and explore the potential for and limitations on transformative change. The course works through key aspects of holistic design: including strategy, culture, motivation and coordination, leadership, social-technical systems, resilience, and policy and organizational learning. There is strong emphasis on transformation through digital change.

The course aims to provide students with practical theory and concepts for designing coherent action in public services and the public sector. We look at these challenges primarily from the perspective of the senior government or public sector official, working at the interface of high politics, policy making, and operational delivery. The course will be useful for students who are interested in working **in** government, or for those who work in other 'social impact' roles that involve working closely **with** government and public authorities.

The syllabus draws on concepts from public policy, political science, institutional economics, and organizational and system design, and organizational behaviour. We cover a wide range of sectors and policy areas, particularly core areas of public sector



services such as criminal justice, health, welfare, education and defence. The course emphasises dialogue between concepts and cases, and offers strong applied and practical relevance with experienced public sector practitioners involved in lecture slots.

**Teaching:** This course is delivered through a combination of pre-recorded video material, interactive lectures and seminars, totalling a minimum of 35 hours across Michaelmas Term.

**Formative coursework:** Students will receive feedback on group presentations in seminars in the MT.

Students will have the option to submit formative plans for both elements of the written summative assignments during the MT.

**Indicative reading:** There is no one set text for this course. Students will be directed to key readings throughout the term. Some indicative readings include:

- Bason, Christian (2017), *Leading Public Design: Discovering Human-centred Governance*, (Policy Press: Bristol) Forthcoming in LSE Library
- H. Simon (1996), *Sciences of the Artificial*, 3rd ed. (Cambridge, MA: MIT Press)
- J. Roberts (2004), *The Modern Firm* (Oxford, Oxford University Press)
- P. Dunleavy, H. Margetts, S. Bastow and J. Tinkler (2006) *New Public Management is Dead: Long live digital-era governance*, *Journal of Public Administration Research and Theory*, 16, pp 467-494
- H. Mintzberg (1994), *The Fall and Rise of Strategic Planning*, *Harvard Business Review*, 72(1), Jan-Feb 1994 pp107-114
- Hood, Christopher (1998), *The Art of the State: Culture, Rhetoric and Public Management* (Oxford, Oxford University Press)
- Schein, Edgar H. (2010), *Organizational culture and leadership* (San Francisco, John Wiley & Sons Inc.)
- Brehm, J. and S. Gates (1999), *Working, Shirking and Sabotage: Bureaucratic Response to a Democratic Public* (Michigan, The University of Michigan Press)
- Heath, C. and N. Staudenmayer (2000), *Coordination Neglect: How Lay Theories of Organizing Complicate Coordination in Organizations*, *Research in Organizational Behaviour* 22: 155-193
- Hood, C. and Margetts, H. (2007), *The Tools of Government in the Digital Age* (Basingstoke, Palgrave MacMillan)
- G. Morgan (2006), *Images of Organization* (Sage)
- Weick, Karl. E. (1995) *Sensemaking in Organizations* (London, Sage)

**Assessment:** Project (40%) in the LT.

Presentation (20%) and case analysis (40%) in the MT.

Case analysis of 2,500 words by week 11 in the MT (40%).

Transformation design project (TDP) of 2,500 words by Week 3 in the Lent Term (40%).

Group presentation in seminars throughout the MT (20%).

## PP4J2 Half Unit

### New Institutions of Public Policy: Strategic Philanthropy, Impact Investment and Social Enterprise

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jonathan Roberts Marshall Institute, 5 Lincoln's Inn Fields

Other teachers: Professor Julian Le Grand and Professor Stephan Chambers, Marshall Institute

**Availability:** This course is available on the Double Master of Public Administration (LSE-Sciences Po), MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), Master of Public Administration and Master of Public Policy. This course is not available as an outside option.

This course is only available to MPA students in Year 2 of their programme. This course has a limited number of places (it is controlled access) and demand is typically very high.

The course is a collaboration between the Marshall Institute and the School of Public Policy.

**Course content:** Private actions for public benefit - whether called philanthropy, charity, associationalism, social entrepreneurship or social business - have long been significant within societies. This arena of private action is currently experiencing both resurgence and disruption. This course takes a policy-oriented approach towards these new dynamics of private social action. It explores innovative mechanisms of financing, organisation and delivery, including impact investing, new coalitions for social impact (for instance, social impact bonds), venture philanthropy, social enterprise and the purpose-driven corporation. A central focus is the opportunity created by bringing together market and business mechanisms and the social – but also the consequent challenge and complexity of achieving social impact through hybrid organisations, hybrid funding streams and hybrid mechanisms of coordination. Cross-cutting themes are how to design incentive structures which respond to the complex web of motivations of actors in this field, and the organisational tension inherent in responding to double or triple bottom lines.

Using analytical frameworks drawn from economics, sociology and political economy, the course will critically evaluate the challenges and advantages of these emerging institutions and mechanisms. Examples of the types of question that we will investigate include: what is social enterprise? How can social enterprises support social innovation and impact? Can we combine financial return, social impact and environmental sustainability? Why should an organisation be a non-profit, for-profit or other ownership form? How can the state, market and private altruistic action combine to achieve social impact? How can we design organisations and structures which nurture and capitalise on values and altruism? What are the differences between the culture, practice and motivations of state, commercial and charitable organisations, and what are the consequent challenges of implementation and management in hybrid organisations? The answers to these questions are contested and the course seeks to give participants the critical skills to make their own determination.

**Teaching:** This course is delivered through a combination of lectures, seminars and workshops totalling a minimum of 34 hours across the Lent Term. Some asynchronous activities including short online videos and recorded interviews with expert practitioners may also be used.

**Formative coursework:** Students will be expected to produce 1 essay in the LT.

Formative assessment will consist of one 2,000 word essay, submitted in the middle of the LT.

**Indicative reading:**

- Battilana, J., Lee, M., Walker, J. & Dorsey, C. (2012). "In Search of the Hybrid Ideal." *Stanford Social Innovation Review* 10(3): 51-55
- Brest, P. (2020). 'The Outcomes Movement in Philanthropy and the Nonprofit Sector' in Powell, W. and Bromley, P. (eds). *The Nonprofit Sector: a Research Handbook* (third edition). Redwood City: Stanford University Press
- Dees, G. (2012). "A Tale of Two Cultures: Charity, Problem Solving, and the Future of Social Entrepreneurship." *Journal of Business Ethics* 111(3): 321-334
- Eikenberry, A. (2009). "Refusing the Market: A Democratic Discourse for Voluntary and Nonprofit Organizations". *Nonprofit and Voluntary Sector Quarterly* 38(4): 582-596
- Le Grand, J. (2006). *Motivation, Agency and Public Policy: of Knights and Knaves, Pawns and Queens*. Oxford: Oxford University Press.
- Le Grand, J. and Roberts, J. (2021) 'Hands, hearts and hybrids: economic organisation, individual motivation and public benefit'. *LSE Public Policy Review*. 1(3): p.1
- Porter, M and Kramer, M (2011), 'Creating shared value', *Harvard Business Review* 89 (Feb); 62-77. Also TedTalk - <https://www.youtube.com/watch?v=0ih5YYDR2o>
- Le Grand, J. and J. Roberts (2017). "The public service mutual: theories of motivational advantage". *Public Administration Review* 78(1): 82-91
- Reich, C. Cordelli and L. Bernholz (eds) (2016). *Philanthropy*



in democratic societies : history, institutions, values. Chicago: University of Chicago Press

- Salamon, L. (2014). *Leverage for Good: An Introduction to the New Frontiers of Philanthropy and Social Investment*. Oxford: Oxford University Press
- Tirole, J. (2017). *Economics for the Common Good*. Princeton: Princeton University Press.
- Yunus, M. (2010). *Building Social Business*. New York: Public Affairs.

**Assessment:** Coursework (30%, 2000 words) in April. Essay (70%, 3000 words) in May.

## PP4J4 Half Unit Not available in 2022/23

### Designing and Implementing Evidence-Informed Policies and Programmes

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Babken Babajanian

**Availability:** This course is available on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-Sciences Po), Double Master of Public Administration (LSE-University of Toronto), MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), Master of Public Administration and Master of Public Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is capped at 30 students. This course has a limited number of places (it is controlled access) and demand is typically very high. Priority is given to students from the School of Public Policy, students from other programmes will be considered if places remain.

Students from outside the School of Public Policy will need to have some previous policy experience.

**Course content:** The aim of this half-unit course is to help students develop knowledge, critical analysis and skills necessary for evidence-informed policy making. It will enable students to assess, analyse, interpret and use evidence to design relevant and effective interventions. The course particularly emphasises design and implementation arrangements that recognise the complexity of economic, social, institutional and political contexts and allow the promotion of social inclusion, diversity and gender equality in public policies. The course will equip students with the knowledge and skills to critically appraise how government agencies, international organisations and other actors generate and utilise evidence to design and implement policies and programmes. The course covers evidence generation and use during three main stages of the policy cycle: policy design, implementation, and monitoring and evaluation. It introduces theory-based approaches and examines the use of social, gender, governance and political-economy analysis to inform policy design and implementation. It discusses the role of monitoring and evaluation in producing nuanced policy-relevant evidence.

The course draws on policies and programmes in the field of social policy and social development in a global context. In seminars, students will review and critically assess policy reports and research studies of actual policies and programmes. They will scrutinise different assessment tools developed and used by government agencies and international organisations (e.g. World Bank, ADB, Inter-American Development Bank) for gathering policy relevant evidence.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 27 hours across Michaelmas Term.

**Formative coursework:** 1. Seminar presentations on assigned topics and contribution to seminar discussions. Each student is expected to do at least one presentation.  
2. An essay answering a pre-assigned question (800 words)

3. A short individually-authored policy report (1,000 words)

**Indicative reading:** Parkhurst, J. (2017) *The Politics of Evidence, From Evidence-based Policy to the Good Governance of Evidence*, Routledge: London and New York

Cartwright, N and J. Hardie (2012) *Evidence-Based Policy: A Practical Guide to Doing It Better*, Oxford University Press

Chaplin, D., Twigg, J. and E. Lovell (2019), *Intersectional approaches to vulnerability reduction and resilience-building*, ODI, London

Holmes, R. and N. Jones (2013) *Gender and Social Protection in the Developing World: Beyond Mothers and Safety Nets*, Zed Books: London and New York.

Fritz, V., Levy, B. and R. Ort (2014) *Problem-driven Political Economy Analysis: The World Bank's Experience*, *Directions in Development - Public Sector Governance*, World Bank: Washington, DC.

**Assessment:** Essay (30%) in the MT.

Policy report (70%) in the LT.

Students will be required to complete two assignments designed to support the main learning outcomes of the course:

1 An essay (30%), in which students answer a pre-assigned question, drawing on literature and course material (max 1,000 words). This assessment will support student learning of the main debates, issues and critiques and will help consolidate their disciplinary and methodological knowledge.

2 An individually-authored policy report (70%) drawing on relevant literature and course material (max 3,000 words).

This assessment will support students' ability to appraise policies and programmes; evaluate, analyse, interpret and use evidence; design analytical frameworks; prepare and present written critiques; and write policy reports.

## PP4J5 Half Unit

### Fiscal Governance and Budgeting

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Joachim Wehner

**Availability:** This course is available on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-Sciences Po), Double Master of Public Administration (LSE-University of Toronto), MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MSc in Political Science and Political Economy, MSc in Public Policy and Administration, Master of Public Administration and Master of Public Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This course examines contemporary issues in fiscal governance and public budgeting in OECD countries and elsewhere. The focus is on executive and legislative actors and the institutional structures within which they make budgetary choices. Following an introduction to theoretical approaches to the study of budgeting, topics include medium-term frameworks, top-down budgeting, fiscal rules and fiscal councils, performance budgeting, legislative budgeting, fiscal decentralisation, budget transparency, audit and accountability.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 30 hours across Michaelmas Term. This year teaching will be delivered through a combination of online lectures, with seminars taking place in person where possible and where conditions allow.

**Formative coursework:** Students are expected to produce one formative essay in Michaelmas Term as practice for the take-home assessment.

**Indicative reading:**

- Alesina, A, C Favero and F Giavazzi (2019). *Austerity: When It Works and When It Does Not* (Princeton, NJ, Princeton University Press).
- Blyth, M (2013). *Austerity: The History of a Dangerous Idea*

(Oxford, Oxford University Press).

- Hallerberg, M, R Strauch, and J von Hagen, (2009). *Fiscal Governance in Europe* (Cambridge, Cambridge University Press)
- Allen, R, R Hemming, and B Potter, eds (2013). *The International Handbook of Public Financial Management* (New York, NY, Palgrave Macmillan)
- Cangiano, M, T Curristine, and M Lazare, eds (2013). *Public Financial Management and Its Emerging Architecture* (Washington DC, International Monetary Fund).

**Assessment:** Coursework (25%) in the MT.

Take-home assessment (75%) in the LT.

The coursework (worth 25%) will consist of a Policy Exercise where students will prepare and deliver a presentation which will be carried out in groups.

The take-home timed assessment (75%) will be held shortly before the start of Lent Term.

## PP4V8 Half Unit Policy Paper

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Berkay Ozcan and LSE LIFE

**Availability:** This course is compulsory on the Double Master of Public Administration (LSE-Sciences Po). This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), Master of Public Administration and Master of Public Policy. This course is not available as an outside option.

MPA students may not take both this course and an MPA Dissertation. This course is only available to MPA students during the second year of their programme.

**Course content:** The aim of the course is to enable students to plan, design and conduct independent research in an area of public policy. Students will write an individually-authored policy paper of no more than 6,000 words on a topic developed in consultation with their supervisor. The policy paper will carry out an evidence-based assessment of a concrete policy issue or problem in a specific setting and provide a practical contribution to policy and practice. The main body of the policy paper should include methodology, results of the analysis, discussion of findings, conclusions and policy recommendations. The policy paper must be accompanied by an Executive Summary. Policy papers can utilise quantitative and/or qualitative data and information and draw on secondary and/or primary sources.

**Teaching:** This course is delivered through help sessions totalling a minimum of 3 hours in Michaelmas Term and 2 hours in Lent Term. This teaching will be delivered through participatory seminars complemented with short lectures delivered as online recordings.

These sessions provide academic and practical guidance on planning and writing the policy paper and offer an opportunity to ask questions. The student's supervisor will provide advice and guidance on this piece of work.

**Formative coursework:** A policy paper proposal (of no more than 750 words in total) consisting of the title, abstract, research question, research justification, feasibility of the topic, an explanation of sources, proposed research design and methods, and provisional structure must be submitted in the MT. Students may only change their topic thereafter with the agreement of their supervisor. Students will be given feedback on their proposal.

**Indicative reading:** Writing guidance:

- Stella Cottrell, *Dissertations and Project Reports: A Step by Step Guide* (Palgrave Study Skills, 2014);
- Diana Ridley, *The Literature Review: A Step-by-Step Guide for Students* (SAGE Study Skills Series, 2008);
- Christopher Hart, *Doing a Literature Review* (SAGE Study Skills Series, 2018);
- Sharon M. Ravitch and J. Matthew Riggan, *Reason and Rigor: How Conceptual Frameworks Guide Research*, 2nd edition (Sage

Publications, 2016)

Research methods:

- Catherine Hakim, *Research Design; Successful Designs for Social Economics Research*, 2nd ed. (Routledge, 2000);
- Joseph A. Maxwell, *Qualitative Research Design* (3rd edition, Sage, 2013);
- Alan Bryman, *Social Research Methods*, 5th ed. (Oxford University Press, 2015);
- David Partington, *Essential Skills for Management Research* (Sage Publications, 2002).

**Assessment:** Policy paper (100%) in the ST.

- 6,000 word policy paper.

## PP4X6 Welfare Analysis and Measurement

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Stephen Jenkins

Dr Berkay Ozcan (OLD.2.32)

**Availability:** This course is available on the Double Master of Public Administration (LSE-Columbia), Double Master of Public Administration (LSE-Sciences Po), MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations), MSc in International Social and Public Policy (Research), Master of Public Administration and Master of Public Policy. This course is available as an outside option to students on other programmes where regulations permit.

This course has no formal pre-requisites. The course focuses on quantitative approaches to assessment of social progress. A strong background in maths and stats is not required but you need to be willing to engage with tables and graphs and basic formulae. The course is challenging but not intrinsically difficult; most important is a willingness to engage with the issues in depth.

**Course content:** This course provides an introduction to the analysis and measurement of the welfare of individuals and societies, examining concepts, measurement and data, as well as providing illustrations. The aims are to provide an understanding of the main tools used to measure and monitor individuals' and social welfare, and to develop skills for assessing academic research and official statistics (as produced by national or international agencies) and for undertaking one's own analysis. The first half of the course focuses on univariate monetary measures of economic wellbeing notably 'income', and on the experience of OECD countries (especially the UK, EU, and USA), but the aim is also to place these in the context of developments based on other approaches and in other countries including middle- and low-income nations. The topics covered include measurement of inequality, poverty, and mobility; setting poverty thresholds and equivalence scales; data sources and their quality; empirical illustrations considering assessments of trends within countries, cross-national differences, and global poverty and inequality. The second half of the course broadens the perspective to consider a range of non-monetary, multidimensional, and subjective measures of welfare for individuals and societies. Examples include occupational and socio-economic status (SES), anthropometric measures, the Human Development Index and related indices of development, and measures of happiness and life satisfaction. The second half of the course draws on the measurement approaches and data issues covered in the first half of the course, developing them as appropriate to the new settings.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 60 hours across Michaelmas Term and Lent Term.

**Indicative reading:** Most of the course reading is in journal articles.

Books providing overviews include:

- Foster, J, Seth, S, Lokshin M and Saiara, Z, A Unified Approach to Measuring Poverty and Inequality (2013; free e-book available); and
- Atkinson A and Bourguignon F (eds) Handbook of Income Distribution Volume 2 (2015) and their earlier Volume 1 (2000) (available online via LSE Library).

A full reading list is distributed at the beginning of the course.

**Assessment:** Coursework (25%, 2000 words) in the LT.

Take-home assessment (75%) in the ST.

Examination assessment (75%, online 'take-home' assessment) in the summer exam period.

Summative assessment exercise (25%, 2000 words) in the LT.

## S0407

### Politics and Society

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Robin Archer STC.S114a and Dr Kristin Surak STC.S105

**Availability:** This course is compulsory on the MSc in Political Sociology. This course is available on the MA in Modern History, MSc in Social Research Methods and MSc in Sociology. This course is available as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Students who have this course as a core course are guaranteed a place. Other than for students for whom the course is a core course, places are allocated based on a written statement, with priority given to students on the MSc in Sociology, MSc in Social Research Methods and MA in Modern History. This may mean that not all students who apply will be able to get a place on this course.

**Course content:** This course aims to explore some of the great debates about the relationship between politics and society. It will examine the interaction between political institutions, economic interests and cultural ideas, especially in societies that are both democratic and capitalist. The course will explore some of the classic empirical and historical controversies that have animated political sociologists. Each week, we will discuss questions like: What gave rise to states and nations? Why are some social movements more successful than others? How does social change shape parties and elections? Do repressive states give rise to radicalism? Why are welfare states more developed in some countries than others? Why is there no Labor Party in the United States? Under what conditions does democracy develop? What are the legacies of imperialism? What explains the growth of populism? And has neo-liberalism become hegemonic? The course will also look at the canonical writings of authors like Marx and Weber, as well as critically explore the use of some political concepts. In addition, it will enable you to build up your knowledge of a number of countries and to assess the strengths and weaknesses of some of the main theories and approaches that have dominated the study of political sociology. These include functionalist, rational choice, and institutionalist theories, as well as historical and comparative approaches.

**Teaching:** This course is delivered through seminars totalling a minimum of 40 hours across MT and LT, with 4 hours of seminars in the ST. Teaching arrangements may be adjusted if online teaching is required at any point.

Reading Weeks: Students on this course will have a reading week in MT Week 6 and LT Week 6, in line with departmental policy.

Seminars: Papers will be presented by participants and, on occasion, by guest speakers. If possible, students should attend the lecture course S0203 Political Sociology when available.

**Formative coursework:** Members of the seminar will be required to present a number of papers during the course of the seminar. There will also be a written assignment in MT and LT.

**Indicative reading:**

- B. Anderson. Imagined Communities;

- R. Archer, Why is There No Labor Party in the United States?;
- K. Surak, Citizenship 4 Sale;
- P Evans et al, Bringing the State Back In;
- S M Lipset, 'The Social Requisites of Democracy Revisited', American Sociological Review, vol 59;
- S Lukes, Power: A Radical View;
- D McAdam, Comparative Perspectives on Social Movements;
- M Mann, The Sources of Social Power;
- M Olson, The Logic of Collective Action;
- T Skocpol, Protecting Soldiers and Mothers;
- C. Tilly, Coercion, Capital and European States;
- L. Weiss, The Myth of the Powerless State.

**Assessment:** Exam (70%, duration: 3 hours) in the summer exam period.

Essay (30%, 3000 words) in the ST.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the first Thursday of Summer Term.

Attendance at all seminars and submission of all set coursework is required.

## S0424

### Approaches to Human Rights

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Mai Taha STC S206 and Prof Monika Krause STC S207

**Availability:** This course is compulsory on the MSc in Human Rights. This course is available on the LLM (extended part-time), LLM (full-time), MSc in Gender, Peace and Security, MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po) and University of Pennsylvania Law School LLM Visiting Students. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Students who have this course as a core course are guaranteed a place. Other than for students for whom the course is a core course, places are allocated based on a written statement. As demand is typically high, this may mean that not all students who apply will be able to get a place on this course.

**Course content:** This is a multi-disciplinary course that provides students with a rigorous and focused engagement with different disciplinary perspectives on the subject of human rights including philosophy, sociology and international law. It provides students with contending interpretations of human rights as an idea and practice from the different standpoints that the disciplines present and investigates the particular knowledge claims and modes of reasoning that the respective disciplines engage. The course applies the insights of international law, philosophy and sociology to understand key human rights issues such as universality, international institutions, genocide, non-discrimination, economic and social rights and citizenship.

**Teaching:** This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 40 hours across MT and LT, with 1 hour in ST.

Reading Weeks: Students on this course will have a reading week in MT Week 6 and LT Week 6, in line with departmental policy.

**Formative coursework:** Active participation in the workshops is expected and students will be asked to make a presentation to their group.

Students will have an opportunity to submit a formative essay in the MT.

**Indicative reading:** Indicative reading: No one book covers the entire syllabus and students are expected to read widely from more general texts on human rights, to more specific texts outlining the debates on human rights from a particular disciplinary perspective. Introductory reading: Jack Donnelly, Universal Human Rights in Theory and Practice; Michael Freeman, Human Rights; Philip Alston and Ryan Goodman, International Human Rights (2013).

Philosophy: P. Jones, *Rights*, (1994); A. Swift, *Political Philosophy: A Beginners' Guide for Students and Politicians*, (2006).  
International Law: A. Cassese, *International Law*, 2nd ed. (2005), chapter 19; P. Sieghart, *The Lawful Rights of Mankind* (1985), S. Greer, *The European Convention on Human Rights - Achievements, Problems and Prospects*, Cambridge University Press, 2007.

Sociology: L. Morris, *Rights: Sociological Perspectives* (2006); B. Turner, *Vulnerability and Human Rights* (2006); A. Woodiwiss, *Human Rights* (2005).

**Assessment:** Exam (70%, duration: 3 hours) in the summer exam period.

Essay (30%, 3000 words) in the ST.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the first Tuesday of Summer Term.

Attendance at all classes and submission of all set coursework is required.

## SO425

### Economy, Risk and Society

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr David Pinzur STC S217A

**Availability:** This course is compulsory on the MSc in Economy and Society. This course is available on the MSc in Environmental Policy and Regulation, MSc in Regulation and MSc in Risk and Finance. This course is available with permission as an outside option to students on other programmes where regulations permit. This course has a limited number of places (it is controlled access). Students who have this course as a core course are guaranteed a place. Other than for students for whom the course is a core course, places are allocated based on a written statement, with priority given to students on the MSc in Environmental Policy and Regulation, MSc in Regulation and MSc in Risk and Finance. This may mean that not all students who apply will be able to get a place on this course.

**Course content:** This course introduces students to sociological perspectives on economic and societal risks. Topics include the social theory of risk and uncertainty, disaster, financialization, technology and material infrastructures, expertise and knowledge production, and transnational and systemic environmental, health, and economic risks. The course will draw upon a broad international literature in economic sociology and the sociology of risk, as well as case studies from the environmental, financial and public health domains.

**Teaching:** This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 50 hours across MT and LT.

**Reading Weeks:** Students on this course will have a reading week in MT Week 6 and LT Week 6, in line with departmental policy.

**Indicative reading:**

- Aspers, P & Dodd, N (eds) (2015) *Re-Imagining Economic Sociology* (Oxford University Press);
- Beck, U. (1999) *World Risk Society* (Cambridge: Polity);
- Baker, T & Simon, J (eds) (2002) *Embracing Risk: The Changing Culture of Insurance and Responsibility* (University of Chicago Press);
- Bernstein, P L (1996) *Against the Gods: The Remarkable Story of Risk* (Princeton University Press);
- Hutter, B.M. (ed) (2010) *Anticipating Risks and Organizing Risk Regulation*, Cambridge University Press;
- Smesler, N. & Swedberg, R. (eds) (2005) *The Handbook of Economic Sociology*;
- Bulkeley, H (2014) *Transnational Climate Governance* (Cambridge University Press);
- Klinenberg, E (2002) *Heat Wave: A Social Autopsy of Disaster in Chicago* (University of Chicago Press);
- Ericson, RV, Doyle, A & Barry, D (2003) *Insurance as Governance* (University of Toronto Press);

- Hacker, J & O'Leary, A (eds) (2012) *Shared Responsibility, Shared Risk: Government, Markets and Social Policy in the Twenty-First Century* (Oxford University Press);
- Krippner, G (2011) *Capitalizing on Crisis: The Political Origins of the Rise of Finance* (Harvard University Press);
- Pardo-Guerra, J.P. (2019) *Automating Finance: Infrastructures, Engineers, and the Making of Electronic Markets* (Oxford University Press);
- Beckert, J. (2016) *Imagined Futures: Fictional Expectations and Capitalist Dynamics* (Harvard University Press);
- MacKenzie, D. (2006) *An Engine, Not a Camera: How Financial Models Shape Markets* (MIT Press). 160

**Assessment:** Essay (30%, 3000 words) in the LT.

Essay (70%, 4000 words) in the ST.

An electronic copy of the LT assessed essay, to be uploaded to Moodle, no later than 4.00pm on the first Wednesday of Lent Term.

An electronic copy of the ST assessed essay, to be uploaded to Moodle, no later than 4.00pm on the first Wednesday of Summer Term.

Attendance at all seminars and submission of all set coursework is required.

## SO426 Half Unit Not available in 2022/23

### Classical Social Thought

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Nigel Dodd STC S106

**Availability:** This course is available on the MA in Modern History, MSc in Culture and Society, MSc in Political Sociology and MSc in Sociology. This course is available as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Places are allocated based on a written statement.

Priority will be given to students who have this course listed in their programme regulations. This may mean that not all students who apply will be able to get a place on this course.

**Course content:** A critical review of classical social theory. The origins and development of classical sociological theory; exploring the work of Marx, Weber, Simmel, Durkheim and De Bois through a close reading and interpretation of primary texts. This course will also explore subsequent developments within these theoretical traditions, including their elaboration into alternative 'canons' of social theory. It is not assumed that students have a basic grounding in classical social theory, although it is expected that students who register for this course will be prepared to develop their understanding through primary readings, and not rely on textbooks.

**Teaching:** 10 hours of lectures and 10 hours of seminars in the MT.

**Reading week:** week 6 (MT)

**Formative coursework:** 1000-word formative memo, due in Week 6 of MT.

**Indicative reading:** Relevant books that provide an overview include:

- A Callinicos, *Social Theory*;
- N Dodd, *Social Theory and Modernity*;
- A Giddens, *Capitalism and Modern Social Theory*;
- G Ritzer, *Sociological Theory*.

The reading list for each seminar will be divided up into essential and additional reading. Students will be asked to read between 50 and 100 pages of primary text per week.

The following is a sample list of readings:

- Marx, K: *The Communist Manifesto & Grundrisse & Capital* (sections of vols 1 & 3);
- Weber, M: *The Protestant Ethic and the Spirit of Capitalism & 'Science as a Vocation'*;
- Simmel, G: *The Philosophy of Money* (various sections)

And various essays such as:

- 'The Metropolis and Mental Life', 'The Stranger', etc.;
- Durkheim, E: *The Division of Labour in Society & The Elementary*



Forms of the Religious Life (various sections from each).  
 • Du Bois: 160 Souls of Black Folk & Black Reconstruction in America & The Philadelphia Negro (various sections).

**Assessment:** Essay (90%, 3000 words) in the LT.  
 Group exercise (10%) in the MT.

The group exercise will be a summative seminar plan and presentation, in pairs, due throughout MT.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the first Thursday of Lent Term.  
 Attendance at all seminars and submission of all set coursework is required.

## S0427 Half Unit Modern Social Thought

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Monika Krause STC S207

**Availability:** This course is available on the MA in Modern History, MSc in Culture and Society, MSc in Political Sociology, MSc in Political Theory and MSc in Sociology. This course is available as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Places are allocated based on a written statement. Priority will be given to students who have this course listed in their programme regulations. This may mean that not all students who apply will be able to get a place on this course.

**Course content:** The course examines a range of key traditions and issues in contemporary social theory. Based on the study of texts and debates, students have an opportunity to consider and discover the stakes and choices involved in adopting different theoretical perspectives and their application in social research.

**Teaching:** This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 20 hours in the LT.

Reading Weeks: Students on this course will have a reading week in LT Week 6, in line with departmental policy.

**Formative coursework:** Class presentations and one piece of formative writing in LT.

**Indicative reading:** Bourdieu, P. (1996) *The Rules of Art. The Genesis and Structure of the Literary Field*. Stanford University Press.

Haraway, D. (2016) *Staying with the Trouble: Making Kin in the Chthulucene*. Duke University Press.

Latour, B. (1993) *We have never been modern*. Harvard University Press.

Negt, O. and Kluge, A. (1988) *Public Sphere and Experience*. Verso.

Said, E. (1978) *Orientalism*. Pantheon Books.

Benzecry, C., Krause, M. and Reed, I. (2019) *Social Theory Now*. Chicago University Press.

**Assessment:** Essay (100%, 5000 words) in the ST.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the first Tuesday of Summer Term.

Attendance at all classes and submission of all set coursework is required.

## S0430 Half Unit Economic Sociology

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Nils Peters STC S103

**Availability:** This course is available on the MSc in Economy and Society, MSc in Political Sociology and MSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit. This course has a limited number of places (it is controlled

access). Places are allocated based on a written statement. Priority will be given to students on the MSc in Economy and Society, MSc in Political Sociology and MSc in Sociology. This may mean that not all students who apply will be able to get a place on this course.

**Course content:** Are we really rational utility-maximisers? What is 'the economy' and what is its relationship to society? How does economic life reflect and enact moral categories? How can we understand the production of economic 'winners' and 'losers'? This course offers a general introduction to the theoretical foundations of economic sociology, providing an opportunity to engage questions like these through both sociologically grounded accounts of economic phenomena and sociological critiques of the analytical assumptions and research procedures common in mainstream economics.

Topics covered in the course include: critical approaches to economy and society; economic rationality; the sociology of economics; morals and markets; racialized economic orders; credit and debt; inequality.

**Teaching:** 25 contact hours in the LT.

Reading Weeks: Students on this course will have a reading week in LT Week 6, in line with departmental policy.

**Formative coursework:** A project overview due in week 8 of LT. Individual feedback sessions in office hours provided to check student project development.

**Indicative reading:** Recommended general texts: M Granovetter & R Swedberg (Eds), *The Sociology of Economic Life*; D Slater & F Tonkiss, *Market Society: Markets and Modern Social Theory*; N Smelser & R Swedberg (Eds), *The Handbook of Economic Sociology*; V Nee & R Swedberg (Eds), *The Economic Sociology of Capitalism*. A detailed reading list will be provided at the beginning of the course.

**Assessment:** Project (100%, 4000 words) in the ST.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the second Wednesday of Summer Term.

Attendance at all seminars and submission of all set coursework is required.

## S0448 City Design: Research Studio

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Suzanne Hall STC.S203.

Dr Dena Qaddumi STC.S212

**Availability:** This course is compulsory on the MSc in City Design and Social Science. This course is not available as an outside option.

**Course content:** The City Design Research Studio is the central unit of the MSc programme, linking the critical issues raised in the core and optional lecture courses, including questions of power and social justice, with the practical analysis of issues of city design and proposals for urban intervention. This course promotes a practical understanding of the city as a social and built environment. Through a mixed-methods engagement with site-based issues, the research studio explores the different ways city design relates to policy formation, planning processes, legal frameworks, financing mechanisms, local forms of organisation and the emerging needs of complex urban societies. It will provide students with an appreciation of the complexities of urban design and development processes, and with interdisciplinary tools for addressing specific urban challenges. The course addresses design as both informed and imaginative modes of research and practice that shapes urban environments, responds to urban problems, and connects visual, social and material dimensions of the city. It aims to integrate the physical, economic, social and political aspects of urban contexts, and develop ways to analyse these visually, textually and verbally. The studio-based approach to learning is an immersion in site-based research and experimental, strategic and pragmatic forms of design intervention. The course

comprises of group-based fieldwork in a London site, followed by a fieldtrip.

**Teaching:** The Studio course runs for one full day each teaching week in MT and LT through lectures, workshops, small-group tutorials and independent groupwork; additional specialist seminars and workshops are scheduled throughout the Studio course. Studio groups are expected to work together during the scheduled Studio hours, and prepare collectively for regular workshops and tutorials.

Teaching arrangements may be adjusted if online teaching is required at any point.

Reading Weeks: Students on this course will have a reading week in MT Week 6 and LT Week 6, in line with departmental policy.

**Formative coursework:** Group presentations. 1 x research presentation and site analysis. (MT)

**Assessment:** Group exercise (50%), group exercise (25%) and assignment (25%).

The assessment consists of:

- One Studio group submission (6,000 words, 50%)
- Individual tutor assessment based on contribution to Studio group work (25%)
- Individual field trip assignment (3,000 words, 25%)

Two hard copies of the Studio group submission, with submission sheets attached to each, to be handed in to the Sociology Hub, STC.S116, no later than 4.00pm on the fifth Thursday of Lent Term. An additional electronic copy to be uploaded to Moodle no later than 4.00pm on the same day. Both hard copies and electronic copies must be submitted on time to avoid any late submission penalties.

An electronic copy of the assessed individual field trip assignment, to be uploaded to Moodle, no later than 4.00pm on the eleventh Thursday of Lent Term.

Attendance at all classes and submission of all set coursework is required.

## S0449

### Independent Project

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Suzanne Hall STC.S203.

Dr Dena Qaddumi STC.S212.

**Availability:** This course is compulsory on the MSc in City Design and Social Science. This course is not available as an outside option.

**Course content:** The independent project enables students to develop an original and extended piece of work on any approved topic within the field of the MSc programme - students may develop work on themes or sites introduced in their Studio or core courses, or on other relevant topics. The project may focus on an analysis of an urban issue or on a practical proposal for urban intervention. Projects may be oriented towards urban design, urban policy, urban social science, or some combination thereof. Approval for the topic must be obtained from your academic advisor.

**Teaching:** In LT students attend project workshops and submit a provisional project abstract; academic advisors for the independent project are assigned on the basis of the abstract. In ST, each student has regular supervisory meetings with their academic mentor, a workshop and final reviews with members of faculty. Students are also encouraged to consult with other members of faculty during regular office hours.

There will be two sessions during MT for ALL MSc students based in the Sociology department. These will be offered in conjunction with LSE Life and LSE Library and provide basic guidance about planning your dissertation, such as selecting a suitable topic, designing the research and reviewing the existing literature. Teaching arrangements may be adjusted if online teaching is required at any point.

**Formative coursework:** Students are required to submit a project outline in Lent Term.

**Assessment:** Project (100%, 10000 words) post-summer term.

Two hard copies of the dissertation, with submission sheets attached to each, to be handed in to the Sociology Hub, STC.S116, no later than 4.00pm on Thursday 17th of August 2023. An additional electronic copy to be uploaded to Moodle no later than 4.00pm on the same day.

Both hard copies and electronic copies must be submitted on time to avoid any late submission penalties.

Dissertations may be up to and no more than 10,000 words, must be word-processed and be fully referenced using a recognised citation system.

Attendance at all classes and submission of all set coursework is required.

## S0451 Half Unit

### Cities by Design

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Suzanne Hall STC.S203

**Availability:** This course is available on the MSc in City Design and Social Science and MSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). For students who are not registered on the MSc City Design and Social Design programme, places will be allocated based on a written statement. Priority will be given to students on the MSc in City Design and Social Science and MSc in Sociology. This may mean that not all students who apply will be able to get a place on this course

**Course content:** 'Cities by Design' examines the relationship between built form and practices of city design, and the political, cultural and social dimensions to which they connect. By introducing students to key concepts and practices in spatial analysis and city-making, the course investigates the production of urban space and how the design of our complex urban environments affects the people who live in them. Drawing on architecture and the designed world as key reference points, we engage in the spatial shaping of gender, 'race' and class to understand the material and experienced conditions of power. We explore interconnections between urban theory and practices of design, and draw on examples of different cities and varied way of knowing the urban from across the world. We analyse processes of regeneration, inequality and marginalisation, alongside design practices of observation, visualisation, evidencing and resistance. Our weekly seminars incorporate both the analysis of case studies and readings.

**Teaching:** This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 20 hours in MT.

Reading Weeks: Students on this course will have a reading week in MT Week 6, in line with departmental policy.

**Formative coursework:** Students will be expected to produce 1 essay in the MT.

Written feedback is given within two weeks of the essay submission, and in addition a writing seminar is incorporated in the course in preparation for the summative assessed essay.

**Indicative reading:** A detailed reading list will be distributed at the beginning of the course. We simultaneously engage with literatures by architects (as a broadly defined practice) and a range of social scientists. These include architects and planners exploring new modes of practice and research, for example: Bhan, Bremner, Chattopadhyay, Davis, Easterling, Hall, Katz, Lokko, King, Kurgan, Mehrotra, Tayob and Weizmann, as well as social scientists exploring design and city space, for example: Baviskar, Caldeira, Datta, Hayden, Holston, Jacobs, Jazeel, Madden, Massey, McKittrick, Roy, Robinson, Scott, Simone, Wilson-Gilmore, Tonkiss, Yiftachel.

**Assessment:** Essay (75%, 5000 words) in the LT.  
Group presentation (25%) in the MT.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the first Tuesday of LT. Attendance at seminars and submission of all set coursework is required.

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## S0454 Half Unit Families and Inequalities

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Ursula Henz STC S100B

**Availability:** This course is available on the MSc in Inequalities and Social Science, MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po) and MSc in Sociology. This course is available as an outside option to students on other programmes where regulations permit. This course has a limited number of places (it is controlled access). Places are allocated based on a written statement. Priority will be given to students on the MSc in Inequalities and Social Science, the MSc in International Migration and Public Policy and MSc in Sociology. This may mean that not all students who apply will be able to get a place on this course.

**Course content:** The course provides an introduction into selected issues of family sociology, focusing on families in contemporary Western societies. It explores inequalities within and between families and the role of families in reproducing social inequality. Major themes include: childhood; transition to adulthood; partnership formation and dissolution; parenthood; gender roles and the division of paid and unpaid work; intergenerational relationships.

**Teaching:** This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 20 hours in the MT.

Reading Weeks: Students on this course will have a reading week in MT Week 6, in line with departmental policy.

**Formative coursework:** Essay (1,500 words) in the MT.

**Indicative reading:** A detailed reading list will be provided at the beginning of the course. General reading: J Treas, J Scott, M Richards (eds.) (2014) *The Wiley Blackwell Companion to The Sociology of Families*, Chichester, West Sussex: Wiley Blackwell. Selected recommended books: S Arber & C Attias-Donfut (2000) *The Myth of Generational Conflict. The Family and State in Ageing Societies*. London and New York: Routledge; A Hochschild, Arlie (2012) *The Second Shift. Working Parents and the Revolution at Home*. New York: Penguin; A Lareau (2011) *Unequal Childhoods. Class, Race and Family Life*. University of California Press: Berkeley, Los Angeles, London.

**Assessment:** Take-home assessment (90%) in January.

Class participation (10%) in the MT.

Take home exam (2 questions, 90%).

Attendance at all seminars and submission of all set coursework is required.

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## S0457 Half Unit Political Reconciliation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Claire Moon STC S109

**Availability:** This course is available on the MSc in Human Rights, MSc in Human Rights and Politics, MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in Political Sociology and MSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit. This course has a limited number of places (it is controlled access). Places are allocated based on a written statement, with priority given to students on the MSc in Human Rights, MSc in Human Rights and Politics, MSc in Political Sociology and MSc in

Sociology. As demand is typically high, this may mean that not all students who apply will be able to get a place on this course.

**Course content:** The course introduces students to current issues in the field of transitional justice and historical injustice, and draws upon a range of examples from Africa, Latin America, post-communist Europe, Australia and the US. Topics include transitional justice as a field of practice and a field of knowledge; historical injustice - apologies and reparations; state crimes; retributive and restorative justice; perpetration; theology and therapy in reconciliation; memory and atrocity. The course explores the politics of reconciliation by identifying and examining its key themes, the practices and institutions in which it is embedded and the political subjects of reconciliation discourse. It is an interdisciplinary course that draws upon literature from sociology, law, political theory, anthropology and philosophy amongst others, in order to understand and interpret the wide social and political reach of reconciliation, as well as its limitations.

**Teaching:** This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 20 hours in the LT.

Reading Weeks: Students on this course will have a reading week in LT Week 6, in line with departmental policy.

**Formative coursework:** 1 x formative essay of 1500 words.

**Indicative reading:** Hannah Arendt, *Eichmann in Jerusalem: A Report on the Banality of Evil* (Penguin Books, 1977); Glen Coulthard, *Red Skin White Masks: Rejecting the Colonial Politics of Recognition* (University of Minnesota Press, 2014); Priscilla Hayner, *Unspeakable Truths: Confronting State Terror and Atrocity* (Routledge, 2001); Michael Humphrey, *The Politics of Atrocity and Reconciliation: From Terror to Trauma* (Routledge, 2002); Karl Jaspers, *The Question of German Guilt* (Capricorn Books, 1961); Neil Kritz, *Transitional Justice: How Emerging Democracies Reckon with Former Regimes* (US Institute of Peace, 1995); Claire Moon, *Narrating Political Reconciliation: South Africa's Truth and Reconciliation Commission* (Lexington, 2008); Judith Shklar, *Legalism: Law, Morals, and Political Trials* (Harvard University Press, 1986); Nicholas Tavuchis & Mea Culpa, *A Sociology of Apology and Reconciliation* (Stanford University Press, 1991); Richard Wilson, *The Politics of Truth and Reconciliation in South Africa: Legitimizing the Post-Apartheid State* (Cambridge University Press, 2001).

**Assessment:** Essay (100%, 4000 words) in the ST.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the first Wednesday of Summer Term.

Attendance at all seminars, completion of set readings and submission of set coursework is required.

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## S0458 Half Unit Not available in 2022/23 Gender and Societies

**This information is for the 2022/23 session.**

**Teacher responsible:** TBC

**Availability:** This course is available on the MSc in Gender (Sexuality), MSc in Gender, Policy and Inequalities, MSc in Political Sociology and MSc in Sociology. This course is available as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Places are allocated based on a written statement. Priority will be given to students on the MSc in Gender (Sexuality), MSc in Gender, Policy and Inequalities, MSc in Political Sociology and MSc in Sociology. This may mean that not all students who apply will be able to get a place on this course.

**Course content:** The course introduces theoretical debates and contemporary issues in the sociological study of gender. Indicative topics include femininities/masculinities; sexualities; nation and family; work; education; violence; transnational feminism; politics, representation. NB topics may change slightly from year to year.

**Teaching:** 20 hours of teaching/seminars in the LT.



Reading Weeks: Students on this course will have a reading week in LT Week 6, in line with departmental policy

**Indicative reading:** Narayan, U and Harding, S *Decentering the centre: philosophy for a multicultural, postcolonial and feminist world* Bloomington: Indiana University Press 2000; Butler, J *Gender Trouble* London and New York: Routledge 1992 and *Bodies that Matter* London and New York: Routledge 1993 Marshall, B and Witz, A (eds) *Engendering the Social: Feminist Encounters with Sociological Theory*. Buckingham: Open University Press. 2004; Ahmed, S *Differences That Matter: Feminist Theory and Postmodernism*. Cambridge: Cambridge University Press 1999; Nicholason, L (ed.) *The Second Wave: A Reader in Feminist Theory*. London and New York: Routledge 1997; Ablove, et al, *The Lesbian and Gay Studies Reader*, Routledge, 1993; J Alexander & C T Mohanty, *Feminist Genealogies, Colonial Legacies, Democratic Futures*, New York, Routledge, 1997; Edwards and Wajcman *The Politics of Working Life*, Oxford: Oxford University Press 2005. A more detailed reading list will be provided at the beginning of the course.

**Assessment:** Essay (100%, 5000 words) in the ST. An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the second Thursday of Summer Term. Attendance at all seminars and submission of all set coursework is required.

## SO468 Half Unit International Migration and Migrant Integration

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Patrick McGovern STC.S110

**Availability:** This course is available on the MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in Political Sociology and MSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Priority will be given to students on the MSc in International Migration and Public Policy for whom the course is an 'optional core course'.

Places are allocated based on a written statement. As demand is typically high, this may mean that not all students who apply will be able to get a place on this course.

**Course content:** Coverage of contemporary sociological perspectives on migrant integration including admissions, policy, labour market incorporation; welfare and social rights; 'assimilation' and social integration; national models of integration; multiculturalism; religion and ethnicity; and the second generation.

**Teaching:** This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 20 hours in LT, with a revision session in ST.

Reading Weeks: Students on this course will have a reading week in LT Week 6, in line with departmental policy.

**Formative coursework:** All students are expected to write two non-assessed pieces of work during the term.

**Indicative reading:** There is no recommended textbook. Books of a general nature that cover substantial parts of the syllabus are: S. Castles and M. J. Miller (2013) *The Age of Migration* (5th edn); P. Kvisto and T. Faist (2010) *Beyond A Border* and A. Portes (2014) *Immigrant America* (4th edn). A more comprehensive bibliography will be available to students taking this course.

**Assessment:** Class participation (10%) in the LT. Take-home assessment (90%) in the ST.

## SO470 Half Unit The Sociology of Markets

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr David Pinzur STC S217A

**Availability:** This course is available on the MSc in Economy and Society, MSc in Political Sociology and MSc in Sociology. This course is available as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Places will be allocated based on a written statement. Priority will be given to students on the MSc in Economy and Society, MSc in Political Sociology and MSc in Sociology. This may mean that not all students who apply will be able to get a place on this course.

**Course content:** This course will investigate some of the key concepts and methods by which sociologists study markets, as well as the unique ways of understanding that this perspective makes possible. We will explore this topic through empirical studies that span a wide range of markets for goods ranging from art to financial derivatives to data and beyond. Over the course of the term, we will see how different approaches work (or don't) when applied to markets that differ (in some ways) quite widely. The course aims to give students the tools to make critical analyses of how markets operate, who exerts power in these processes, and what consequences follow both inside and outside the market.

**Teaching:** This course is delivered through a combination of lectures, online materials and seminars totalling 25 hours in MT. Reading Weeks: Students on this course will have a reading week in MT Week 6, in line with departmental policy.

**Formative coursework:** A 1500 word essay is required.

**Indicative reading:** Recommended texts:

- Callon, Michel. 1998. *The laws of the markets*. Blackwell Publishers: Oxford;
- Fligstein, Neil. 2001. *The Architecture of Markets. An Economic Sociology of Twenty-First-Century Capitalist Societies*. Princeton, NJ a.o.: Princeton University Press;
- Granovetter, Mark. 1995[1974]. *Getting a Job: a Study of Contacts and Careers*. Chicago; London: Chicago University Press;
- Krippner, Greta R. 2002. "The elusive market: Embeddedness and the paradigm of economic sociology." *Theory and Society* 30:775-810;
- Swedberg, Richard. 2003. *Principles of Economic Sociology*. Princeton, N.J.: Princeton University Press.

**Assessment:** Essay (100%, 4000 words) in the LT.

The course is assessed by a 4000 word essay due in LT week 2. An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the second Wednesday of Lent Term.

Attendance at all workshop sessions and submission of all set coursework is required.

## SO471 Half Unit Technology, Power and Culture

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Carrie Friese STC S213

**Availability:** This course is available on the MSc in Culture and Society, MSc in Political Sociology and MSc in Sociology. This course is available as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Places are allocated based on a written statement, with priority given to students on the MSc in Culture and Society, MSc in Political Sociology and MSc in Sociology. As demand is typically high, this may mean that not all students who apply will be able to get a place on this course.

**Course content:** This course aims to give students a detailed



understanding of sociologically informed approaches to social studies of science, technology and medicine (STMS). It will consider how and why STMS shifted and critiqued macro-level theories of technology in post-industrial society to explore the constitutive role of objects and artefacts in social relations. In other words, we will start the course by reflecting upon sociology's traditional neglect of the social life of things or materiality. We will then explore varying conceptual developments within the fields through varying substantive case studies. These may include: power relations and social inequalities embedded in and reproduced by digital technologies; technology as a culture that shapes gendered and racialised discourses and economies, such as in robotics; infrastructures that reproduce the status quo but also become sites of resistance and social changes, such as in energy; the ways in which politics become embodied, as with genetics. In the process we will explore the ways in which technologies instantiate power relations and hegemonic cultures, as seen with visualizing technologies and colonisation for example, all the while also being sites where politics can be reworked, resisted and changed.

**Teaching:** This course is delivered through seminars totalling a minimum of 20 hours in the LT.

**Reading Weeks:** Students on this course will have a reading week in LT Week 6, in line with departmental policy.

**Formative coursework:** Students will be expected to produce 1 essay plan in the LT.

**Indicative reading:** Prainsack, B. (2017) *Personalized Medicine: Empowered Patients in the 21st Century?* New York University Press.

Elias, A. (2019) *Coral Empire: Underwater Oceans, Colonial Tropics, Visual Modernity.* Duke University Press.

Felt, U et al (2016) *The Handbook of Science and Technology Studies*, 4th Edition. MIT Press.

Kempner, J. (2014) *Not Tonight: Migraine and the Politics of Gender and Health.* Chicago University Press.

Kimura, A. (2016) *Radiation Brain Moms and Citizen Scientists: The Gender Politics of Food Contamination.* Duke.

Saraiva, T. (2016) *Fascist Pigs: Technoscientific Organisms and the History of Fascism.* MIT Press.

Schüll, ND, *Addiction By Design: Machine Gambling in Las Vegas* (Princeton, NJ: Princeton University Press, 2012),

Vora, K and Atanasoski, N. (2019) *Surrogate Humanity: Race, Robots, and the Politics of Technological Futures.* Durham: Duke University Press.

Watts, L. (2019) *Energy at the End of the World: An Orkney Islands Saga.* (MIT Press)

**Assessment:** Essay (100%, 4000 words) in the ST.

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## S0473 Half Unit Crime, Control and the City

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Janet Foster

**Availability:** This course is available on the MSc in City Design and Social Science, MSc in Criminal Justice Policy, MSc in Regional And Urban Planning Studies and MSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Places are allocated based on a written statement, with priority given to students on the MSc in City Design and Social Science, MSc in Criminal Justice Policy, MSc in Regional And Urban Planning Studies and MSc in Sociology. This may mean that not all students who apply will be able to get a place on this course.

**Course content:** This half unit course examines crime and disorder in city landscapes, the relationship between crime, space and place, and the complex mix of informal and formal social controls that influence different types and levels of crime. Drawing on a range of comparative literature from different cities, and using a mixture of classic and contemporary texts, we examine the

importance of informal social control in maintaining social order in cities, the role of policing, and what happens when formal and informal social controls fail. We also explore the principles of crime prevention – both physical and social, critically examining the relationship between crime and design.

**Teaching:** This course is delivered through workshops totalling 30 hours in the LT; teaching arrangements may be adjusted if online teaching is required at any point.

**Reading Weeks:** Students on this course will have a reading week in LT Week 6, in line with departmental policy.

**Indicative reading:** Body-Gendrot (2012) *Globalization, Fear and Insecurity* (Palgrave Macmillan); Bottoms, A (2012) 'Developing socio-spatial criminology' in Maguire M et al (eds.) *The Oxford Handbook of Criminology* (5th edn.); Cochrane, A and Talbot, D (eds.) (2008) *Security: Welfare, Crime and Society* (Open University Press); Evans, K (2011) *Crime Prevention: a critical introduction* (Sage); Felson, M and Eckert, M (2016) *Crime and Everyday Life* (Sage); Graham, P. & Clarke, J. (2001) 'Dangerous Places: Crime and the City' in Muncie, J. & McLaughlin, E. (eds.) *The Problem of Crime* 2nd ed. (Sage); Le Gates R & Stout F (2015) *The City Reader* (Routledge); Monti et al (2014) *Urban People and Urban Places*; Mooney, G and Neal, S (eds.) (2009) *Community: Welfare, Crime and Society* (Open University Press); Pile, S. et al. (eds.) (1999) *Unruly Cities* (Routledge); Pitts, J (2008) *Reluctant Gangsters: the changing face of youth crime* (Willan); Wacquant, L (2008) *Urban Outcasts: A Comparative Sociology of Advanced Marginality* (Polity Press); Zukin, S (2010) *Naked City: The Death and Life of Authentic Urban Places* (Oxford University Press)

**Assessment:** Essay (100%, 4000 words) in the ST.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the second Thursday of Summer Term.

Attendance at all classes and submission of all set coursework is required.

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## S0475 Half Unit Not available in 2022/23 Material Culture and Design

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Don Slater STC.S310 and Dr Jana Melkumova-Reynolds

**Availability:** This course is available on the MSc in City Design and Social Science, MSc in Culture and Society, MSc in Economy and Society and MSc in Sociology. This course is available as an outside option to students on other programmes where regulations permit. This course has a limited number of places (it is controlled access). Places are allocated based on a written statement, with priority given to students on the MSc in City Design and Social Science, MSc in Culture and Society, MSc in Economy and Society and MSc in Sociology. This may mean that not all students who apply will be able to get a place on this course.

**Course content:** This course focuses on designed entities in everyday life, looking at the ways in which materials are configured into things, practices, spaces and forms, and at the assemblage of objects across production, design, consumption and use. Though aiming to produce expertise in specifically social science research, the course will bring together literatures and debates that cross the social sciences, humanities and science/technology, drawing particularly on actor-network theory, material culture studies, sociology of consumption, practice theory, urban and architectural studies, cultural theory and design studies. There will also be a strong emphasis on methodology: what tools are available to social scientists to investigate the emergent properties and impacts of designed objects. Case studies will be central to the teaching, developing theoretical and methodological strategies through a (changing) set of empirical cases that are likely to include: digital objects (software, games); media objects; lights and lighting; fashion; domestic interiors.

**Teaching:** This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 20

hours in the MT.

Reading Weeks: Students on this course will have a reading week in MT Week 6, in line with departmental policy.

**Formative coursework:** One 2,500 essay applying a theoretical approach to a specific case study.

**Indicative reading:** Bijker, W. E. and J. Law (eds.) (1992) *Shaping technology/building society: Studies in Sociotechnical change*. Cambridge, MA: MIT Press.

Frayling, C., E. King and H. Atkinson (2009) *Design and popular entertainment*. Manchester; New York

Lash, S. and C. Lury (2007) *Global Culture Industry: the mediation of things*. Cambridge: Polity Press.

Latour, B. (2005) *Reassembling the Social: An Introduction to Actor-Network-Theory*. Oxford: Oxford University Press.

Manovich, L. (2002) *The language of new media*. Cambridge, Mass. London: MIT.

Miller, D. (2008) *The Comfort of Things*. Cambridge: Polity.

Molotch, H. (2003) *Where Stuff Comes From: How Toasters, Toilets, Cars, Computers and Many Other Things Come to Be as They Are*. New York and London: Routledge.

Shove, E., M. Hand, J. Ingram and M. Watson (eds.) (2007) *The Design of Everyday Life*. Oxford: Berg.

Yaneva, A. (2009) *The Making of a Building: A Pragmatist Approach to Architecture*. Bern: Peter Lang.

**Assessment:** Essay (100%, 5000 words) in the LT.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the second Thursday of Lent Term.

Attendance at all classes and submission of all set coursework is required.

## SO476

### Researching Migration: research questions and research methods

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Patrick McGovern STC.S110

**Availability:** This course is compulsory on the MSc in International Migration and Public Policy and MSc in International Migration and Public Policy (LSE and Sciences Po). This course is not available as an outside option.

**Course content:** Having introduced the students to a range of possible research strategies, the students will be asked to prepare informal seminar presentations on their proposed research in the MT and LT. In addition, they will submit a one hundred word topic summary towards the end of the MT and a 400 word research proposal before the end of the LT. They will also prepare and deliver a formal presentation on their research for a workshop early in the ST. At each stage, participants will be encouraged to use feedback from the course convenors and fellow students to revise their research plans. A final proposal will be submitted after the ST workshop. This includes a 2000 word Dissertation Prospectus on some aspect of the dissertation.

**Teaching:** Lectures 3 x 2 hours (6); Seminars 2 x 2 hours (4); Workshop 5 hours (5). Total 15 hours

Teaching arrangements may be adjusted if online teaching is required at any point.

**Formative coursework:** Students will be expected to produce 3 presentations in the MT, LT and ST.

**Indicative reading:** Bryman, A. (2008) *Social Research Methods*, H62 B91; Gilbert, N. (ed.) (2008) *Researching Social Life* H62 R 43; Hancke, R. (2009) *Intelligent Research Design: A Guide for Beginning Students in the Social Sciences*, H62 H23; Landman, T. (2007) *Issues and Methods in Comparative Politics*, JF51 L25; Silverman, D. (2002) *Doing Qualitative Research: A Practical Handbook* H62 S58.

**Assessment:** This course is not assessed.

## SO478

### Social Scientific Analysis of Inequalities

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Michael Savage STC S210 and Prof Sam Friedman STC S102

**Availability:** This course is compulsory on the MSc in Inequalities and Social Science. This course is not available as an outside option.

**Course content:** The course will consider interdisciplinary approaches to inequality, focusing on (a) how inequality can be conceptualised and explained, (b) how it can be measured and (c) ethical and political issues. Topics to be covered include patterns and trends in economic inequalities; gender, ethnicity, class and age; cultural aspects of inequality; social and intergenerational mobility; global and comparative perspectives; media representation of inequalities; ethical and philosophical approaches; the impact of government, law and social policy.

**Teaching:** This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 40 hours across MT and LT, with a class in ST.

It is divided into blocks of related lectures and linked seminars. The ST class is a revision class.

Reading Weeks: Students on this course will have a reading week in MT Week 6 and LT Week 6, in line with departmental policy.

**Formative coursework:** Students will be expected to produce 1 essay in the MT and 1 presentation in the LT.

**Indicative reading:** Branko Milanovic, *Global Inequality: A New Approach for the Age of Globalization* (Harvard University Press, 2016)

Piketty, T. *A Short History of Equality* (Harvard University Press, 2022)

Hartley Dean and Lucinda Platt, *Social Advantage and Disadvantage* (Oxford, 2016)

O'Neil, C. 2016 *Weapons of Math Destruction*. London: Allen Lane  
Hickel, J. (2017) *The Divide: A Brief Guide to Global Inequality and its Solutions*. William Heinemann. London.

Federici, S. (2004) *Caliban and the Witch: Women: The Body and Primitive Accumulation*. New York. Autonomedia.

Savage, M., (2021) *The Return of Inequality: Social Change and the Weight of the Past* (Harvard UP).

**Assessment:** Essay (50%, 3000 words) in the LT.

Policy brief (50%) in the ST.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the submission day. The essay is due by the first day of LT.

An electronic copy of the assessed policy brief, to be uploaded to Moodle, no later than 4.00pm on the first Wednesday of Summer Term.

Attendance at all classes and submission of all set coursework is required.

## SO479 Half Unit

### Human Rights and Postcolonial Theory

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Ayca Cubukcu STC S113

**Availability:** This course is available on the MSc in Culture and Conflict in a Global Europe, MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po), MSc in Culture and Society, MSc in Human Rights, MSc in Human Rights and Politics, MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po) and MSc in Political Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Places are allocated based on a written statement, with priority given to students on the MSc in Human Rights, MSc in Human Rights and Politics, MSc Culture and Society,

MSc in International Migration and Public Policy, MSc in Political Sociology, MSc in Culture and Conflict in a Global Europe, and MSc in Culture and Conflict in a Global Europe (LSE & Sciences Po). As demand is typically high, this may mean that not all students who apply will be able to get a place on this course.

**Course content:** This course critically addresses the allure of human rights and international law as political projects. While drawing primarily on postcolonial theory, it will also employ socio-legal studies, intellectual history, political philosophy and social theory to address the colonial context in which human rights and international law came to be universalized and institutionalized, as well as the way they tend to monopolize the political language through which many social movements throughout the world articulate their particular desires for justice. Exploring the history, philosophy, and politics of human rights and international law in conjunction with imperial practices, the course will also examine how facts of socio-cultural difference and political resistance have been managed—if necessary by violence—by a liberalism that is dedicated to the idea of peace.

**Teaching:** This course is delivered through seminars totalling a minimum of 20 hours in the MT.

Reading Weeks: Students on this course will have a reading week in MT Week 6, in line with departmental policy.

**Formative coursework:** Students will be expected to produce 1 piece of coursework in the MT.

**Indicative reading:** Antony Anghie, *Imperialism, Sovereignty, and the Making of International Law* (Cambridge: Cambridge University Press, 2005).

Talal Asad, *On Suicide Bombing* (New York: Columbia University Press, 2007).

Partha Chatterjee, *The Black Hole Of Empire: History of a Global Practice of Power* (Princeton UP, 2012).

David Kennedy, *The Dark Sides of Virtue: Reassessing International Humanitarianism* (Princeton: Princeton University Press, 2005).

Sven Lindqvist, *"Exterminate All the Brutes": One Man's Odyssey into the Heart of Darkness and the Origins of European Genocide* (New York: The New Press, 1996).

Karuna Mantena, *Alibis of Empire: Henry Maine and the Ends of Liberal Imperialism* (Princeton: Princeton University Press, 2010).

Joseph Massad, *Desiring Arabs* (Chicago: University of Chicago Press, 2007).

Mark Mazower, *No Enchanted Palace: The End of Empire and the Ideological Origins of the United Nations* (Princeton: Princeton University Press, 2009).

**Assessment:** Essay (90%, 5000 words) in the LT.

Class participation (10%) in the MT.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the second Thursday of Lent Term.

Attendance at all classes and submission of all set coursework is required.

## S0480 Half Unit Urban Inequalities

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Fran Tonkiss STC.S205

**Availability:** This course is available on the MSc in City Design and Social Science, MSc in Inequalities and Social Science, MSc in Regional And Urban Planning Studies, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Priority will be given to students on the MSc in City Design and Social Science, for whom the course is an 'optional core course'. Places are allocated based on a written statement. This may mean that not all students who apply will be able to get a place on this course.

**Course content:** This course offers a critical introduction to key issues and processes in the study of contemporary urban inequalities. This course puts contemporary processes of urban

growth in the context of another major urban trend: deepening patterns of inequality in many cities across the world. It examines the continuing role of 'older' bases of urban inequality - access to land and property, gender inequity, ethnic and racial discrimination, legal exclusion and informality – as well as significant emerging patterns, including extreme concentrations of wealth at the top, middle-class stagnation, privatisation and spatial secession, forced migration and insecurity. It also examines the complex of ways in which urban inequality is experienced, not only in terms of income or property wealth, but also in consumption inequalities, inequities in access to housing, transport, urban services and legal protections, spatial disparities and environmental risks and injustices. The course considers the range of social, economic, environmental and political factors that shape, and also might help to address, urban inequality in these different contexts.

The course will:

- provide a critical introduction to current and emerging patterns of urban inequality.
- consider the production of urban inequalities through social, economic, political and spatial processes.
- explore common themes and critical differences across cities in developed and developing economies.
- address key debates in a range of urban disciplines, and situate these in specific urban contexts and examples

Key themes

- Urban growth and the growth of inequality.
- Wealth, income and inequality.
- Spatial injustice: segregation and access.
- Environment and inequities.
- Informality and insecurity.
- Social inequality in the city: gender, race and legal exclusions.
- Governing inequality

**Teaching:** This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 20 hours in the LT.

Reading Weeks: Students on this course will have a reading week in LT Week 6, in line with departmental policy.

**Formative coursework:** Students will be expected to produce 1 essay in the LT.

1 x 2000-word essay

**Indicative reading:**

- Beall, J. and Fox, S. (2009) *Cities and Development*. London: Routledge.
- Brenner, N., Marcuse, P. and Mayer, M. (eds) (2012) *Cities for People, Not for Profit: critical urban theory and the right to the city*. London: Routledge.
- Davis, M. (2006) *Planet of Slums*. London: Verso.
- Goldsmith, W.J. and Blakeley, E. J. (2010) *Separate Societies: Poverty and Inequality in U.S. Cities*. Philadelphia, PA: Temple University Press, 2010.
- Graham, S. and Marvin, S. (2001) *Splintering Urbanism: networked infrastructures, technological mobilities and the urban condition* London: Routledge.
- Nightingale, G. (2012) *Segregation: A Global History of Divided Cities*. Chicago: University of Chicago Press.
- Roy, A. and AlSayyad, N. (eds) (2004) *Urban Informality: transnational perspectives from the Middle East, Latin America, and South Asia*. Lanham, MD: Lexington Books.
- Soja, E. W. (2010) *Seeking Spatial Justice*. Minneapolis: University of Minnesota Press.
- Tannerfeldt, G. and Ljung, P. (2006) *More Urban Less Poor: An Introduction to Urban Development and Management*. London: Earthscan.
- Wacquant, L. (2007) *Urban Outcasts: a comparative sociology of advanced marginality*. Cambridge: Polity.

**Assessment:** Essay (100%, 5000 words) in the ST.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the first Wednesday of Summer Term.

Attendance at all classes and submission of all set coursework is required.



## SO481 Half Unit Class, Politics and Culture

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Sam Friedman STC216

**Availability:** This course is available on the MSc in Culture and Society, MSc in Inequalities and Social Science, MSc in Political Sociology and MSc in Sociology. This course is not available as an outside option.

**Course content:** The course will begin by introducing traditional theories of social class and stratification before going on to examine the history and political significance of class in Britain, and how this compares with other countries throughout the world. It will then look at the place of class in a contemporary political context, critically examining the claim made by some 'postmodern' writers, and prominent politicians, that class boundaries have been irrevocably eroded. The course will then move on to look at the seminal work of French sociologist Pierre Bourdieu and his supposition that class boundaries are most clearly discernible from examining people's cultural taste, with the privileged using their preferences for 'highbrow' culture as a means of expressing their superiority over the working classes, who tend to prefer more 'lowbrow' culture. We interrogate how these arguments relate today, where the lines between high and low culture are increasingly blurred, where strong cross-cultural differences persist between Europe and the U.S, and where new taste distinctions exist even in traditionally lowbrow art forms, such as comedy and pop music. We then take a more detailed look at class-based boundaries in taste and lifestyle. In particular, we focus on the way in which the middle classes demonise sections of the working class based on what they consider to be 'pathological' consumption choices – focusing in particular on the 'Chav' phenomenon in Britain. We go on to explore both the meaning and consequences of such overt class prejudice, both in Britain but also using research from the U.S, the Netherlands and other international contexts. Finally, the module will ask to what extent class boundaries are malleable? How easy is it for people to escape their backgrounds and move upward or downward in social space? This final section of the course thus looks at contemporary patterns of social mobility, examining the social benefits and challenges that mobility implies, increasing closure within global elites, and the rise of the middle classes in developing countries like China, Brazil and South Africa.

**Teaching:** This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 20 hours in LT.

**Reading Weeks:** Students on this course will have a reading week in LT Week 6, in line with departmental policy.

**Formative coursework:** Students will be expected to produce 1 essay in the LT.

**Indicative reading:** Alexander, P. (2013) *Class in Soweto*. Johannesburg: KZE Press.

Bourdieu, P. (1984) *Distinction: A Social Critique of the Judgment of Taste*, Routledge: London.

Crompton, R. (2008) *Class and Stratification (Third Issue)* Polity Press: Cambridge.

Bennett, T., Savage, M., Silva, E., Warde, A., Gayo-Cal, M., Wright, D. (2009). *Class, Culture, Distinction*. London, Routledge.

Skeggs, B. (2004) *Class, Self, Culture*, London and New York: Routledge.

Bennett, T., Frow, J. and Emmison, M. (1999) *Accounting for Tastes: Australian Everyday Cultures*, Cambridge: Cambridge University Press.

Atkinson W (2009) *Class, Individualisation and Late Modernity: In Search of the Reflexive Worker*. London: Palgrave.

Lamont, M. (1992) *Money, Morals, Manners: The Culture of the French and American Upper-Middle Class*. Chicago: Chicago University Press.

Sayer, A. (2005) *The Moral Significance of Class*, Cambridge: Cambridge University Press.

Friedman, S. (2014) *Comedy and Distinction: The Cultural Currency of a 'Good' Sense of Humour*. Routledge. London.

David Grusky (ed), *Social Stratification: Class, Race and Gender in Sociological Perspective*. Boulder, CO. Westview Press.

**Assessment:** Essay (100%, 5000 words) in the ST.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the second Thursday of Summer Term.

Attendance at all classes and submission of all set coursework is required.

## SO489 Half Unit Family and International Migration

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Ursula Henz STC.S100B

**Availability:** This course is available on the MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po) and MSc in Sociology. This course is available as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Places are allocated based on a written statement, with priority given to students on the MSc in International Migration and Public Policy and MSc in Sociology. This may mean that not all students who apply will be able to get a place on this course.

**Course content:** The course examines the family life and family relationships of families with experience of international migration in Great Britain and other societies. It applies three perspectives to migrant families: diversity, integration and transnationality. It examines variations in family life and relationships in migrant families; particular challenges that are associated with the migration of a family to a new country as well as transformations of family roles and intimacy in transnational families. After an overview over family forms in different cultures, the course explores selected substantive topics. Indicative topics are: migrant children and children staying behind; marriage migration, transnational marriages, and intermarriage; the roles of mother and father in immigrant and transnational families; ageing migrant families.

**Teaching:** This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 20 hours in the LT.

**Reading Weeks:** Students on this course will have a reading week in LT Week 6.

**Formative coursework:** Students will be expected to produce 1 essay in the LT.

**Indicative reading:** Kraler, Kofman, Kohli & Schmoll (eds.) (2011) *Gender, Generations and the Family in International Migration*; Baldassar & Baldock (2007) *Families Caring Across Borders: Migration, Ageing and Transnational Caregiving*; Beck & Beck-Gernsheim (2014): *Distant Love*; Ehrenreich & Hochschild (2004): *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*; Dreby (2010): *Divided by Borders. Mexican Migrants and Their Children*; Foner (2009) *Across Generations: Immigrant Families in America*; Madianou & Miller (2011): *Migration and New Media: Transnational Families and Polymedia*; Parreñas (2005): *Children of Global Migration*; Portes & Rumbaut (2001) *Legacies: The Story of the Immigrant Second Generation*.

**Assessment:** Take-home assessment (90%) in the ST.

Class participation (10%) in the LT.

Take home exam (2 questions, 90%) in the ST.

Class participation (10%).



## S0490 Half Unit Not available in 2022/23 Contemporary Social Thought

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Chetan Bhatt STC.S107

**Availability:** This course is available on the MSc in Culture and Society, MSc in Human Rights, MSc in Human Rights and Politics, MSc in Political Sociology and MSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.

The course is not an introductory course in social theory. It is ideally suited to students familiar and comfortable with advanced modern social and political thought, philosophy, and political philosophy, including complex, advanced, and challenging readings in these areas.

This course has a limited number of places (it is controlled access). Places are allocated based on a written statement, with priority given to students on the MSc in Culture and Society, MSc in Human Rights, MSc in Human Rights and Politics, MSc in Political Sociology and MSc in Sociology. This may mean that not all students who apply will be able to get a place on this course.

**Course content:** Contemporary Social Thought covers several areas in contemporary social theory and links these areas to several traditions of Enlightenment and post-Enlightenment thinking. This includes critical assessment of Enlightenment philosophers such as Kant and Hegel, and also more recent thinkers, including Michel Foucault, Gayatri Spivak, Jacques Derrida, Achille Mbembe, Donna Haraway, Jean-Francois Lyotard, Stuart Hall, and Walter Dignolo. The course also aims to link theoretical areas with new and emerging social and political issues – for example, how theoretical approaches can be used to analyse a contemporary phenomenon. The substantive topics covered in the course vary by year, but may include: technology and transhumanism, politics and violence, the new identity politics, transformations in the far-right, authoritarian populism, decolonialism, global or world sociology, wars and technology; and violent religious movements.

**Teaching:** This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 20 hours in the MT.

Reading Weeks: Students on this course will have a reading week in MT Week 6, in line with departmental policy.

**Formative coursework:** One essay of 1,500 words to be submitted in Michaelmas Term.

**Indicative reading:** A. Loomba (2015), *Colonialism/Postcolonialism* [Third Edition], Routledge.

A. Elliott (2014), *Contemporary Social Theory: an introduction* [Second Edition], Routledge.

J. Wolff (2015), *An Introduction to Political Philosophy* [Third Edition], Oxford University Press.

**Assessment:** Essay (100%, 5000 words) in the LT.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on Wednesday week one of LT.

Attendance at all classes and submission of all set coursework is required.

## S0491 Half Unit Quantitative Social Research Methods

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Yazmin Morlet Corti STC S114

**Availability:** This course is available on the MPhil/PhD in Cities Programme, MPhil/PhD in Sociology, MSc in Economy and Society, MSc in Political Sociology and MSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Places are allocated based on a written statement, with priority given to students on the MSc in Economy and Society,

MSc in Political Sociology, MSc in Sociology, MPhil/PhD in Cities Programme and MPhil/PhD in Sociology. This may mean that not all students who apply will be able to get a place on this course.

**Course content:** This course introduces students to a range of quantitative methodologies used in contemporary social research, the selection of appropriate quantitative methods to address research questions, and key strategies for the analysis of quantitative data. Exploring the design of quantitative research and the analysis of quantitative data will allow students to discuss problems of measurement and sampling, conceptualization, inference, and causality. The course also explores important debates and approaches in quantitative sociology, using a case study approach. For every method we cover, we will read a selection of articles taken from major journals in the discipline. By analyzing and criticizing the operationalization of quantitative methods in these articles, we will cover issues of research design and get a sense of what each method does (and does not do), and of the type of research questions to which it can be applied.

**Teaching:** This course is delivered through a combination of lectures, online materials and workshops totalling a minimum of 20 hours in the MT.

Reading Weeks: Students on this course will have a reading week in MT Week 6, in line with departmental policy.

**Formative coursework:** Students will write one formative memo based on course readings and class activities.

**Indicative reading:** Abbott, A. (2004). "Ideas and Puzzles", Chapter 7 in *Methods of Discovery: Heuristics for Social Sciences*. New York: Norton, pp. 211-248.

Fox, C. (2004). "The Changing Color of Welfare? How Whites' Attitudes toward Latinos Influence their Support for Welfare", *American Journal of Sociology* 110, 580-625. Legewie, J. (2013).

Terrorist Events and Attitudes toward Immigrants: A Natural Experiment. *American Journal of Sociology*, 118(5), 1199-1245.

Piketty, T., & Saez, E. (2003). Income Inequality in the United States, 1913-1998. *The Quarterly Journal of Economics*, 118(1), 1-39.

Lim, H., & Duan, H. (2015). Should we blame the graduates for their unemployment? A happiness approach. *Hitotsubashi Journal of Economics*, 56(2), 243-258.

Salganik, Matthew J., Peter S. Dodds, and Duncan J. Watts. 2006. "Experimental Study of Inequality and Unpredictability in an Artificial Cultural Market", *Science* 311: 854-856.

Savage, M., Devine, F., Cunningham, N., Taylor, M., Li, Y., Hjellbrekke, J., . . . Miles, A. (2013). A New Model of Social Class? Findings from the BBC's Great British Class Survey Experiment. *Sociology: The Journal of the British Sociological Association*, 47(2), 219.

**Assessment:** Memo (25%) in the MT.

Research proposal (75%) in the LT.

The first assessment is a 1500-word memo (25%) due in week 9 of Michaelmas Term. The second assessment is a 3500-word research proposal (75%) due in the first week of Lent Term. The proposal should outline your own research question utilizing one of the quantitative methods seen in class.

An electronic copy of the assessed memo to be uploaded to Moodle no later than 4.00pm on the Thursday of Michaelmas Term week 9.

An electronic copy of the research proposal to be uploaded to Moodle no later than 4.00pm on the first Monday of Lent Term.

Attendance at all classes and submission of all set coursework is required.

## S0492 Half Unit Qualitative Social Research Methods

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Carrie Friese STC S213

**Availability:** This course is compulsory on the MSc in Culture and Society. This course is available on the MPhil/PhD in Cities Programme, MPhil/PhD in Sociology, MSc in City Design and Social Science, MSc in Economy and Society, MSc in Political Sociology and MSc in Sociology. This course is available with permission

as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Students who have this course as a core course are guaranteed a place. Other than for students for whom the course is a core course, places are allocated based on a written statement, with priority given students on the MSc in City Design and Social Science, MSc in Economy and Society, MSc in Political Sociology, MSc in Sociology, MPhil/PhD in Cities Programme and MPhil/PhD in Sociology. As demand is typically high, this may mean that not all students who apply will be able to get a place on this course.

**Course content:** The course introduces students to the theory and practice of qualitative research methods in sociology. The seminars address issues of research design, data collection and analysis in relation to qualitative research methods, including ethnography, in-depth interviewing, and textual analysis. Taking these methods together, we will build toward an understanding of best practice in qualitative inquiry. Based on the principle that doing is one of the best means of learning, this course is highly interactive and requires 'hands-on' participation in a series of practical exercises and project work throughout the term. A syllabus detailing course objectives, course style, readings, teaching arrangements and student assessment will be distributed at the beginning of the term.

**Teaching:** This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 20 hours in the MT.

Reading Weeks: Students on this course will have a reading week in MT Week 6, in line with departmental policy.

**Formative coursework:** Students must write a 1,000 word book review of a qualitative research study.

**Indicative reading:**

- Luker, K. 2008. *Salsa Dancing into the Social Sciences: Research in an Age of Info-Glut*. Cambridge, MA: Harvard University Press.
- Small, M. 2009. 'How Many Cases Do I Need? On the Science and Logic of Case Selection in Field-Based Research.' *Ethnography* 10: 5-38.
- Lamont, M. and A. Swidler. 2014. 'Methodological Pluralism and the Possibilities and Limits of Interviewing.' *Qualitative Sociology* 37(2): 153-171.
- Jerolmack, C. and S. Khan. 2014. 'Talk is Cheap: Ethnography and the Attitudinal Fallacy.' *Sociological Methods & Research* 43(2): 178-209.
- Weiss, R.S. 1994. *Learning from Strangers: The Art and Method of Qualitative Interview Studies*.
- Emerson, R.M., R.I. Fretz, and L.L. Shaw. 2011. *Writing Ethnographic Fieldnotes* (2nd edition). Chicago: University of Chicago Press.
- Stanley, L. 2017. *The Archive Project: Archival Research in the Social Sciences*, edited by Niamh Moore, Andrea Salter, Liz Stanley, and Maria Tamboukou.
- Seale, C. 1999. *The Quality of Qualitative Research*. Chapter 11, 'Reflexivity and Writing', pp. 159-177.
- Burawoy, M. 1998. 'The Extended Case Method.' *Sociological Theory* 16:4-33.
- Snow, D.A., C. Morrill, and L. Anderson. 2003. 'Elaborating Analytic Ethnography: Linking Fieldwork and Theoretical Development.' *Ethnography* 4: 271-290.

**Assessment:** Research report (100%) in the LT.

The assessment consists of an individual qualitative research report in the LT.

An electronic copy of the assessed report, to be uploaded to Moodle, no later than 4.00pm on Wednesday Week 5 of LT.

Attendance at all classes and submission of all set coursework is required.

## SO493

### MSc in Culture and Society Dissertation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jana Melkumova-Reynolds STC S208

**Availability:** This course is compulsory on the MSc in Culture and Society. This course is not available as an outside option.

**Course content:** This workshop will guide students through the process of conducting an independent dissertation project in the MSc Culture & Society.

**Teaching:** 6 hours of seminars in the LT.

There will be two sessions during MT for ALL MSc students based in the Sociology department. These will be offered in conjunction with LSE Life and LSE Library and provide basic guidance about planning your dissertation, such as selecting a suitable topic, designing the research and reviewing the existing literature.

Teaching arrangements may be adjusted if online teaching is required at any point.

Reading Weeks: Students on this course will have a reading week in LT Week 6, in line with departmental policy.

**Formative coursework:** Students are required to submit a research proposal in LT.

**Indicative reading:** This is a workshop and has no specific reading list.

**Assessment:** Dissertation (100%, 10000 words) in August.

Two hard copies of the dissertation, with submission sheets attached to each, to be handed in to the Sociology Hub, STC. S116, no later than 4.00pm on Thursday 17th of August 2023. An additional electronic copy to be uploaded to Moodle no later than 4.00pm on the same day.

Both hard copies and electronic copies must be submitted on time to avoid any late submission penalties.

Dissertations may be up to and no more than 10,000 words, must be word-processed and be fully referenced using a recognised citation system.

Attendance at all classes and submission of all set coursework is required.

## SO494

### MSc in Political Sociology Dissertation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Robin Archer STC.S114a

**Availability:** This course is compulsory on the MSc in Political Sociology. This course is not available as an outside option. These seminars are for students on the MSc Political Sociology only.

**Course content:** These seminars aim to help you to begin the process of writing your dissertation. At the end of MT we will have a few seminars that aim to get students thinking at a meta-level about research in political sociology. The seminars can, of course, only address a small selection of approaches. Examples might include rational choice and institutionalist theories, or comparative and case study methods. But please note that the MSc in Political Sociology takes a pluralist approach and does not seek to prescribe these or any other particular theories or methods. In LT we will hold dissertation workshop seminars that aim to give individually tailored guidance on proposed research questions in small groups with fellow students who are working on similar topics or using similar methods. Every student is required to make a formal presentation once during the term.

**Teaching:** In MT there will be 2 x 1.5 hour seminars for all students. In LT students will be expected to attend at least one of the 8 x 1.5 hour workshops.

There will be two sessions during MT for ALL MSc students based in the Sociology department. These will be offered in conjunction with LSE Life and LSE Library and provide basic guidance about planning your dissertation, such as selecting a suitable topic, designing the research and reviewing the existing literature.

Teaching arrangements may be adjusted if online teaching is required at any point.

Reading Weeks: Students on this course will have a reading week in MT Week 6 and LT Week 6, in line with departmental policy.

**Formative coursework:** Students are expected to participate in seminars beginning in MT and produce a research statement and presentation in the LT.

Students will: (1) assess the strengths and weakness of selected theories and methods; (2) formulate a clearly specified research question and set out the rationale for researching this question and a proposed approach; and (3) give a presentation which develops one or two of the main arguments they anticipate will be important to their project.

**Indicative reading:** Donatella Della Porta and Michael Keating (2008), *Approaches and Methods in the Social Sciences: a Pluralist Approach*, Thomas Janoski et al, (2005), *The Handbook of Political Sociology*, James Mahoney and Dietrich Rueschemeyer (2003), *Comparative Historical Analysis in the Social Sciences*.

**Assessment:** Dissertation (100%, 10000 words) in August. Two hard copies of the dissertation, with submission sheets attached to each, to be handed in to the Sociology Hub, STC S116, no later than 4.00pm on Thursday 17th of August 2023. An additional electronic copy to be uploaded to Moodle no later than 4.00pm on the same day.

Both hard copies and electronic copies must be submitted on time to avoid any late submission penalties.

Dissertations may be up to and no more than 10,000 words, must be word-processed and be fully referenced using a recognised citation system.

Attendance at all classes and submission of all set coursework is required.

## S0495

### MSc in Economy and Society Dissertation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr David Pinzur STC S217A and Dr Rebecca Elliott STC S211

**Availability:** This course is compulsory on the MSc in Economy and Society. This course is not available as an outside option.

**Pre-requisites:** Students must have completed Economy, Risk and Society (S0425).

**Course content:** The dissertation is an extended piece of written work that is your own independent research investigation of a social issue or problem, undertaken with the guidance of your dissertation supervisor. These workshops are meant to prepare you to produce an original piece of research. We will cover the expectations for the dissertation, as well as provide general guidance for deriving a research question that is appropriately situated in the themes of the programme; for developing an empirical strategy to study topics relevant to the programme; and for writing up conclusions that can speak to enduring questions in our area. In addition to consultation with faculty, in these sessions students will work in smaller groups to peer review their work-in-progress.

**Teaching:** 2 hours of seminars in the MT. 2 hours of seminars in the LT. 2 hours of seminars in the ST.

There will be two sessions during MT for ALL MSc students based in the Sociology department. These will be offered in conjunction with LSE Life and LSE Library and provide basic guidance about planning your dissertation, such as selecting a suitable topic, designing the research and reviewing the existing literature.

Teaching arrangements may be adjusted if online teaching is required at any point.

Reading Weeks: Students on this course will have a reading week in MT Week 6 and LT Week 6, in line with departmental policy.

**Formative coursework:** Students are required to submit a project outline in LT.

**Indicative reading:**

- Alan Bryman, *Social Research Methods* (Oxford: Oxford University Press, 2004).
- Clive Seale, *The Quality of Qualitative Research* (London: Sage, 1999).
- Clive Seale (ed), *Researching Society and Culture* (London: Sage, 2012).
- Howard Becker, *Writing for Social Scientists* (Chicago: University of Chicago, 1986)

**Assessment:** Dissertation (100%, 10000 words) in August.

Two hard copies of the dissertation, with submission sheets attached to each, to be handed in to the Sociology Hub, STC S116, no later than 4.00pm on Thursday 17th of August 2023. An additional electronic copy to be uploaded to Moodle no later than 4.00pm on the same day.

Both hard copies and electronic copies must be submitted on time to avoid any late submission penalties.

Dissertations may be up to and no more than 10,000 words, must be word-processed and be fully referenced using a recognised citation system.

Attendance at all classes and submission of all set coursework is required.

## S0496

### MSc in Human Rights Dissertation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Mai Taha STC S206 and Dr Ayca Cubukcu STC S113

The Programme Convenor is responsible for overseeing the Dissertation.

**Availability:** This course is compulsory on the MSc in Human Rights. This course is not available as an outside option.

This course is only available to MSc Human Rights students, and is a compulsory course for students on the programme.

**Course content:** The dissertation is an extended piece of written work that that is your own independent research investigation of a human rights issue or problem, undertaken with the guidance of your dissertation supervisor. In the dissertation, you will critically appraise evidence, arguments and debates to reach a conclusion your research question. The key requirement is that the dissertation should demonstrate a high level of independent critical ability. You must show your ability to organise your material clearly and logically and to sustain a reasoned and cogent argument from beginning to end. Where appropriate you should explain clearly the research method(s) that you have applied and the reasons for your choice of approach. You should show awareness of any shortcomings of your study in relation to methods employed and where relevant, quality or quantity of the data, and disciplinary approach.

**Teaching:** 2 hours of lectures in the MT. 3 hours of seminars in the LT. 2 hour of seminars in the ST

There will be one Introductory lecture in MT for all MSc Human Rights students, on the challenges and requirements of doing independent research for dissertation purposes, and different methodologies available for an inter-disciplinary programme. The Introductory session will also cover fieldwork and research ethics. This will be followed by 5 seminars/workshops in smaller groups, in which students present and discuss possible research questions and strategies, along with preparing dissertation proposal and timeline.

There will be two sessions during MT for ALL MSc students based in the Sociology department. These will be offered in conjunction with LSE Life and LSE Library and provide basic guidance about planning your dissertation, such as selecting a suitable topic, designing the research and reviewing the existing literature.

Teaching arrangements may be adjusted if online teaching is required at any point.

Reading Weeks: Students on this course will have a reading week in MT Week 6 and LT Week 6, in line with departmental policy.

**Formative coursework:** Students are required to submit an

annotated bibliography in LT.

**Indicative reading:** Alan Bryman, *Social Research Methods* (Oxford: Oxford University Press, 2004).

Clive Seale, *The Quality of Qualitative Research* (London: Sage, 1999).

Clive Seale (ed), *Researching Society and Culture* (London: Sage, 2012).

Howard Becker, *Writing for Social Scientists* (Chicago: University of Chicago, 1986)

**Assessment:** Dissertation (100%, 10000 words) in August.

Two hard copies of the dissertation, with submission sheets attached to each, to be handed in to the Sociology Hub, STC. S116, no later than 4.00pm on Thursday 17th of August 2023. An additional electronic copy to be uploaded to Moodle no later than 4.00pm on the same day.

Both hard copies and electronic copies must be submitted on time to avoid any late submission penalties.

Dissertations may be up to and no more than 10,000 words, must be word-processed and be fully referenced using a recognised citation system.

Attendance at all classes and submission of all set coursework is required.

## S0497

### MSc in Inequalities and Social Science Dissertation

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Sam Friedman STC S216 and Prof Michael Savage STC S210

**Availability:** This course is compulsory on the MSc in Inequalities and Social Science. This course is not available as an outside option.

These seminars are for students on the MSc in Inequalities and Social Science only.

**Course content:** These seminars aim to help you to begin the process of writing your dissertation. At the end of MT we will have seminars that aim to get students thinking at a meta-level about research on inequalities and how to identify a good topic, including issues of theory, measurement and methods. Please note that the MSc in Inequalities and Social Science takes a pluralist approach and does not seek to prescribe these or any other particular theories or methods. In LT we will hold dissertation workshop seminars that aim to give individually tailored guidance on proposed research questions in small groups with fellow students who are working on similar topics or using similar methods.

**Teaching:** 2 hours of seminars in the MT. 4 hours of seminars in the LT. 2 hours of seminars in the ST.

There will be two sessions during MT for ALL MSc students based in the Sociology department. These will be offered in conjunction with LSE Life and LSE Library and provide basic guidance about planning your dissertation, such as selecting a suitable topic, designing the research and reviewing the existing literature. Teaching arrangements may be adjusted if online teaching is required at any point.

Reading Weeks: Students on this course will have a reading week in MT Week 6 and LT Week 6, in line with departmental policy.

**Formative coursework:** A title, research proposal and annotated bibliography by the end of MT plus a presentation during the ST.

**Indicative reading:** Anand, S. (Ed) (2010) *Debates on the Measurement of Global Poverty*, Oxford: Oxford University Press  
Atkinson, A. (2015), *Inequality: what can be done?*, Harvard UP.  
Back, Les and Solomos, John (2000), *Theories of Race and Racism: A Reader*, Routledge

Bourguignon, F. (2017) *The Globalization of Inequality*, Second Edition Pinxton: Princeton University Press

Butler, Judith. [1990]2006. *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge.

Collins, Patricia Hill. 2000. *Black Feminist Thought*. 2nd Edition.

Boston: Unwin Hyman

Grusky, David and Szelenyi S ed. 2011. *The Inequality Reader: Contemporary and Foundational Readings in Race, Class, and Gender*. Westview Press

McKenzie, L. (2015) *Getting By*, Bristol: Policy Press

Piketty, Thomas (2014), *Capital in the 21st century*, Harvard UP

Wright, Erik O. (2005) *Approaches to Class Analysis*, Cambridge UP

**Assessment:** Dissertation (100%, 10000 words) in August.

Two hard copies of the dissertation, with submission sheets attached to each, to be handed in to the Sociology Hub, STC. S116, no later than 4.00pm on Thursday 17th of August 2023. An additional electronic copy to be uploaded to Moodle no later than 4.00pm on the same day.

Both hard copies and electronic copies must be submitted on time to avoid any late submission penalties.

Dissertations may be up to and no more than 10,000 words, must be word-processed and be fully referenced using a recognised citation system.

Attendance at all classes and submission of all set coursework is required.

## S0499

### MSc in Sociology Dissertation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Carrie Friese STC S213

**Availability:** This course is compulsory on the MSc in Sociology. This course is not available as an outside option.

**Course content:** These workshops will guide students through the process of conducting an independent dissertation project on the MSc Sociology.

#### Dissertation Particulars

The dissertation is a report on an independent research project, based on primary empirical material, secondary empirical material or theoretical work on a body of social thought: i.e. there must be an identifiable and clear research question governing the research project; there must be critical reflection on the methods used (including their limits and the reasons why they warrant the kinds of claims made); and substantive analysis of empirical or analytical material. Even where the topic is substantively a documentary or policy-review exercise, candidates are expected to offer original reasoned argument and interpretation and to show evidence of a competence in research methods. Guidance on topic selection and methods will be provided by the candidate's Academic Mentor and students are also encouraged to use the office hour system to consult more broadly with academic experts in their research area within the Department or across the LSE.

**Teaching:** There will be 4 hours of seminars in the LT, 2 hours of seminars in the ST.

There will be two sessions during MT for ALL MSc students based in the Sociology department. These will be offered in conjunction with LSE Life and LSE Library and provide basic guidance about planning your dissertation, such as selecting a suitable topic, designing the research and reviewing the existing literature. Teaching arrangements may be adjusted if online teaching is required at any point.

**Formative coursework:** Students are required to submit one project abstract, and one piece of formative coursework; students are also required to submit a Research Ethics Review before undertaking empirical research.

1 x abstract.

1 x project outline

**Assessment:** Dissertation (100%, 10000 words) in August.

Two hard copies of the dissertation, with submission sheets attached to each, to be handed in to the Sociology Hub, STC. S116, no later than 4.00pm on Thursday 17th of August 2023. An additional electronic copy to be uploaded to Moodle no later than 4.00pm on the same day.

Both hard copies and electronic copies must be submitted on time to avoid any late submission penalties.



Dissertations may be up to and no more than 10,000 words, must be word-processed and be fully referenced using a recognised citation system.

Attendance at all classes and submission of all set coursework is required.

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## S04A8 Half Unit Leadership and Social Change

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Sara Camacho Felix CBG 4.07

**Availability:** This course is available on the MSc in Inequalities and Social Science. This course is not available as an outside option. This course is available only to Atlantic Fellows for Social and Economic Equity MSc students. This is a compulsory course for these students and non-AFSEE Fellows will not be permitted to take this course.

**Course content:** The course responds to the needs of the AFSEE Fellows to develop critical skills and understandings of leadership within various contexts and themes indexed to transforming global inequality. This approach marries a structural analysis of global inequality and its manifestations with critical analysis, reflexive thinking, as well as practical skills that will provide students with the tools to bring systemic change into being. Crucially, the course is heavily rooted in theories of practice, in which Fellows are introduced to and demonstrate a sound knowledge and critical appreciation of their field and its associated practice and research techniques, and show that these techniques can be successfully applied in revealing or challenging injustice and inequality. The course will consist of lectures, presentations, seminars and workshops. Lectures will introduce Fellows to key concepts, approaches and techniques for understanding and challenging inequality. Workshops and seminars will help Fellows clarify and deepen their understanding of points and issues raised in the lectures, through practical work carried out individually and in groups.

**Teaching:** 6 hours of lectures and 10 hours of workshops in both teaching weeks.

Week 1 – 31 October - 4 November 2022 - Leadership and Social Change

Week 2 – 17 April - 21 April 2023 - Leadership and Social Change  
Teaching arrangements may be adjusted if online teaching is required at any point.

**Formative coursework:** There will be one piece of formative coursework, a 1500 word essay in response to a set question. The formative essay will be due in week 10 of Michaelmas Term. Fellows will receive written feedback on the essay and will have the opportunity to discuss the written feedback with the Course Convenor. This formative coursework is directly related to the summative essay which will be due in LT.

**Indicative reading:** Della Porta, D. (2015). *Social Movements in Times of Austerity*. Wiley.

Gaventa, J. (2006) *Finding the Spaces for Change: A Power Analysis*. IDS Bulletin 37 (6). November 2006.

Green, D. (2016) *How Change Happens*. Oxford University Press. Also accessible as a free download at < <http://how-change-happens.com/download/>>.

Goss, S. (2015) *Systems Leadership: A View from the Bridge*. OPM.  
Glasius, M. and Ishkanian, A. (2015) *Surreptitious symbiosis: engagement between activists and NGOs*. *Voluntas: International Journal of Voluntary and Nonprofit Organizations*, 26 (6). pp. 2620-2644.

Hickel, J. (2017) *The Divide: A Brief Guide to Global Inequality and its Solutions*. William Heinemann. London.

Ishkanian, A. and Peña Saavedra, A. (2019) *The politics and practices of intersectional refiguration in social movements: the case of Sisters Uncut*. *Sociological Review*, 67 (5). 985 - 1001.

Phillips, B. (2020) *How to Fight Inequality and Why That Fight Needs You*. Polity.

Raworth, K (2018) *Doughnut Economics: Seven Ways to Think Like*

a 21st-Century Economist. London. Random House Business.

Seckinelgin, H. (2017) *The politics of global AIDS: institutionalization of solidarity, exclusion of context*. Springer International Publishing, Switzerland.

Weldon, L. S. (2011). *When protest makes policy: how social movements represent disadvantaged groups*. Ann Arbor: University of Michigan Press.

**Assessment:** Essay (70%, 2500 words) in the LT.

Presentation (30%) in the ST.

70% Essay 2500 words in LT

30% Presentation in ST

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm, on Thursday in week 7 of Lent Term.

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## S04B1 Contemporary Politics of Human Rights

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Chetan Bhatt STC S107 and Dr Olivia Rutazibwa STC S216

**Availability:** This course is compulsory on the MSc in Human Rights and Politics. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Students who have this course as a core course are guaranteed a place. Other than for students for whom the course is a core course, places are allocated based on a written statement, with priority given to taught postgraduate students in the Sociology Department. As demand is typically high, this may mean that not all students who apply will be able to get a place on this course.

**Course content:** During a period of unprecedented change in social, political, technological and cultural spheres, key human rights institutions and ideas have come under sustained criticism or attack. After the Second World War, an international consensus emerged in which the legitimacy of a framework of universal rights and related institutions was generally accepted. This consensus can no longer be assumed, whether within or outside formally liberal-democratic states. Human rights, as a powerful exemplar of political liberalism, have been criticised for their institutionalised, procedural and legalistic nature. They have come under sustained attack from authoritarian and populist states and movements. This interdisciplinary course examines many of the sharp tensions and contradictions in the contemporary politics of human rights. This includes the relevance of humanist foundations today, tensions in the practice of human rights, the populist, far-right and left-wing attacks on human rights, the rise of new identity politics and its human rights consequences, and the impact of social media on human rights. The course aims to critically examine the problems of - as well as the problems facing - contemporary human rights. Key topics that are often considered settled within much human rights thinking and practice, including the politics of identity, the politics of care, sameness and difference, racism, culture and religion, gender and sex, humanitarianism and war, will be examined and debated critically, as will emerging areas linked to the COVID-19 pandemic and the resurgence of the Black Lives Matter movements. The course considers how we might rethink human rights and humanism for a new period of political change.

**Teaching:** This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 40 hours across MT and LT.

There will be a Reading Week in Week 6 of both Michaelmas Term and Lent Term.

**Formative coursework:** Students should submit two formative essays, 1,000 words each, one in Week 6 of Michaelmas Term and one in Week 6 of Lent Term.

**Indicative reading:** Baxi, Upendra (2012), *The Future of Human Rights* (Third Edition), Oxford India.

Moses, Dirk, Duranti, Marco and Burke, Roland eds. (2020),

Decolonization, Self-Determination, and the Rise of Global Human Rights Politics, Cambridge University Press.

Fields, Karen and Fields, Barbara (2012), *Racecraft: The Soul of Inequality in American Life*, Verso.

Donnelly, Jack (2013), *Universal human rights in theory and practice*, Cornell University Press

Combahee River Collective (1983), 'The Combahee River Collective Statement', in Barbara Smith (ed.), *Home Girls, A Black Feminist Anthology*, Kitchen Table / Women of Color Press. A

Deng, Francis, An-Na'im, Abdullahi, Ghai, Yash and Baxi, Upendra (2009), *Human Rights*, Southern Voices, Cambridge University Press.

Boersma, David (2011), *Philosophy of human rights: theory and practice*, Westview.

Gilmore, R. W. (2007). *Golden gulag: Prisons, surplus, crisis, and opposition in globalizing California*. University of California Press.

Mamdani, M. 2009. *Saviours and Survivors: Darfur, Politics and the War on Terror*. HSRP Press

**Assessment:** Essay (50%, 3500 words) in the LT Week 1.

Essay (50%, 3500 words) in the ST Week 1.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the submission day.

Attendance at all classes and submission of all set coursework is required.

## S04B2

### MSc in Human Rights and Politics Dissertation

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Chetan Bhatt STC S107 and Dr Sara Salem STC S218

**Availability:** This course is compulsory on the MSc in Human Rights and Politics. This course is not available as an outside option.

**Course content:** Dissertation workshops aim to help you to begin the process of writing your dissertation, develop your ideas further, and learn about a range of research methods and techniques. During MT, an extended seminar aims to get students thinking about research on Human Rights and Politics and how to identify a strong research problem. In Lent Term, dissertation workshops will cover a range of areas, including the structure of a dissertation, ethical and practical issues in research, refining your research problem, deciding on research methods, analysing data, and writing the dissertation. The workshops will aim to give tailored guidance on proposed research questions in small groups with fellow students who are working on similar topics. The MSc in Human Rights and Politics takes a pluralist approach towards research methods and does not seek to prescribe any particular theories or methods.

**Teaching:** 2 hours of lectures in the MT. 3 hours of seminars in the LT. 2 hours of seminars in the ST.

These seminars are for students on the MSc Human Rights and Politics only.

In addition to the above teaching, there will be two sessions during MT for ALL MSc students based in the Sociology department.

These will be offered in conjunction with LSE Life and LSE Library and provide basic guidance about planning your dissertation, such as selecting a suitable topic, designing the research and reviewing the existing literature.

Teaching arrangements may be adjusted if online teaching is required at any point.

**Formative coursework:** Students will be required to submit a provisional dissertation title in MT, plus an extended dissertation statement in LT.

**Indicative reading:** Seale, C. (2018), *Researching Society and Culture* (Fourth Edition), Sage.

**Assessment:** Dissertation (100%, 10000 words) in August. Two hard copies of the dissertation, with submission sheets attached to each, to be handed in to the Sociology Hub, STC.S116, no later than 4.00pm on Thursday 17th August 2023. An additional

copy to be uploaded to Moodle no later than 4.00pm on the same day.

Both hard copies and electronic copies must be submitted on time to avoid any late submission penalties.

Dissertations may be up to and no more than 10,000 words, must be word-processed and be fully referenced using a recognised citation system.

Attendance at all workshops and submission of all set coursework is required.

## S04B3 Half Unit Not available in 2022/23

### Seeing like an NGO: Human Rights in Practice

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Monika Krause STC.S207

**Availability:** This course is available on the MSc in Human Rights and MSc in Human Rights and Politics. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Places are allocated based on a written statement, with priority given to students on the MSc in Human Rights and MSc in Human Rights and Politics. This may mean that not all students who apply will be able to get a place on this course.

**Course content:** This module invites students to examine practices in human rights NGOs as a case for the sociology of knowledge and expertise. The course will familiarise students with theoretical and analytical tools, which sociologists use to understand expert practices and practices in organizations, as well as with current sociological research on international NGOs. Students will be asked to participate in two simulation activities as part of this module: In one session, students will work in teams to develop advocacy projects. In a separate, day-long activity, we will study professional standards in human rights and related fields and then meet to review evidence on a specific setting – the ongoing crisis in the fictional context of Ruritania. Working in different teams, students will develop proposals for concrete interventions that might further human rights in Ruritania. We will reflect on the simulation in terms of the assumptions and knowledge-claims we have made and encountered and their implications for broader sociological questions. We will discuss conclusions in three areas: First, we can discuss conclusions in terms of questions in the sociology of expert practice; second, we will discuss conclusions in terms of skills students have used, and might need to develop; thirdly, we will discuss what our observations mean for how we can best pursue practical goals relating to social change and human rights.

**Teaching:** This course is delivered through a combination of lectures, online materials, seminars and simulations totalling a minimum of 20 hours in the LT.

This course includes a day-long session on the Saturday of week 7 or week 8. Please make sure to check your calendar before enrolling on this course.

These teaching arrangements may change if online teaching is required at any point during the Lent Term.

**Reading Weeks:** Students on this course will have a reading week in LT Week 6, in line with departmental policy.

**Formative coursework:** Students have the option of handing in a formative essay of 1,500 words addressing knowledge practice in a field other than human rights in week 6. If completed by the deadline, students will receive feedback within two weeks.

**Indicative reading:**

- Becker, Howard. 1984. *Art Worlds*. Berkeley: University of California Press.
- Krause, Monika. *The Good Project. Humanitarian Relief and the Fragmentation of Reason*. Chicago: Chicago University Press
- Latour, Bruno and Steven Woolgar. 1985. *Laboratory Life. The Construction of Scientific Facts*. Princeton: Princeton University Press.
- O'Flaherty, Michael (2007) *The Human Rights Field Operation*.

- Law Theory and Practice. London: Ashgate.
- Barnett, Michael. 2002. *Eyewitness to a Genocide: The United Nations and Rwanda*. Ithaca, NY: Cornell University Press, 2002.
  - Bob, Clifford. 2005. *The Marketing of Rebellion: Insurgents, Media, and International Activism*. Cambridge: Cambridge University Press.
  - Cooley, Alexander and James Ron, "The NGO Scramble: Organizational Insecurity and the Political Economy of Transnational Action," *International Security* 27, no. 1 (2002): 5-39.
  - De Waal, Alex. 2003. "Human Rights, Institutional Wrongs." In *Rethinking International Organizations: Pathology and Promise*, edited by Dennis Dijkzeul and Yves Beigbeder. New York: 234-260.
  - DfId. 2001. *Guidance on Using the Revised Logical Framework*. London: 2011.
  - Kanter, Rosabeth M. 1977. "Managers" and "Secretaries." Ch. 3-4 in *Men and Women of the Corporation*. New York: Basic Books.
  - Sphere Project: Humanitarian Charter and Minimum Standards in Disaster Response. Geneva: The Sphere Project, 2011.
  - Stevens, Alex. 2006. "Telling Policy Stories: An Ethnographic Study of the Use of Evidence in Policy-making in the UK." *Journal of Social Policy* 1:1–19
  - Taplin, Dana H. and Helene Clark: *Theory of Change Basics. A Primer on Theory of Change*. ActKnowledge: New York 2012.
  - Weber, Max. 1996. *Bureaucracy*, in: *Essays in Sociology*. London: Routledge, pp. 196-216.
  - Wong, Wendy. 2012. *Internal Affairs: How the Structure of NGOs Transforms Human Rights*. Ithaca Cornell University Press.

**Assessment:** Essay (100%, 5000 words) in the ST.

For their assessment students will complete an essay that does not exceed 5000 words in length. The essay will respond to an analytical provocation by drawing on observations from the simulation activities.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the first Wednesday of Summer Term.

## SO4B5 Half Unit

### The Anticolonial Archive: The Sociology of Empire and its Afterlives

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Sara Salem STC S218

**Availability:** This course is available on the MSc in Human Rights, MSc in Human Rights and Politics and MSc in Political Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Places are allocated based on a written statement, with priority given to students on the MSc in Human Rights, MSc in Human Rights and Politics and MSc in Political Sociology. As demand is typically high, this may mean that not all students who apply will be able to get a place on this course.

**Course content:** This course focuses on 20th century anti-colonial movements in order to explore the postcolonial moment that emerged after the end of European empire. It addresses debates within global sociology, postcolonial studies and political sociology, looking at the legacies and afterlives of empire and what these mean for our current moment. We trace conversations anti-colonial movements had around nationalism and post-nationalism; capitalism and geopolitics; resistance, subjectivity and modernity; and global patterns of inequality. The course investigates these topics through various "anticolonial archives," including theoretical texts by major anticolonial and postcolonial theorists, literature, archival data, posters, images, speeches, films, memoirs and private correspondence.

The first part of the course explores anticolonial movements through some of the major theoretical texts that emerged during this moment by thinkers such as Frantz Fanon, B.R. Ambedkar, Kwame Nkrumah, Claudia Jones, Aimé Césaire, Chandra

Mohanty, and Edward Said, among others, in order to sketch out the theoretical stakes of decolonisation and in particular the multiple alternative postcolonial projects that were proposed. The second part of the course focuses on two particular features of anticolonial movements and the postcolonial states they produced: their internationalism on the one hand and their focus on nationalism on the other. We look at internationalist and third worldist movements such as pan-Africanism, pan-Arabism, transnational feminism and Third World Marxism—particularly through the lens of international spaces such as the Marxist 'internationals,' the Afro-Asian Conference at Bandung and the Pan-African Congresses—before delving more deeply into particular national contexts (cases include South Africa, Algeria, Egypt, India and Cuba). The course ends by addressing the afterlives of empire, assessing the emergence of postcolonial states; global migration and the end of empire; the effects of the global neoliberal project on the postcolonial world; and contemporary debates around postcolonial/decouloial theory

**Teaching:** This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 20 hours in the LT.

**Reading Weeks:** Students on this course will have a reading week in LT Week 6, in line with departmental policy

**Formative coursework:** Students will be expected to produce 1 essay in the LT.

A 1,500 word reflective essay to be handed in during Week 7 of LT that takes a particular object or material from an "anticolonial archive" and discusses it in relation to the course themes, readings, and questions. This may be used to build an online "anticolonial archive" based on the course as a whole, on the LSE Sociology website. This should lay the basis for a topic or set of questions which you will explore in your summative essay. The formative is intended as an opportunity to begin to explore the various anticolonial archives and how to approach materials within them in relation to theoretical questions.

**Indicative reading:** Indicative readings:

Chatterjee, P., 2012. *The black hole of empire: History of a global practice of power*. Princeton University Press.

Fanon, F., 1963. *The wretched of the earth*. New York: Grove Press.

Gordon, A.F., 2008. *Ghostly matters: Haunting and the sociological imagination*. University of Minnesota Press.

Kelley, R.D., 2002. *Freedom dreams: The black radical imagination*. Beacon Press.

Krug, Jessica. 2019. *Fugitive Modernities: Kisama and the Politics of Freedom*. Duke University Press.

Mahler, A.G., 2018. *From the Tricontinental to the global South: race, radicalism, and transnational solidarity*. Duke University Press.

Said, E.W., 1983. *The world, the text, and the critic*. Harvard University Press.

Scott, D., 2004. *Conscripts of modernity*. Duke University Press.

Singh, J., 2017. *Unthinking mastery: Dehumanism and decolonial entanglements*. Duke University Press.

Steinmetz, G. ed., 2013. *Sociology and empire: the imperial entanglements of a discipline*. Duke University Press.

**Assessment:** Essay (85%, 4000 words) in the ST.

In-class assessment (15%) in the LT.

15% of the final mark will be given for a presentation during one seminar and participation throughout.

The in-class presentation is a way to ensure participation and a deeper engagement with the material. It also allows students to respond to material in creative ways. This presentation will be collaborative and will explore a particular knowledge object.

We will complete a reading round at the start of each class, during which students will spend a few minutes reflecting on the readings and pointing to any questions they may have raised. Students are expected to participate in this every week, and this is what counts towards participation throughout, which together with an in-class presentation adds to the 15%.



## SO4B6 Half Unit Not available in 2022/23 Nature and Technology: More than Human Sociology

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Carrie Friese STC.S213

**Availability:** This course is available on the MSc in Culture and Society, MSc in Economy and Society and MSc in Sociology.

This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Places are allocated based on a written statement, with priority given to students on the MSc in Culture and Society, MSc in Economy and Society and MSc Sociology. This may mean that not all students who apply will be able to get a place on this course.

**Course content:** The premise of this course is that, to understand social life, we need to go beyond human subjects to also consider our relations with other living species and inanimate things. In this course we will explore how the more than human social world can be theorised, thus providing an alternative to the twin modernist notions of nature as the grounds for society as well as technology as the human construction of the material world. The theorists we will read in this course are largely located within Science and Technology Studies, and may include: Karen Barad, Vinciane Despret, Donna Haraway, Bruno Latour, Maria Puig de la Bellacasa and/or Isabelle Stengers. Drawing on these theorists, we will ask how entities like cells and microbes or plants and animals or digital and mechanical technologies shape human social life. Examples may be in the fields of: (re) production, infectious diseases, weather and climate, health care provision and/or commodity supply chains. We will explore how more than human perspectives on these processes reshapes sociological understandings of capitalism/post-capitalism, power and biopolitics, humanitarianism and rights, and/or inequalities. Through these theories and empirical case studies, across the course we will ask what it means to be human today, and we will probe the ethics involved in living together in power laden, affective relations with other species and things in remaking the planet.

**Teaching:** This course is delivered through a combination of lectures, online materials and seminars totalling a minimum of 20 hours in the LT.

Reading Weeks: Students on this course will have a reading week in LT Week 6, in line with departmental policy.

**Formative coursework:** Essay plan of 1,500 words.

**Indicative reading:**

- Barad, Karen. (2007) *Meeting the Universe Halfway: Quantum Physics and the Entanglement of Matter and Meaning*. Durham: Duke University Press.
- Chakrabarti, Pratik. (2012) *Bacteriology in British India: Laboratory Medicine and the Tropics*. Rochester: University of Rochester Press.
- Elias, Ann. (2019) *Coral Empire: Underwater Oceans, Colonial Tropics, Visual Modernity*. Durham: Duke University Press.
- Haraway, Donna J. (2016) *Staying with the Trouble: Making Kin in the Chthulucene*. Minneapolis: University of Minneapolis Press.
- Kohn, Eduardo. (2013) *How Forests Think: Toward an Anthropology Beyond the Human*. Berkeley: UC Press.
- Latour, Bruno. (2018) *Down to Earth: Politics in the New Climatic Regime*. Cambridge: Polity.
- Snaza, Nathan. (2019) *Animate Literacies: Literature, Affect, and the Politics of Humanism*. Durham: Duke University Press.
- Puig de la Bellacasa, Maria. (2017) *Matters of Care: Speculative Ethics in the More than Human Worlds*. Minneapolis: University of Minneapolis Press.
- Tsing, Anna. (2017) *The Mushroom at the End of the World: On the Possibility of Life in Capitalist Ruins*. Princeton: Princeton University Press.
- Vora, Kalindi and Neda Atanasoski. (2019) *Surrogate Humanity: Race, Robots, and the Politics of Technological Futures*. Durham: Duke University Press.

**Assessment:** Essay (90%, 4000 words) in the ST. Class participation (10%) in the LT.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the third Wednesday of Summer Term.

Attendance at all seminars and submission of all set coursework is required.

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## SO4B7 Half Unit Lawful Violence

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Mai Taha STC S206

**Availability:** This course is available on the MSc in Human Rights, MSc in Human Rights and Politics and MSc in Political Sociology.

This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Places are allocated based on a written statement, with priority given to students on the MSc in Human Rights, MSc in Human Rights and Politics and MSc in Political Sociology. As demand is typically high, this may mean that not all students who apply will be able to get a place on this course.

**Course content:** This course critically investigates the complexities of lawful violence as manifested in class, gender and racial arrangements through three vignettes. The first vignette looks at spaces of lawful violence: home, work, property, prison, army and border. In this section, we think about the relationship between state, law and violence, focusing on the classical definition of the state as holding the legitimate monopoly over the use of violence within a defined space. As such, we explore how lawful violence seeps into social relations within the home space and the family institution, the factory gates or the workplace more broadly, the prison as a carceral space of confinement and profit, and the liminal space of crossing borders. The second vignette is on the temporalities of lawful violence, exploring how state violence is articulated through technology and temporal regimes. From waiting to cross borders or get status, to waiting for a prison sentence or death row, to waiting for the end of the working day, time here is conceptualized as an essential tool of lawful violence, assembling a precarious life that oscillates within a spectrum of fear and boredom. In this vignette we ask the following questions: how do people experience time under authoritarianism, colonialism and military occupation? How does time and temporality feature in our experience of lawful state violence today? In the third and final vignette, we think about refusal. More specifically, this vignette engages with resistance, abolition, friendship and solidarity to reimagine emancipatory futures free from the chains of capital, security and incarceration that underpin the modern nation-state. Through these three vignettes, students will gain a solid understanding of the structures of lawful violence manifested across space and time, as well as the different forms of resistance to and refusal of state violence today.

**Teaching:** This course is delivered through seminars, totalling a minimum of 20 hours in MT.

Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students will be expected to produce 1 piece of coursework in the MT.

**Indicative reading:**

- Stuart Hall, *Policing the Crisis: Mugging, the State and Law & Order*, (Red Globe Press, 2013).
- Walter Benjamin, 'A Critique of Violence' in Marcus Bullock and Michael W. Jennings, *Walter Benjamin: Selected Writings, Vol. I (1913-1926)* (Harvard University Press, 2002).
- Brenna Bhandar, *Colonial Lives of Property: Law, Land, and Racial Regimes of Ownership* (Durham and London: Duke University Press, 2018).
- Wendy Brown, *Walled States, Waning Sovereignty* (MIT Press, 2010).
- Ruth Wilson Gilmore, *Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California* (University of California Press,



- 2007).
- Adam Elliot-Cooper, *Black Resistance to British Policing* (Manchester University Press, 2021).
  - Franco "Bifo" Berardi, *The Soul at Work: From Alienation to Autonomy* (Semiotext(e), 2009).
  - Maria Mies and Silvia Federici, *Patriarchy and Accumulation on a World Scale: Women in the International Division of Labour* (Zed Books, 2014).
  - Franz Fanon, *Alienation and Freedom* (Bloomsbury, 2015).
  - Karl Marx, *Capital* (Volume I) (Vintage Books, 1977).
  - Saidiya Hartman, *Wayward Lives, Beautiful Experiments: Intimate Histories of Social Upheaval* (New York: W. W. Norton and Company, 2019).
  - Greg Thomas, 'Blame it on the Sun: George Jackson and Poetry of Palestinian Resistance' (2015) *Comparative American Studies: An International Journal*, Vol. 13, No. 4.

**Assessment:** Essay (90%, 4000 words) in the LT.

Class participation (10%) in the MT.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the second Wednesday of Lent Term.

Attendance at all seminars and submission of all set coursework is required.

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## SO4B8 Half Unit Internationalism and Solidarity

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Ayca Cubukcu STC S113

**Availability:** This course is available on the MSc in Human Rights, MSc in Human Rights and Politics and MSc in Political Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Places are allocated based on a written statement, with priority given to students on the MSc in Human Rights, MSc in Human Rights and Politics and MSc in Political Sociology. This may mean that not all students who apply will be able to get a place on this course.

**Course content:** Given the frequent overlap, in theory and practice, between visions of internationalism and cosmopolitanism on the one hand, and the remarkable internal variation—to the extent that two different and coherent bodies of thought can be said to exist in the first place—within internationalism and cosmopolitanism on the other, how should we think about the divergences and convergences between these two visions? When different versions of internationalism and cosmopolitanism as expounded and practiced by various theological traditions are added to the matrix along with their feminist, anarchist, regionalist, Third-Worldist, nationalist and militarist articulations, the nature of these phenomena proves too complicated to grasp in a single breath. This course aims to examine this problem by addressing the complications that arise in attempts to define, critique, and practice various strands of internationalism and cosmopolitanism. Cases considered will include communist internationalism, feminist internationalism, anarchist internationalism, Third-Worldism, human rights and liberal internationalism, and Black internationalism.

**Teaching:** This course is delivered through seminars totalling a minimum of 20 hours in the LT; teaching arrangements may be adjusted if online teaching is required at any point. Students on this course will have a reading week in Week 6, in line with departmental policy.

**Formative coursework:** Students will be expected to produce 1 piece of coursework in the LT. Abstract (700 words) and bibliography of the summative essay to be submitted in week 8.

**Indicative reading:** This is an indicative list. Titles may vary year to year.

- Kant, *Perpetual Peace and Other Essays*;

- Marx and Engels, *Communist Manifesto*;
- Lenin, *Right of Nations to Self-Determination*;
- Hallas, *The Comintern*;
- CLR James, *World Revolution*;
- Mohanty, *Feminism Without Borders*;
- Anderson, *Under Three Flags: Anarchism and the Anti-Colonial Imagination*;
- Hemmings, *Considering Emma Goldman*;
- Prashad, *Darker Nations*;
- Gilroy, *Postcolonial Melancholia*;
- Hopgood, *Keepers of the Flame*;
- Moyn, *Last Utopia*;
- Chun-Mu, *Radicals on the Road: Internationalism, Orientalism, and Feminism during the Vietnam Era*
- Makalani, *In the Cause of Freedom: Radical Black Internationalism from Harlem to London, 1917-1939*;
- Wilder, *Freedom Time: Negritude, Decolonization and the Future of the World*;
- Mahler, *From the Tricontinental to the Global South: Race, Radicalism, and Transnational Solidarity*;
- Boaventura de Sousa Santos, *The Rise of the Global Left: The World Social Forum and Beyond*

**Assessment:** Research paper (90%) in the ST.

Class participation (10%) in the LT.

The 5,000-word research paper will be due by the first Thursday of Summer Term.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the submission day.

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## SO4B9 Half Unit The Sociology of Consumption

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Rebecca Elliott STC S211

**Availability:** This course is available on the MSc in Culture and Society, MSc in Economy and Society and MSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Places are allocated based on a written statement. Priority will be given to students on the MSc in Culture and Society, MSc in Economy and Society and MSc in Sociology. This may mean that not all students who apply will be able to get a place on this course.

**Course content:** Why do we want the things we want and what do those things say about us? How does consumption reflect and reproduce differences and inequalities of various kinds? What are the social origins of market demand? How did consumption-centred cultures develop and what are their ecological consequences? What does it mean for consumption to be 'sustainable' or 'ethical'?

This course offers a sociological engagement with consumption. It begins from the premise that while we may think of ourselves as individual consumers, how we use resources, our taste for particular goods, and our everyday consumption habits and practices are socially derived and socially structured in profound ways. Issues related to consumption are situated at the intersections of economic, cultural, and environmental sociology and the course will draw on theory and empirical research from all three subfields.

Topics covered in the course include: the social origins of taste; the rise of consumerism; collective consumption and energy use; fashion; the social organization of waste; shopping as social practice; and ethical/sustainable consumption.

LSE offers three courses addressing consumption: MG404 *Consumer Insights: Behavioural Fundamentals* and PB417 *Consumer Psychology* address consumer behaviour. SO4B9 *Sociology of Consumption* takes a more macro level and examines consumption at society level. MG404 is designed for the students of Management to complement their curriculum, and PB417

targets the (future) decision-makers and advisers in business and organisations dealing with consumers, including non-commercial. SO4B9 is primarily intended for students on Sociology programmes with interests in culture, inequality, and the relations between the economy, the environment and society.

There are some similarities in the content of MG404, PB417 and SO4B9. Broadly, PB417 and MG404 courses introduce the psychological foundations of consumer behaviour, and are intended to equip students to apply psychological theories to business situations. There are, however, important differences in the orientations of the two courses.

MG404 is intended for students studying management and related disciplines who want to learn how to influence consumer behaviour (e.g., how to construct persuasive advertising or sway purchase decisions). MG404 introduces the principles of consumer behaviour that firms need to recognize in order to successfully market their products and services, and which consumers themselves can use to make optimal decisions.

PB417 provides a skillset and a toolbox of theories and methods for analysing consumer demand, finding the levers for change and building sustainable business models. For assessment, students choose a real case and write a set of (justified) recommendations to the CEO. PB417 may especially be of interest to students across a broad range of programmes who are interested in developing new modes of relationship with consumers or building sustainable business models as an alternative to the current consumer society. The courses share some content where appropriate; other content differs in accordance with the different goals of the two courses. SO4B9 critically examines consumption patterns and practices as rooted in culture, political economies, material infrastructures, and social structures. The course introduces a range of social theory engagements with the question of consumption, which provide diverse ways of thinking about the relations between individuals, societies, and the planet. For assessment, students will develop sociological analyses of their consumption practices in relation to the social theory introduced on the course.

**Teaching:** 25 hours of seminars in the LT.

Teaching arrangements may be adjusted if online teaching is required at any point.

Reading Weeks: Students on this course will have a reading week in LT Week 6, in line with departmental policy.

**Formative coursework:** Students will be expected to produce one 1500-word essay in the LT.

**Indicative reading:**

- Banks, Patricia A. 2021. *Race, Ethnicity, and Consumption: A Sociological View*.
- Besbris, Max. 2020. *Upsold*.
- Bourdieu, Pierre. 1984. *Distinction*.
- Cairns, Karen, Josee Johnston and Nora MacKendrick. 2013. "Feeding the 'Organic Child': Mothering through Ethical Consumption." *Journal of Consumer Culture* 13(2): 97–118.
- Chin, Elizabeth. 2016. *My Life with Things: The Consumer Diaries*.
- Elias, Norbert. 1939. *The Civilizing Process*.
- Liboiron, Max. 2021. *Pollution is Colonialism*.
- Schor, Juliet. 2010. *Plenitude*.
- Sheller, Mimi. 2003. *Consuming the Caribbean*.
- Shove, Elizabeth. 2003. "Converging Conventions of Comfort, Cleanliness and Convenience." *Journal of Consumer Policy* 26(4): 395-418.
- Soper, Kate. 2020. *Post-Growth Living: For an Alternative Hedonism*.
- Stillerman, Joel. 2015. *The Sociology of Consumption: A Global Approach*.
- Veblen, Thorstein. 1899. *The Theory of the Leisure Class*.
- Warde, Alan. 2005. "Consumption and Theories of Practice." *Journal of Consumer Culture* 5(2): 131–53.
- Zukin, Sharon, Scarlett Lindeman, and Laurie Hurson. 2016. "The Omnivore's Neighborhood? Online Restaurant Reviews, Race, and Gentrification." *Journal of Consumer Culture* 17(3): 459-479.

**Assessment:** Essay (90%, 3000 words) in the ST.

Group presentation (10%) in the LT.

An electronic copy of the assessed essay, to be uploaded to

Moodle, no later than 4.00pm on the third Thursday of Summer Term.

Attendance at all seminars, completion of set readings and submission of set coursework is required.

## SO4C1 Half Unit

### Fascism, Authoritarianism, Populism

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Chetan Bhatt STC S107

**Availability:** This course is available on the MSc in Human Rights, MSc in Human Rights and Politics, MSc in Political Sociology and MSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is available as an outside option for other Masters students, with permission and depending on the availability of spaces.

This course has a limited number of places (it is controlled access). Places are allocated based on a written statement.

Priority will be given to students on the MSc in Human Rights, MSc in Human Rights and Politics, MSc in Political Sociology and MSc in Sociology. This may mean that not all students who apply will be able to get a place on this course.

**Course content:** In this course, we examine the global rise over the last decade of authoritarian populist, neo-fascist, neo-Nazi and ethno-supremacist movements, leaders and states, and we consider the threats they pose for international human rights. The course is international in scope and subject matter. Its approach is interdisciplinary, and we will be drawing on political, sociological and philosophical disciplines during the course. We will cover key developments in Eastern and Western Europe, North and South America, India, the Philippines and other regions. We will look at older and contemporary academic debates about the nature of populism and fascism. The course aims to move beyond the conceptual limitations of many recent academic debates, and you will have an opportunity to apply new and developing conceptual frameworks to understand particular far-right phenomenon. In addition to country and regional case studies, we will cover a range of themes, including: the nature of authoritarian populism in the West and the Global South; the international organization of neo-Nazism and neo-Fascism (including the 'alt right', the 'alt lite', QAnon, the European New Right and the counterjihad movement); authoritarian populist governance in Brazil, India and the Philippines; new media and the transformation of political communication; knowledge and truth in authoritarian populist discourse; the assaults on minorities; and the consequences for political liberalism, democracy and international human rights.

**Teaching:** This course is delivered through a combination of lectures, seminars, workshops and online materials, totalling a minimum of 20 hours in the MT. Teaching arrangements may be adjusted if online teaching is required at any point.

Reading Weeks: Students on this course will have a reading week in MT Week 6, in line with departmental policy.

**Formative coursework:** One 1,000 word essay chosen from a set list of questions and to be handed in during the middle of the term in which the course is taught. Feedback on formative work will be provided in individual face to face meetings in written and verbal form; general formative feedback will also be provided during seminars.

**Indicative reading:**

- Werner-Muller, J. (2017), *What is Populism?*, Penguin.
- Mudde, C. ed. (2016), *The Populist Radical Right*, Routledge.
- Heydarian, Richard (2017), *The Rise of Duterte: A Populist Revolt against Elite Democracy*, Palgrave.
- Kendzior, Sarah (2020), *Hiding in Plain Sight: the invention of Donald Trump and the erosion of America*, Flatiron.
- Gudavarthy, Ajay (2018), *India After Modi: Populism and the Right*, Bloomsbury.
- Smith, Terry (2020), *Whitelash: unmasking white grievance at the*

ballot box, Cambridge University Press.

- Foley, Conor (2019), *In Spite of You: Bolsonaro and the New Brazilian Resistance*, OR Books.
- Snyder, Timothy (2017), *On Tyranny: Twenty Lessons from the Twentieth Century*, Bodley Head.
- Berezin, Mabel (2009), *Illiberal Politics in Neoliberal Times: culture, security and populism in the new Europe*, Cambridge University Press.
- Chatterjee, Partha (2019), *I Am the People: Reflections on Popular Sovereignty Today*, Columbia University Press.

**Assessment:** Project (100%, 4000 words) in the LT.

A 4,000 word project that you will undertake independently, with guidance from the course teacher. The project can be a conceptual or theoretical essay or it can be an application of ideas, concepts and content from across the course to an analysis of a specific contemporary or historical case, event, theme or visual material. The project will be based on a question or title that you will agree with the course convenor. Detailed guidance on what makes for a strong project and the main criteria for its assessment will be provided to you during the course.

An electronic copy of the assessed project, to be uploaded to Moodle, no later than 4.00pm on the second Wednesday in LT. Attendance at all seminars and submission of all set coursework is required.

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## S04C2 Half Unit Racial Capitalism

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Sara Camacho Felix CBG 4.07

**Availability:** This course is available on the MSc in Inequalities and Social Science. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Places are allocated based on a written statement. Priority will be given to students on the MSc in Inequalities and Social Science. This may mean that not all students who apply will be able to get a place on this course.

**Course content:** This course analyses the historical and structural mechanisms that connect modern capitalism to forms of racial domination and exclusion. It begins with a historical account, analysing the centrality of the expropriation of indigenous land, labour and resources and traces the rise and development of plantation slavery. The course also explores the late colonial period, examining the creation of global labour chains through indenture, factory organisation and new forms of debt and extraction. Finally, the course examines processes of decolonisation as well as the creation of a globalised economic order from the 1980s to the 2000s.

Key topics include slave economies, resource extraction, land rights, debt, global indenture, colonial economies, industrial labour, political rights, economic redistribution, welfare, immigration, decolonisation, and globalisation. Each of these will be analysed not only in their historical and economic contexts, but as concepts that have racial, social, moral and political functions, and that profoundly help to reshape social and racial boundaries. The course also explores sites of resistance to racial capitalism. This includes international solidarity movements, interracial unionism, anticolonial socialisms, the rise of more radical international structures and the possibility of reparations.

The course draws on the traditions of Black Marxist and Radical thought, Critical Race Theory, De/Coloniality, and Black Feminist traditions, and will include work by Eric Williams, Walter Rodney, Cedric Robinson, Angela Davis and Ruth Gilmore Wilson.

**Teaching:** 20 hours of seminars in the LT.

The course will be team-taught. We will use a mixture of lecture, discussion and group seminar activities. During week 6, students will receive additional training in producing podcasts.

Teaching arrangements may be adjusted if online teaching is

required at any point.

Reading Weeks: Students on this course will have a reading week in LT Week 6, in line with departmental policy.

**Formative coursework:** Students will be expected to produce a 1,500 written introduction, literature review and outline of their final essay project, due in Week 7 of Lent Term.

**Indicative reading:**

1 Prathama Banerjee (2020), 'Labour, Hunger and Struggle' and 'Equality and Economic Reason', in *Elementary Aspects of the Political: Histories from the Global South*, Duke University Press.

2 Gargi Bhattacharyya (2018), 'What Racial Capitalism Is and Is Not', in *Rethinking Racial Capitalism: Questions of Reproduction and Survival*, Rowman & Littlefield, London.

3 Angela Davis (2019), *Women, Race and Class*, Penguin Random House UK.

4 Nancy Fraser (2016), 'Expropriation and Exploitation in Racialized Capitalism', *Critical Historical Studies*, 3,1, pp. 163-178.

5 Ruth Wilson Gilmore (2022), *Change Everything: Racial Capitalism and the Case for Abolition*, Haymarket Books, Chicago.

6 Tania Li (2014), 'Enclosure' and 'Capitalist Relations', in *Land's End: Capitalist Relations on an Indigenous Frontier*, Duke University Press.

7 Eric Williams, (1943), 'Chapter One: The Origin of the Negro Slavery' and 'Chapter 5: British Industry and the Triangular Trade', in *Capitalism and Slavery*, University of North Carolina Press.

8 Cedric J. Robinson (2000), 'Chapter One: Racial Capitalism', in *Black Marxism: The Making of the Black Radical Tradition*, 2nd Edition, University of North Carolina Press.

9 Walter Rodney (2018), 'Chapter Five: Africa's Contribution to the Capitalist Development of Europe' and 'Chapter Six: Colonialism as System for Underdeveloping Africa', in *How Europe Underdeveloped Africa*, Verso, London.

**Assessment:** Essay (80%, 3500 words) in the ST. Presentation (20%) in the LT.

The presentation will be a 10-15 minute case study presentation (podcast). The presentation will be due in Weeks 9-10 of Lent Term in seminar sessions.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the first Tuesday of Summer Term.

Attendance at all seminars and submission of all set coursework is required.

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## S04C3 Half Unit Not available in 2022/23 Social Mobility, Politics and Meritocracy

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Michael Savage STC S210 and Prof Sam Friedman STC S216

**Availability:** This course is available on the MSc in Inequalities and Social Science. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Places are allocated based on a written statement. Priority will be given to students on the MSc in Inequalities and Social Science. This may mean that not all students who apply will be able to get a place on this course.

**Course content:** The sociological analysis of social mobility is vital to understand how far inequality of outcome may be related to inequality of opportunity. It raises fundamental questions about inequality among numerous dimensions, notably class, gender, race & ethnicity, nationality. This course will introduce students to theoretical and methodological issues in the study of social mobility, including both structural analyses of frequency and propensity and qualitative studies which bear on the experience of mobility and immobility. The course will consider exemplars of cutting edge studies featuring a range of geographical contexts. Students will be introduced to the best exemplars of social mobility research to inform them in their own studies.

**Teaching:** This course is delivered through a combination of lectures, seminars and online materials totalling a minimum of 20 hours in the MT.

Reading Weeks: Students on this course will have a reading week in MT Week 6, in line with departmental policy.

**Formative coursework:** Students will be expected to produce a 1000 word book review in week 6 of MT.

Students will sit a test on interpretation of quantitative analyses of social mobility in week 4 of MT.

**Indicative reading:** Mike Savage, *The Return of Inequality: Social Change and the Weight of History*, Harvard University Press, 2021. Shamus Khan, *Privilege*, Princeton UP, 2010.

Sam Friedman and Daniel Laurison, *The Class Ceiling*, Bristol University Press, 2018.

Lauren Rivera, *Pedigree*. Princeton UP, 2015.

Lee Eliot Major and Stephen Machin, *Social Mobility and its Enemies*, Penguin, 2019

Major readings include:

Erikson, R. and Goldthorpe, J.H., 1992. *The constant flux: A study of class mobility in industrial societies*. Oxford University Press.

Breen, R. eds., 2004. *Social mobility in Europe*. Oxford University Press.

Bukodi, E. and Goldthorpe, J.H., 2018. *Social mobility and education in Britain: Research, politics and policy*. Cambridge University Press.

Khan, S.R., 2012. *Privilege: The making of an adolescent elite at St. Paul's School (Vol. 56)*. Princeton University Press.

Rivera, L.A., 2015. *Pedigree: How elite students get elite jobs*. Princeton University Press.

Friedman, S. and Laurison, D., 2020. *The class ceiling: Why it pays to be privileged*.

Wilson, W.J., 2012. *The truly disadvantaged: The inner city, the underclass, and public policy*. University of Chicago Press.

Reay, Diane, 2018. *Miseducation: Inequality, Education and the Working Classes*, Polity

**Assessment:** Essay (100%, 5000 words) in the LT.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the first Thursday of Lent Term. Attendance at all seminars and submission of all set coursework is required.

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## S04C4 Half Unit

### Global Mobilities: International Migration

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Kristin Surak STC S105

**Availability:** This course is available on the MSc in Political Sociology and MSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Places are allocated based on a written statement. Priority will be given to students who have this course listed in their programme regulations. This may mean that not all students who apply will be able to get a place on this course.

**Course content:** International migration is one of the fastest growing subfields of the social sciences. If phenomenon is hardly new (and indeed not as common as many assume - only 3% of the world's population falls under the UN's definition of international migrant), it nonetheless grabs newspaper headlines, impacts political outcomes, transforms economies, and has profound consequences for many people. To unpack these complexities and the stakes at play, this class will cover key facets of international migration, addressing a different angle every week. Because the field is so wide, we will focus mainly on macropolitical aspects of international migration: specifically why, when, how crossing a nation-state border matters. It's the politics of borders that make it a very different wager to move 5000 kilometers between New York and Los Angeles, that then the mere 50 kilometers between San Diego in the US and Tijuana in Mexico, one of the busiest border-

crossings in the world. In unpacking these cross-border dynamics, we will examine international migration processes in different parts of the world, such as the Gulf, East Asia, and Southeast Asia.

**Teaching:** 10 hours of lectures and 10 hours of seminars in the LT. Students on this course will have a reading week in LT Week 6, in line with departmental policy.

**Formative coursework:** Students will be expected to produce 1 piece of coursework in the LT.

**Indicative reading:**

- Massey, Douglas. 2009. "The Political Economy of Migration in an Age of Globalization." 160 In Samuel Martinez, ed. *International Migration and Human Rights: The Global Repercussions of US Policy*. 160 Berkeley: UC Press.
- Jamal, Manal. 2015. "The 'tiering' of citizenship and residency and the 'hierarchization' of migrant communities: The United Arab Emirates in historical context." *International Migration Review* 49(3): 601-32.
- Kashiwazaki, Chikako. 2013. "Incorporating Immigrants as Foreigners: Multicultural Politics in Japan." *Citizenship Studies*. 17(1): 31-47.
- FitzGerald, David, Rawan Arar. 2018. "The Sociology of Refugee Migration," *Annual Review of Sociology*.
- Acacio, Kristel. "Managing Labor Migration: Philippine State Policy and International Migration Flows." *Asian Pacific Migration Journal*. 103-32.
- Lubkemann, Stephen. 2000. "Transformation of Transnationality among Mozambican Migrants in South Africa." *Canadian Journal of African Studies*. 34(1): 41-63.
- Adamson, Fiona and Gerasimos Tsourapas. 2019. "The Migration State in the Global South: Nationalizing, Developmental, and Neoliberal Models of Migration Management." *International Migration Review*.
- De Haas, Hein. 2005. "International Migration, Remittances, and Development: Myths and Facts." *Third World Quarterly*. 1269-184.

**Assessment:** Essay (100%, 4000 words) in the ST.

An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the second Thursday of Summer Term.

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## S04C5 Half Unit

### The Social Life of Infrastructure

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr David Pinzur STC S217a

**Availability:** This course is available on the MSc in City Design and Social Science, MSc in Culture and Society, MSc in Economy and Society and MSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Places are allocated based on a written statement. Priority will be given to students on the MSc in City Design and Social Science, MSc in Culture and Society, MSc in Economy and Society and MSc in Sociology. This may mean that not all students who apply will be able to get a place on this course.

**Course content:** We are all at least vaguely aware of the multitude of infrastructures that undergird our everyday lives: the global shipping and storage services that bring goods to our homes, the electronic networks that move our money from one account to another, the digital protocols that shape our experiences online. This course treats these infrastructures not as purely material objects (the province of engineers or computer scientists), but rather as densely social phenomena. Drawing on an interdisciplinary, social scientific literature on topics ranging from sewers to SWIFT, the course examines the complex, materially mediated webs of relations and practices that make infrastructures work. This approach highlights a distinct set of concerns. We will examine not only how infrastructures function, but how they produce distributive consequences, alter the nature of politics, articulate with legal and organisational arrangements, and embed beliefs, values, and ways of understanding the world.



This situates our analysis of infrastructure as part of a broader concern with the nature of power in hybrid, socio-material environments. The course will provide a set of theoretical and methodological tools for analysing how infrastructures entrench inequalities and expand methods of dominance and control on the one hand, while generating new strategies and means for contesting orders of rule on the other.

**Teaching:** 30 hours of seminars in the LT.

Students on this course will have a reading week in LT Week 6, in line with departmental policy.

**Formative coursework:** Students will be expected to produce 1 piece of coursework in the LT.

In Week 9, students will turn in and post to a dedicated Moodle forum, a 1000-word extended abstract that provides a preliminary description and justification of the case that will feature in their summative research prospectus. This will also include an indicative bibliography (not included in word count).

**Indicative reading:**

- Susan Leigh Star & Karen Ruhleder. 1996. "Steps toward an ecology of infrastructure: Design and access for large information spaces." *Information Systems Research* 7(1):111-134.
- Geoffrey Bowker & Susan Leigh Star. 2000. *Sorting Things Out: Classification and its Consequences*. MIT Press: Cambridge.
- Paul Edwards. 2003. "Infrastructure and modernity: Force, time, and social organization in the history of sociotechnical systems." Pp. 185-226 in Thomas Misa, Phillip Brey, and Andrew Feenberg (eds.) *Modernity and Technology*. MIT Press: Cambridge.
- Marieke de Goede. 2012. *Speculative Security: The Politics of Pursuing Terrorist Monies*. University of Minnesota Press: Minneapolis, MN.
- Deborah Cowen. 2014. *The Deadly Life of Logistics: Mapping Violence in Global Trade*. University of Minnesota Press: Minneapolis, MN.
- Brian Larkin. 2013. "The politics and poetics of infrastructure." *Annual Review of Anthropology* 42:327-343.
- Donald MacKenzie. 2017. "A material political economy: Automated Trading Desk and price prediction in high-frequency trading." *Social Studies of Science* 47(2): 172-194
- Juan Pablo Pardo-Guerra. 2019. *Automating Finance: Infrastructures, Engineers, and the Making of Electronic Markets*. Cambridge University Press: Cambridge.
- Nick Bernards and Malcolm Campbell-Verduyn. 2019. "Understanding technological change in global finance through infrastructures: Introduction to Review of International Political Economy special issue 'The Changing Technological Infrastructures of Global Finance.'" *Review of International Political Economy* 26(5): 773-789
- David Pinzur. 2021. "Infrastructural power: Discretion and the dynamics of infrastructure in action." *Journal of Cultural Economy* 14(6): 644-661.

**Assessment:** Presentation (10%, 500 words) in the LT.

Essay (90%, 5000 words) in the ST.

Presentation (10%) - Each student will sign up to lead the seminar discussion for one week of the term. This will be done in groups of 3-4 students. The group will post on Moodle a 500 word plan for the seminar discussion, including introductory comments and discussion question. The mark will reflect both written and oral components of the presentation.

Essay (90%) – Each student will write a prospectus for a potential research project on an infrastructure of their own choosing. This will have a 5,000-word limit and be due in the ST exam period. The essay will not involve collection or analysis of new data. Rather, it will ask students to: 1) identify an infrastructure that has potential to be the site of valuable, future research; 2) discuss the history of this infrastructure, its importance, and what makes it amenable to 'infrastructural inversion'; 3) analyse the potential theoretical value of this research, drawing on course concepts and literature; 4) sketch the data sources that could form the basis of this empirical research. An electronic copy of the assessed essay, to be uploaded to Moodle, no later than 4.00pm on the second Wednesday of Summer Term.

## S04C6 Half Unit

### Reading Black Thought

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Olivia Rutazibwa STC S216

**Availability:** This course is available on the MSc in Human Rights and MSc in Human Rights and Politics. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Places are allocated based on a written statement. Priority will be given to students on the MSc in Human Rights and MSc in Human Rights and Politics. This may mean that not all students who apply will be able to get a place on this course.

**Course content:** This course offers a collective close reading of selected African and (politically) Black thinkers and texts in the context of ongoing conversations of decolonisation and decoloniality.

Peoples of African descent have historically been subjected to sustained mass human rights violations: violences, dehumanisations, captivity, destruction of life environment, forced labour and imposed poverty. Deconstructive critical, decolonial approaches have revealed the extent to which existing hegemonic Human Rights regimes, set out to combat these injustices, instead more often than not sustain colonial status quo in the present. The course is organised around 5 themes (1) Epistemologies, 2) Political Decolonisation and Self-determination, 3) Ecology and Political Economy of Global Racial Capitalism, 4) Gender, Race and the (im)possibility of the Human, 5) Conviviality and Transversal Solidarities) to engage the ethos of human rights constructively; it turns to epistemic Blackness to expand our sociological imagination of the good life, it thus engages with epistemic Blackness for decolonial rather than identarian purposes. Through a close reading of historical and contemporary Black Thought we seek to unearth forgotten aspects, new perspectives, alternative priorities of human rights as well as address questions of possibilities and impossibilities of human rights for all.

**Teaching:** 20 hours of seminars in the MT.

This course is delivered via weekly seminars, totalling a minimum of 20 hours across Michaelmas Term (MT). The weekly 2h seminars are centred around students' understandings of the required reading materials.

Reading Weeks: Students on this course will have a reading week in MT Week 6, in line with departmental policy.

**Formative coursework:** max. 500 words reading summary of chosen text from pre-set reading list + portfolio ideas (bullet points).

Students are provided in text comments and verbal feedback during office hours (optional).

**Indicative reading:**

- 1 Ndlovu-Gatsheni, S. J. (2018) *Epistemic Freedom in Africa*
- 2 Nyamnjoh, Francis. (2020). *Decolonising the Academy: A Case for Convivial Scholarship*
- 3 Azoulay, Ariella. (2019). *Potential History. Unlearning Imperialism*
- 4 Grovogui, Siba N. (1996). *Sovereigns, Quasi Sovereigns and Africans. Race and Selfdetermination in International Law*
- 5 Walcott, Rinaldo. (2021). *The Long Emancipation: Moving Towards Black Freedom*
- 6 Boggs, James and Grace (2011). *Pages from a Black Radical's Notebook: A James Boggs Reader*. (ed. Ward, S.)
- 7 Yussof, Kathryn, (2018). *A Billion Black Anthropocenes or None*
- 8 McKittrick, Katherine. (2015). *Sylvia Wynter: On Being Human as Praxis*
- 9 Oyewumi, Oyeronke. (1997) *The Invention of Women*
- 10 Shilliam, R. (2015). *The Black Pacific: Anti-Colonial Struggles and Oceanic Connections*
- 11 Soumahoro, Maboula, (2021). *Black is the Journey. Africana the Name*

**Assessment:** Portfolio (90%) in the LT Week 2.

Class participation (10%) in the MT.

The course is assessed via:

- 10% class participation assessed via in-class engagement and

- weekly reading summary template upload
  - 90% portfolio consisting of 1000 word reading summary + 2000 word critical case study
- An electronic copy of the assessed portfolio, to be uploaded to Moodle, no later than 4.00pm on the second Tuesday of Lent Term. Attendance at all seminars and completion of set readings is required.

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## SP400 Half Unit

### International Social and Public Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Sonia Exley OLD 2.64

The course will be taught by a team of faculty members with complementary areas of expertise.

**Availability:** This course is compulsory on the MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration) and MSc in International Social and Public Policy (Non-Governmental Organisations). This course is available on the MSc in International Social and Public Policy (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses160>

**Course content:** This course engages with the social and public policy challenges facing states and citizens across the world. It introduces students to core issues, concepts, actors and debates shaping our understanding of social and public policy, its drivers and impacts. It outlines the questions raised by efforts to ensure a healthy, educated and productive population, to protect those without other means of support, and to reduce inequalities of e.g. gender, class, and ethnicity. It discusses diverse policy approaches to these issues, their ideological underpinnings, and the varying configurations of actors involved in the policy process - the state, the market, civil society, the family, and international organisations. The course explores applications to a range of policy domains, such as education, urbanisation, health, family, social care, migration, inequality and redistribution, and to varied country contexts. The course is informed by an international and comparative approach that considers both rich and poor country contexts and international dimensions and locates these within a historical understanding of both national and global processes.

**Teaching:** Courses in Social Policy follow the Teaching Model outlined on the following page: <https://www.lse.ac.uk/social-policy/Current-Students/teaching-in-the-department-of-social-policy> All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Michaelmas and/or Lent terms". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course.

This course is taught in MT.

**Formative coursework:** Students will be expected to produce 1 essay in the MT.

**Indicative reading:**

- Beland, D., Shoyama, J., Mahon, R. 2016. *Advanced Introduction to Social Policy*. Edward Elgar.
- Deacon. B. 2007. *Global Social Policy and Governance*. Sage.
- Ferguson, J. 2016. *Give a Man a Fish: Reflections on the New Politics of Distribution*. Duke University Press.
- Fraser, N. 2008. *Scales of Justice: Reframing Political Space in a Globalizing World*. Polity.
- Gonzalez-Ricoy, I. and Gosseries, A. (eds.) 2016. *Institutions for Future Generations*. Oxford University Press.

- Hill, M. and Varone F. 2017. *The Public Policy Process*. Seventh Edition. Routledge.
- Hoppe, R. 2011. *The Governance of Problems: Puzzling, Powering and Participation*. The Policy Press.
- Hudson, J.R. and Lowe, S.G. 2009. *Understanding the Policy Process: Analysing Welfare Policy & Practice*. Second Edition. The Policy Press.
- Yeates, N. (ed.) 2014. *Understanding Global Social Policy*. Second Edition. The Policy Press.

**Assessment:** Online assessment (100%) in the ST.

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## SP401 Half Unit

### Understanding Policy Research

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Thomas Biegert OLD 2.54 and Dr Johann Koehler Old 2.59

**Availability:** This course is compulsory on the MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is not available as an outside option.

All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

**Pre-requisites:** No Prerequisites.

**Course content:** This course aims to provide an understanding of issues associated with the research process, in the context of the MSc in International Social & Public Policy. The course includes an examination of philosophical issues underpinning research methods in social policy; the place of different research methods (qualitative and quantitative) in international social & public policy; the use of research; and the role of evidence in informing social & public policy.

This is not a 'how to' methods course. Instead, students will be equipped to become critical readers and users of research. Students will gain an understanding of the role of research in the policy process, and of the philosophical underpinnings of different approaches to ISPP research, both quantitative and qualitative; they will scrutinise which research designs are appropriate for different kinds of policy investigation; and learn to critique the validity of the implications for policy drawn by researchers, given the methods they have used.

**Teaching:** Courses in Social Policy follow the Teaching Model outlined on the following page: <https://www.lse.ac.uk/social-policy/Current-Students/teaching-in-the-department-of-social-policy> All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Michaelmas and/or Lent terms". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course.

This course is taught in MT.

**Formative coursework:** Students will be expected to answer a set of broad questions every week, which will be similar to the exam questions and related to the lecture and seminar material covered in that week.

**Indicative reading:**

- Alan Bryman (2012) *Social Research Methods*, 4th edition Oxford University Press;
- C Robson & K McCartan (2015) *Real world research: A resource for social scientists and practitioner-researchers*, 4th edition. Oxford University Press;
- Justin Parkhurst (2016) *The Politics of Evidence: From Evidence*

Based Policy to the Good Governance of Evidence, Routledge.

**Assessment:** Online assessment (100%) in January.

The course is intended to inform the student's dissertation in terms of underpinning issues, concepts, methodological choices and the role of research in social and public policy implementation.

Assessment is an online assessment comprising questions requiring relatively shorter answers which aims to test the skills outlined above and reflects the breadth of issues covered throughout the course (100%).

## SP403

### Academic & Professional Skills Development

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Leonidas Cheliotis Old 2.51

**Availability:** This course is available on the MSc in Criminal Justice Policy, MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is not available as an outside option. Available only to students on Social Policy Programmes.

**Pre-requisites:** No prerequisites.

**Course content:** The course will consist of a number of workshops in the MT focusing on the development of academic skills (to include effective reading; academic writing; presentation skills; networking skills; time management); and in the LT focusing on the development of professional skills, and working in the Social Policy sector.

The course will complement students' academic studies and support them to get the most out of their courses and Programme; while also helping them to make the link between the skills and knowledge they develop during their time at LSE and the opportunities and requirements of a range of careers in Social Policy.

**Teaching:** The course will be delivered through a series of online workshops, with associated tasks assigned to students' peer groups (assigned at the start of the academic year).

The course will be delivered in Michaelmas and Lent term.

**Assessment:** This course is non-credit bearing, and there is no formal assessment.

## SP410 Half Unit

### Migration: Current Research, Critical Approaches

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Lucinda Platt (OLD.2.25)

**Availability:** This course is compulsory on the MSc in International Social and Public Policy (Migration). This course is available on the MSc in Inequalities and Social Science, MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

**Course content:** This interdisciplinary course addresses

contemporary global migration issues with reference to both developing and developed country contexts, and to different patterns and forms of migration. The course examines the relationship between migration and social and public policies, including the implications for how migrants and migration are conceptualised, for inequalities in the movement of people, for welfare systems, and for the impacts of migration in countries of origin and destination. Teaching across the course integrates critical theoretical approaches to migration with applications using different migration-related research methods.

**Teaching:** Courses in Social Policy follow the Teaching Model outlined on the following page: <https://www.lse.ac.uk/social-policy/Current-Students/teaching-in-the-department-of-social-policy> All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Michaelmas and/or Lent terms". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course.

This course is taught in MT.

**Formative coursework:** Students are expected to participate actively in seminars and course activities, to prepare a group presentation, and to write a formative essay linked to their written summative assignment.

**Indicative reading:**

- Castles, de Haas & Miller (2013) *The Age of Migration*;
- Shachar (2009) *The Birthright Lottery: Citizenship and Global Inequality*.
- Migali, S. and Scipioni, M. (2019) "Who's About to Leave? A Global Survey of Aspirations and Intentions to Migrate." *International Migration*, 57: 181-200.
- Lee, J. et al. (2014) "The International Migration Review at 50: Reflecting on Half a Century of International Migration Research and Looking Ahead", *International Migration Review*, 48: Anniversary Issue, S3-S36.
- Laczko, F. and Aghazarm, C. (2009) *Migration, Environment and Climate Change: Assessing the Evidence*. Geneva: International Organization for Migration (IOM).
- Piper (ed) (2008) *New Perspectives on Gender and Migration: Livelihood, Rights and Entitlements*.
- Faist, Bilecen, Barglowski & Sienkiewicz (2015) "Transnational Social Protection: Migrants' Strategies and Patterns of Inequalities", *Population, Space and Place*, 21, 193-202.
- FitzGerald (2012) "A Comparativist Manifesto for International Migration Studies" *Ethnic and Racial Studies*, 35: 10, 1725-1740.
- Czaika, M. and De Haas, H. (2013) "The Effectiveness of Migration Policies", *Population and Development Review*, 39: 3, 487-508.

**Assessment:** Coursework (100%) in the LT.

## SP411 Half Unit

### Social Policy and Development

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Sunil Kumar OLD.2.62

**Availability:** This course is compulsory on the MSc in International Social and Public Policy (Development). This course is available on the MSc in International Social and Public Policy, MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is available with permission as an outside option to students on other programmes where regulations permit. All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>



**Course content:** This course provides the analytical tools needed to understand and critically evaluate the key practical challenges of social development. A wide range of development contexts will be discussed using empirical research and case studies.

Key themes include: linking social policy theory, implementation and practice; race and development; intersectionality and gender; policy actors, regulation and decentralisation, civil society, markets and development, participation; informality; and conflict and development. Some of these themes are treated as cross-cutting issues as appropriate.

**Teaching:** Courses in Social Policy follow the Teaching Model outlined on the following page: <https://www.lse.ac.uk/social-policy/Current-Students/teaching-in-the-department-of-social-policy> All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Michaelmas and/or Lent terms". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course.

This course is taught in MT.

**Formative coursework:** Students will be required to submit, as their formative, a detailed 750-word outline of their summative essay, later in the Michaelmas Term. Feedback will be provided but no grade given because the formative will be developed into the summative essay.

**Indicative reading:**

- Santos, Boaventura de Sousa (2014) *Epistemologies of the South: Justice Against Epistemicide*. London and New York: Routledge.
- Mignolo, W. D. and Walsh, C. E. (2018) *On De-Coloniality: Concepts, Analytics and Praxis*. Durham: Duke University Press.
- Barrientos, A. and D. Hulme, eds. (2008) *Social Protection for the Poor and the Poorest: Concepts, Policies and Politics*. London: Palgrave Macmillan.
- Green, D. (2008) *From Poverty To Power: How Active Citizens and Effective States Can Change The World*. Oxford: Oxfam International.
- Willis, K. (2005) *Theories and Practices of Development*. London: Routledge.
- Dale, R (2004) *Development Planning: Concepts and Tools for Planners, Managers and Facilitators*, London: Zed Books.
- Hickey, S. and Mohan, G. (2004) *Participation: From Tyranny to Transformation? Exploring New Approaches to Participation in Development*. London: Zed Books.
- Thin, N. (2002) *Social Progress and Sustainable Development*. London: ITDG.
- Midgley, J. (1995) *Social Development: The Developmental Perspective in Social Welfare*. London: Sage.

**Assessment:** Essay (100%, 3500 words) in the LT.

A 3,500 words essay relating to social policy and development.

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## SP412 Half Unit

### Non-Governmental Organisations, Social Policy and Development

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Timothy Hildebrandt Old 2.55

**Availability:** This course is compulsory on the MSc in International Social and Public Policy (Non-Governmental Organisations). This course is available on the MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration) and MSc in International Social and Public Policy (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

**Pre-requisites:** Students will benefit from having some experience of work within NGOs and/or relevant government departments or donor agencies working with NGOs.

**Course content:** The course focuses on the specialised field of non-governmental organisations (NGOs) within the field of social policy and development, and considers theoretical and policy issues.

Main topics include the history and theory of NGOs; the changing policy contexts in which NGOs operate; NGO service delivery and advocacy roles in policy; NGO relationships with other institutional actors including government, donors and private sector; challenges of NGO effectiveness and accountability; NGO organisational growth and change; and conceptual debates around civil society, social capital, social movements and globalisation.

**Teaching:** Courses in Social Policy follow the Teaching Model outlined on the following page: <https://www.lse.ac.uk/social-policy/Current-Students/teaching-in-the-department-of-social-policy> All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Michaelmas and/or Lent terms". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course.

This course is taught in MT.

**Formative coursework:** Students will sit a mock exam as their formative work and will receive feedback from their academic Mentor.

Weekly student led seminars which involve discussion of the assigned readings will also help to develop students' critical thinking, reading, and analytical skills

**Indicative reading:**

- Bebbington, A., Hickey, S. and Mitlin, D. (2008) *Can NGOs Make a Difference?* London: Zed Books;
- Beck, E. (2017) *How Development Projects Persist: Everyday Negotiations With Guatemalan NGOs*. London: Duke.
- Edwards, M. and Hulme, D. (1996) *NGOs, Performance and Accountability: Beyond the Magic Bullet*. London: Earthscan;
- Glasius, M, Lewis, D. and Seckinelgin, H. (2004) eds. *Exploring Civil Society: Political and Cultural Contexts*, London: Routledge;
- Holmen, H. (2010) *Snakes in Paradise: NGOs and the Aid Industry in Africa*. Sterling VA: Kumarian;
- Howell, J. and J. Pearce (2001) *Civil Society and Development: A Critical Exploration*. London: Lynne Rienner;
- Lashaw, A., Vannier, C. and Sampson, S. (2017) eds. *Cultures of Doing Good: Anthropologists and NGOs*. Tuscaloosa: University of Alabama Press;
- Lewis, D. and Kanji, N. (2009) *Non-Governmental Organisations and Development*. London: Routledge;
- Lewis, D. (2014) *NGOs, Management and Development*. London: Routledge.

**Assessment:** Online assessment (100%) in the ST.

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## SP413 Half Unit

### Understanding Social (Dis)advantage

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr Samuel Mohun Himmelweit OLD 2.38

**Availability:** This course is available on the MSc in Criminal Justice Policy, MSc in Inequalities and Social Science, MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Research), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is available with permission as an outside option to students on other programmes where



regulations permit.

All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

Amongst non Social Policy students, priority for places is given to students on the MSc Inequalities and Social Science.

**Course content:** This course addresses the emergence, maintenance and dynamics of social advantage and disadvantage in different areas of life across different social groups. It explores inequalities in income, poverty & wealth, labour market position, family resources, education and crime. It examines social advantage and disadvantage with reference to social groups categorised in numerous ways including but not limited to gender, ethnicity, age as well as citizenship and migration status. It pays specific attention to intersectional, cumulative and relational processes in the reproduction of inequalities.

**Teaching:** Courses in Social Policy follow the Teaching Model outlined on the following page: <https://www.lse.ac.uk/social-policy/Current-Students/teaching-in-the-department-of-social-policy> All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Michaelmas and/or Lent terms". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/ seminars. Further information will be provided by the Course Convenor in the first lecture of the course.

The course will be delivered in Lent term.

**Formative coursework:** In LT, students will be required to write a 1,200 word formative essay answering a question from a prior year's exam.

**Indicative reading:** The key background text for the course are several chapters in:

- Dean, H. & Platt, L. (eds) (2016) *Social Advantage and Disadvantage*. Oxford University Press.

Other indicative background reading:

- Atkinson, A.B. (2015). *Inequality: What can be done?* Harvard University Press.
- Collins, P.H. & Bilge, S. (2016) *Intersectionality*. Polity Press.
- Faist, T. (2016) 'Cross-Border Migration and Social Inequalities', *Annual Review of Sociology*, 42: 323-346.
- Milanovic, B. (2016). *Global Inequality*, The Belknap Press.
- Payne, G. (ed) (2013). *Social Divisions*. Third Edition. Palgrave Macmillan.

**Assessment:** Online assessment (100%).

The summative assessment for this course comprises an online assessment. Students must answer two out of seven questions that will be given a week in advance of the due date. The maximum word limit for each question is 1,200 words.

## SP414 Half Unit

### Ethnicity, Race and Social Policy

This information is for the 2022/23 session.

**Teacher responsible:** Prof Coretta Phillips OLD.2.28

**Availability:** This course is available on the MSc in Criminal Justice Policy, MSc in Gender, Policy and Inequalities, MSc in International Migration and Public Policy, MSc in International Migration and Public Policy (LSE and Sciences Po), MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

Amongst non-SP students, preference will be given first to students on MSc International Migration and Public Policy and MSc Gender, Policy and Inequalities.

**Course content:** Course looks at: Understanding Key Concepts; Disciplinary Frameworks; Migration and Citizenship, Theorising Multiculturalism; Ethnic Settlement and Housing Inequalities; Education; Employment, Poverty and Underclass; Discrimination and the Role of the State I: Positive and Affirmative Action; Criminalisation and Incarceration; Discrimination and the Role of the State II: Legislative Frameworks, Diversity Management, and Service Delivery.

**Teaching:** Courses in Social Policy follow the Teaching Model outlined on the following page: <https://www.lse.ac.uk/social-policy/Current-Students/teaching-in-the-department-of-social-policy> All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Michaelmas and/or Lent terms". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/ seminars. Further information will be provided by the Course Convenor in the first lecture of the course.

This course is taught in MT.

**Indicative reading:**

- Williams, F. (2021) *Social Policy: A Critical and Intersectional Analysis*. Oxford: Polity.
- ! here
- Bhattacharyya, G., Elliott-Cooper, A., Balani, S., Nisanoglu, K., Koram, K., Gebrial, D., El-Enany, N. and de Noronha, L. (2021) *Empire's Endgame: Racism and the British State*. London: Pluto Press.
- Back, L. and Solomos, J. (eds.) (2022) *Theories of Race and Racism A Reader*. London: Routledge.
- Solomos, J. (ed.) (2022) *Race, Ethnicity and Social Theory*. London: Routledge.
- Murji, K. (2017) *Racism, Policy and Politics*. Bristol: Policy Press.
- Sangeeta, C., Atkin, K., Craig, G. and Flynn, R. (2019) *Understanding 'Race' and Ethnicity: Theory, History, Policy, Practice*. Second Edition. Bristol: Policy Press.
- Rattansi, A. (2020) *Racism: A Very Short Introduction*. Second Edition. Oxford: Oxford University Press.

**Assessment:** Essay (35%) and essay (65%).

The Summative Assessment consists of one Essay (35%) during the teaching term; and one essay (65%) after the end of teaching on the course.

Guidelines for interpreting course guide information

[www.lse.ac.uk/resources/calendar/courseGuides/GuidelinesForCourseGuides.htm](http://www.lse.ac.uk/resources/calendar/courseGuides/GuidelinesForCourseGuides.htm)

## SP415 Half Unit

### Urbanisation and Social Policy in the Global South

This information is for the 2022/23 session.

**Teacher responsible:** Dr Sunil Kumar OLD.2.62

**Availability:** This course is available on the MSc in Development Management, MSc in Development Studies, MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

Some knowledge of or experience of dealing with urban issues is desirable. To apply for a **place** on this course, prospective students will have to **write a 150-word statement** as to: (i) why they would like to take this course - 40 words; (ii) what they can bring to the course - 80 words, and (iii) how they intend to use the knowledge gained (for example, for their dissertation or future employment or research) - 30 words.

**Pre-requisites:** Some exposure to urban challenges in the so-called Global South/North is desirable.

**Course content:** The course critically explores the challenges and opportunities that urbanisation and urban transformations pose in the social, spatial, economic, institutional and political realms in the urban Global South. A plurality of theoretical and conceptual perspectives informing contemporary policies and planning practices are explored each week.

Some of the themes explored in the course are, urbanisation, urbanism and social change, theories of urbanisation and urban change, internal migration and the rural-urban interface, urban poverty and livelihoods, urban labour markets and livelihoods, urban housing and tenure, urban basic services, urban governance, and urban social movements and collective action. Cross-cutting themes such as gender and the role of civil society are also explored.

Prospective students must be willing to commit themselves to full participation in all aspects of the course, including an element of art. They will be required to read selected readings before the lecture, read and discuss the essential readings for the weekly seminars, and read more widely and actively participate in the seminars. This course seeks a weekly commitment from students to undertake a non-assessed activity entitled *My\_City*, a short desk-based piece of research and writing that links key issues emerging from the lecture to a city of their choice with the view to meeting one of the pedagogical aims of this course, namely, the link between theory and policy/practice.

#### Teaching:

1 Courses in Social Policy follow the Teaching Model outlined on the following page: <https://www.lse.ac.uk/social-policy/Current-Students/teaching-in-the-department-of-social-policy>.

All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Michaelmas and/or Lent terms". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course.

2 Students are required to attend all lectures/ as well as their Seminars

3 This course is taught in LT

**Formative coursework:** Students taking this course will have the opportunity to write and receive comment on: (i) a formative 250 word outline for the Just Neighbourhood project - JNp (final JNp summative word limit 1,000 words) and; (ii) a formative 750 word outline for the substantive summative essay (final summative essay word limit of 4,000 words). The learning pedagogy and learning outcome is to receive feedback on what may become the summative essay. Since the formatives are intended to lead to a summative essay, students will not receive a grade but will receive written feedback. The formative essays will have to be submitted in the latter part of LT in which the course is taught so that timely feedback can be provided. In thinking of the subject matter for the their summative essay, students are required to read widely and will find that undertaking the *My\_City* weekly activities useful.

**Indicative reading:** A detailed reading list is provided for each lecture and seminar via the LSE library's electronic reading list. The following is an introductory list of texts in alphabetical order (a number of them are available as e-books via the LSE library).

- Miraftab, F. and N. Kudva (2014) *Cities of the Global South Reader*. New York: Routledge.
- Parnell, S and S. Oldfield (2014) *The Routledge handbook on*

*cities of the Global South*. Abingdon, Oxon: Routledge.

- Samara, T. R., S. He and G. Chen (2013) *Locating Right to the City in the Global South*, Abingdon, Oxon; New York, NY; London: Routledge.
- Kumar, S and M. Fernandez (2016) *The Urbanisation-Construction-Migration Nexus in Five Cities in South Asia: Kabul, Dhaka, Chennai, Kathmandu and Lahore* (Research commissioned by the UK Department for International Development's South Asia Research Hub (SARH), New Delhi, India. Six-page briefing Note - <http://eprints.lse.ac.uk/64169/> - Full report (30 MB) available at <http://eprints.lse.ac.uk/65861/> OR <http://r4d.dfid.gov.uk/Project/61261/Default.aspx>.
- Satterthwaite, D. and D. Mitlin (2014). *Reducing Urban Poverty in the Global South*. London, Routledge.
- UN-DESA (2014) *World Urbanization Prospects: The 2018 Revision*. (<https://population.un.org/wup/Publications/Files/WUP2018-Report.pdf>).
- UN-HABITAT (2016). *Urbanization and Development: Emerging Futures. World Cities Report 2016* ([http://nua.unhabitat.org/uploads/WCRFullReport2016\\_EN.pdf](http://nua.unhabitat.org/uploads/WCRFullReport2016_EN.pdf)).

#### Additional reading:

- Brenner, N. (2013) "Theses on Urbanization." *Public Culture*, 25(1): 85-114.
- Fischer, B. M., B. McCann and J. Auyero (Eds.) (2014) *Cities from Scratch: Poverty and Informality in Urban Latin America*. Durham, Duke University Press.
- Fox, S. (2012) "Urbanization as a Global Historical Process: Theory and Evidence from sub-Saharan Africa." *Population and Development Review*, 38(2): 285-310.
- IOM (2015) *Migration and Cities* ([https://www.iom.int/sites/default/files/our\\_work/ICP/IDM/RB-25-CMC-Report\\_web-final.pdf](https://www.iom.int/sites/default/files/our_work/ICP/IDM/RB-25-CMC-Report_web-final.pdf)).
- Marcuse, P. (2009) *Searching for the Just City: Debates in Urban Theory and Practice*. London; New York: Routledge.
- Mercedes González de la, R. (2006) "Vanishing Assets: Cumulative Disadvantage among the Urban Poor." *Annals of the American Academy of Political and Social Science*, 606: 68-94.
- Robinson, J. (2016). "Starting from anywhere, making connections: globalizing urban theory." *Eurasian Geography and Economics*, 57(4-5): 643-657.
- Roy, A. (2005) "Urban Informality: Toward an Epistemology of Planning." *Journal of the American Planning Association*, 71(2): 147-158.

**Assessment:** Project (20%, 1000 words) in the LT.

Essay (80%, 4000 words) in the ST.

There are **two summative** assignments for the course; (i) a "**Just Neighbourhood project (JNp)**" - **20%**; and (ii) a **Summative Essay** - **80%**. The following is a short description of the two assignments.

**Just Neighbourhood (JNp):** This will take the form of a schematic drawing of a JN to incorporate the topics discussed in the course - for instance, migration, poverty, livelihoods, housing and basic services - and a supporting statement of 1000 words (20% of the overall grade). This is an in-course piece of work and will be submitted late in the term in which the course is taught. Guidance notes for the JNp and a dedicated marking frame will be available on Moodle.

**The Summative Essay:** The summative essay for the course must: (i) address an urban issue in the global South or apply a southern perspective to an urban issue in the Global North; and (ii) have relevance for marginalised groups. The grading will reflect: (i) innovation of thought; (ii) application of cultural perspectives as appropriate; and (iii) dovetail theory, policy and practice. The summative essay will be between 4,000 words long (80% of the overall grade) and is submitted early in the ST.

There are three potential entry points for identifying the subject matter for the essay: (1) an academic critique of an urban policy (existing or proposed); (2) the identification of an urban issue that does not have a policy but requires one; (3) a critique of a conceptual framework that has been used to address an urban challenge. Students should note that entry points 1-3 are intended as prompts to help them approach the summative essay; thus, any number of starting points could be combined. Those students

approaching the essay from starting points 1 and 2 are required to propose broad policy solutions and address key barriers to the adoption of the proposed policy. Those who would like to approach their essay from the perspective of point 3, will have to propose improvements to the conceptual framework being critiqued namely, how the critique changes the 'framing of the problem' and its associated policy implications. Students can also critique urban policy and conceptual frameworks in the global North as long as they use concepts from the global South. In doing so, they are required to suggest policy and conceptual improvements to urban challenges in the global North. This is designed to overcome the North-South divide and foster the transfer of ideas. Students who chose this option will have to demonstrate that the transfer of policy ideas or conceptual critiques, using literature from the urban South to the urban North, are feasible in terms of context, institutions and politics, for instance.

Extensive guidance notes for the summative essay will be available on Moodle.

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## SP416 Half Unit Not available in 2022/23 International Planning and Children's Rights

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Eileen Munro OLD2.33 and Dr Armine Ishkanian OLD1.13

**Availability:** This course is available on the MSc in Human Rights, MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (Migration) and MSc in International Social and Public Policy (Non-Governmental Organisations). This course is available as an outside option to students on other programmes where regulations permit.

**Course content:** This is an interdisciplinary course that explores the links between child rights and child poverty at all levels of development in rich and poor countries. The social and economic as well as the civil and political rights of children, as defined in recent international laws, charters and Conventions, are examined in relation to the conditions, especially poverty and multiple deprivation, experienced by many children. Human rights theories as a basis for international and social policies will be a focus of attention. There has to be universal planning and not only specific proposals to deal with serious violations of rights. Issues of child labour, the violations of war, cultural discrimination against girl children and the right to a minimally adequate family income will be discussed in relation to the roles played by international agencies, Trans National Corporations, governments and NGOs.

**Teaching:** 10 hours of lectures and 15 hours of seminars in the MT. 1 hour and 30 minutes of lectures in the ST.

**Formative coursework:** Students will be expected to produce 1 essay in the MT.

**Indicative reading:** H J Steiner & P Alston, *International Human Rights in Context*, Oxford University Press, 2000; P Townsend & D Gordon (Eds), *World Poverty: New Policies to Defeat an Old Enemy*, Policy Press, 2002; D Gordon, et al, *Child Poverty in the Developing World*, Policy Press, 2003; K Watkins, *Rigged Rules and Double Standards: Trade, Globalisation and the Fight Against Poverty*, London, World Development Movement, 2002; C Chinkin, 'The United Nation Decade for the Elimination of Poverty: What Role for International Law?', *Current Legal Problems* 2001, Oxford University Press, 2002; M Flekkoy & N Kaufman, *The participation rights of the child*. London, Jessica Kinglsey, 1997; D Fottrell (Ed), *Revisiting Children's Rights: 10 Years of the UN Convention on the Rights of the Child*, The Hague and London, Kluwer Law International, 2000; ILO, *Social Security: A New Consensus*, Geneva, 2001; ILO, P.Townsend, *The Right to Social Security and National Development: Lessons from OECD Experience for Low-income Countries*, Discussion paper 18, ILO, 2007; A. Hall and J. Midgley, *Social Policy for Development*, London, Sage, 2004; J. Madeley, *Big Business, Poor peoples: The Impact of Trans National Corporations on the World's Poor*, London, Zed Books; UNICEF, *A League Table*

of Child Poverty in Rich Nations, Innocenti Report, Florence, 2000; H Cunningham & P Viazzo, *Child Labour in Historical Perspective 1800-1995*, UNICEF, 1996; G. Lansdown, *Evolving Capacities of Children: Implications for the Exercise of Rights*, UNICEF Innocenti Centre, Florence, 2005; W.A. Corsaro, *The Sociology of Childhood* (2nd ed), Sage, 2006; R. Smith, *Textbook on International Human Rights*, Oxford University Press, 2005; D. Gordon, R. Parker, F. Loughran and P. Heslop, *Disabled Children in Britain*, London, TSO, 2000. Redmond G, 2008, *Children's Perspectives on Economic Adversity: A Review of the Literature*, Unicef Innocenti Centre, Florence, Discussion Paper.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

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## SP417 Half Unit

### Sexuality, Everyday Lives and Social Policy in Developing Countries

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Timothy Hildebrandt OLD 2.56

**Availability:** This course is available on the MSc in Gender (Sexuality), MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is available as an outside option to students on other programmes where regulations permit. All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

**Pre-requisites:** None

**Course content:** This course aims to analyse and understand the way social policies deploy sexuality categories in regulating everyday life in developing countries, both in its public and private manifestations. It aims to consider social policy and particular interventions in their historical contexts, as a way of unpacking the construction of sexuality in the intersection of colonialism, gender, race, class and international policy frameworks in developing countries. The course also aims to interrogate the relationship between particular social policy prescriptions developed in most industrialized welfare societies and the way some of these are transferred to developing countries. The major concern of the analysis is to bring out the perceptions of sexuality that underwrite these policies and how these interact with existing perceptions of sexualities and their performances (identities, desires and bodily practices) in multiple developing country contexts. These policy areas include, among others, discussions of rights, entitlements, citizenship, same-sex marriage, sexually transmitted disease, HIV/AIDS, family policies, migration/border controls, criminality and employment-related policies.

**Teaching:** Courses in Social Policy follow the Teaching Model outlined on the following page: <https://www.lse.ac.uk/social-policy/Current-Students/teaching-in-the-department-of-social-policy> All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Michaelmas and/or Lent terms". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course.

The course will be delivered in Lent term.

**Formative coursework:** Students will be expected to submit a formative essay

**Indicative reading:**

• Aggleton, P., Boyce, P. and Moore, H. (2012) *Understanding Global*



- Sexualities: New Frontiers. London: Routledge;
- Butler, J. (1990) *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge;
  - Canaday, M. (2009) *The Straight State: Sexuality and Citizenship*. Princeton university Press;
  - Cornwall, A., Corrêa, S. and Jolly, S. (2008) *Development with a Body: Sexuality, Human Rights and Development*. London: Zed Book;
  - Correa, S., Petchesky, R. and Parker, R. (2008) *Sexuality, Health and Human Rights*. London: Routledge;
  - De La Dehesa, R. (2012) *Queering the Public Sphere in Mexico and Brazil: Sexual Rights Movements in Emerging Democracies*. Duke University Press;
  - Reid, G. and Walker, L. (2005) *Men Behaving Differently: South African Men since 1994*. Doubleday books;
  - Richey, L. A. (2008) *Population Politics and Development: From the policies to the Clinics*. London: Palgrave;
  - Stoler, A. L. (2002) *Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule*. University of California Press;
  - Tamale, S. (2011) *African Sexualities: A Reader*. Pambazuka Press.

**Assessment:** Essay (100%) in the LT.

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## SP418 Half Unit

### Global Social Policy and International Organizations

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Liam Beiser-McGrath

**Availability:** This course is available on the MSc in China in Comparative Perspective, MSc in Global Health Policy, MSc in Human Rights, MSc in Human Rights and Politics, MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

**Course content:** What do the Catholic Church, Bill and Melissa Gates, UNICEF and the World Bank have in common? They are in one way or another involved in social policy that goes beyond the nation state. Policy could be seen as the exercise of political power and this political power has often been concentrated within the nation state. Far from the traditional study of policy this includes the effect of globalization on a variety of actors in social policy. This course examines how globalization has changed the way we perceive areas such as health, education, social care and other areas that concern social citizenship. The course examines the international policy environment, particularly intergovernmental organisations; bilateral and multilateral aid agencies and non-governmental organizations (NGOs), which influence the social policy environment in developing countries. The impact of the inter-governmental policy process on policy outcomes is examined. The same goes for religious groups, social movements and corporations that all play a role in global social policy. The main goal of the course is not only to open up the understanding of social policy and globalization but also to show the complexity of goals and actors of social policy. It is expected that the students will devote considerable time to reading and preparing for the seminars.

**Teaching:** Courses in Social Policy follow the Teaching Model outlined on the following page: <https://www.lse.ac.uk/social-policy/Current-Students/teaching-in-the-department-of-social-policy>  
All teaching will be in accordance with the LSE Academic Code

(<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Michaelmas and/or Lent terms". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course.

This course is taught in LT.

**Formative coursework:** Students will write a long essay as their formative work for this course.

**Indicative reading:** A detailed reading list will be presented at the beginning of the term. Some introductory texts include:

- B Deacon *Global Social Policy and Governance*. Sage (2007);
- R. Baldwin *The Great Convergence: Information Technology and The New Globalization*. Belnap (2017);
- H. Seckinelgin *The politics of Global AIDS: Institutionalization of Solidarity, Exclusion of Context*. Springer (2017) ;
- I. Gonzalez-Ricoy and A. Gossies, *Institutions for Future Generations*. OUP (2016);
- R Mishra, *Globalisation and the Welfare State*, Edward Elgar (1999);
- D Nayyar, *Governing Globalization: Issues and Institutions*, OUP (2002);
- V S Peterson & A S Runyan, *Global Gender Issues*, Westview Press (1993).
- M. Callon, P. Lascoumes, and Y. Barthe, *Acting in an Uncertain World*. The MIT Press (2009).
- D. Carpenter, *Reputation and Power: Organizational Image and Pharmaceutical Regulation at the FDA*. Princeton (2010).

**Assessment:** Online assessment (100%) in the LT and ST.

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## SP419 Half Unit

### Social Movements, Activism, and Social Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Timothy Hildebrandt

**Availability:** This course is available on the MSc in Criminal Justice Policy, MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is available with permission as an outside option to students on other programmes where regulations permit. All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

**Course content:** The course begins by examining theories of social movements, collective action, and contentious politics. It then moves on to examine how social movements engage with the policy process and the ways in which social movement activism informs social policy formulation and implementation. It examines the nature, past and present roles of social movements and their potential capacity in shaping social policy in developed and developing countries, and in democratic, hybrid, or authoritarian regimes. The course covers theoretical arguments and examines empirical examples and case studies.

The course examines the following topics: the role and impact of social movement activism in identifying and meeting needs; the role of grassroots mobilizations and solidarity; how movements are affected by regulatory frameworks; how and when movements achieve their objectives; movements relations with other actors (including, NGOs, trade unions, political parties, etc.); populism. The course considers the development, transformation, autonomy, interdependence, and probity of social movements. It draws on examples of social movements in different periods, countries, and areas of activity to examine and analyse how change happens and the obstacles to change.



The course also offers an accompanying film programme with four film screenings and discussions in LT. The remaining films are for students to watch in their own time.

**Teaching:** Courses in Social Policy follow the Teaching Model outlined on the following page: <https://www.lse.ac.uk/social-policy/Current-Students/teaching-in-the-department-of-social-policy> All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Michaelmas and/or Lent terms". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course.

This course is taught in LT.

**Formative coursework:** Students will be expected to participate actively in seminars and to complete one formative assessment in the form of a take-home mock exam.

**Indicative reading:**

- Castells, M. (2012). Networks of Outrage and Hope: Social Movements in the Internet Age.
- Della Porta, D. (2015). Social Movements in Times of Austerity.
- Escobar, A., & Alvarez, S.E. (1992). The making of social movements in Latin America: identity, strategy, and democracy.
- Fox Piven, F., & Cloward, R. (1978). Poor People's Movements: why they succeed, how they fail.
- Garza, A. (2020). The Purpose of Power.
- Glasius, M., & Ishkanian, A. (2015). Surreptitious Symbiosis: Engagement between activists and NGOs. *Voluntas*.
- Graeber, D. (2002). The new anarchists. *New Left Review*, 13, 61-73.
- Hildebrandt, T (2013) Social organizations and the authoritarian state in China
- James, C.L.R. (1989 [1963, 1938]. *The Black Jacobins: Touissant L'Ouverture and the San Domingo Revolution*.
- Jasper, J. M. (2010). Social Movement Theory Today: Toward a Theory of Action?
- Jenkins, J. C. (1983). Resource mobilization theory and the study of social movements.
- Pleyers, G. (2011). *Alter-Globalization: Becoming Actors in the Global Age*.
- Polletta, F. (2002). Freedom is an endless meeting: Democracy in American social movements.
- Rochon, T. R., & Mazmanian, D. (1993). Social Movements and the Policy Process. *Annals of the American Academy of Political and Social Science*
- Seckinelgin, H. (2017) The politics of global AIDS: institutionalization of solidarity, exclusion of context
- Tarrow, S. (2011). *Power in Movement*.
- Weldon, L. S. (2011). When protest makes policy: how social movements represent disadvantaged groups.

**Assessment:** Online assessment (100%) in the ST.

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## SP420 Half Unit Understanding Policy Research (Advanced)

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Tania Burchardt 32L 3.30

**Availability:** This course is compulsory on the MPhil/PhD in Social Policy and MSc in International Social and Public Policy (Research). This course is available on the MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration) and MSc in International Social and Public Policy (Non-Governmental Organisations). This course is available with permission as an outside option to students on other programmes where regulations permit.

All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

**Pre-requisites:** None

**Course content:** The course equips you with transferable quantitative and qualitative research design skills, including the design of policy evaluations, and an in-depth understanding of the role of different types of research in the policy-making process. It is an advanced course and students are expected to already have a grasp of basic research design principles and their application to social and public policy, for example as covered in MY400 Fundamentals of Research Design or SP401 Understanding Policy Research, both of which run in the MT, although these courses are not a formal pre-requisite. Lectures are given by leading academics engaged in research using the methods under consideration, some of which has achieved substantial policy impact. Students are encouraged to critically assess applications of complex research methods to contemporary national and international social and public policy questions. Topics may include uses of: mixed methods policy evaluation; participatory research; researching organisations (including organisational anthropology); longitudinal and life history analysis; micro-simulation techniques; systematic reviews, meta-analysis and meta-ethnographies; and small area, geographical and internationally comparative research. The relationship between research and policymaking is a theme that runs throughout the course.

**Teaching:** Courses in Social Policy follow the Teaching Model outlined on the following page: <https://www.lse.ac.uk/social-policy/Current-Students/teaching-in-the-department-of-social-policy> All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Michaelmas and/or Lent terms". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course. Each lecture will be given by a member of staff or external expert in that particular method or topic and will be followed by a seminar providing opportunities for students to work collaboratively in small groups to examine research exemplifying the approach and the issues raised. There will also be help sessions with the seminar leader to discuss feedback on essays and progress on the course. The course will be delivered in Lent term.

**Formative coursework:** There will be one compulsory formative coursework essay, which will follow from a seminar task. This formative assignment is designed to prepare students for the summative coursework. Written and/or verbal feedback will be provided.

**Indicative reading:**

- A Bryman (2016), *Social Research Methods*, 5th edn
  - V Thambinathan and E Kinsella (2021) *Decolonizing Methodologies in Qualitative Research: Creating Spaces for Transformative Praxis*. *International Journal of Qualitative Methods*. doi:10.1177/16094069211014766
  - C Phillips and R Earle (2010), 'Reading difference differently?: Identity, Epistemology and Prison Ethnography', *The British Journal of Criminology*, 50 (2), 360-378
  - J Parkhurst (2017), *The Politics of Evidence*
  - D Green (2016) *How Change Happens*
- Additional references will be supplied at the start of the course and in lectures.

**Assessment:** Essay (100%) in the ST.

The summative assessment focuses on assessing students' abilities to devise and justify a research design to address a specified social policy research question. It will consist of one essay of 2000 words. Students will be given a choice of questions.

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## SP430 Half Unit Social Security Policies

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Iva Tasseva OLD 2.35

**Availability:** This course is available on the MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

**Course content:** The course analyses the purposes, design and impact of social security policies, meaning policies that protect and support household income at times when income from the labour market does not suffice. The need for social security arises both from demographic factors that affect nearly everyone during their life course – childhood, parenthood, old age – and from risk factors that will end up affecting only some – unemployment, sickness and disability.

The course takes a comparative approach, examining differences in the design of social security policies across welfare regimes and drawing on examples from different countries. Students will develop an understanding of the challenges and trade-offs that arise in designing social security policies to meet multiple goals, will further their knowledge about the ways systems function in practice, and will develop the tools for assessing the structure and effectiveness of social security in any given country. Furthermore, the course will consider how successfully social security systems are adapting to meeting the challenges of the twenty-first century, including an ageing population, migration, and the changing nature of employment brought about by rapid technological change. The course will also look at the role of social security in protecting household incomes in times of crisis, such as the Covid-19 pandemic.

Most of the examples in the lectures and readings relate to higher- and middle-income countries, but the course aims to be of interest and relevance to students from all countries. Students will be encouraged to further their understanding of social security in their country of origin, or another country of their choice, and to draw on this knowledge in classes.

**Teaching:** Courses in Social Policy follow the Teaching Model outlined on the following page: <https://www.lse.ac.uk/social-policy/Current-Students/teaching-in-the-department-of-social-policy> All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Michaelmas and/or Lent terms". Social Policy courses are predominantly taught through a combination of in-person lectures and in-person classes/seminars. This course is taught in LT.

Further information will be provided by the Course Convenor in the first lecture of the course.

Weekly lectures will set the agenda for the week and provide students with an overview of the key issues at stake. Seminars will be made up of two main components. All students will be expected to give a short presentation during the course of the term on an aspect of social security or a recent social security reform in a country they are interested in (perhaps their country of origin). In the remainder of the class, students will debate propositions related to the week's required readings, which will often offer differing perspectives on the topic.

**Formative coursework:** Students will be required to write one formative essay during the course of the term, which will enable them to deepen their understanding of the course material and practice critical thinking skills in preparation for the summative

essay assignment. Written feedback will be given.

**Indicative reading:**

- R Walker, *Social Security and Welfare: Concepts and Comparisons*, Oxford University Press, 2005;
- J Millar and R Sainsbury (eds), *Understanding Social Security*, 3rd ed. The Policy Press, 2018;
- M Frolich et al, *Social Insurance, Informality and Labor Markets*, Oxford University Press, 2014;
- J Hanlon, A Barrientos and D Hulme, *Just Give Money to the Poor*, Lynne Rienner Publishers, 2010;
- J Hills, *Good Times, Bad Times: The Welfare Myth of Them and Us*, Policy Press, 2014;
- ILO, *World Social Protection Report 2014/15: Building Economic Recovery, Inclusive Development and Social Justice*.

**Assessment:** Essay (100%) in the LT.

## SP432 Half Unit Education Policy, Reform and Financing

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Sonia Exley Old 2.64

**Availability:** This course is available on the MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process:

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

**Course content:** This course considers education policy, reform and financing across a range of countries. It uses concepts and tools from a number of academic disciplines – social policy, sociology, economics, politics and philosophy – to scrutinise education. Throughout the course, there is particular focus on equity, social justice and the distribution of resources. Issues to be addressed include: the impact of social characteristics on educational outcomes (class, gender and race and ethnicity, with a cross-cutting focus on special educational needs and ideas of 'inclusion') and related policy reforms; accountability and market-oriented reforms in education; privatisation and the changing role of the state; power and the politics of educational policy making; global policy transfer in education; early years education; school-based education and post-compulsory education. Not all of these issues are covered as separate weekly topics.

**Teaching:** Courses in Social Policy follow the Teaching Model outlined on the following page: <https://www.lse.ac.uk/social-policy/Current-Students/teaching-in-the-department-of-social-policy> All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Michaelmas and/or Lent terms". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course.

The course will be delivered in Lent term.

**Formative coursework:** One formative essay in LT.

**Indicative reading:** Specialist lists for each topic will be provided. The following introductory books are recommended:

- Apple, M.W., Ball, S.J., Gandin, L.A. (eds) (2010) *The Routledge International Handbook of the Sociology of Education*. London: Routledge.
- Arthur, J., Peterson, A. (eds) (2011) *The Routledge Companion to Education*. London: Routledge.

- Lauder, H., Brown, P., Dillabough, J., Halsey, A.H. (eds) (2006) Education, Globalization and Social Change. Oxford: Oxford University Press.
- McGrath, S. Gu, Q. (eds) (2015) Routledge Handbook of International Education and Development. London: Routledge.
- Mundy, K., Green, A., Lingard, B., Verger, A. (eds) (2016) The Handbook of Global Education Policy. Oxford: Wiley Blackwell.
- Halsey, A.H., Lauder, H., Brown, P., Wells, A.S. (eds) (1997) Education: Culture, Economy, Society. Oxford: Oxford University Press.

**Assessment:** Online assessment (100%) in the ST.

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## SP434 Half Unit Behavioural Public Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Adam Oliver OLD.2.35

**Availability:** This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MSc in Environmental Economics and Climate Change, MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations), MSc in International Social and Public Policy (Research), MSc in Political Science and Political Economy, MSc in Public Administration and Government (LSE and Peking University), MSc in Public Policy and Administration, MSc in Regulation and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

**Course content:** The application of behavioural economics and behavioural science to public policy issues has been, and continues to be, a major theme in the policy discourse internationally. This course offers students a thorough grounding in the theory and findings that define behavioural economics, from the major violations of standard rational choice theory to prospect theory and the theories of human motivation. The course goes on to consider the conceptual policy frameworks that have been informed by behavioural economics, with examples - so-called nudge, shove and budge policies - illustrated so as to highlight how these frameworks are applied in practice. Students will also be exposed to the different behavioural-informed schools of thought that have prescribed divergent paths for public sector governance.

**Teaching:** Courses in Social Policy follow the Teaching Model outlined on the following page: <https://www.lse.ac.uk/social-policy/Current-Students/teaching-in-the-department-of-social-policy> All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Michaelmas and/or Lent terms". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course.

The course will be delivered in Lent term.

**Formative coursework:** All students will be required to present work in progress on their summative assignments during seminar class time. In addition, students will be required to present to the course convenor a one page plan for their summative assessment, on which they will receive feedback.

**Indicative reading:**

- J. Le Grand (2006) Motivation, Agency and Public Policy: of Knights and Knaves, Pawns and Queens. Revised paperback

edition. Oxford: Oxford University Press.

- J. Le Grand (2007) The Other Invisible Hand; Delivering Public Services through Choice and Competition. Oxford: Princeton University Press
- R. Thaler and C. Sunstein (2008) Nudge: Improving Decision about Health, Wealth and Happiness New Haven: Yale University Press
- Ariely, D. (2008). Predictably irrational : the hidden forces that shape our decisions. London, HarperCollins.
- Kahneman, D. (2011) Thinking, Fast and Slow London, Allen Lane
- P. Dolan et al (2010) Mindspace: Influencing Behaviour through Public Policy. London: Cabinet Office and the Institute for Government.

**Assessment:** Project (100%).

The summative assessment is a project write-up of 3,000 words, where students design their own behavioural public policies.

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## SP435 Half Unit Not available in 2022/23 Housing, Neighbourhoods and Communities

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof John Hills OLD 2.62

**Availability:** This course is available on the MSc in City Design and Social Science, MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is available with permission as an outside option to students on other programmes where regulations permit. All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

**Pre-requisites:** There are no prerequisites to take this course.

**Course content:** This course introduces MSc students to the links between housing, neighbourhoods and social and public policies, in the context of housing systems in the UK, Europe and North America. It examines: how housing and neighbourhoods have evolved in UK and Europe, and contrasts in the USA; the rise of mass housing estates, the role of government and housing management; housing markets – supply, demand, need and affordability; owner-occupation and taxation; sustaining neighbourhoods through upgrading, and dangers of segregation and gentrification; housing wealth and assets, inheritance and polarisation; private renting, housing benefits and regulation; social housing, subsidies, rents and affordability; community-led and community-based housing; sustainable housing solutions, retrofit, fuel poverty and energy saving. The course uses live case studies to illustrate the main themes.

**Teaching:** 15 hours of lectures and 15 hours of seminars in the LT. 3 hours of lectures and 3 hours of seminars in the ST.

There are also organised site/project visits. The course provides many case study examples for students to draw on.

**Formative coursework:** Students participate actively in seminars, make two class presentations and complete one formative essay, drawing on case study evidence.

Students are invited to join site visits which illustrate key housing themes.

**Indicative reading:**

- A. Power Fromhovels to High Rise, 1993; Estates on the Edge, 1999.
- L. Hanley Estates: a personal history, 2004.
- J. Hills Ends And Means: The Future Roles Of Social Housing In England, 2007.
- A. Power et al. Jigsaw Cities 2007; Cities for a Small Continent, 2016.
- R. Lupton et al Social Policy in a Cold Climate, 2016.



- H. Glennerster Understanding the Cost of Welfare 2017.
- A. Power and B. Provan, Overcoming the stigma of social housing, 2018.

**Assessment:** Exam (66.7%, duration: 2 hours) in the summer exam period.

Essay (33.3%, 2000 words) in the LT.

Essay based on a housing case study or policy initiative

### SP436 Half Unit Not available in 2022/23 Basic Education for Social Development

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Anthony Hall OLD2.28

**Availability:** This course is available on the MSc in Development Management and MSc in Development Studies. This course is available with permission as an outside option to students on other programmes where regulations permit.

The course is capped at 30 students

**Pre-requisites:** Work experience in a developing country is highly desirable but not essential.

**Course content:** The course is designed to examine the role of basic education in developing countries as it relates to social development and social policy. Content of the course includes: the history of education and current problems in developing countries, links between basic education and socio-economic development, primary schooling, decentralization policies, non-formal and vocational education, adult literacy, popular education for grassroots development, environmental education, ICT, and foreign aid in supporting basic education.

**Teaching:** 15 hours of lectures and 15 hours of seminars in the LT. 1 hour and 30 minutes of lectures in the ST.

**Formative coursework:** In addition to seminar presentations and the assessed essay, students are required to write an unassessed (formative) essay for the course.

**Indicative reading:** A Hall & J Midgley, Social Policy for Development, 2004, chapter 5; K Watkins, The Oxfam Education Report, 2000; UNICEF, The State of the World's Children: Education, 2006; UNESCO, Education For All Global Monitoring Report, 2010; K Tomasevski, Education Denied, 2003; L Kane, Popular Education and Social Change in Latin America, 2001; A Banerjee & E Duflo, Poor Economics, 2011 (chapter 5); S Graham-Brown, Education in the Developing World: Conflict and Crisis, 1991; M Todaro, Economics for a Developing World, 2000, chapter 9; H Patrinos & D Ariasingam, Decentralisation of Education: Demand-Side Funding, 1997; J Huckle & S Sterling (Eds), Education for Sustainability, 1996; L Pritchett The Rebirth of Education, 2013; N Selwyn. Education in a Digital World, 2013

**Assessment:** Exam (75%, duration: 2 hours) in the summer exam period.

Essay (25%, 2500 words) in the ST.

Students are required to choose a topic of their own interest for the essay.

### SP437 Half Unit Not available in 2022/23 International Housing and Human Settlements; Conflicts and Communities

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Anne Power OLD.2.57

**Availability:** This course is available on the MSc in City Design and Social Science and MSc in Regional And Urban Planning Studies. This course is available as an outside option to students on other programmes where regulations permit.

This is a capped course. If it is oversubscribed places will be allocated by random ballot, first amongst Social Policy students then amongst other students for any remaining places. The first ballot will be held on Tuesday of MT week 1.

**Course content:** The course is an introduction to the global housing challenges of a fast urbanising world in the context of rapidly growing cities worldwide. There are 5 key themes: the push and pull factors in urban growth; the key actors in housing provision; slums and self-help; the environmental impact of low income settlements; the problems of poverty and exclusion in low income and informal settlements. The course includes 10 lectures in LT and one in ST. The main topics of the lectures are: housing needs and demand; contrasting patterns of housing development; owner occupation, renting and self-help; government intervention and finance; planning and renewal; international agencies, aid and NGOs; bottom-up shelter models and community-led initiatives; social exclusion and urban pressures; basic services and public infrastructure; participation and women's roles in low income settlements; environment of cities; urban and housing design; theories and practice in upgrading urban settlements. Case studies are used to illustrate arguments, policies and practical responses.

**Teaching:** 15 hours of lectures and 15 hours of seminars in the LT. 1 hour and 30 minutes of lectures and 3 hours of seminars in the ST.

Additional activity: occasional informal discussion sessions are organised at students' request.

**Formative coursework:** Students will be expected to participate actively in seminars and to complete one formative essay using case studies to illustrate their arguments. Students are also expected to prepare case studies for the seminar.

**Indicative reading:** UN (1996), An Urbanising World; A Power (1999), Estates on the Edge; Badshah (2006), Our Urban Future; D Satterthwaite (1999), Sustainable Cities; UNCHS 2001-2014, The State of the World's Cities; Doug Saunders, Arrival City (2010) Ed Glaeser, Triumph of the City (2012) D Satterthwaite and D Mitlin (2013) Reducing Urban Poverty in the Global South, D Satterthwaite and D Mitlin (2013) Urban Poverty in the Global South.

Environment and Urbanism Journal, 1997-2017

**Assessment:** Exam (75%, duration: 2 hours) in the summer exam period.

Essay (25%, 2000 words) in the ST.

### SP439 Half Unit Not available in 2022/23 Social Rights and Human Welfare

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Hartley Dean OLD.2.59

**Availability:** This course is available on the MSc in Human Rights and MSc in Human Rights and Politics. This course is available with permission as an outside option to students on other programmes where regulations permit.

The course is currently capped at 30 places. Offers of places will be made on the basis of applicants' statements. Initial priority for places is given to students on Social Policy MSc programmes and students on the MSc Human Rights. Other students may be accepted onto a waiting list. Places remaining available three days before the start of the course will not be held back for late applicants from the Department of Social Policy or the Human Rights programmes but offered to students from the waiting list.

**Pre-requisites:** none

**Course content:** The course will examine the basis of social or welfare rights as a component of human rights. It will situate social/welfare rights in an historical and comparative context and explore a range of debates concerning the relevance and effectiveness of a rights based approach to poverty alleviation and social welfare provision, both in the developed and the developing world. It will address the practical limitations of and the constraints upon social/welfare rights. Specifically, it will address: concepts of social rights and welfare citizenship; human needs and human rights; social/welfare rights in global context; critiques of social/welfare rights as human rights; the scope and substance of social/welfare rights; social/welfare rights and mechanisms of redress; rights based approaches to poverty alleviation; social development



and social/welfare rights; constitutional instruments and social/welfare rights; human rights and the ethics of welfare.

**Teaching:** 10 hours of lectures and 13 hours and 30 minutes of seminars in the MT. 1 hour and 30 minutes of seminars in the LT. 1 hour of lectures in the ST.

**Formative coursework:** Students have the option of submitting a formative essay.

**Indicative reading:** H Dean, *Social Rights and Human Welfare*, Routledge, 2015. Other relevant readings include: H Dean, *Understanding Human Need*, The Policy Press, 2010; A Eide, et al (Eds), *Economic, Cultural and Social Rights: A textbook*, Martinus Nijhoff, 2001; B Turner, *Vulnerability and Human Rights*, Pennsylvania State University Press, 2006; T Pogge (Ed), *Freedom from Poverty as a Human Right*, Oxford University Press, 2007 A Nevile (Ed.), *Human Rights and Social Policy*, Edward Elgar, 2010; C Gearty & V Mantouvalou, *Debating Social Rights*, Hart Publishing, 2011.

**Assessment:** Exam (75%, duration: 2 hours) in the summer exam period.  
Essay (25%, 1500 words) in the LT.

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## SP441 Half Unit

### Politics of Social Policy: Welfare and Work in Comparative Perspective

This information is for the 2022/23 session.

**Teacher responsible:** Dr Timo Fleckenstein OLD.2.60

**Availability:** This course is available on the MPA Dual Degree (LSE and Columbia), MPA Dual Degree (LSE and Hertie), MPA Dual Degree (LSE and NUS), MPA Dual Degree (LSE and Sciences Po), MPA Dual Degree (LSE and Tokyo), MSc in Comparative Politics, MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations), MSc in International Social and Public Policy (Research), MSc in Political Economy of Europe, MSc in Political Economy of Europe (LSE and Fudan), MSc in Political Economy of Europe (LSE and Sciences Po), MSc in Political Sociology, MSc in Public Administration and Government (LSE and Peking University), MSc in Public Policy and Administration and Master of Public Administration. This course is available with permission as an outside option to students on other programmes where regulations permit.

All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.  
<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

**Course content:** The course explores the politics of social policy in advanced political economies. In the first part of the course, the main analytical approaches for the cross-national analysis of welfare states are introduced (such as the industrialism thesis, the power resources model, new institutionalism, feminist theory and the globalisation thesis). These will be examined in the context of the rise of modern welfare states and their transformations since the end of the 'Golden Age' in the mid-1970s. These analyses and the theoretical approaches to cross-national study of welfare states will be harnessed in the second part of the course when the focus shifts towards more recent policy developments since the 1990s. The empirical focus is on the welfare-and-work nexus. The course analyses the development of labour market and family policies in Nordic countries, Continental Europe, Anglo-phone countries and East Asia.

**Teaching:** Courses in Social Policy follow the Teaching Model outlined on the following page: <https://www.lse.ac.uk/social-policy/Current-Students/teaching-in-the-department-of-social-policy> All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per

week when the course is running in the Michaelmas and/or Lent terms". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course.

The course will be delivered in Lent term.

**Formative coursework:** Seminar members will be expected to make presentations to the seminar, and submit a formative essay

**Indicative reading:**

- Bonoli, Giuliano, and Natali, David, eds. (2012) *The Politics of the New Welfare State*, Oxford: OUP.
- Castles, Frances G. et al., eds. (2010) *The Oxford Handbook of the Welfare State*, Oxford: OUP.
- Clasen, Jochen, and Clegg, Daniel, eds. (2013) *Regulating the Risk of Unemployment: National Adaptations to Post-Industrial Labour Markets in Europe*, Oxford: OUP.
- Kersbergen, Kees van and Vis, Barbara (2013) *Comparative Welfare State Politics: Development, Opportunities, and Reform*, Cambridge: CUP.
- Lewis, Jane (2009) *Work-Family Balance, Gender and Policy*, Cheltenham: Edward Elgar

**Assessment:** Essay (100%).

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## SP470

### Criminal Justice Policy

This information is for the 2022/23 session.

**Teacher responsible:** Professor Coretta Phillips OLD 2.28

**Availability:** This course is compulsory on the MSc in Criminal Justice Policy. This course is available with permission as an outside option to students on other programmes where regulations permit.

All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process:

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

Amongst non-Social Policy students, if there are places available, priority will be given to those on the Master of Laws and Master of Laws (extended part-time study).

**Course content:** The course provides a detailed and critical introduction to the study of criminal justice institutions, practices and participants.

It begins with an introduction to the nature of crime and contemporary criminal justice policy. It then examines the main elements of modern criminal justice systems (police, courts, prisons, probation, the media, and private security).

Special emphasis is given to current issues such as restorative justice and increasing rates of incarceration. The course combines up-to-date empirical work with theoretical perspectives and also emphasises the role of historical and comparative perspectives in understanding current trends.

**Teaching:** Courses in Social Policy follow the Teaching Model outlined on the following page: <https://www.lse.ac.uk/social-policy/Current-Students/teaching-in-the-department-of-social-policy> All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Michaelmas and/or Lent terms". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course.

The course will be delivered in Michaelmas and Lent term.

**Formative coursework:** MT - 2000 word formative essay and one-to-one feedback.

**Indicative reading:** Liebling, A., Maruna, S. and McAra, L. (eds.) (2017) *The Oxford Handbook of Criminology*. Sixth Edition. Oxford: Oxford University Press.  
Newburn, T. (2017) *Criminology*. Third Edition. London: Routledge.  
McLaughlin, E. and Newburn, T. (eds.) (2010) *The Sage Handbook*

of Criminological Theory. London: Sage.  
 Downes, D., Rock, P., and McLaughlin, E. (2016) *Understanding Deviance: A Guide to the Sociology of Crime and Rule-Breaking*. 7th Edition. Oxford: Oxford University Press.  
 Newburn, T. (ed.) (2009) *Key Readings in Criminology*. Cullompton: Willan Publishing.

**Assessment:** Essay (40%, 3000 words) in the LT.  
 Online assessment (60%).

The online assessment will consist of 12 questions of which students must answer 3.

## SP471 Half Unit Not available in 2022/23 Issues in Contemporary Policing

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Tim Newburn OLD 2.40a

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time), MSc in Criminal Justice Policy, MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

While not specifically counting towards a specialism on the LLM, this course would complement the following specialisms: Criminology and Criminal Justice, Legal Theory and Public Law.

**Pre-requisites:** Some familiarity with sociology and/or criminology would be an advantage, but is not a formal prerequisite. Anyone unfamiliar with criminology can find a full introduction to the subject in: Newburn, T. (2017) *Criminology*, London: Routledge, 3rd Edition

**Course content:** The flourishing sub-discipline of 'police studies' reflects the increasing centrality of policing in political debate and popular culture, and as a major concern of government policy. This course aims to familiarise students with the formidable volume of research knowledge that has now been built up. The course will enable students to understand the development and functioning of police organisations as well as providing them with an understanding of some of the key issues and debates affecting contemporary policing. The topics covered will include: the role and purposes of policing; the media and policing; governance and legitimacy; integrity and corruption; and policing and (in)equality.

**Teaching:** Courses in Social Policy will follow the Teaching Model which has been adopted by the Department of Social Policy during the period of the pandemic. This is outlined HERE: <https://www.lse.ac.uk/social-policy/Current-Students/teaching-in-the-department-of-social-policy>

This course will be taught through a combination of either a recorded lecture plus a follow-up Q and A session or a 'live' on-line lecture; and classes/seminars of 1-1.5 hours (with size and length of classes/seminars depending on social distancing requirements).

Further information will be provided by the Course Convenor in the first lecture of the course.

**Formative coursework:** Students will be required to write and submit two pieces of formative coursework. The first will be an essay outline - in effect an outline of an answer to a potential examination question, including a full introductory paragraph. The second will be a written assessment of a published book review - as the basis for the summative work to come.

**Indicative reading:**

- Bittner, E. (1990) *Florence Nightingale in pursuit of Willie Sutton*, in *Aspects of Police Work*, Boston: Northeastern University Press

- Bowling, B., Phillips, C. and Parmar, A. (2008) 'Policing ethnic minority communities' in Newburn, T. (ed) *Handbook of Policing*, Cullompton: Willan
- Dick, M., Silvestri, M. and Westmarland, L. (2013) *Women police; potential and possibilities for police*, in J. Brown (ed.) *The Future of Policing London*: Routledge
- Greer, C. and R. Reiner (2012): 'Mediated Mayhem' in M. Maguire et al *The Oxford Handbook of Criminology* Oxford University Press
- Newburn, T. (ed) (2008) *Handbook of Policing, Second Edition*, Cullompton: Willan
- Newburn, T. (ed) (2004) *Policing: Key Readings*, Cullompton: Willan
- Reiner, R. (2010) *The Politics of the Police*, Oxford: Oxford University Press
- Reiner, R. (2013) *Who Governs? Criminology and Criminal Justice* 13/2: 161-180
- Silver, A. (1967) 'The demand for order in civil society', in D.J. Bordua (ed) *The Police: Six Sociological Essays*, New York: Wiley

**Additional reading:**

- Banton, M. (1964) *The policeman in the community*, London: Tavistock
- Knuttson, J. and Tompson, L. (2017) *Advances in Evidence-based Policing*, London: Routledge
- Lum, C. and Koper, C. (2017) *Evidence-based policing: Translating theory into practice*, New York: OUP
- Skolnick, E. (1982) *From cop history to social history: The significance of police in American history*, *Journal of Social History*, 15, 575-91
- Newburn, T. (1999) *Understanding and preventing police corruption*, London: Home Office
- Reuss-Ianni, E. and Reuss-Ianni, F. (1983) *Street cops and management cops: the two cultures of policing*, in Punch, M. (ed) *Control in the Police Organization*, Cambridge: MIT Press
- Skolnick, J. (1994) *A Sketch of the policeman's working personality*, in *Justice Without Trial*, New York: Wiley
- Styles, J. (1987) *The emergence of the police - explaining police reform in eighteenth and nineteenth century England*, *British Journal of Criminology*, 27, 1, 15-22
- Zimring, F. (2017) *When Police Kill*, New York: OUP

**Assessment:** Essay (80%, 3000 words) in the LT.

Project (20%, 1000 words) in the MT.

The summative assessment will comprise a 3,000 essay involving a critical assessment of a minimum of two substantive issues covered in the course (80%), and a 1,000 word book review (20%).

## SP473 Half Unit Policing, Security and Globalisation

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Tim Newburn OLD 2.40a

Dr Johann Koehler OLD 2.59

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time), MSc in Criminal Justice Policy, MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is available as an outside option to students on other programmes where regulations permit.

All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

While not specifically counting towards a specialism on the LLM, this course would complement the following specialisms: Criminology and Criminal Justice, Legal Theory and Public Law.

**Pre-requisites:** Some familiarity with sociology and/or criminology would be an advantage, but is not a formal prerequisite. Anyone

unfamiliar with criminology can find a full introduction in: Newburn, T. (2017) *Criminology*, London: Routledge, 3rd Edition

**Course content:** The sub-discipline of police studies is now well-established and is flourishing. Whilst much traditional policing scholarship focuses on policing within particular societies, increasingly attention is turning to both international and comparative matters. Indeed, the social and economic changes associated with globalisation have affected policing as all else. This course will focus on transnational public and private policing, and on the issues and challenges that globalisation raises: from the policing of transitional societies and emergent democracies, the policing of migration, of public order, through to the study of new social movements seeking radical reform of policing and the provision of security.

**Teaching:** Courses in Social Policy follow the Teaching Model outlined on the following page: <https://www.lse.ac.uk/social-policy/Current-Students/teaching-in-the-department-of-social-policy> All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Michaelmas and/or Lent terms". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course.

The course will be delivered in Michaelmas term.

**Formative coursework:** Students are invited to prepare two pieces of formative coursework:

- The first piece of formative work will take the form of a short group presentation on 'policing developing democracies' that students will design and deliver before Reading Week.
- The second piece of formative work will take the form of essay outline - in effect an outline answer to the longer summative essay, including a full introductory paragraph.

**Indicative reading:**

- Bowling, B. and Sheptycki (2012) *Global Policing* London: Sage
- Brodeur, J-P (2010) *The Policing Web*, New York: OUP
- Goff, P.A. (2021) Perspectives on policing, *Annual Review of Criminology*, 54, 27-32
- Lum, C. (2021) Perspectives on policing, *Annual Review of Criminology*, 54, 19-25
- Newburn, T. (ed) (2008) *Handbook of Policing*, Second Edition, Cullompton: Willan (in process of updating)
- Newburn, T. (ed) (2004) *Policing: Key Readings*, Cullompton: Willan
- Reiner, R. (2010) *The Politics of the Police*, Fourth Edition, Oxford: Oxford University Press (new edition in 2017/18)

**Additional reading:**

- Andreas, P. and Nadelmann, E. (2006) *Policing the Globe: Criminalization and crime control in international relations*, New York: OUP
- Johnston, L. (2006) Transnational security governance, in Wood, J. and Dupont, B. (eds) *Democracy, Society and the Governance of Security*, Cambridge: CUP
- Nadelmann, E. (1993) *Cops across borders: the internationalisation of US law enforcement*. Pennsylvania State University Press
- Reiner, R. (1992/2004) Policing a postmodern society, in Newburn, T. (ed) *Policing: Key Readings*, Cullompton: Willan
- O'Malley, P. (1997/2004) Policing, politics and postmodernity, in Newburn, T. (ed) *Policing: Key Readings*, Cullompton: Willa
- Sheptycki, J. (1995) 'Transnational policing and the makings of a postmodern state'. *British Journal of Criminology*, 35:613-35
- Sheptycki, J. (1998). 'Policing, postmodernism and transnationalisation'. *British Journal of Criminology*. 38: 485-503
- Sheptycki, J (ed.) (2000) *Issues in Transnational Policing*. London: Routledge

**Assessment:** Essay (80%) and coursework (20%).

Essay (80%) & Coursework (20%, either as a group presentation or a 1,000-word book review)

## SP475 Half Unit

### Riots, Disorder and Urban Violence

**This information is for the 2022/23 session.**

**Teacher responsible:** Tim Newburn (OLD 240a)

**Availability:** This course is available on the LLM (extended part-time), LLM (full-time), MSc in Criminal Justice Policy, MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is available as an outside option to students on other programmes where regulations permit.

All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process.

<https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

**Pre-requisites:** Some familiarity with sociology and/or criminology would be an advantage, but is not a formal prerequisite. Anyone unfamiliar with criminology can find a full introduction to the subject in: Newburn, T. (2017) *Criminology*, London: Routledge, 3rd Edition.

**Course content:** This course focuses on urban or collective violence, or what more colloquially tend to be referred to as "riots". From Hong Kong and Santiago to the Gilets Jaunes in Paris and the uprisings in America after the death of George Floyd, this is a subject of great contemporary relevance. The course will consider the various approaches that have been taken to this subject – via history, psychology and sociology – and, focusing on particular examples, the course will examine some of the core issues in the field including: the causes of riots; psychological versus sociological explanations; the role of race/ethnicity; the impact of traditional and new social media on the nature and organisation of rioting; the role and changing nature of the policing of urban disorder; and how riots might be understood both historically and comparatively. The primary means of assessment will be via a research-based essay focusing on a single "riot".

**Teaching:** Courses in Social Policy follow the Teaching Model outlined on the following page: <https://www.lse.ac.uk/social-policy/Current-Students/teaching-in-the-department-of-social-policy> All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Michaelmas and/or Lent terms". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course.

The course will be delivered in Lent term.

**Formative coursework:** Students will be required to write and submit two pieces of formative coursework for assessment and peer feedback. The first will be an essay outline - in effect an outline of a answer to a potential examination question, including a full introductory paragraph. The second will be an outline of their intended case study. Both pieces of formative coursework will be shared via Moodle and all students will be encouraged to offer constructive feedback to each other as well, of course, as receiving feedback from the course director. Peer feedback will be utilised as a means of encouraging a degree of group work and collective endeavour among course participants.

**Indicative reading:**

- Baldassare, M. (1995) *The Los Angeles Riots: Lessons for the Urban Future*, Boulder: CO
- Bergenson, A. and Herman, M. (1998) Immigration, race and riot: The 1992 Los Angeles uprising, *American Sociological Review*, 63, 1, 39-54
- Body-Gendrot, S. and Savitch, H.V. (2012) Urban violence in the United States and France: comparing Los Angeles (1992) and Paris (2005), in John, P., Mossberger, K. and Clarke, S.E. (eds) *The Oxford Handbook of Urban Politics*, Oxford: Oxford University



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- Katz, M.B. (2008) Why don't American cities burn very often? *Journal of Urban History*, 34, 2, 185-208
- Moran, M. and Waddington, D. (2016) *Riots: An International Comparison*, Palgrave: Macmillan
- Newburn, T. (2015) The 2011 English riots in recent historical perspective, *British Journal of Criminology*, 55, 1, 375-392
- Newburn, T. (2021) The causes and consequences of urban riot and unrest, *Annual Review of Criminology*, 4, 57-71
- Reicher, S. (1996) The Crowd century: Reconciling practical success with theoretical failure, *British Journal of Social Psychology*, 35, 535-53
- Tilly, C. (2003) *The Politics of Collective Violence*, New York: Cambridge University Press
- Thompson, E. P. (1971). The moral economy of the English crowd in the eighteenth century, *Past & Present*, 50, 76-136
- Wacquant, L. (2007) *Urban Outcasts: A comparative sociology of urban marginality*, Cambridge: Polity Press

Further reading:

- Abu-Lughod, J.L. (2007) *Race, Space and Riots in Chicago*, New York and Los Angeles, New York: Oxford University Press
- Body-Gendrot, S. (2013) *Urban violence in France and England: comparing Paris (2005) and London (2011)*, *Policing and Society*, 23, 1, 6-25
- della Porta, D. (1995) *Social Movements, Political Violence and the State*, Cambridge: Cambridge University Press
- Gilje, P.A. 1996) *Rioting in America*, Bloomington: Indiana University Press
- Mason, P. (2013) *Why It's Still Kicking Off Everywhere*, London: Verso
- Newburn, T., Cooper, K., Deacon, R. and Diski, R. (2015) 'Shopping for Free?' Looting, consumerism and the 2011 riots, *British Journal of Criminology*, 55 (5): 987-1004
- Reicher, S. (1996) 'The Battle of Westminster': developing the social identity model of crowd behaviour in order to explain the initiation and development of collective conflict, *European Journal of Social Psychology*, 26, 115-134
- Scarman, Lord Justice (1982) *The Brixton Disorders*, Harmondsworth: Penguin
- Waddington, D., Jones, K. and Critcher, C. (1989) *Flashpoints: Studies in Public Disorder*, London: Routledge
- Waddington, D. and King, M. (2005) The disorderly crowd: From classical psychological reductionism to socio-contextual theory – The impact on public order policing strategies, *Howard Journal*, 44, 5, 490-503

**Assessment:** Coursework (80%) and presentation (20%).

The coursework (80%) will comprise a single summative essay offering an analytical case study of a modern riot and the remainder (20%) will comprise a short presentation at an end of term mini academic conference.

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## SP476 Half Unit

### Punishment and Penal Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Leonidas Cheliotis OLD 2.51

**Availability:** This course is available on the MSc in Criminal Justice Policy, MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is available as an outside option to students on other programmes where regulations permit. All Social Policy Courses are 'Controlled Access'. Please see the link below for further details on the allocation process. <https://info.lse.ac.uk/current-students/services/course-choice/controlled-access-courses>

**Pre-requisites:** None.

**Course content:** This course runs as a half-unit option, and explores punishment and penal policy from a range of comparative perspectives. Focusing on Anglophone jurisdictions and the rest of the world in equal measure, the course considers in depth a wide variety of historical and international comparative studies of punishment and penal policy, both from the field of criminology and beyond. In so doing, the course critically examines theoretical frameworks and empirical research on such issues as:

- the forms state punishment has assumed over time and in different national and regional contexts;
- the array and relative significance of the reasons why punishment and penal policy may develop, qualitatively as well as quantitatively, in particular ways at given historical junctures and in different jurisdictions;
- the relationship between political systems and punishment, with particular reference to processes of democratisation;
- the links between penal policy and different forms of economic organisation, from preindustrial capitalism to welfare capitalism and neoliberalism; and
- the role of punishment in society as explained through psychosocial theories and research

Thanks to its substantive foci and broad comparative approach, the course enhances provision in the School in the field of penology (e.g., the course 'Explaining Punishment: Philosophy, Political Economy, Sociology' (LL4CL), taught by Professors Lacey and Ramsay in the Law Department).

**Teaching:** Courses in Social Policy follow the Teaching Model outlined on the following page: <https://www.lse.ac.uk/social-policy/Current-Students/teaching-in-the-department-of-social-policy> All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Michaelmas and/or Lent terms". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course.

The course will be delivered in Lent term.

**Formative coursework:** Students will be expected to produce 1 essay in the LT.

Students will be required to submit a 1,500-word essay on one of the topics addressed in the course.

**Indicative reading:**

- Alexander, M. (2010) *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York and London: The New Press.
- Brown, M. (2009) *The Culture of Punishment: Prison, Society, and Spectacle*. New York and London: New York University Press.
- Dumm, T. L. (1987) *Democracy and Punishment: Disciplinary Origins of the United States*. Madison, WI: The University of Wisconsin Press.
- Garland, D. (1985) *Punishment and Welfare: A History of Penal Strategies*. Aldershot, UK: Gower.
- Gottschalk, M. (2014) *Caught: The Prison State and the Lockdown of American Politics*. Princeton, NJ: Princeton University Press.
- Karstedt, S. (ed.) (2009) *Legal Institutions and Collective Memories*. Oxford: Hart.
- Lacey, N. (2008) *The Prisoners' Dilemma: Political Economy and Punishment in Contemporary Democracies*. Cambridge: Cambridge University Press.
- McBride, K. (2007) *Punishment and Political Order*. Ann Arbor, MI: The University of Michigan Press.
- Reiner, R. (2007) *Law and Order: An Honest Citizen's Guide to Crime and Control*. Cambridge: Polity.
- Salvatore, R. D., Aguirre, C. and G. M. Joseph (eds) (2001) *Crime and Punishment in Latin America: Law and Society since Colonial Times*. Durham, NC: Duke University Press.

**Assessment:** Essay (100%).

An essay on one of the substantive topics covered in the course, from a defined list of questions.

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## SP498

### Criminal Justice Policy - Long Essay

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Anne West OLD 2.30 and Dr Michael Shiner OLD 2.34

**Availability:** This course is compulsory on the MSc in Criminal Justice Policy. This course is not available as an outside option. Those taking the course part-time must submit the dissertation in their second year.

**Course content:** The 10,000 word dissertation enables students to analyse in greater depth an issue relevant to their international social & public policy programme. You should discuss with your designated supervisor the selection of topic and its title. Your supervisor can advise about preliminary reading, methods and broad analytical approach; and comment on the draft version. At their discretion, supervisors may give additional advice and comments.

**Teaching:** Online workshops will be held in late MT and throughout LT for students taking SP498 (CJP Dissertation) and those taking SP499 (ISPP Dissertation) to support your Dissertation. Academic Mentors will provide regular supervision and feedback throughout the three terms (MT, LT and ST).

**Formative coursework:** The area of study is defined by the student, in consultation with their Academic Mentor. An Academic Mentor is appointed to supervise each student. Students will discuss an outline proposal with their Mentor and submit their outline to the Programme Support Office in the Lent Term. The Mentor will provide regular supervision and feedback.

**Assessment:** Dissertation (100%, 10000 words). Dissertations should be no more than 10,000 words in length, excluding notes and appendices and should be typed. They will be due in August.

## SP499

### Dissertation - International Social & Public Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Anne West OLD 2.30

**Availability:** This course is compulsory on the MSc in International Social and Public Policy, MSc in International Social and Public Policy (Development), MSc in International Social and Public Policy (LSE and Fudan), MSc in International Social and Public Policy (Migration), MSc in International Social and Public Policy (Non-Governmental Organisations) and MSc in International Social and Public Policy (Research). This course is not available as an outside option.

**Course content:** The 10,000 word dissertation enables students to analyse in greater depth an issue relevant to their international social & public policy programme. You should discuss with your designated supervisor the selection of topic and its title. Your supervisor can advise about preliminary reading, methods and broad analytical approach; and comment on the draft version. At their discretion, supervisors may give additional advice and comments.

Please note: Students on the Development, Migration or Non-Governmental Organisations ISPP streams are expected to complete dissertations on topics related to their stream, or they may not qualify for the stream Degree for which they are registered. Dissertations of students on the ISPP (Research) stream are required to be based on empirical quantitative or qualitative research, except by permission of the programme director.

**Teaching:** Online workshops will be held in late MT and throughout LT for students taking SP498 (CJP Dissertation) and those taking SP499 (ISPP Dissertation) to support your Dissertation. Academic Mentors will provide regular supervision and feedback throughout the three terms (MT, LT and ST).

**Formative coursework:** The area of study is defined by the student, in consultation with their Academic Mentor.

An Academic Mentor is appointed to supervise each student.

Students will discuss an outline proposal with their Mentor and submit their outline to the Programme Support Office in the Lent Term. The Mentor will provide regular supervision and feedback.

**Assessment:** Dissertation (100%, 10000 words) in August.

Dissertations should be no more than 10,000 words in length (100% of this unit), excluding the bibliography. They will be due in August.

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## ST405 Half Unit Multivariate Methods

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Yunxiao Chen

**Availability:** This course is available on the MPhil/PhD in Statistics, MSc in Data Science, MSc in Health Data Science, MSc in Marketing, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for all students that apply but that may not continue to be the case.

**Pre-requisites:** Students must have completed Further Mathematical Methods (MA212) and Probability, Distribution Theory and Inference (ST202).

**Course content:** An introduction to the theory and application of modern multivariate methods used in the Social Sciences: Multivariate normal distribution, principal components analysis, factor analysis, latent variable models, latent class analysis and structural equations models.

**Teaching:** This course will be delivered through a combination of computer workshops, lectures, and Q&A sessions, totalling a minimum of 28 hours across Lent Term. This course includes a reading week in Week 6 of Lent Term.

**Formative coursework:** Coursework assigned fortnightly and returned to students via Moodle with comments/feedback before the computer workshops.

**Indicative reading:**

- D J Bartholomew, F Steele, I Moustaki & J Galbraith, Analysis of Multivariate Social Science Data (2nd edition);
- D J Bartholomew, M Knott & I Moustaki, Latent Variable Models and Factor Analysis: a unified approach;
- C Chatfield & A J Collins, Introduction to Multivariate Analysis;
- B S Everitt & G Dunn, Applied Multivariate Data Analysis;
- K.V. Mardia, J.T. Kent and J.M. Bibby, Multivariate Analysis.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

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## ST409 Half Unit Stochastic Processes

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Umut Cetin

**Availability:** This course is compulsory on the MSc in Financial Mathematics and MSc in Quantitative Methods for Risk Management. This course is available on the MSc in Applicable Mathematics, MSc in Econometrics and Mathematical Economics, MSc in Operations Research & Analytics, MSc in Risk and Finance, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan), MSc in Statistics (Financial Statistics) (Research) and MSc in Statistics (Research).

This course is available with permission as an outside option to students on other programmes where regulations permit. This course has a limited number of places (it is controlled access) and demand is typically very high. Students for whom the course is not compulsory and who meet the necessary pre-requisites may be allocated a place, space permitting. Students must provide a statement explaining how they meet the pre-requisites when asking for a place.

**Pre-requisites:** Students must have completed Further Mathematical Methods (MA212).

Good undergraduate knowledge of distribution theory

**Course content:** A broad introduction to stochastic processes for postgraduates with an emphasis on financial and actuarial applications. The course examines Martingales, Poisson Processes, Brownian motion, stochastic differential equations and diffusion processes. Applications in Finance. Actuarial applications.

**Teaching:** This course will be delivered through a combination of classes, lectures and Q&A sessions totalling a minimum of 30 hours across Michaelmas Term. This course includes a reading week in Week 6 of Michaelmas Term.

**Indicative reading:** T Bjork, Arbitrage Theory in Continuous Time; T Mikosch, Elementary Stochastic Calculus; S I Resnick, Adventures in Stochastic Processes; B K Oksendal, Stochastic Differential Equations: An Introduction with Applications, D Williams, Probability with Martingales.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

## ST411 Half Unit

### Generalised Linear Modelling and Survival Analysis

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Anastasia Kakou

**Availability:** This course is compulsory on the MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available on the MPhil/PhD in Statistics, MSc in Data Science, MSc in Marketing, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan), MSc in Statistics (Financial Statistics) (Research) and MSc in Statistics (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for all students that apply but that may not continue to be the case.

**Pre-requisites:** Mathematics to the level of Mathematical Methods (MA100) and probability to the level of Probability, Distribution Theory and Inference (ST202). Some knowledge of linear regression.

**Course content:** An introduction to the theory and application of generalised linear models for the analysis of continuous, categorical and count data, and regression models for survival data. Topics include: general theory of regression and generalised linear models, linear regression, logistic regression for binary data, models for ordered and unordered (nominal) responses, log-linear models for count data and contingency tables, and models for survival (duration) data. The R software package will be used in computer workshops.

**Teaching:** This course will be delivered through a combination of classes, lectures and Q&A sessions, totalling a minimum of 20 hours across Michaelmas Term. This course includes a reading week in Week 6 of Michaelmas Term.

**Formative coursework:** Answers to questions based on theoretical and data analysis exercises can be submitted for formative feedback.

**Indicative reading:** Dobson, A.J. & Barnett, A.G. (2002) An Introduction to Generalised Linear Modelling. 2nd edition.

Chapman & Hall.

McCullagh, P. & Nelder, J.A. (1989) Generalized Linear Models. 2nd edition. Chapman & Hall.

Agresti, A. (2015) Foundations of Linear and Generalized Linear Models. Wiley [Available as electronic resource from LSE library].

Hosmer, D.W. & Lemeshow, S. (1999) Applied Survival Analysis, Regression Modeling of Time-to-Event Data. Wiley.

Long, J.S. and Freese, J. (2006) Regression Models for Categorical Dependent Variables Using Stata. 2nd edition. Stata Press.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

## ST416 Half Unit

### Multilevel Modelling

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Irini Moustaki

**Availability:** This course is available on the MSc in Health Data Science, MSc in Social Research Methods, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research).

This course is available with permission as an outside option to students on other programmes where regulations permit. Priority is given to students from the Departments of Statistics and Methodology, and those with the course listed in their programme regulations.

**Pre-requisites:** A knowledge of probability and statistical theory, including linear regression and logistic regression.

**Course content:** A practical introduction to multilevel modelling with applications in social research. This course deals with the analysis of data from hierarchically structured populations (e.g. student nested within classes, individuals nested within households or geographical areas) and longitudinal data (e.g. repeated measurements of individuals in a panel survey). Multilevel (random-effects) extensions of standard statistical techniques, including multiple linear regression and logistic regression, will be considered. The course will have an applied emphasis with computer sessions using appropriate software (e.g. Stata).

**Teaching:** This course will be delivered through a combination of lectures and computer classes totalling a minimum of 30 hours in Lent Term. This course includes a reading week in Week 6 of Lent Term.

**Formative coursework:** Coursework assigned fortnightly and returned to students via Moodle with comments/feedback before the computer lab sessions.

**Indicative reading:**

- T Snijders & R Bosker Multilevel Analysis: an Introduction to Basic and Advanced Multilevel Modelling, Sage (2011, 2nd edition);
- S Rabe-Hesketh & A Skrondal, Multilevel and Longitudinal Modeling using Stata, (Third Edition), Volume I: Continuous responses (plus Chapter 10 from Volume II, which is available free on the publisher's website). Stata Press (2012);
- H Goldstein, Multilevel Statistical Models, Arnold (2003, 3rd edition);
- S W Raudenbush & A S Bryk, Hierarchical Linear Models: Applications and Data Analysis Methods, Sage (2002).

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

## ST418 Half Unit Not available in 2022/23

### Non-Linear Dynamics and the Analysis of Real Time Series

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Leonard Smith PEL.4.01C

**Availability:** This course is available on the MSc in Applicable Mathematics, MSc in Econometrics and Mathematical Economics, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan), MSc in Statistics (Financial Statistics) (Research) and MSc in Statistics (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** It is recommended that students have completed Time Series (ST422).

**Course content:** An introduction to the analysis of actual time series observations of real-world processes. The course casts both modern nonlinear methods and more traditional linear methods in a geometric approach. It introduces the properties of nonlinear mathematical models, covers chaos and the dynamics of uncertainty, and demonstrates the fundamental limitations in applied analysis which arise from model inadequacy. Fundamental aspects of predictability are addressed. Decision support under uncertainty is considered, with examples of economic impacts of forecasting, including weather and climate. The student will leave with a toolkit for the analysis and modelling of real data, with insights into how to evaluate which methods to employ (linear/non-linear, deterministic/stochastic) in a given problem, how to interpret the results in context, and how to avoid over interpreting nice theorems in practical circumstances. Concrete applications in economics (price time series, electricity demand, energy futures) and environment (weather, climate) as well as analytically tractable illustration from mathematics are considered.

**Teaching:** 20 hours of lectures and 10 hours of computer workshops in the LT. 1 hour of lectures in the ST. Week 6 will be used as a reading week.

**Indicative reading:** K Beven, Environmental Modelling: An uncertain Future? Routledge (2009); H Kantz & T Schreiber, Non-linear Time Series Analysis; E Ott, T Sauer & J A Yorke (Eds), Coping with Chaos: Analysis of Chaotic Data and The Exploitation of Chaotic Systems; E Ott, Chaos in Dynamical Systems; R Tsay, Analysis of Financial Time Series; L.A. Smith, Chaos: A Very Short Introduction. Oxford University Press (2007)

**Assessment:** Exam (70%, duration: 2 hours) in the summer exam period.  
Project (30%) in the ST.

## ST422 Half Unit Time Series

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Wai-Fung Lam

**Availability:** This course is compulsory on the MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan) and MSc in Statistics (Financial Statistics) (Research). This course is available on the MSc in Applicable Mathematics, MSc in Data Science, MSc in Econometrics and Mathematical Economics, MSc in Financial Mathematics, MSc in Marketing, MSc in Operations Research & Analytics, MSc in Quantitative Methods for Risk Management, MSc in Statistics and MSc in Statistics (Research). This course is available with permission as an outside option to students on other programmes where regulations permit. This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for all students that apply but that may not continue to be the case.

**Pre-requisites:** Good undergraduate knowledge of statistics and probability. Previous programming experience is not required but students who have no previous experience in R must complete an online pre-sessional R course from the Digital Skills Lab before the start of the course (<https://moodle.lse.ac.uk/course/view.php?id=7745>).

**Course content:** A broad introduction to statistical time series analysis for postgraduates: what time series analysis can be useful for; autocorrelation; stationarity; causality; basic time series models: AR, MA, ARMA; ARCH and GARCH models for financial time series; trend removal and seasonal adjustment; invertibility;

spectral analysis; estimation; forecasting. We will also discuss nonstationarity and multivariate time series if time permits.

**Teaching:** This course will be delivered through a combination of classes, lectures and Q&A sessions totalling a minimum of 30 hours across Michaelmas Term. This course includes a reading week in Week 6 of Michaelmas. Exercises will be given out to do at home during Week 6.

**Formative coursework:** Weekly exercises will be given.

**Indicative reading:** Brockwell & Davis, Time Series: Theory and Methods; Brockwell & Davis, Introduction to Time Series and Forecasting; Box & Jenkins, Time Series Analysis, Forecasting and Control; Shumway & Stoffer, Time Series Analysis and Its Applications.

**Assessment:** Exam (80%, duration: 2 hours) in the summer exam period.

Coursework (20%) in the MT.

The course will be assessed by an examination (80%) and a coursework (20%) involving case studies which will be submitted in MT.

## ST425

### Statistical Inference: Principles, Methods and Computation

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Wicher Bergsma COL.6.06

**Availability:** This course is compulsory on the MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available on the MRes/PhD in Management (Marketing) and MSc in Social Research Methods. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** A knowledge of probability and statistics to the equivalent level of ST102 Elementary Statistical Theory.

Previous programming experience is not required but students who have no previous experience in R must complete an online pre-sessional R course from the Digital Skills Lab before the start of the course (<https://moodle.lse.ac.uk/course/view.php?id=7745>)

**Course content:** The course provides a comprehensive coverage of fundamental aspects of methods and principles in probability and statistics, as well as linear regression analysis. Real data illustrations with the statistical package R forms an integral part of the course, providing a hands-on experience in simulation and data analysis.

**Teaching:** This course will be delivered through a combination of classes, lectures and Q&A sessions totalling a minimum of 60 hours across Michaelmas Term. This course does not include a reading week, instead Week 11 will be used as a revision week.

**Formative coursework:** A pre-sessional self-study R course taking about 10 hours needs to be completed by the start of the term. Students will complete weekly assessed problem sheets. They will also complete R practice exercises following instructions from the weekly computing workshop.

**Indicative reading:** L. Wasserman, All of Statistics.

Y. Pawitan, In All Likelihood

K. Knight, Mathematical Statistics

A. Zuur et al., A Beginner's Guide to R. (Available online from LSE Library.)

N. Venables et. al., An Introduction to R (<http://cran.r-project.org/doc/manuals/R-intro.pdf>)

**Assessment:** Exam (85%, duration: 3 hours) in the January exam period.

Project (15%) in the MT.



## ST426 Half Unit Not available in 2022/23 Applied Stochastic Processes

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Erik Baurdoux COL 6.04

**Availability:** This course is available on the MSc in Financial Mathematics, MSc in Quantitative Methods for Risk Management, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan), MSc in Statistics (Financial Statistics) (Research) and MSc in Statistics (Research). This course is available as an outside option to students on other programmes where regulations permit.

**Course content:** This course builds on material discussed in ST409 (Stochastic Processes). In particular, elements of the general theory of semi-martingales will be covered and emphasis will be given on presenting a variety of models involving processes with general dynamics, including jumps. The theory will be applied to a range of topics in mathematical finance and insurance, as well as financial economics.

**Teaching:** 20 hours of lectures and 10 hours of seminars in the LT. 2 hours of lectures in the ST.

Week 6 will be used as a reading week; exercises will be given out to students to do at home.

**Formative coursework:** A set of coursework similar to the exercises that will appear in the exam will be assigned. Additional formative exercise will be available through Moodle.

**Indicative reading:** Brownian Motion and Stochastic Calculus. Ioannis Karatzas and Steve Shreve

Numerical Solution of Stochastic Differential Equations with Jumps in Finance. Eckhard Platten, Nicola Bruti-Liberati.

Essentials of Stochastic Finance: Facts, Models, Theory. Albert Shiryaev.

Stochastic Integration and Differential Equations. Phillip Protter.

Levy Processes in Finance: Pricing Financial Derivatives. Wim Schoutens

Fluctuations of Lévy Processes with Applications. Andreas Kyprianou

Selected papers from scientific journals.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

## ST429 Half Unit Statistical Methods for Risk Management

**This information is for the 2022/23 session.**

**Teacher responsible:** Daniela Escobar

**Availability:** This course is compulsory on the MSc in Quantitative Methods for Risk Management. This course is available on the Global MSc in Management, Global MSc in Management (CEMS MIM), Global MSc in Management (MBA Exchange), MSc in Data Science, MSc in Financial Mathematics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan) and MSc in Statistics (Financial Statistics) (Research). This course is available as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and demand is typically very high. Priority is given to students on the MSc in Quantitative Methods for Risk Management programme, students from outside this programme may not get a place.

**Pre-requisites:** Students must have completed Probability, Distribution Theory and Inference (ST202) and Stochastic Processes (ST302), or equivalent.

Previous programming experience would be helpful and students who have no previous experience in R must complete an online pre-sessional R course from the Digital Skills Lab before the start of the course (<https://moodle.lse.ac.uk/course/view.php?id=7745>).

**Course content:** This course covers fundamental definitions of loss functions involving risk factors and risk factor changes.

These concepts will be illustrated with examples of different value functions. For the quantitative analysis of the losses of a portfolio we introduce risk measures: General overview from variance to expected shortfall. We concentrate in highly important risk measures: Value at Risk (VaR) and Expected Shortfall (ES). Considering a portfolio we analyse the distribution and dependence between different risks. We cover multivariate models and Copula models: Sklar's Theorem, Fundamental copulas, Clayton copulas, Archimedean copulas, Dependence measures. As part of dimension reduction we also study Principal component analysis. Finally, we also look at the tail of the distributions and study extreme value theory.

**Teaching:** This course will be delivered through a combination of classes, lectures and Q&A sessions totalling a minimum of 30 hours during Michaelmas Term. This course includes a reading week in Week 6 of Michaelmas Term.

**Formative coursework:** A set of exercises which are similar to problems appearing in the exam will be assigned. A set of coding exercises which are similar to examples in computer lab sessions will be assigned.

**Indicative reading:** A.McNeil, R.Frey, P.Embrechts, Quantitative Risk Management: Concepts, Techniques, Tools; Princeton Series in Finance

**Assessment:** Exam (75%, duration: 2 hours) in the January exam period.

Project (25%) in the MT.

## ST433 Half Unit Computational Methods in Finance and Insurance

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Yufei Zhang

**Availability:** This course is compulsory on the MSc in Quantitative Methods for Risk Management. This course is available on the MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan), MSc in Statistics (Financial Statistics) (Research) and MSc in Statistics (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Students must have completed September Introductory Course (Financial Mathematics and Quantitative Methods for Risk Management) (MA400).

Any students who are taking ST433 as an optional course and who have not completed MA400 need to obtain permission from the lecturer by providing a statement explaining why and how they know the material covered in MA400.

**Course content:** The purpose of this course is to (a) develop the students' computational skills, (b) introduce a range of numerical techniques of importance in actuarial and financial engineering, and (c) develop the ability of the students to apply the theory from the taught courses to practical problems, work out solutions including numerical work, and to present the results in a written report.

Binomial and trinomial trees. Random number generation, the fundamentals of Monte Carlo simulation and a number of related issues. Finite difference schemes for the solution of ordinary and partial differential equations arising in insurance and finance. Numerical solutions to stochastic differential equations and their implementation. The course ends with an introduction to guidelines for writing a scholarly report/thesis.

**Teaching:** This course will be delivered through a combination of classes, lectures and Q&A sessions totalling a minimum of 32 hours across Lent Term.

**Formative coursework:** Weekly exercises and practicals are set and form the basis of the classes.

**Indicative reading:** N E Steenrod, P Halmos, M M Schiffer & J A Dieudonne, How to write mathematics (1973); D.J. Duffy, Finite Difference Methods in Financial Engineering: A Partial Differential



Equation Approach, Wiley; P. Glasserman, MonteCarlo Methods in Financial Engineering, Springer; P.E. Kloden and E. Platen, Numerical Solution of Stochastic Differential Equations, Springer. Further material will be specified during the course.

**Assessment:** Project (100%) in the ST.

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## ST436 Half Unit Financial Statistics

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Tengyao Wang

**Availability:** This course is compulsory on the MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan) and MSc in Statistics (Financial Statistics) (Research). This course is available on the MSc in Data Science and MSc in Quantitative Methods for Risk Management. This course is not available as an outside option.

This course has a limited number of places (it is controlled access) and demand is typically very high. If you have not completed the pre-requisites for this course (ST425 and ST422), you may be asked to take a test that checks your knowledge of some of the material in these pre-requisites, and your acceptance on the course may depend on your success in this test.

**Pre-requisites:** Students must have completed Statistical Inference: Principles, Methods and Computation (ST425) and Time Series (ST422).

**Course content:** The course covers key statistical methods and data analytic techniques most relevant to finance. Hands-on experience in analysing financial data in the "R" environment is an essential part of the course. The course includes a selection of the following topics: obtaining financial data, low- and high-frequency financial time series, ARCH-type models for low-frequency volatilities and their simple alternatives, predicting equity indices (case study), Markowitz portfolio theory and the Capital Asset Pricing Model, machine learning in financial forecasting, Value at Risk, simple trading strategies. The course ends with an extended case study involving making predictions of market movements in a virtual trading environment.

**Teaching:** This course will be delivered through a combination of classes and lectures totalling a minimum of 30 hours across Lent Term.

**Formative coursework:** Weekly marked problem sheets, with solutions discussed in class. Two marked case studies.

**Indicative reading:** Lai, T.L. And Xing H. (2008) Statistical Models and Methods for Financial Markets. Springer. Tsay, R. S. (2005) Analysis of Financial Time Series. Wiley. Ruppert, D. (2004) Statistics and Finance – an introduction. Springer. Fan, Yao (2003) Nonlinear Time Series. Hastie, Tibshirani, Friedman (2009) The Elements of Statistical Learning. Haerdle, Simar (2007) Applied Multivariate Statistical Analysis.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

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## ST439 Half Unit Not available in 2022/23 Stochastics for Derivatives Modelling

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Luciano Campi COL 5.04

**Availability:** This course is compulsory on the MSc in Quantitative Methods for Risk Management. This course is available on the MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan) and MSc in Statistics (Financial Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Students must have completed Stochastic Processes (ST409).

**Course content:** Valuation and hedging of derivative securities: general principles of mathematical finance; asset price models; static vs dynamic option pricing; connection with PDEs; exotic options; volatility derivatives; mean-variance hedging; Dupire's formula.

**Teaching:** 20 hours of lectures and 10 hours of seminars in the LT. Week 6 will be used as a revision week.

**Formative coursework:** Weekly homework will be set. Students are not expected to submit this homework but will go over the exercises in the following seminar with the lecturer.

**Indicative reading:** Steven Shreve, Stochastic Calculus for Finance II: Continuous-Time Models, Springer.

Selected papers from scientific journals.

Thorsten Rheinlander and Jenny Sexton, Hedging Derivatives, World Scientific.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

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## ST440 Half Unit Not available in 2022/23 Recent Developments in Finance and Insurance

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr George Tzougas COL 5.11

**Availability:** This course is available on the MSc in Financial Mathematics, MSc in Quantitative Methods for Risk Management, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan) and MSc in Statistics (Financial Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Students must have completed Stochastic Processes (ST409).

**Course content:** Recent developments in the theory of stochastic processes and applications in finance and insurance and their interface. A variety of topics will be chosen from: optimal hedging with special emphasis on new products and practical applications; regression methods for risk analysis and to forecast systemic risk (based on NASDAQ data, Yahoo Finance data and macro variables); regression models in life and non-life insurance. The workshops will focus on the use of programming language R for implementations based on real data. Some selected lectures will be given by practitioners in the finance and insurance fields.

**Teaching:** Week 8 will be devoted to students' presentations, using material which will have been provided in week 1 or 2; as well as to discuss in groups solutions to problems that will have been set in class.

Week 6 will be used as a reading week.

**Formative coursework:** A set of coursework similar to the exercises that will appear in the exam will be assigned as well as a mock exam.

**Indicative reading:** H. Foellmer and A. Schied: Stochastic finance. An introduction in discrete time. (3rd ed.), de Gruyter. Selected papers from scientific journals.

**Assessment:** Exam (90%, duration: 2 hours) in the January exam period.

Presentation (10%) in the MT Week 9.

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## ST442 Half Unit Not available in 2022/23 Longitudinal Data Analysis

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Fiona Steele COL 7.12

**Availability:** This course is available on the MSc in Health Data Science, MSc in Social Research Methods, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social

Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). In previous years we have been able to provide places for all students that apply but that may not continue to be the case.

**Pre-requisites:** A knowledge of probability and statistical theory, including linear regression and logistic regression.

**Course content:** A practical introduction to methods for the analysis of repeated measures data, including continuous and binary outcomes. Topics include: longitudinal study designs, models for two measurements, (random effects) growth curve models, marginal models, missing data, latent class models and dynamic (autoregressive) models. The course will have an applied emphasis with fortnightly computer classes using the Stata software.

**Teaching:** This course will be delivered through a combination of classes, lectures and Q&A sessions totalling a minimum of 30 hours across Lent Term. This year some of this teaching may be delivered through a combination of classes and flipped lectures delivered as short online videos. Week 6 will be used as a reading week.

**Formative coursework:** Coursework assigned fortnightly and returned to students with comments/feedback during the computer sessions.

**Indicative reading:**

- Singer JD, Willett JB. (2003) Applied Longitudinal Data Analysis: Modeling Change and Event Occurrence. New York: Oxford University Press. (Part I only).
- Rabe-Hesketh S, Skrondal A. (2012) Multilevel and Longitudinal Modeling Using Stata, Third Edition. Volume I: Continuous Responses. College Station, Texas: Stata Press.
- Hedeker D, Gibbons RD. (2006) Longitudinal Data Analysis. Hoboken, New Jersey: John Wiley & Sons, Inc.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

## ST443 Half Unit

### Machine Learning and Data Mining

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Tengyao Wang

**Availability:** This course is compulsory on the MSc in Data Science. This course is available on the MSc in Applied Social Data Science, MSc in Econometrics and Mathematical Economics, MSc in Geographic Data Science, MSc in Health Data Science, MSc in Quantitative Methods for Risk Management, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and demand is typically high. This may mean that you're not able to get a place on this course.

**Pre-requisites:** The course will be taught from a statistical perspective and students must have a very solid understanding of linear regression models

Students are not permitted to take this course alongside Algorithmic Techniques for Data Mining (MA429)

**Course content:** Machine learning and data mining are emerging fields between statistics and computer science which focus on the statistical objectives of prediction, classification and clustering and are particularly orientated to contexts where datasets are large, the so-called world of 'big data'. This course will start from the classical statistical methodology of linear regression and then build on this framework to provide an introduction to machine learning and data mining methods from a statistical perspective. Thus, machine learning will be conceived of as 'statistical learning',

following the titles of the books in the essential reading list. The course will aim to cover modern non-linear methods such as spline methods, generalised additive models, decision trees, random forests, bagging, boosting and support vector machines, as well as more advanced linear approaches, such as ridge regression, the lasso, linear discriminant analysis, k-means clustering, nearest neighbours.

**Teaching:** The first part of the course reviews regression methods and covers, logistic regression, linear and quadratic discriminant analysis, cross-validation, variable selection, nearest neighbours and shrinkage methods. The second part of the course introduces non-linear models and covers, splines, generalized additive models, tree methods, bagging, random forest, boosting, support vector machines, principal components analysis, k-means, hierarchical clustering.

This course will be delivered through a combination of classes, lectures and Q&A sessions totalling a minimum of 35 hours across Michaelmas Term. This course does not include a reading week, instead Week 11 will be used as a revision week.

**Formative coursework:** Students will be expected to produce 5 problem sets in the MT.

The problem sets will consist of some theory questions and data problems that require the implementation of different methods in class using a computer package.

**Indicative reading:** James, G., Witten, D., Hastie, T. and Tibshirani, R. An Introduction to Statistical Learning. Springer, 2017. Available online at <http://www-bcf.usc.edu/~gareth/ISL/>  
Hastie, T., Tibshirani, R. and Friedman, J. The Elements of Statistical Learning: Data Mining, Inference and Prediction. 2nd Edition, Springer, 2009. Available online at <http://statweb.stanford.edu/~tibs/ElemStatLearn/index.html>

**Assessment:** Exam (70%, duration: 2 hours) in the summer exam period.

Project (30%) in the MT Week 11.

## ST444 Half Unit

### Computational Data Science

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Yining Chen COL 7.06

**Availability:** This course is available on the MSc in Data Science, MSc in Econometrics and Mathematical Economics, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit. This course has a limited number of places (it is controlled access) and demand is typically high. This may mean that you're not able to get a place on this course.

**Pre-requisites:** Basic knowledge in calculus and linear algebra, as well as a first course in probability and statistics.

**Course content:** An introduction to the use of popular algorithms in statistics and data science, including (but not limit to) numerical linear algebra, optimisation, graph data and massive data processing, as well as their applications. Examples include least squares, maximum likelihood, principle component analysis, LASSO and graphical LASSO, PageRank, etc. Throughout the course, students will gain practical experience of implementing these computational methods in a programming language. Learning support will be provided for at least one programming language, such as R, Python or C++, but the choice of language supported may vary between years, depending on judged benefits to students, whether in terms of pedagogy or resulting skills. This year, the default choice is Python.

**Teaching:** This course will be delivered through a combination of classes/computer workshops/lectures/Q&A sessions totalling a minimum of 30 hours across Michaelmas Term. This course includes a reading week in Week 6 of Michaelmas Term.

Lectures will cover:

- (1) **Introduction:** overview of the topics to be discussed, how numbers are presented in memory, floating point arithmetic, stability of numerical algorithms
- (2) **Basic algorithms:** overview of different types of algorithms, Big-O notation, elementary complexity analysis, and their applications in data science
- (3) **Tools in optimisation:** convexity, bi-section, steepest descent, Newton's method, Quasi-Newton methods, stochastic gradient, coordinate descent, other related topics (e.g. stochastic search, ADMM)
- (4) **Tools in numerical linear algebra:** Gaussian elimination, Cholesky decomposition, LU decomposition, matrix inversion and condition, computing eigenvalues and eigenvectors, and their applications
- (5) **Other topics (if time permits):** graph data processing, massive data processing, Monte-Carlo methods, etc

**Formative coursework:** Students will be expected to produce 4 problem sets in the MT.

Bi-weekly exercises, involving computer programming and theory.

**Indicative reading:** Computational Statistics by Givens and Hoeting

Statistical computing in C++ and R by Eubank and Kupresanin

Foundations of Data Science by Blum, Hopcroft and Kannan

Introduction to Algorithms by Cormen, Leiserson, Rivest and Stein

The Art of R Programming: A Tour of Statistical Software Design by Matloff

Think Python: How to Think Like a Computer Scientist by Downey

**Assessment:** Exam (70%, duration: 2 hours) in the summer exam period.

Coursework (30%).

## ST445 Half Unit

### Managing and Visualising Data

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Christine Yuen

**Availability:** This course is compulsory on the MSc in Data Science and MSc in Health Data Science. This course is available on the MSc in Applied Social Data Science, MSc in Geographic Data Science, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and demand is typically very high. Priority is given to students for whom the course is compulsory; as well as students in the Department of Statistics where the course is listed as an option in their programme regulations, students on the MSc in Applied Social Data Science, and students on the MSc in Geographic Data Science. Students from outside these programmes may not get a place.

**Pre-requisites:** Students who have no previous experience in Python are required to take an online pre-sessional Python course from the Digital Skills Lab (<https://moodle.lse.ac.uk/course/view.php?id=7696>).

**Course content:** The focus of the course is on the fundamental principles and best practices for data manipulation and visualisation. The course is based on using Python as the primary programming language and various software packages. The first five weeks will focus on data manipulation which covers the basic concepts such as data types and data models. Students learn how to create data model instances, load data into them, and manipulate and query data. The course will cover data structures for scientific computing and their manipulation through the Python package NumPy, and high-level data structures and functions for working with structured or tabular data through the Python

package Pandas. We will cover the basic concepts of relational data models and SQL query language for creating and querying database tables.

The last five weeks focus on data visualisation starting with the exploratory data analysis using various statistical plots. We will explain visualisations used for evaluation of binary classifiers such as receiver operating curve plots and precision recall plots. We will explain the principles of some dimensionality reduction methods used for visualisation of high-dimensional data points, starting with classical methods such as multidimensional scaling to more recent methods such as stochastic neighbour embedding. We will discuss the basic principles of graph data visualisation methods and different graph data layouts. The data visualisations will be materialised in code using Python packages such as Matplotlib, Seaborn, and various scikit-learn modules.

**Teaching:** 20 hours of lectures and 15 hours of seminars in the MT.

This course will be delivered through a combination of classes, lectures and Q/A sessions totalling a minimum of 35 hours in Michaelmas Term. This course includes a reading week in Week 6 of Michaelmas Term.

Students are required to install Python on their own laptops and use their own laptops in the seminar sessions.

**Formative coursework:** Students will be expected to produce 8 problem sets in the MT.

**Indicative reading:**

- McKinney, W., Python for Data Analysis, 2nd Edition, O'Reilly 2017
- Muller, A. C. and Guido, S., Introduction to Machine Learning with Python, O'Reilly, 2016
- Geron, A., Hands-on Machine Learning with Scikit-Learn & TensorFlow, O'Reilly, 2017
- Ramakrishnan, R. and Gehrke, J., Database Management Systems, 3rd Edition, McGraw Hill, 2002
- Obe, R. and Hsu, L., PostgreSQL Up & Running, 3rd Edition, O'Reilly 2017
- Robinson, I., Webber, J. and Eifrem, E., Graph Databases, 2nd Edition, O'Reilly 2015
- Murray, S., Interactive Data Visualisation for the Web, O'Reilly, 2013
- Matplotlib, <https://matplotlib.org>
- Seaborn: statistical data visualization <https://seaborn.pydata.org>
- Sci-kit learn, Machine learning in Python, <http://scikit-learn.org>

**Assessment:** Project (80%) in the LT.

Continuous assessment (20%) in the MT.

Students are required to hand in solutions to 2 problem sets, each accounting for 10% of the final assessment (20% in total). In addition, there will be a take-home exam (80%) in the form of a final project in which they will demonstrate the ability to manage data and visualise it through effective statistical graphics using principles they have learnt on the course.

## ST446 Half Unit

### Distributed Computing for Big Data

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Milan Vojnovic COL 5.05

**Availability:** This course is available on the MSc in Applied Social Data Science, MSc in Data Science, MSc in Econometrics and Mathematical Economics, MSc in Geographic Data Science, MSc in Health Data Science, MSc in Operations Research & Analytics, MSc in Quantitative Methods for Risk Management, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research).

This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and demand is typically high. This may mean that you are not able to get a place on this course. The MSc in Data Science students

are given priority for enrolment in this course.

**Pre-requisites:** Basic knowledge of Python or some other programming knowledge is desirable.

**Course content:** The course covers basic principles of systems for distributed processing of big data including distributed file systems; distributed computation models such as Mapreduce, resilient distributed datasets, and distributed dataflow graph computations; structured querying over large datasets; graph data processing systems; stream data processing systems; scalable machine learning algorithms for classification, regression, collaborative filtering, topic modelling and other tasks. The course enables students to learn about the principles and gain hands-on experience in working with the state of the art computing technologies such as Apache Spark, a general engine for large-scale data processing, and Apache TensorFlow, a popular software library for (distributed) learning of deep neural networks. Through weekly exercises and course project work, student can gain experience in performing data analytics tasks on their laptops and cloud computing platforms.

For more information, please see the course handout: <http://lse-st446.github.io>

**Teaching:** This course will be delivered through a combination of classes, and lectures and Q&A sessions totalling a minimum of 35 hours across Lent Term. This course includes a reading week in Week 6 of Lent Term.

**Formative coursework:** Students will be expected to produce 10 problem sets in the LT.

Eight of the weekly problem sets will represent formative coursework. The other two will represent summative assessment.

**Indicative reading:**

- Karau, H., Konwinski, A., Wendell, P. and Zaharia, M., Learning Spark: Lightning-fast Data Analysis, O'Reilly, 2015
- Karau, H. and Warren, R., High Performance Spark: Best Practices for Scaling & Optimizing Apache Spark, O'Reilly, 2017
- Drabas, T. and Lee D., Learning PySpark, Packt, 2016
- White, T., Hadoop: The Definitive Guide, O'Reilly, 4th Edition, 2015
- Apache Spark Documentation <https://spark.apache.org/docs/latest>
- Apache TensorFlow Documentation <https://www.tensorflow.org>

**Assessment:** Project (80%) in the LT.

Continuous assessment (10%) in the LT Week 4.

Continuous assessment (10%) in the LT Week 9.

Two of the problem sets submitted by students weekly will be assessed (20% in total). Each problem set will have an individual mark of 10% and submission will be required in LT Weeks 4 and 9. In addition, there will be a take-home exam (80%) in the form of a group project in which they will demonstrate their ability to apply and evaluate distributed computing methods and tools for processing big data for a dataset of their choice.

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## ST447 Half Unit Data Analysis and Statistical Methods

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Qiwei Yao

**Availability:** This course is compulsory on the MSc in Data Science, MSc in Health Data Science and MSc in Operations Research & Analytics. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is NOT available on the following programmes: MSc in Statistics, MSc in Statistics (Research), MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Social Statistics), MSc in Statistics (Social Statistics) (Research) or LSE-Fudan Double Master's in Financial Statistics and Chinese Economy.

This course has a limited number of places (it is controlled access) and demand is typically high. This may mean that you're not able to get a place on this course.

**Pre-requisites:** Basic knowledge in calculus and linear algebra, as

well as a course in probability and statistics equivalent to ST102. Students who have no previous experience in R are required to take on an online pre-sessional R course from the Digital Skill Lab (<https://moodle.lse.ac.uk/course/view.php?id=7745>).

**Course content:** This course covers most frequently used statistical methods for data analysis. In addition to the standard inference methods such as parameter estimation, hypothesis testing, linear models and logistic regression, it also covers Monte Carlo methods, bootstrap, EM-algorithm, permutation tests, regression based on local fitting, causal inference and false discovery rates. The software R constitutes an integral part of the course, providing hands-on experience of data analysis.

**Teaching:** This course will be delivered through a combination of classes, lectures and Q&A sessions totalling a minimum of 30 hours across in Michaelmas Term. This course includes a reading week in Week 6 of Michaelmas Term.

**Formative coursework:** Students will be expected to produce 5 exercises in the MT.

The bi-weekly exercises enable students to learn about the different methods of statistics and data analysis. They also provide students the opportunities to implement statistical methods in R.

**Indicative reading:** All of Statistics, by Larry Wasserman, Springer. Data Analysis and Graphics using R: an Example-based Approach, by John Maindonald and John Braun, Cambridge University Press.

**Assessment:** Exam (85%, duration: 2 hours) in the January exam period.

Project (15%) in the MT.

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## ST448 Half Unit Not available in 2022/23 Insurance Risk

**This information is for the 2022/23 session.**

**Teacher responsible:** Daniela Escobar

**Availability:** This course is available on the MSc in Financial Mathematics, MSc in Quantitative Methods for Risk Management, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan) and MSc in Statistics (Financial Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

The course is available with permission when students meet requirement on pre-requisites.

**Pre-requisites:** Students must have completed Stochastic Processes (ST302) and Probability, Distribution Theory and Inference (ST202).

Good undergraduate understanding of distribution theory and stochastic processes. ST202, ST302 or their equivalent.

**Course content:** A self-contained introduction to insurance risk analysis. Starting from classical actuarial modelling of insurance risk, utility theory with optimal forms of insurance from the insured's and from the insurer's point of view are analysed. Pareto-optimal risk exchanges are introduced. Standard schemes of reinsurance are introduced and analysed. The individual and collective model are introduced to understand the aggregated claim process and approximate it. There is an emphasis in the compound Poisson process and therefore a detailed description of the Poisson process is explained. In the second part of the course we cover Ruin theory for an insurance company and capital requirement are studied. Heavy tail distributions and the extreme value theory are introduced. We solve reinsurance problems in a scheme with aggregated claims. Finally, we study closed-form solutions of the ruin probability as we also approximate it using R.

**Teaching:** 20 hours of lectures and 10 hours of seminars in the MT.

Week 6 will be used as a reading week.

**Formative coursework:** Students will be expected to produce 6 problem sets in the MT.

**Indicative reading:** Kaas, R., Goovaerts, M., Dhaene, J., & Denuit, M. Modern actuarial risk theory: using R  
Thomas Mikosch, Non-Life Insurance Mathematics



Ragnar Norberg, Non-life Insurance Mathematics (Lecture notes)  
Pauline Barrieu, Luca Albertini, The Handbook of Insurance-Linked Securities

**Assessment:** Exam (70%, duration: 2 hours) in the summer exam period.

Project (30%) in the LT.

## ST449 Half Unit Artificial Intelligence

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof. Zoltan Szabo (COL.5.14)

Homepage: <https://zoltansz.github.io/>

**Availability:** This course is available on the MSc in Applied Social Data Science, MSc in Data Science, MSc in Econometrics and Mathematical Economics, MSc in Health Data Science, MSc in Management of Information Systems and Digital Innovation, MSc in Quantitative Methods for Risk Management, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit. This course has a limited number of places (it is controlled access) and demand is typically high. This may mean that you are not able to get a place on this course. MSc in Data Science students are given priority for enrollment in this course.

**Course content:** The course provides a broad overview on fundamental concepts and algorithms of artificial intelligence systems, with focus on search methods, knowledge representation, game playing, logical and probabilistic reasoning, supervised learning and reinforcement learning. We use state-of-the-art data science and artificial intelligence Python libraries and tools to translate the studied principles and methods into practice, and to gain hands-on experience in data analysis.

- **Introduction:** aims, history, rational actions, and agents.
- **Simple uninformed search methods:** graph search, tree-like search, best-first search, breadth-first search, uniform search, depth-first search, limited depth-1st search, iterative deepening search.
- **Advanced informed search methods:** more sophisticated heuristic search algorithms, A\* search, local search, hill-climbing search, simulated annealing, local beam search, genetic algorithm, conditional plan, AND-OR search, belief states.
- **Game playing:** adversarial search, the minimax algorithm and its shortcomings, improving minimax using alpha-beta pruning, Type A (wide) and Type B (deep) strategies, stochastic games, EXPECTIMAX search.
- **Constrained satisfaction problems (CSPs):** standardising search problems to a common format, backtracking algorithm for CSPs, heuristics for improving the search for a solution, constraint propagation and consistency, solving Sudoku.
- **Knowledge representation and logical reasoning:** representation of common sense knowledge, inference and knowledge representation schemes, propositional logic, syntax, semantics and entailment.
- **Probabilistic reasoning:** representing knowledge in uncertain domain, graphical models, Bayesian networks, statistical inference in Bayesian networks.
- **Supervised learning:** learning from examples, hypothesis space, loss and risk, model selection, regularization, linear regression and classification, logistic regression, kernel machines, multilayer perceptron and the backpropagation algorithm.
- **Reinforcement learning:** reinforcement learning problem formulation by using Markov Decision Processes, dynamic programming, Bellman optimality solution, simple tabular solution methods.

**Teaching:** 20 hours of lectures and 15 hours of classes in the MT. This course will be delivered through a combination of lectures and

classes totalling a minimum of 35 hours across Michaelmas Term. This course includes a reading week in Week 6 of Michaelmas Term.

**Formative coursework:** Students will be expected to produce 10 problem sets in the MT.

**Indicative reading:**

- Stuart Russell, Peter Norvig. Artificial Intelligence: A Modern Approach. 4th edition, Pearson, 2020. [<http://aima.cs.berkeley.edu/>]
- David Poole, Alan Mackworth. Artificial Intelligence: Foundations of Computational Agents, 2nd Edition, Cambridge University Press, 2017. [<https://artint.info/>]
- Kevin Murphy. Probabilistic Machine Learning. 2021-2022. [<https://probml.github.io/pml-book/>]
- Christopher M. Bishop. Pattern Recognition and Machine Learning. Springer-Verlag, 2007. [<https://www.microsoft.com/en-us/research/people/cmbishop/prml-book/>]
- Aston Zhang, Zachary C. Lipton, Mu Li, and Alexander J. Smola. Dive into Deep Learning, 2021. [<http://d2l.ai/>]
- Ian Goodfellow, Yoshua Bengio and Aaron Courville. Deep Learning, MIT Press, 2016. [<https://www.deeplearningbook.org/>]
- Richard S. Sutton, Andrew G. Barto. Reinforcement Learning: An Introduction. 2nd edition, MIT Press, 2018. [<http://incompleteideas.net/book/the-book.html>]
- TensorFlow, An Open Source Software Library for Machine Intelligence. [<http://www.tensorflow.org>]
- Jake VanderPlas. Python Data Science Handbook. O'Reilly Media, Inc., 2017. [<https://www.oreilly.com/library/view/python-data-science/9781491912126/>], <https://jakevdp.github.io/PythonDataScienceHandbook/>]
- Mark Lutz. Learning Python, 5th Edition. O'Reilly Media, Inc., 2013. [<https://www.oreilly.com/library/view/learning-python-5th/9781449355722/>]

**Assessment:** Project (80%) in the MT.

Continuous assessment (10%) in the MT Week 4.

Continuous assessment (10%) in the MT Week 9.

Two problems sets submitted by students are assessed (20% in total). In addition, there is a graded take-home research project (80%) which is completed by students in groups, in which they demonstrate the ability to apply and train an appropriate model to a specific problem and dataset using principles they have learnt in the course.

## ST450 Advanced Lectures on Special Topics in Statistics

**This information is for the 2022/23 session.**

**Course content:** Seminar series. Please refer to Departmental web page for details. <http://www.lse.ac.uk/statistics/home.aspx>

**Teaching:** 20 hours of seminars in the LT.

## ST451 Half Unit Bayesian Machine Learning

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Konstantinos Kalogeropoulos

**Availability:** This course is available on the MSc in Applied Social Data Science, MSc in Data Science, MSc in Econometrics and Mathematical Economics, MSc in Health Data Science, MSc in Quantitative Methods for Risk Management, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and demand is typically very high. Priority is given to Department of Statistics students and those with the course listed in their programme regulations.

**Pre-requisites:** Basic knowledge in probability in statistics via a course such as the ST202 Probability Distribution Theory and Inference or an equivalent course; Previous programming experience is not required but students who have no previous experience in Python must complete an online pre-sessional Python course from the Digital Skills Lab before the start of the course (<https://moodle.lse.ac.uk/course/view.php?id=7696>)

**Course content:** The course sets up the foundations and covers the basic algorithms covered in probabilistic machine learning. Several techniques that are probabilistic in nature are introduced and standard topics are revisited from a Bayesian viewpoint. The module provides training in state-of-the-art methods that have been applied successfully for several tasks such as natural language processing, image recognition and fraud detection. The first part of the module covers the basic concepts of Bayesian Inference such as prior and posterior distribution, Bayesian estimation, model choice and forecasting. These concepts are also illustrated in real world applications modelled via linear models of regression and classification and compared with alternative approaches.

The second part of the module introduces and provides training in further topics of probabilistic machine learning such as Graphical models, mixtures and cluster analysis, Variational approximation, advanced Monte Carlo sampling methods, sequential data and Gaussian processes. All topics are illustrated via real-world examples and are contrasted against non-Bayesian approaches.

**Teaching:** This course will be delivered through a combination of classes, lectures and Q&A sessions totalling a minimum of 35 hours across the Lent Term. This course does not include a reading week and will be concluded by the end of week 10 of Lent Term.

Syllabus:

- Bayesian inference concepts: Prior and posterior distributions, Bayes estimators, credible intervals, Bayes factors, Bayesian forecasting, Posterior Predictive distribution.
- Linear models for regression: Linear basis function models, Bayesian linear regression, Bayesian model comparison.
- Linear models for classification: Probabilistic generative models, Probabilistic discriminative models, The Laplace approximation, Bayesian logistic regression.
- Variational inference, Variational linear and logistic regression.
- Graphical models: Bayesian networks, Conditional independence, Markov random fields.
- Mixture models and Clustering: Clustering, Mixtures, The EM algorithm.
- Sampling methods: Basic sampling algorithms, Markov chain Monte Carlo, Gibbs sampling
- Sequential data: Markov models, Hidden Markov models, Linear dynamical systems.
- Gaussian processes : Bayesian Non-Parametrics, Gaussian processes for regression and classification.

**Formative coursework:** Students will be expected to produce 10 problem sets in the LT.

10 problem sets in LT to prepare students for both summative assessment components. They will include theoretical exercises, targeting for learning outcomes a and b, as well as computer-based assignments (for learning outcome c) that will need to be presented in suitable form for the purposes of learning outcome d. Additionally, mostly related to learning outcome b, students will be encouraged to share and compare their responses in some challenging parts of the problem sets, through the use of dedicated Moodle forums.

**Indicative reading:**

- C. M. Bishop, Pattern Recognition and Machine Learning, Springer 2006
- K. Murphy, Machine Learning: A Probabilistic Perspective, MIT Press, 2012
- S. Rogers and M. Girolami, A First Course in Machine Learning,

Second Edition, Chapman and Hall/CRC, 2016

- D. J. C. MacKay, Information Theory, Inference and Learning Algorithms, Cambridge University Press, 2003
- D. Barber, Bayesian Reasoning and Machine Learning, Cambridge University Press 2012

**Assessment:** Exam (50%, duration: 2 hours) in the summer exam period.

Project (50%) in the ST.

## ST452 Half Unit

### Probability and Mathematical Statistics I

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Umut Cetin

**Availability:** This course is available on the MSc in Quantitative Methods for Risk Management. This course is available with permission as an outside option to students on other programmes where regulations permit.

The availability as an outside option requires a demonstration of sufficient background in mathematics and statistics. Prior training on basic concepts of real analysis providing experience with formal proofs, sequences, continuity of functions, and calculus and is at the discretion of the instructor.

**Course content:** This course provides theoretical and axiomatic foundations of probability and mathematical statistics. In particular, the following topics will be covered:

1. Measure spaces; Caratheodory extension theorem; Borel-Cantelli lemmas.
2. Random variables; monotone-class theorem; different kinds of convergence.
3. Kolmogorov's 0-1 law; construction of Lebesgue integral.
4. Monotone convergence theorem; Fatou's lemmas; dominated convergence theorem.
5. Expectation;  $L^p$  spaces; uniform integrability.
6. Characteristic functions; Levy inversion formula; Levy convergence theorem; CLT.
7. Principle and basis for statistical inference: populations and samples, decision theory, basic measures for estimators.
8. Estimation: U and V statistics, unbiased estimators, MVUE, MLE.
9. Hypothesis testing: Neyman-Pearson lemma, UMP, confidence sets.
10. Product measures; conditional expectation.

**Teaching:** This course will be delivered through a combination of classes, lectures and Q&A sessions totalling a minimum of 30 hours across Michaelmas Term. This course includes a reading week in Week 6 of Michaelmas Term.

**Formative coursework:** Students will be expected to produce 9 problem sets in the MT.

Weekly problem sets that are discussed in subsequent seminars. The coursework that will be used for summative assessment will be chosen from a subset of these problems.

**Indicative reading:**

- 1 Williams, D. (1991). Probability with Martingales. Cambridge University Press.
- 2 Durrett, R. (2019). Probability: Theory and Examples. Cambridge Series in Statistical and Probabilistic Mathematics.
- 3 Shao, J. (2007). Mathematical Statistics. Springer Texts in Statistics.
- 4 Keener, R. (2010). Theoretical Statistics. Springer Texts in Statistics.

**Assessment:** Exam (70%, duration: 2 hours, reading time: 10 minutes) in the summer exam period.

Coursework (30%) in the MT.

Three of the homework problem sets will be submitted and marked as assessed coursework.

## ST453 Half Unit Probability and Mathematical Statistics II

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Konstantinos Kardaras

**Availability:** This course is available on the MSc in Quantitative Methods for Risk Management. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Probability and Mathematical Statistics I is a pre-requisite.

**Course content:** This course provides instruction in advanced topics in probability and mathematical statistics, mainly based on martingale theory. It is a continuation of Probability and Mathematical Statistics I. The following topics will in particular be covered:

- 1 Conditional expectation revisited; linear regression; martingales and first examples.
- 2 Concentration inequalities; dimension reduction; log-Sobolev inequalities.
- 3 Martingale transforms; optional sampling theorem; convergence theorems.
- 4 Sequential testing; backwards martingales; law of large numbers; de Finetti's theorem.
- 5 Markov chains; recurrence; reversibility; foundations of MCMC.
- 6 Ergodic theory.
- 7 Brownian motion; quadratic variation; stochastic integration.
- 8 Stochastic differential equations; diffusions; filtering.
- 9 Bayesian updating; Ergodic diffusions; Langevin samplers.
- 10 Brownian bridge; empirical processes; Kolmogorov-Smirnov statistic.

**Teaching:** This course will be delivered through a combination of classes, lectures and Q&A sessions totalling a minimum of 30 hours across Lent Term. This course includes a reading week in Week 6 of Lent Term.

**Formative coursework:** Students will be expected to produce 9 problem sets in the LT.

Weekly problem sets that are discussed in subsequent seminars. The coursework that will be used for summative assessment will be chosen from a subset of these problems.

**Indicative reading:**

- 1 Williams, D. (1991). Probability with Martingales. Cambridge University Press.
- 2 Durrett, R. (2019). Probability: Theory and Examples. Cambridge Series in Statistical and Probabilistic Mathematics.
- 3 Karatzas, I, Shreve S. (1991). Brownian motion and Stochastic Calculus. Springer GTM.
- 4 Shao, J. (2007). Mathematical Statistics. Springer Texts in Statistics.
- 5 Keener, R. (2010). Theoretical Statistics. Springer Texts in Statistics.

**Assessment:** Exam (70%, duration: 2 hours, reading time: 10 minutes) in the summer exam period.

Coursework (30%) in the LT.

Three of the homework problem sets will be submitted and marked as assessed coursework.

## ST454 Half Unit Applied spatio-temporal analysis

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Sara Geneletti Inchauste Col 5.07

**Availability:** This course is available on the MSc in Data Science, MSc in Health Data Science, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available with permission as an outside option to students on other

programmes where regulations permit.

The course will require the use of computers so students must have a laptop.

**Pre-requisites:** Students must have completed Elementary Statistical Theory (ST102).

Basic knowledge in probability and a first course in statistics such as ST102 or equivalent probability distribution theory and inference. Basic knowledge R or an equivalent programming language required. Students who do not have prior knowledge of R will be required to take an R module with the Digital Skills Lab.

**Course content:** The course is a hands-on introduction and development of the analysis of Bayesian spatial and spatio-temporal models with focus on data sets and application. The main topics will be spatio-temporal data, Bayesian models for spatio-temporal data, Integrated nested Laplace approximations, analysing spatio-temporal models using R-INLA a special package specifically designed for Bayesian spatio-temporal models. Throughout the course there will be practical examples from epidemiology, public health and social science which will involve data analysis.

**Teaching:** This course will be delivered using a combination of lectures, seminars and Q&A sessions totalling a minimum of 33 hours in the Lent Term. Week 6 will be used as a reading week.

The course will cover the following  
Spatio-temporal data: what is it and why is it useful?

Basics of the R programming language

Bayesian methods

- Bayes Theorem
- Prior and posterior distributions
- MCMC methods
- Integrated Nested Laplace Models
- Regression (including GLMs)
- Hierarchical Models

Spatio-temporal modelling

- Spatial models including areal data, ecological regression and spatial prediction
- Spatio-temporal models including disease mapping

Bayesian software

- R - INLA
- JAGS

**Formative coursework:** There will be 5 Moodle quizzes to guide students through some of the more complex analyses.

**Indicative reading:** Spatial and Spatio-temporal Bayesian models with R-INLA: Marta Blangiardo and Michela Cameletti  
Data analysis and regression using multilevel/hierarchical models: Andrew Gelman and Jennifer Hill

**Assessment:** Project (20%, 2500 words) in the LT Week 6.

Presentation (30%, 1500 words) in the LT Week 11.

Project (50%, 6000 words) in the ST Week 2.

## ST455 Half Unit Reinforcement Learning

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr Chengchun Shi COL5.11

**Availability:** This course is available on the MSc in Applicable Mathematics, MSc in Applied Social Data Science, MSc in Data Science, MSc in Geographic Data Science, MSc in Health Data Science, MSc in Management of Information Systems and Digital Innovation, MSc in Operations Research & Analytics, MSc in Quantitative Methods for Risk Management, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research).

This course is available with permission as an outside option to students on other programmes where regulations permit.

MSc Data Science students will be given priority for enrollment in this course.

**Pre-requisites:** The course requires some mathematics, in



particular some use of vectors and some calculus. Basic knowledge of computer programming is expected. Knowledge of Python is useful.

**Course content:** This course is about reinforcement learning, covering the fundamental concepts of reinforcement learning framework and solution methods. The focus is on the underlying methodology as well as practical implementation and evaluation using software code. The course will cover the following topics:

- 1 Introduction – course overview
- 2 Foundations of reinforcement learning – Markov decision process, Bellman optimality equation, the existence of optimal stationary policy
- 3 Dynamic programming and Monte Carlo methods – policy evaluation, policy improvement, policy iteration, value iteration based on dynamic programming, and Monte Carlo methods for reinforcement learning, including Monte Carlo estimation and Monte Carlo control
- 4 Temporal difference learning – temporal difference learning, temporal difference prediction, Sarsa, Q-learning and n-step temporal difference predictions, TD( $\lambda$ ).
- 5 On-policy prediction and control with approximation – types of function approximators (value and action-value function approximator), gradient based methods for value function prediction, convergence guarantees with linear function approximator, and semi-gradient n-step Sarsa
- 6 Q-learning type algorithms with function approximation – q-learning with linear function approximator, fitted q-iteration, deep q-network, double deep q-learning, convergence analysis
- 7 Policy gradient methods – policy approximation, REINFORCE, actor-critic methods that combine policy function approximation with action-value function approximation
- 8 Trust-region policy optimization – monotonic improvement guarantee, trust-region policy optimization
- 9 Batch off-policy evaluation – importance sampling-based method, doubly robust method, marginalized importance sampling, double reinforcement learning
- 10 Batch policy optimisation – recent advances in offline reinforcement learning algorithms

**Teaching:** 20 hours of lectures and 15 hours of classes in the LT. This course will be delivered through a combination of classes and lectures totalling a minimum of 35 hours in Lent Term. This course includes a reading week in Week 6 of Lent Term.

**Formative coursework:** Students will be expected to produce 8 problem sets in the LT.

**Indicative reading:**

- Puterman, M. L. (1994). Markov decision processes: discrete stochastic dynamic programming. John Wiley & Sons. <https://onlinelibrary.wiley.com/doi/book/10.1002/9780470316887>
- Sutton, R. S., & Barto, A. G. (2018). Reinforcement learning: An introduction. MIT press. <http://incompleteideas.net/book/RLbook2020.pdf>
- OpenAI Gym, <https://gym.openai.com/>

**Assessment:** Project (80%), continuous assessment (10%) and continuous assessment (10%) in the LT.

Two of the problem sets submitted by students weekly will be assessed (20% in total). Each problem set will have an individual mark of 10% and submission will be required in LT Weeks 4 and 7. In addition, there will be a take-home exam (80%) in the form of a group project in which they will demonstrate the ability to apply and evaluate different reinforcement learning algorithms.

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## ST456 Half Unit Deep Learning

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Milan Vojnovic COL5.05

**Availability:** This course is available on the MSc in Applicable Mathematics, MSc in Applied Social Data Science, MSc in Data Science, MSc in Geographic Data Science, MSc in Health Data Science, MSc in Management of Information Systems and Digital

Innovation, MSc in Operations Research & Analytics, MSc in Quantitative Methods for Risk Management, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research).

This course is available with permission as an outside option to students on other programmes where regulations permit.

MSc Data Science students will be given priority for enrollment in this course.

**Pre-requisites:** The course requires some mathematics, in particular some use of vectors and some calculus. Basic knowledge of computer programming is expected, mainly Python.

**Course content:** This course is about deep learning, covering fundamental concepts of deep learning and neural networks, design of neural network architectures, optimisation methods for training neural networks, and neural networks design for particular purposes such as image recognition, sequence modelling, natural language processing and generative models. The course will cover the following topics:

- 1 Introduction – course overview
- 2 Introduction to neural networks – single-layer networks, linear discriminant functions, XOR problem, perceptron, multi-layer perceptron, perceptron learning criteria, perceptron learning algorithm, feedforward neural network architecture
- 3 Optimisation algorithms – empirical loss function minimisation, gradient descent algorithm, stochastic gradient descent algorithm
- 4 Advanced optimisation algorithms – adaptive learning rates, momentum, backpropagation, dropout
- 5 Convolutional neural networks (CNNs) – principles and basic operations of convolutional neural networks, LeNet example
- 6 Modern convolutional neural networks – understanding principles of some modern CNN architectures, including AlexNet, VGGNet, NiN, GoogleNet, ResNet, and DenseNet
- 7 Recurrent neural networks (RNNs) – RNN models, training RNNs, gated RNNs, GRU, LSTM, Deep RNNs, bidirectional RNNs, vector to sequence models using RNNs
- 8 Sequence to sequence models – machine translation tasks, encoder-decoder architecture, attention mechanisms, transformer
- 9 Autoencoders – introduction to autoencoders, linear factor models, PCA and probabilistic PCA, sparse coding, autoencoders, variational autoencoders
- 10 Generative adversarial networks (GANs) – introduction to GANs, GAN architecture and training, Wasserstein GANs, Wasserstein GANs with gradient penalty

**Teaching:** 20 hours of lectures and 15 hours of classes in the LT. This course will be delivered through a combination of classes, and lectures and Q&A sessions totalling a minimum of 35 hours across Lent Term. This course includes a reading week in Week 6 of Lent Term.

**Formative coursework:** Students will be expected to produce 8 problem sets in the LT.

**Indicative reading:**

- Ian Goodfellow, Yoshua Bengio and Aaron Courville, Deep Learning, MIT Press, 2016, <https://www.deeplearningbook.org/>
- Aston Zhang, Zachary C. Lipton, Mu Li, and Alexander J. Smola, Dive into Deep Learning, <https://d2l.ai/>
- TensorFlow – An end-to-end open source machine learning platform, <https://www.tensorflow.org/>

**Assessment:** Project (80%) in the LT.

Continuous assessment (10%) in the MT Week 4.

Continuous assessment (10%) in the MT Week 9.

Two of the problem sets submitted by students weekly will be assessed (20% in total). Each problem set will have an individual mark of 10% and submission will be required in LT Weeks 4 and 9. In addition, there will be a take-home exam (80%) in the form of a group project in which they will demonstrate their ability to develop and evaluate neural network algorithms for solving a prediction or classification task of their choice.

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**ST457 Half Unit****Graph Data Analytics and Representation Learning**

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof. Zoltan Szabo (COL.5.14)

Homepage: <https://zoltansz.github.io/>

**Availability:** This course is available on the MSc in Data Science, MSc in Geographic Data Science, MSc in Health Data Science, MSc in Operations Research & Analytics, MSc in Quantitative Methods for Risk Management, MSc in Statistics, MSc in Statistics (Financial Statistics), MSc in Statistics (Financial Statistics) (LSE and Fudan), MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research), MSc in Statistics (Social Statistics) and MSc in Statistics (Social Statistics) (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access) and the demand can be high. This means that you might not be able to get a place on this course. MSc in Data Science students are given priority for enrollment in this course.

**Pre-requisites:** No particular course is required as pre-requisite. The course requires basic knowledge of linear algebra, calculus, probability, (un)supervised learning, and programming experience in Python (used throughout the classes). Familiarity with notions such as vector, matrix, matrix-vector multiplication, inner product and distance of vectors, transpose and inverse of a matrix, eigenvalue, eigenvector, derivative of a function, probability mass/density function, some formulation of regression, classification and clustering is beneficial.

**Course content:** Graphs are among the most widely-used data structures in machine learning. Their power comes from the flexibility of capturing relations (edges) of collections of entities (nodes) which arise in a variety of contexts including economic, communication, transportation, citation, social, neuron, computer, or particle networks, knowledge, scene or code graphs, molecules or 3D shapes. Graphs naturally generalize unstructured vectorial data and structured data such as time series, images or bags of entities. The goal of this course is to provide an overview of the fundamental computational methods leveraging this additional relational structure and leading to improved prediction. We will cover examples and techniques for node classification (which can be applied for example to determine whether a user is a bot, to classify the topic of papers, or to determine the function of proteins), link prediction (for instance to recommend content on online platforms, to complete knowledge graphs, or to predict drug side-effects), clustering and community detection (for example to determine collaborating communities in citation networks, or to reveal fraudulent groups of users in financial transaction networks), graph classification / regression / clustering (for instance to predict the toxicity or the solubility of molecules, or to detect malicious computer programs) and graph generation (e.g. for drug discovery or material design).

We will cover the following topics:

- 1 types and representation of graphs, examples of prototype tasks tackled,
- 2 basic graph statistics for node classification, neighborhood overlap statistics for link prediction, PageRank,
- 3 spectral methods,
- 4 traditional dimensionality reduction techniques,
- 5 learning node embeddings, encoder-decoder framework, factorization-based methods, random walk embeddings,
- 6 extension of node embeddings to multi-relational data, knowledge graphs,
- 7 node embedding with graph neural networks (GNNs), message passing framework, extension to graph-level embedding,
- 8 practical hints for GNNs, relation to approximate graph isomorphism tests,
- 9 R-convolution framework, graph kernels based on bag of structures and information diffusion,
- 10 generative graph models: Erdos-Renyi model, stochastic block model, preferential attachment model, generative adversarial

network-based techniques.

**Teaching:** 20 hours of lectures and 15 hours of classes in the LT. This course will be delivered through a combination of lectures and classes totalling a minimum of 35 hours across Lent Term. This course includes a reading week in Week 6 of Lent Term.

**Formative coursework:** Students will be expected to produce 10 problem sets in the LT.

**Indicative reading:**

1 William L. Hamilton. Graph Representation Learning. Morgan and Claypool, 2020. [[https://www.cs.mcgill.ca/~wlh/grl\\_book/](https://www.cs.mcgill.ca/~wlh/grl_book/)]

2 Karsten Borgwardt, Elisabetta Ghisu, Felipe Linares-Lopez, Leslie O'Bray, and Bastian Rieck. Graph kernels: State-of-the-art and future challenges. Foundations and Trends in Machine Learning, 13(5-6):531-712, 2020. [<https://www.nowpublishers.com/article/Details/MAL-076>, <https://ieeexplore.ieee.org/document/9307216>, <https://arxiv.org/abs/2011.03854>]

3 Mark Newman. Networks. Oxford University Press, 2018.

[<https://global.oup.com/academic/product/networks-9780198805090?cc=gb&lang=en&>]

**Assessment:** Project (80%) in the LT.

Continuous assessment (10%) in the LT Week 4.

Continuous assessment (10%) in the LT Week 9.

Two problems sets submitted by students will be assessed (20% in total). In addition, there will be a graded take-home research project (80%) which will be completed by the students individually, in which they will demonstrate the ability to apply and train an appropriate model to a specific problem and dataset using principles they have learnt in the course.

**ST498****Capstone Project**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Marcos Barreto (course co-ordinator). A project supervisor will be identified during MT.

**Availability:** This course is compulsory on the MSc in Data Science. This course is not available as an outside option.

**Course content:** The capstone is a collaborative project, providing students with the opportunity to work in groups studying in depth a topic of specific interest. The topic will normally relate to a specific data source or sources and will require the use of data science skills learnt on the programme. The topic for a capstone project will be similar to that for the kinds of data-based issues faced in practice by private or public sector organisations.

The capstone project is conducted in partnership with a company partner and is jointly supervised by the LSE faculty and company partner collaborators. The capstone project partner proposes a data science research project, potentially provides access to data, and engages through participation in joint meetings that are either online or onsite. The capstone project may require students to spend some time on company partner's premises, for example, to have access to data.

The capstone project requires creative work in formulating research questions and hypotheses, identifying most suited methodology, referring to research literature, and analysing data sources using data science computing technologies.

**Teaching:** A topic and project supervisor will be identified during MT. Supervisors will provide formal advice from the end of MT until two weeks after the end of ST. Project partners will engage with students in weekly or bi-weekly meetings, agreed at convenience of both sides. The students are expected to be proactive in communicating with and asking for technical support from their partners and LSE supervisor.

The students should attend all planned meetings (proposals presentation, kick-off meeting with partners, and all-hands meetings) and deliver a draft report (some date in May) and a final report (some date in August). They should also attend all meetings with the partner and engage with the agreed activities.

**Formative coursework:** Formative assessment is via informal feedback from supervisors on the project report and contributions

to the project as an individual contributor and team member. Other courses on the MSc programme will also provide a range of formative assessments of relevance to the outcomes of this project.

**Indicative reading:**

- J. Burke, M. Dempsey. Undertaking capstone projects in education: a practical guide to students. Routledge, 2022.
- J. Poulin, S. Kauffman, T. Ingersoll. Social work capstone projects: demonstrating professional competencies through applied research. Springer, 2021.
- J. Chong, Y. Chang. How to lead in data science. Manning, 2021.
- M. Braschler, T. Stadelmann, K. Stockinger. Applied data science. Springer, 2019.
- M. Carey. The social work dissertation: using small-scale qualitative methodology. 2nd edition, Open University Press, 2013.
- D. Patil. Building data science teams. O'Reilly, 2011.

**Assessment:** Project (100%) in August.

Maximum page limit of 50 single-sided sheets of A4 (minimum font size of 11pt and line spacing 1.5).

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## ST499

### Dissertation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Tengyao Wang and Dr Konstantinos Kalogeropoulos

**Availability:** This course is compulsory on the MSc in Statistics (Financial Statistics) (Research), MSc in Statistics (Research) and MSc in Statistics (Social Statistics) (Research). This course is not available as an outside option.

**Course content:** Independent project work on a subject chosen by the student.

**Assessment:** Dissertation (100%) in August. (50 page limit).

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# **Executive Taught Master's Course Guides**



**EC452E Half Unit****Applying Behavioural Economics for Social Impact: Design, Delivery and Policy**

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Nava Ashraf 32L.3.18

Director of Research, Marshall Institute

**Availability:** This course is compulsory on the Executive MSc in Social Business and Entrepreneurship. This course is not available as an outside option.

**Course content:** This course delivers insights from cutting edge research in psychology and economics, and asks students to use these insights to design solutions to significant social challenges. Students learn how to diagnose, design, deliver, and rigorously test products and services using the principles of behavioural economics and the methods of field experimentation.

The course begins by describing the principle of coproduction: outcomes in health, education and similar fields are not simply given to end-users, but are produced by end-users themselves, interacting with supply-side factors. Drawing on the insights from behavioural economics and using qualitative methods, students learn how to diagnose end-user needs, preferences and behaviour. The course then explores how the psychological aspects of behaviour can be combined with the tools and structure of economics to induce behaviour change and improve outcomes, including the challenge of setting prices and designing incentives. Throughout the course there is emphasis upon the critical importance of effective measurement in the context of the social sector, where traditional market feedback mechanisms are typically absent and where mission-driven leaders' evaluation of organisational impact can itself be subject to cognitive bias and distortion. Appropriate measurement in turn informs improvements in diagnosis and design. This emphasis on appropriate measurement reinforces students' learning in earlier modules of the programme, where they will be introduced to the principles and concepts of rigorous social impact evaluation. The course concludes by exploring policy impact and how research can be translated into policy action. Real world case studies are used at every stage of the course.

This course is relevant to all those who wish to improve the effectiveness of social interventions and programmes across a range of diverse fields, whether such interventions are administered through the state or, increasingly, through private philanthropy and social entrepreneurship.

**Teaching:** Ten sessions of three hours each, delivered across two modules (teaching blocks).

**Formative coursework:** Formative assessment will be through short case questions written by students on the basis of lecture/seminars.

**Indicative reading:** There is no single textbook for the course. For an introduction to the field of behavioural economics, students should consult Nudge: Improving Decisions About Health, Wealth, and Happiness by Richard Thaler and Cass Sunstein (2009, Penguin) and Thinking, Fast and Slow, by Daniel Kahneman (2012, Penguin).

Other indicative readings are:

- Ashraf, N., Bandiera, O. and Jack, B.K. 2014. "No margin, no mission? A field experiment on incentives for public service delivery." *Journal of Public Economics* 120 (December): 1-17
- Ashraf, N., Camerer, C. F. and Loewenstein, G. 2005. "Adam Smith, Behavioral Economist." *Journal of Economic Perspectives* 19(3): 131-145.
- Glennerster, R. and Takavarasha, K. 2013. *Running randomized evaluations: a practical guide*. Princeton: Princeton University Press.
- Hirschman, A 1997. *The passions and the interests: political arguments for capitalism before its triumph* (20th anniversary edition). Princeton: Princeton University Press.
- Kamenica, E. 2012. "Behavioral Economics and Psychology of Incentives." *Annual Review of Economics* 4(1): 427-452.

Further readings relevant to specific case studies will be provided during the course.

**Assessment:** Take-home assessment (85%) and class participation (15%).

Assessment will be through a take home exam (85%) and class participation (15%).

**FM405E Half Unit****Fixed Income Securities and Credit Markets**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Peter Kondor

**Availability:** This course is available on the MSc in Finance (part-time). This course is not available as an outside option.

**Pre-requisites:** Students must have completed FM422E and FM423E.

**Course content:**

- Interest rate modelling and derivatives
- Credit risk
- Credit derivatives and risk management

This course provides a thorough grounding in recent developments in fixed income securities pricing, hedging and portfolio management.

By the end of the course, the students will be familiar with the fixed income state of the art business practice and a variety of topics including (i) an analysis of the main products traded in the credit markets, such as government and corporate bonds, bond options, swaps, caps, floors, swaptions, callable, puttable and convertible bonds, and an analysis of the main credit derivatives such as total-return swaps, spread options and credit default swaps; (ii) the specific tools used in the industry practice to evaluate and hedge these products, which range from no-arbitrage trees and the calibration of yield curve derivatives to the main tools used to monitor and manage credit risk; (iii) the process of securitization, with particular reference to collateralized default obligations and mortgage-based securities.

**Teaching:** 30 hours of lectures in the MT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

**Indicative reading:** The primary source for this course is a comprehensive set of Lecture Notes, tutorials and case studies and the main reference is Pietro Veronesi: *Fixed Income Securities*, (Wiley 2010).

**Assessment:** Continuous assessment (100%).

**FM406E Half Unit****Topics in Portfolio Management**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Michela Verardo

**Availability:** This course is available on the MSc in Finance (part-time). This course is not available as an outside option.

**Pre-requisites:** Students must have completed Corporate Finance (FM422E) and FM423E.

**Course content:**

- Portfolio optimization and the Black-Litterman model
- Dynamic Investment Strategies
- Selecting and Monitoring Portfolio Managers: Mutual funds and hedge funds
- Transactions Costs and Liquidity Risk

The course covers a wide range of topics in portfolio management, with a strong focus on empirical applications. The first part of the course reviews the basics of portfolio theory and develops the Black-Litterman approach to portfolio optimization. The second part of the course introduces students to the implementation of several dynamic investment strategies and to the estimation of their performance; portfolio strategies include size, value,

momentum, betting-against-beta, and quality-minus-junk. The third part of the course focuses on selecting and monitoring portfolio managers, with particular emphasis on the identification of selectivity, allocation, and timing skills for mutual funds and hedge funds. The last part of the course examines trading costs and liquidity risk, as well as their impact on the profitability of investment strategies. The course is based on recent empirical studies and applied exercises using financial data.

**Teaching:** 30 hours of lectures in the MT.

**Formative coursework:** Regular coursework will be completed, handed in and marked as part of formative assessment for this course.

**Indicative reading:** A study pack will include lecture notes and case studies. All relevant articles will be made available during the course. Useful references are: *Investments*, by Z. Bodie, A. Kane, and A. Marcus, McGraw-Hill Irwin; *Modern portfolio theory and investment analysis*, by E. J. Elton, M. J. Gruber, S. J. Brown, and W. N. Goetzmann, Wiley Press; *Modern investment management*, by Bob Litterman and the Quantitative Resource Group, GSAM, Wiley Press.

**Assessment:** Continuous assessment (100%) in the MT.

## FM407E Half Unit Mergers, Buyouts and Corporate Restructurings

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Vicente Cufiàt

**Availability:** This course is available on the MSc in Finance (part-time). This course is not available as an outside option.

**Pre-requisites:** Students must have completed FM422E and FM423E.

**Course content:**

- Financial Analysis of Firms and Corporate Transactions
- Mergers, Acquisitions and Leveraged Buyouts
- Distress, Bankruptcy and Corporate Restructuring

This course covers advanced topics in Corporate Finance. It focuses on the strategy, valuation and execution of corporate deals. In particular, the first part of the course covers mergers, divestitures, partial-divestitures (e.g. equity carve outs) and leveraged buyouts. The second part of the course provides a framework of analysis for the resolution of financial distress and bankruptcy. Each of the topics introduced in this course covers both institutional details and results of relevant academic research. It is furthermore supported by case studies.

**Teaching:** 30 hours of lectures in the MT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

**Formative coursework:** Regular courseworks will be completed, handed in and marked as part of formative assessment for this course.

**Indicative reading:** A course pack will be distributed that includes case studies as well as additional readings such as textbook chapters, and practitioner articles.

**Assessment:** Continuous assessment (100%) in the MT.

## FM408E Half Unit Financial Engineering

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jean-Pierre Zigrand

**Availability:** This course is available on the MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance (part-time), MSc in Finance and Economics, MSc in Finance and Economics (Work Placement Pathway), MSc in Finance and Private Equity and MSc in Finance and Private Equity

(Work Placement Pathway). This course is not available as an outside option.

**Pre-requisites:** Students must have completed FM422/FM422E Corporate Finance and FM423/FM423E Asset Markets, or FM436 Financial Econometrics.

Students will be expected to show some familiarity with calculus (including stochastic calculus) and statistics

**Course content:** This course provides a thorough grounding in the theory and practice of financial engineering. The emphasis is on the application of derivatives pricing and hedging methodology to equity, FX, commodities, volatility and correlation trading strategies, and to structured products. We study selected case studies in order to gain a better understanding of their practical, sometimes live, usage. We also implement the models numerically in R and VBA.

**Teaching:** 30 hours of lectures in the LT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive. There will be extra introductory lessons on the mathematical concepts required and on R coding tailored to the course.

**Indicative reading:** Based on a set of extensive lecture notes.

No one book covers the material of the entire course. Books recommended include *The Volatility Surface: A Practitioner's Guide*, 2nd Edition, by Jim Gatheral, and *The Volatility Smile* by Derman, Miller and Park. Background reading can be found in *Volatility: Practical Options Theory* by Adam Iqbal, *Derivatives Markets* by Robert McDonald or *Options, Futures and Other Derivatives* by John Hull.

**Assessment:** Continuous assessment (100%) in the LT.

## FM409E Half Unit Risk Management in Financial Markets

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Christian Julliard

**Availability:** This course is available on the MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance (part-time), MSc in Finance and Economics, MSc in Finance and Economics (Work Placement Pathway), MSc in Finance and Private Equity and MSc in Finance and Private Equity (Work Placement Pathway). This course is not available as an outside option.

**Pre-requisites:** Students must have completed Corporate Finance (FM422/E) and Asset Markets (FM423/E).

**Course content:**

- Hedging in equity and fixed income markets
- Market Risk, Value at Risk and Expected Shortfall
- Endogenous Risk and Limits to Arbitrage
- Credit risk and structured products

The aim of this course is to offer an introduction to the analysis and management of risk within financial markets. The course develops a conceptual framework for thinking about financial risk and shows how these concepts are implemented in practice in a variety of contexts. First, the course offers an overview of risk management in the context of portfolios of fixed income securities and derivatives. Next, we discuss the implementation and the merits of Value at Risk measures. We will spend some time on endogenous risk and limits to arbitrage. In the context of credit risk we will cover ratings based and structural models, as well as credit risk on portfolios and credit derivatives. Throughout, the course spends a significant amount of time on practical applications of the theories that are introduced. Limitations of current approaches are also discussed.

**Teaching:** 30 hours of lectures in the LT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

**Formative coursework:** Problem sets. In addition, students will have the opportunity to present the results of a case study to the class.

**Indicative reading:** Course readings will vary from year to year depending upon the topics covered. The main reference is: John C. Hull, *Risk Management and Financial Institutions*, Wiley, 2015, 4th edition.

Additional useful references are: Michel Crouhy, Dan Galai and Robert Mark, *Risk Management*, McGraw-Hill, 2001. Philippe Jorion, *Value at Risk*, McGraw-Hill, 2007, 3rd edition. Jon Danielsson, *Financial Risk Forecasting*, Wiley, 2011. John C. Hull, *Options, Futures and Other Derivatives*, Pearson, 2012, 8th edition. Darrell Duffie and Ken Singleton, *Credit Risk*, Princeton University Press, 2003.

**Assessment:** Continuous assessment (100%) in the LT.

## FM414E Half Unit

### Private Equity, Venture Capital and Entrepreneurial Finance

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Ashwini Agrawal and Prof Juanita Gonzalez-Uribe

**Availability:** This course is available on the MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway) and MSc in Finance (part-time). This course is not available as an outside option.

**Pre-requisites:** Students must have completed FM422/FM422E Corporate Finance and FM423/FM423E Asset Markets. This course cannot be combined with FM414 or FM476.

**Course content:**

- Evaluating and executing Private Equity Deals
- Business Plans, Venture Capital, and Entrepreneurial Finance
- Private Equity as an asset class and the private equity landscape

The course provides a study of the theoretical frameworks and practical problems that arise in private equity (PE). The course content will be roughly split between venture capital/entrepreneurial financing and leveraged debt/buyout transactions. We will study how private equity funds are raised and structured. We will then examine how PE capital is deployed for investments in various types of firms, such as start-ups, growth firms, and companies facing financial distress. Finally, we will study how private equity investors exit their investments. The course will also cover the various types of financial instruments used in private equity, and we will provide frameworks to evaluate the short and long-run performance of private equity as an asset class.

**Teaching:** 30 hours of seminars in the LT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

**Formative coursework:** Each week there will typically be a formative or summative case study assignment.

**Indicative reading:** Ulf Axelson, Tim Jenkinson, Per Strömberg, and Michael S. Weisbach. *Leverage and Pricing in Buyouts: An Empirical Analysis*. August 28, 2007; Steven N. Kaplan and Per Strömberg. *Leveraged Buyouts and Private Equity*, Social Science Research Network, June 2008; Cendrowski, Harry. *Private Equity: Governance and Operations Assessment*. Hoboken: John Wiley & Sons. 2008; Lerner, Joshua. *Venture Capital and Private Equity: A Casebook*. New York: John Wiley & Sons. 2000; Acharya V V; Franks J R & Servaes H (2007) "Private Equity: Boom and Bust?" *Journal of Applied Corporate Finance*, 19(4) , Fall 2007, 44-53.

**Assessment:** Continuous assessment (100%) in the LT.

## FM422E

### Corporate Finance

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Amil Dasgupta  
Professor Dirk Jenter

**Availability:** This course is compulsory on the MSc in Finance (part-time). This course is not available as an outside option.

**Pre-requisites:** Aimed at people with a good undergraduate degree and good quantitative skills, with some knowledge of economics.

**Course content:**

- Financing
- Valuation

This core course provides a broad introduction to the key issues in corporate finance. The first half of the course, the Financing Module, investigates how companies should finance their activities by issuing securities (debt, equity, and convertible claims) and the interaction of business policy with financial policy. The aim is to understand what factors determine optimal capital structure and how the interplay of these factors can affect financing decisions in a way that creates value. The second half of the course, the Valuation Module, covers firm and project valuation and establishes how companies should select among investable assets. The module focuses on fundamental valuation techniques based on discounting future cash flows. The course goes on to introduce further valuations methods, such as real options analysis, as well as key applications of valuation concepts to major corporate decisions such as mergers and acquisition and initial public offerings. The course interweaves key conceptual material with a series of cases.

**Teaching:** 30 hours of lectures in the MT. 30 hours of lectures in the LT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

**Formative coursework:** Regular homework will be completed, handed in and marked as part of formative assessment for this course.

**Indicative reading:** The recommended textbook for this course is Berk and DeMarzo, *Corporate Finance*. Other recommended readings from relevant journal articles will be included in a study pack.

**Assessment:** Continuous assessment (100%) in the MT and LT.

## FM423E

### Asset Markets

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Georgy Chabakauri and Dr Igor Makarov

**Availability:** This course is compulsory on the MSc in Finance (part-time). This course is not available as an outside option.

**Pre-requisites:** Aimed at people with a good undergraduate degree and good quantitative skills, with some knowledge of economics.

**Course content:**

- Investments and Securities Valuation
- Portfolio choice and performance evaluation
- Derivatives

The aim of the course is to familiarize students with the workings of financial markets, and equip them with the fundamental tools of asset valuation. The course will focus on the three main asset classes - fixed income, stocks, and derivatives - giving a unified perspective of modern valuation methods. The starting point will be the present value formula. The course will then proceed to fixed-income securities, focusing mainly on government bonds. These will be valued off the term structure of interest rates, using the present value formula. The connection with the principle of no-arbitrage will be emphasized. The course will then move to stocks, starting with portfolio theory and then deriving the relation

between risk and return (CAPM). The CAPM will provide a risk-adjusted discount rate that will be used to discount stocks' cash flows with the present value formula. Alternative pricing models such as the APT and multi-factor models will also be covered, and the models will be applied to issues of asset allocation and portfolio selection. The last topic will be derivatives, especially futures and options. After familiarizing students with the use of derivatives, the course will cover the main valuation methods (binomial model, Black-Scholes) emphasizing again the principle of no-arbitrage.

**Teaching:** 30 hours of lectures in the MT. 30 hours of lectures in the LT.

This course is taught in the interactive lecturing format. There is no distinction between lectures and classes/seminars; there are "sessions" only, and the pedagogical approach in each session is interactive.

**Formative coursework:** Regular classworks will be completed, handed in and marked as part of formative assessment for this course.

**Indicative reading:** The organisation of topics of the course follows closely the treatment in Berk and DeMarzo, Corporate Finance, 5th Edition, Pearson International, and Bodie, Kane and Marcus, Investments, 12th Edition, McGraw Hill. Other recommended readings and case studies will be included in a study pack.

**Assessment:** Continuous assessment (100%) in the MT and LT.

## FM475E Half Unit Financial Management (modular)

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Amil Dasgupta (MAR.7.04)

**Availability:** This course is compulsory on the Executive Global MSc in Management. This course is not available as an outside option.

The information in this course guide pertains to the 2022-2024 cohort.

**Course content:** This course will provide a comprehensive overview of financial decision making in corporations. Our approach to finance will be rigorous, but both applied and practical, enabling students to address topical issues faced by modern corporations. In particular, the course will develop concepts in business strategy, valuation techniques, and capital structure theories, applying these tools in a systematic and rigorous way to real-life financial management problems. After a brief introduction to financial analysis and management, the course will focus on corporate finance and business valuation. Topics such as corporate liquidity management, financial distress, and initial public offerings will also be covered.

**Teaching:** The course is taught during Module 3 (17 - 29 April 2023), over ten interactive sessions of three hours each. The teaching approach will intensively intermingle the following four elements:

- 1 New conceptual material. This will be taught via interactive lectures.

- 2 Real life business cases applying and extending such conceptual material. These will be explored via interactive classroom discussion sessions.

- 3 Group classroom exercises to reinforce concepts, and

- 4 Discussion of ongoing or recent real world financial events that illustrate key concepts developed in the course via reference to media articles from the Financial Times, The Economist, etc.

**Formative coursework:** Feedback on class participation.

**Indicative reading:** The recommended readings for this course consist of Higgins, Koski, and Mitton, Analysis for Financial Management (McGraw-Hill) and several business case studies.

**Assessment:** Essay (20%, 1500 words), project (65%) and class participation (15%).

The essay is an assessed 1,500 word group essay.

The project is a take-home individual project.

## FM4T4E Half Unit Not available in 2022/23 Private Equity, Venture Capital and Entrepreneurship - Dissertation

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Ulf Axelsson

**Availability:** This course is available on the MSc in Finance (part-time). This course is not available as an outside option.

**Course content:** See entry for FM414E.

**Teaching:** See entry for FM414E.

**Assessment:** Continuous assessment (100%) in the MT.

Assessment will include a 6,000 word dissertation on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. Submission deadline will be in Summer Term.

## FM4T6E Half Unit Not available in 2022/23 Topics in Portfolio Management - Dissertation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Michela Verardo

**Availability:** This course is available on the MSc in Finance (part-time). This course is not available as an outside option.

**Course content:** See entry for FM406E.

**Teaching:** See entry for FM406E.

**Assessment:** Continuous assessment (100%) in the MT.

Assessment will include a 6,000 word dissertation on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. Submission deadline will be in Summer Term.

## FM4T8E Half Unit Not available in 2022/23 Financial Engineering - Dissertation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jean-Pierre Zigrand

**Availability:** This course is available on the MSc in Finance (part-time). This course is not available as an outside option.

**Course content:** See entry for FM408E.

**Teaching:** See entry for FM408E.

**Assessment:** Dissertation (70%, 6000 words) in the ST. Project (30%) in the LT.

6,000 word dissertation in lieu of examination (70%) on a topic to be agreed with the course teacher, and coursework (30%). The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. Submission deadline is towards the end of Summer Term.

## FM4U5E Half Unit Not available in 2022/23 Fixed Income Securities and Credit Markets - Dissertation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Peter Kondor

**Availability:** This course is available on the MSc in Finance (part-time). This course is not available as an outside option.

**Course content:** See entry for FM405E.

**Teaching:** See entry for FM405E.

**Assessment:** Continuous assessment (100%) in the LT.

Assessment will include a 6,000 word dissertation on a topic to



be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. Submission deadline will be in Summer Term.

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### FM4U7E Half Unit Not available in 2022/23

#### Mergers, Buyouts and Corporate Restructurings - Dissertation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Vicente Cufiàt

**Availability:** This course is available on the MSc in Finance (part-time). This course is not available as an outside option.

**Course content:** See entry for FM407E.

**Teaching:** See entry for FM407E

**Assessment:** Continuous assessment (100%) in the LT. Assessment will include a 6,000 word dissertation on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. Submission deadline will be in Summer Term.

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### FM4U9E Half Unit Not available in 2022/23

#### Risk Management in Financial Markets - Dissertation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Christian Julliard

**Availability:** This course is available on the MSc in Finance (full-time), MSc in Finance (full-time) (Work Placement Pathway), MSc in Finance (part-time), MSc in Finance and Economics and MSc in Finance and Economics (Work Placement Pathway). This course is not available as an outside option.

**Course content:** See entry for FM409E.

**Teaching:** See entry for FM409E

**Assessment:** Continuous assessment (100%) in the LT. Assessment will include a 6,000 word dissertation on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in LT by the course teacher who will act as the student's supervisor. Submission deadline will be in Summer Term.

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### HP4A1E Half Unit

#### Financing Health Care

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Elias Mossialos COW 2.12 and Mr George Wharton

**Availability:** This course is compulsory on the Executive MSc in Health Economics, Policy and Management. This course is available on the Executive MSc in Health Economics, Outcomes and Management in Cardiovascular Sciences. This course is not available as an outside option.

**Course content:** This course aims to give students a thorough grounding in health financing policy. It focuses on the health financing functions of collecting revenue, pooling funds and purchasing services, as well as on policy choices concerning coverage, resource allocation and market structure. The course mainly draws on examples from health financing policy in European countries, but the general principles studied apply internationally.

The course provides an overview of key health financing policy issues, including the advantages and disadvantages of different ways of raising revenue for health; the role of private financing

mechanisms; the importance of pooling; decisions about whom to cover, what services to cover, and how much of service cost to cover; allocating resources to purchasers, purchasing market structure and the principles of strategic purchasing; the incentives associated with different methods of paying providers; and the issue of financial sustainability.

**Teaching:** This course will be delivered through a combination of lectures and seminars totalling a minimum 23 hours. During the seminars, students will work in groups to present an overview of a health system in a country of their choice (having prepared in advance), providing an overview of its structure, organisation, management and financing. They will be asked to highlight particular strengths, weaknesses, opportunities and challenges faced by the health system, a summary of key policy debates, and highlight potential policy solutions to critical challenges. Each presentation will be followed by a Q+A and a plenary discussion led by the seminar leader.

**Formative coursework:** Group presentation giving an overview of a health system in a country of their choice, providing an overview of its structure, organisation, management and financing.

**Indicative reading:** WHO, World Health Report 2010 - Health systems financing: the path to universal coverage (2010); E Mossialos, A Dixon, J Figueras & J Kutzin (eds), Funding health care: options for Europe, Open University Press (2002); J Kutzin, Health financing policy: a guide for decision-makers, World Health Organization (2008); T Rice, The economics of health reconsidered, Health Administration Press (3rd edn, 2009)

Students will be given access to essential readings before the course begins through the pre-session reading programme on Moodle. They will be expected to read these prior to the first day of class.

**Assessment:** Take-home assessment (100%) in the ST.

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### HP4A2E Half Unit

#### Health Administration and Management

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr George Wharton COW2.14

**Availability:** This course is available on the Executive MSc in Health Economics, Outcomes and Management in Cardiovascular Sciences and Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.

**Course content:** This course is intended to provide the student an orientation and overview on managing organizations within health systems. The governance, execution, information management, quality of care, and sustaining human resources will be discussed, including an examination of the uses of accounting and other forms of reporting to manage health services. This is an introductory course, appropriate for students with no formal inpatient health care management experience. The course will cover the following topics: principle responsibilities of a health care system and organizations within the system; issues and strategies for enabling health care organizations to be responsive to their environment; concepts for supporting and implementing governance decisions; strategies for performance measurement and information, and analytical activities related to planning, finance, and information needs; characteristics and development of systems to assure quality of clinical services.

**Teaching:** The course will be delivered in no less than 20 hours.

**Formative coursework:** In-class formative assessments.

**Indicative reading:**

1. Drucker PF. 1994. "The Theory of the Business." Harvard Business Review. September- October. HBSP # 94506
2. Hammond, John S. "Learning by the Case Method." Harvard Business School. 9-376-241
3. Heskett, James. "The Job of the General Manager." 9-388-035
4. Jick, TD. 1989. "The Vision Thing." Harvard Business Review. 9-490-019
5. Porter ME. 1996. "What is Strategy?" Harvard Business Review. November-December. HBR # 96608

6. Porter, ME. "The Five Competitive Forces That Shape Strategy", Harvard Business Review, January 2008: 25-40. Reprint R0801  
**Assessment:** Essay (75%, 3000 words) and presentation (25%) in the ST.

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## HP4A3E Half Unit

### Resource Allocation and Cost-effectiveness Analysis

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Ranjeeta Thomas COW 2.07

**Availability:** This course is compulsory on the Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.

**Course content:** The aim is to give an overview of the theory underlying economic evaluation as applied to the health care sector; to consider the different forms of economic evaluation; to give an understanding of the techniques associated with economic evaluation as applied to health care; to give an understanding of the interpretation of the results gained from economic evaluation; to provide the main practical tools necessary to undertake economic evaluation using computer-based programs. The course will cover the following topics: Conceptual rationales for economic evaluation in the health care sector (Pareto efficiency, Social Welfare, extra-welfarism and decision-making); Introduction to the methods of economic evaluation: cost-effectiveness analysis, cost-utility analysis, and Cost-benefit analysis; Cost data; Incremental cost-effectiveness analysis; Quality Adjusted Life Years gained and other outcome measures; Discounting; Uncertainty and sensitivity analysis; Economic evaluation and clinical trials; Policy decision-making using economic evaluation.

**Teaching:** This course will be delivered as a combination lectures and seminars. In seminars students will work on structured learning activities set by the course lead.

**Formative coursework:** In class group exercise: critical appraisal of published evidence

**Indicative reading:** M Drummond et al, *Methods for the Economic Evaluation of Health Care Programmes*, Oxford, OUP, 2015, fourth edition.

M Drummond & A McGuire (Eds), *Economic Evaluation in Health Care: Merging Theory with Practice*, Oxford, OUP, 2002.

Gray, A. Clarke, P.M, Wolstenholme, P., Wordsworth, S. *Applied Methods of Cost-effectiveness Analysis in Healthcare* (Handbooks in Health Economic Evaluation), Oxford, OUP, 2011.

Students will be given access to essential readings before the course begins through the pre-session reading programme on Moodle, which they will be expected to read prior to the first day of class.

**Assessment:** Take-home assessment (100%) in the ST. Students will complete a take home assessment of critical appraisal of a published study (100% of the final mark) in the weeks following teaching delivery.

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## HP4A4E Half Unit

### Health Economics

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Alistair McGuire COW 2.02

**Availability:** This course is compulsory on the Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.

**Course content:** Distinction between health and health care. Nature of health care as an economic commodity. How markets and insurance markets work, and how they can fail for health care and health insurance. Incentive mechanisms and principal-agent relationships in health care. Yardstick competition and Diagnostic Related Group payment schemes. Labour markets in health care.

Economic evaluation as a regulatory tool.

**Teaching:** The course will be delivered in no less than 22 hours and includes lectures and seminars. In seminars students will work in small groups to complete problem sets and learning activities set by the course lead.

**Formative coursework:** 1,500 word essay forms the basis of formative review

**Indicative reading:** The following is a basic reading list for the course: S Folland, A C Goodman & M Stano, *The Economics of Health and Health Care* (3rd edn), Prentice Hall, 2001; B McPake, L Kumaranayake & C Normand, *Health Economics - An International Perspective*, Routledge, 2002.

Students will be given access to essential readings before the course begins through the pre-session reading programme on Moodle, which they will be expected to read prior to the first day of class.

**Assessment:** Take-home assessment (100%) in the ST.

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## HP4B1E Half Unit

### Pharmaceutical Economics and Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Panagiotis Kanavos COW 1.05

**Availability:** This course is available on the Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.

**Course content:** The aim of this course is to introduce students to the economics of pharmaceutical markets and related policies that affect national and international markets broadly.

- To provide students with an understanding of basic features of pharmaceutical markets and how pharmaceutical markets work and how competition manifests itself in different parts of pharmaceutical markets.
- To illustrate to students how the pharmaceutical market is linked to the health care market, why it is often the focus of much regulation, and to help students understand the multidimensional goals of pharmaceutical policies.
- To introduce students to the economic and policy problems encountered in managing pharmaceutical markets and how to evaluate the impact of alternative policy approaches. The course will also give students some experience in critically evaluating the impact of policy on market outcomes.
- To facilitate consideration of various country-specific political, cultural and economic factors that may drive governments' approaches to pharmaceutical regulation. In this context, this course will help students consider the extent to which policies may be transferable.
- To enable students to analyse pharmaceutical markets from the perspectives of several main actors: governments, third party payers, the pharmaceutical industry, doctors, patients, pharmacists and wholesalers. Literature from Health Economics, Industrial Organisation and Health Policy will be incorporated into lectures, discussions and seminars.
- To introduce students to the economics of pricing and reimbursing pharmaceutical products, to explore different models of pricing and reimbursing medicines in OECD countries, including rate of return regulation, value-based pricing, cost-plus pricing, external price referencing and internal reference pricing, among others.

**Teaching:** This course will be delivered as a combination of lectures and seminars, totalling a minimum of 20 hours. Seminars will be interactive and students will discuss specific case studies.

**Formative coursework:** A selection of multiple choice and open-ended questions to test extent of knowledge and understanding of syllabus

**Indicative reading:** E Mossialos, M Mrazek & T Walley (eds), *Regulating Pharmaceuticals in Europe. Striving for Efficiency, Equity and Quality*, Buckingham, Open University Press (2004); S O Schweitzer, *Pharmaceutical Economics and Policy*, Oxford University Press (2006); W S Comanor, *The Political Economy of*

the Pharmaceutical Industry', Journal of Economic Literature, XXIV (September): 1178-1217 (1986); F M Scherer 'The Pharmaceutical Industry', Chapter 25, in: A J Culyer & J P Newhouse (Eds), Handbook of Health Economics, Vol 1, Amsterdam, Oxford, Elsevier, 2000.

Students will be given access to essential readings before the course begins through the pre-session reading programme on Moodle, which they will be expected to read prior to the first day of class.

**Assessment:** Take-home assessment (100%) in the LT.

## HP4B2E Half Unit

### Health Care Quality Management

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr George Wharton COW2.14

This course will be led by Dr. Michael Holland, Medical Director and Consultant Psychiatrist, South London and Maudsley NHS Foundation Trust.

**Availability:** This course is available on the Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.

**Course content:** An introduction and overview of quality improvement methodology as used in healthcare settings internationally. The course will cover the following areas:

- 1) History of quality management: The course will start with an overview of key theories in quality management such as those described Taylor, Shewhart, Deming and Juran. An overview of quality assurance systems used in healthcare, such as ISO 9000, Magnet, Baldrige award and their role in quality improvement. It will also include a discussion and overview of value-based healthcare.
  - 2) A critical assessment of the mainstream schools of thought of quality as part of the production process - this will include a study of the relationship between supply chain procurement management and quality as well as the requirements for good production models and the critique of evidence-based decision-making in the clinical setting
  - 3) Quantitative methods in quality management - This course will examine a number of tools for quality management purposes - both how to do them as well as how they fit into the various schools of thought on quality management. It will cover statistical process control which is a method of statistical analysis of time series data that is used in quality management. This method shows whether there is variability in processes and gives the user an ability to both measure improvements and declines in performance of both processes and outcomes and to understand whether processes are performing within acceptable limits. An overview of the quality improvement methodology known as Design of Experiments will also be given. The role of case mix adjustment in quality assessment will also be discussed.
  - 4) Process Mapping - Understanding the value and power of mapping processes both at a systems level and at the individual process level. They will also be given an example of a process map from a healthcare environment to work on optimising.
  - 5) Theories of capacity and flow management and examples of this in both in-patient and outpatient settings will be discussed. This will also include how DRG/HRG payment has a role within organisations of capacity management.
  - 6) A critical overview of Lean, Six Sigma and Model for Improvement. While these models can be useful in healthcare management, these are not deep philosophies of organisation and many of the things which make healthcare unique (e.g. asymmetry of information, difficulty of measuring quality, patient behaviour and societal preferences for fairness) are sometimes not accounted for in these models.
- Teaching:** 5 lectures (5 x 2 hours) and 5 workshops (5 x 2 hours). The 5 workshops will focus on analysing case studies with a view of giving students a practical understanding of approaches to quality management in healthcare settings.

**Formative coursework:** An in-class exercise

**Indicative reading:** Donabedian, A. (1966). "Evaluating the quality of medical care." The Millbank Memorial Fund Quarterly 44(3): 166-203.

Hackman, J. Richard, and Ruth Wageman (1995), "Total Quality Management: Empirical, Conceptual, and Practical Issues," Administrative Science Quarterly 40 (2): 309-342.

Garvin, David A. "Competing on the Eight Dimensions of Quality." Harvard Business Review 65, no. 6 (November-December 1987).

Going Lean in Health Care. IHI Innovation Series white paper. Cambridge, MA: Institute for Healthcare Improvement; 2005.

Langley, Moen, Nolan et al., 2009, The Improvement Guide, 2nd Edition (Wiley)

Morton, A. and J. Cornwell (2009). "What's the difference between a hospital and a bottling factory?" British Medical Journal 339: 428-430

Crossing the Quality Chasm - Institute of Medicine, 2001

S Spear and H Kent Bowen; Harvard Business Review, Sept- Oct 1999; 97-106; Decoding the DNA of the Toyota Production system

To Err is Human - Institute of Medicine, 2000

Understanding variation - D Wheeler, 1993

The Machine that changed the world - Womack JP, Jones DT and Roos D, 2007

M.E. Porter and T. H. Lee; Harvard Business Review, Oct 2013; The Strategy That Will Fix Health Care

**Assessment:** Essay (100%, 3000 words).

## HP4B3E Half Unit

### Measuring Health System Performance

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Rocco Friebel

**Availability:** This course is available on the Executive MSc in Health Economics, Outcomes and Management in Cardiovascular Sciences and Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.

**Course content:** This course aims to present a framework to discuss the opportunities and challenges with performance measurement in health care, examine the various dimensions and levels of health system performance, identify the measurement instruments and analytic tools needed, and examine the implications of these issues for policy makers and regulators. Lectures generally focus on measuring health system performance in high-income countries but draw on the experience of other countries where relevant.

After taking this course students are expected to:

- understand the principles of performance measurement
- appreciate the challenges, approaches, and opportunities in performance measurement in four dimensions: population health, patient outcomes, equity, quality and appropriateness of care, and productivity
- understand the methodological issues facing performance measurement relating to risk adjustment, developing composite measures, and measuring attribution and causality
- identify key issues relevant to policy makers relating to:
  - developing targets and reporting on progress to the public, and
  - developing incentives to improve performance

**Teaching:** This course will be delivered as a combination of lectures and seminars, totalling a minimum of 20 hours

**Formative coursework:** In-class exercise during seminar time.

Students will receive feedback on it from their seminar leader after completion.

**Indicative reading:** Papanicolas I and Smith PC (Eds), Health System Performance Comparison: An agenda for policy, information and research. Maidenhead: Open University Press, 2013.

PC Smith, E Mossialos, I Papanicolas S. Leatherman (Eds), Performance measurement for health system improvement: experiences, challenges and prospects. Cambridge University Press, 2010;

Institute of Medicine, Crossing the Quality Chasm: A New Health System for the 21st Century. Washington, DC, National Academies Press, 2001;

OECD, Measuring up: improving health system performance in OECD countries. Paris: OECD, 2002.

World Health Organization (WHO), (2000) The world health report 2000:Health systems: Improving performance, Geneva: WHO Publications

Students will be given access to essential readings before the course begins through the pre-session reading programme on Moodle, which they will be expected to read prior to the first day of class.

**Assessment:** Essay (75%, 3000 words) and in-class assessment (25%).

In-class assessment (25%) and assessed piece of coursework (75%). In-class assessment on a presentation where students apply principles taught to construct an argument around a theory-based question informed from real world data. They would be assessed on their presentation as well as their ability to apply the conceptual material taught in class to practical data. Coursework is the production of a report where students are asked to evaluate and interpret key performance data for a particular country.

## HP4B4E Half Unit

### Principles of Evidence-Based Medicine and Clinical Trials

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr George Wharton COW2.14

In addition, Professor Allan Hackshaw (Deputy Director, Cancer Research UK and UCL Cancer Trials Centre, UCL) will be teaching on this course.

**Availability:** This course is available on the Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.

**Course content:** A large amount of medical research is conducted, with variable quality. Also, health claims are frequently reported in the media, and it can be difficult to determine which is based on reliable evidence and which is not. It is therefore essential to be able to interpret study results and conclusions appropriately, in order to change clinical practice or develop public health policy. This is achieved by Evidence-Based Medicine. The module will enable students to evaluate risk factors for disease or early death, and methods of disease prevention or treatment.

The module will provide students with practical skills in the following key areas:

- Understanding the different types of research that can be conducted in humans and their strengths and limitations, i.e. observational studies and a focus on clinical trials.
- Interpreting research results and conclusions using aspects of epidemiology and medical statistics, and how to communicate study findings.
- Reading and understanding published journal articles or pharmaceutical company reports.
- Examining the efficacy and safety of health care interventions (an important part of a complete health economic evaluation of a clinical trial).
- Familiarity with systematic reviews (i.e. how several studies are combined, and the importance of looking at the evidence as a whole).

**Teaching:** 10 interactive seminars/workshops, each 2-3 hours long.

**Formative coursework:** Students will be given two short exercises before the course begins, via Moodle, to help prepare for the course. The tutor will go over these during the contact week, and address any queries from the students. However, detailed written answers are provided, so the students can access these if they undertake any of the exercises after the contact week. The tutor is also available for one-to-one email contact with any student.

### Indicative reading:

- Hackshaw A. A concise guide to clinical trials. BMJ Books, Wiley-Blackwell, first edition 2009.
- Hackshaw A. A concise guide to observational studies in healthcare. BMJ Books, Wiley-Blackwell, first edition 2015.
- Greenhalgh T. How to Read a Paper: The Basics of Evidence-Based Medicine. BMJ Books, Wiley-Blackwell, fourth edition, 2010.

Students will be given access to essential readings before the course begins through the pre-session reading programme on Moodle.

**Assessment:** Coursework (50%) and coursework (50%) in the LT. There will be two pieces of coursework based on a clinical trial of an intervention or a risk/causal factor, in the form of:

- a written assignment in the form of a PowerPoint slide deck (about 25 slides) and a statement of 400 words of further discussion and conclusions, based on a published paper and associated media news article of the paper (50%)
- 4-5 questions specific to a published paper with answers requiring 1-3 paragraphs each (50%).

## HP4B5E Half Unit

### Statistical Methods in Health Care Economic Evaluation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Maria Raikou

**Availability:** This course is available on the Executive MSc in Health Economics, Outcomes and Management in Cardiovascular Sciences and Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.

**Course content:** This course develops the statistical and modelling techniques necessary to apply economic evaluation to the health care sector.

Introduction to statistical methods, linear regression analysis, logistic regression analysis, survival analysis for health outcomes, survival analysis for treatment costs, economic evaluation and clinical trials. Estimation of confidence intervals for cost-effectiveness ratios. Transformation of ratios - net benefit approach. Missing data, parametric and non-parametric approaches. Presentation of analysis, acceptability curves.

**Teaching:** 13 hours of lectures and 8 hours of seminars (computer based)

**Formative coursework:** In-class exercise during seminar time.

Students will receive feedback on it from their seminar leader after completion.

**Indicative reading:** The following are basic reading for the course: M Drummond & A McGuire (Eds), Economic Evaluation in Health Care: Merging Theory with Practice, OUP, 2002; M Drummond, B O'Brien, G Stoddart & T Torrance, Methods for the Economic Evaluation of Health Care Programmes, 2nd edn, OUP, 1997; M Gold, J Siegel, L Russell & M Weinstein, Cost-Effectiveness in Health and Medicine, OUP, 1996; M Johannesson, Theory and Methods of Economic Evaluation in Health Care, Kluwer, 1996; P Johansson, Evaluating Health Risks: An Economic Approach, CUP, 1995.

Students will be given access to essential readings before the course begins through the pre-session reading programme on Moodle, which they will be expected to read prior to the first day of class.

**Assessment:** Take-home assessment (100%).



**HP4B7E Half Unit****Advanced Health Economics**

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Alistair Mcguire COW 2.02

**Availability:** This course is available on the Executive MSc in Health Economics, Outcomes and Management in Cardiovascular Sciences and Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.

**Course content:** The course will cover: international comparisons of health care expenditure, health care insurance, contract theory applied to the health care sector (including principal-agent theory and incentive payment mechanisms), equity in health care, health behaviour and an introduction to econometric analysis applied to health care data.

**Teaching:** This course will be delivered as a combination lectures and student presentations, totalling a minimum of 19 hours.

**Formative coursework:** 1500 word essay

**Indicative reading:** Culyer, A.J., and Newhouse, J.P., (eds.), 2001, Handbook of Health Economics Volumes 1A & 1B, (North-Holland, Amsterdam); Zweifel, P. and Breyer, F., 1997, Health Economics, (OUP, Oxford).

**Assessment:** Essay (100%, 3000 words).

**HP4B9E Half Unit****Dissertation in Health Economics, Policy and Management**

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr George Wharton COW2.14

**Availability:** This course is compulsory on the Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.

**Course content:** The aim of the dissertation is for students to pursue an independent piece of research that will contribute to the field of health economics, health policy or health management. The contribution of the work to the chosen field must be made clear. The output will be a piece of work of 5000 words or less that is written in an article format that is suitable for submission to a peer reviewed journal. Students must obtain the approval of their supervisor before embarking on any research.

**Arrangements for supervision**

Students' tutors will act as their dissertation supervisor in the first instance. If the specific topic a student wishes to cover for his/her dissertation requires a different supervisor, a MSc programme director can arrange this change. The dissertation supervisor will advise the student, help provide information and bibliography and identify likely problems with the proposed research.

**Teaching:** The dissertation process is supported by three teaching sessions.

**Formative coursework:** Students will have an opportunity to submit a dissertation proposal for feedback in January of their second year. In addition students have the opportunity to receive feedback on a 1000 word section of their dissertation from their supervisor in the June sessions of their second year.

**Assessment:** Dissertation (100%, 5000 words).

The dissertation will be electronically submitted to the department by the specified deadline. The word limit for the dissertation is 5,000 words (excluding references and tables) and it must be in a journal article format.

**HP4C1E Half Unit****Economic Analysis for Health Policy**

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Andrew Street COW 1.02

**Availability:** This course is compulsory on the Executive MSc in Health Economics, Outcomes and Management in Cardiovascular Sciences. This course is not available as an outside option.

**Course content:** The course will serve as an introduction to major issues in the economics of health and health care. It will provide participants with a strong understanding of the role economics can play in health policy and health system administration. It will provide a framework with which to understand the demands placed on the health care system, the changing nature of health care supply and delivery, the interactions between patients and providers of health care, and the performance and productivity of the health system. Participants will also be introduced to essential statistical concepts in the evaluation of clinical interventions. Seminar sessions will focus on current policy debates in health care drawing on the theory and evidence from the lectures.

**Teaching:** The course will be delivered as a combination of lectures and seminars totalling no less than 25 hours.

**Formative coursework:** An 800-word "mock" blog entry for The Conversation, which covers policy-relevant issues written by academic contributors. A series of topics will be provided to students to choose from.

**Indicative reading:** Course textbook: Bhattacharya, Jay, Timothy Hyde, and Peter Tu. Health economics. Palgrave Macmillan, 2013. Chapters 2, 16, 17, 20, Sections 5.4, 6.3.

Pocock SJ et al. Making Sense of Statistics in Clinical Trial Reports: Part 1 of a 4-Part Series on Statistics for Clinical Trials. J Am Coll of Cardiol. 2015;66(22):2536-49

**Assessment:** Essay (70%, 2500 words) and presentation (30%).

The two assessments will be:

2. Individual-based presentation (30%). Students will record a presentation based on their formative blog.

1. Summative essay (70%) of 2500 words. This will be a fuller discussion of the topic covered in the blog and presentation.

These assessments will evaluate the students' ability in summarising, applying, and critically appraising the relevance of health economics concepts to a health policy issue.

**HP4C2E Half Unit****Quality and Outcomes in Cardiovascular Sciences**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Rocco Friebel COW 2.09

**Availability:** This course is compulsory on the Executive MSc in Health Economics, Outcomes and Management in Cardiovascular Sciences. This course is not available as an outside option.

**Course content:** Against a backdrop of great technological advances and delivery system innovations, healthcare systems are facing daunting challenges. Over the past half-century, research on cardiovascular diseases has manifested remarkable advances in the prevention and treatment of cardiovascular diseases. Yet, great challenges remain, primarily due to a lack of strong research evidence about how best to improve the quality, outcomes, and efficiency in health systems with a focus on cardiovascular diseases. Outcomes research aims to produce such evidence. In addition to briefly reviewing key epidemiological trends in cardiovascular diseases in Europe and globally, this course will introduce key 'evidence-practice' gaps in cardiovascular diseases. The first part of the course provides an overview of the definition of quality, its key components, and its measurement in different health care systems. The second part offers a critical perspective on the literature evaluating quality improvement interventions focused on the cardiovascular disease field. The third part focuses on the basics of study design for evaluating quality improvement

interventions, programmes, and policies, distinguishing between strong and weak research designs.

The intended learning outcomes of this course are the following:

- Describe the epidemiological trends in cardiovascular disease
- Summarise the primary components of quality in health care
- Explain the main limitations of the literature evaluating quality improvement interventions
- Define the principal threats to validity in studies evaluating quality
- Design an evaluation strategy for a quality improvement policy or intervention in a group setting
- Critically evaluate empirical evaluations of quality and outcomes in health care research in oral and written form

**Teaching:** The course will be delivered in no less than 24 hours and comprises lectures and seminars

**Formative coursework:** Formative feedback on group presentations

**Indicative reading:** Krumholz HM. Outcomes research: generating evidence for best practice and policies. *Circulation* 2008;118:309–18.

Ellwood PM. Shattuck lecture – outcomes management: a technology of patient experience. *N Engl J Med* 1988; 318: 1549–56.

Clancy CM et al. Outcomes research: measuring the end results of health care. *Science* 1998; 282: 245–46.

McGlynn EA. Six challenges in measuring the quality of health care. *Health Affairs* 1997;16.3:7–21.

Chalkidou et al. Comparative effectiveness research and evidence-based health policy: experience from four countries. *Milbank Quarterly* 2009;87.2: 339–67.

Cook TD. et al (1979). *Quasi-experimentation: Design and Analysis Issues for Field settings*. Boston, MA: Houghton Mifflin Company.

Concato J et al. Randomized, controlled trials, observational studies, and the hierarchy of research designs. *N Engl J Med*. 2000;342:1887–92.

**Assessment:** Essay (100%, 3000 words) in the ST.

## HP4C3E Half Unit

### Economic Evaluation in Health Care

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr Alexander Carter COW 2.10

**Availability:** This course is compulsory on the Executive MSc in Health Economics, Outcomes and Management in Cardiovascular Sciences. This course is not available as an outside option.

**Course content:** In the health sector, decision makers are regularly faced with the challenge of allocating finite resources in an optimal manner. Economic evaluation (or cost-effectiveness analysis) is used to formalise the process of decision-making by estimating the expected costs and benefits from alternative scenarios or interventions. Decision makers use evidence from economic evaluations to make specific recommendations for coverage, reimbursement, and pricing decisions for a variety of health interventions, and to define best practice. The course introduces principles and practices for measuring the costs and effects of interventions, using measures such as Quality-Adjusted Life Years (QALYs) and Disability-Adjusted Life Years (DALYs). The course will enable candidates to understand and apply economic evaluation methods and it will provide a solid foundation for exploring more advanced approaches. With a focus on clinical decision making, candidates will learn transferable skills about the design and execution of economic evaluations.

**Teaching:** The course will be delivered as a combination lectures and seminars, totalling a minimum of 20 hours.

**Formative coursework:** The formative assessment will require students to prepare a group presentation critically appraising a published study based on a few questions provided by the course leader.

**Indicative reading:** Drummond M et al. *Methods for the Economic Evaluation of Health Care Programmes*. Oxford, OUP, 2005  
Drummond M et al. *Economic Evaluation in Health Care: Merging*

*Theory with Practice*, Oxford, OUP, 2002.

Gray A. *Applied Methods of Cost-effectiveness Analysis in Healthcare* (Handbooks in Health Economic Evaluation), Oxford, OUP, 2011.

Weinstein MC et al. Foundations of cost-effectiveness analysis for health and medical practices. *N Eng J Med*. 1977; 296 (13):716–21.

Russell LB et al. The role of cost-effectiveness analysis in health and medicine. *JAMA*. 1996; 276 (14): 1172–77.

**Assessment:** Research project (100%) in the ST.

## HP4C4E Half Unit

### Systematic Review and Meta-analysis

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Huseyin Naci COW 3.01

**Availability:** This course is available on the Executive MSc in Health Economics, Outcomes and Management in Cardiovascular Sciences and Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.

**Course content:** Systematic review and meta-analysis methods are increasingly used to evaluate the relative benefits and harms of healthcare interventions. A broad range of decision making bodies across the health care sector (including health technology assessment bodies, drug and medical device licensing agencies, biopharmaceutical industry, and hospitals) need experts equipped with the methods of reviewing and synthesizing the existing body of evidence.

This course will be focused on the principles of reviewing and synthesizing the existing body of literature. The course will first provide the rationale for adopting a systematic approach for evidence review and synthesis. It will then equip students with the methods to undertake risk of bias assessments of individual randomized controlled trials and also collections of randomized controlled trials. In addition to providing an overview of methods for quantitatively synthesizing multiple randomized controlled trials in meta-analysis, the course will present the opportunities and challenges of using evidence for decision-making in health care.

**Learning outcomes:**

- Describe the rationale for adopting a systematic approach to literature review
- Define the principal threats to validity both in individual randomized controlled trials and collections of randomized controlled trials
- Critically evaluate the internal validity of randomized controlled trials
- Assess heterogeneity in a collection of randomized controlled trials
- Critically appraise a systematic review and meta-analysis evaluating a health care intervention in a group setting
- Describe the opportunities and challenges of using systematic review and meta-analysis findings for decision making

**Teaching:** This course will be delivered through a combination of lectures and seminars totalling a minimum 22 hours. As well as access to lectures, students will also work in small groups to complete self-directed learning activities. Computer workshops will be held to introduce students to systematic review and meta analysis software.

**Formative coursework:**

- Course convener will provide written feedback on project outlines

**Indicative reading:**

- Cochrane Handbook for Systematic Reviews of Interventions (version 5.1.0, updated March 2011).
- Institute of Medicine. *Finding what works in health care: standards for systematic reviews*. 23 March 2011.
- Sutton AJ et al. *Methods for Meta-analysis in Medical Research*. Wiley, Chichester, UK, 2000.
- Cook DJ. Systematic reviews: synthesis of best evidence for clinical decisions. *Annals of internal medicine* 1997;126(5):376–80.

- Jansen JP et al. Is network meta-analysis as valid as standard pair wise meta- analysis? It all depends on the distribution of effect modifiers. *BMC medicine* 2013;11(1):159.
- Jansen JP et al. Interpreting indirect treatment comparisons and network meta- analysis for health-care decision making: report of the ISPOR Task Force on Indirect Treatment Comparisons Good Research Practices: part 1. *Value Health* 2011;14(4):417–28.

**Assessment:** Research project (100%) in the ST.

## HP4C5E Half Unit

### Using Health Economics to Analyse and Inform Policy and Practice

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Andrew Street COW 1.02

**Availability:** This course is compulsory on the Executive MSc in Health Economics, Outcomes and Management in Cardiovascular Sciences. This course is not available as an outside option.

**Course content:** The health care sector is extremely complex, and this gives rise to concerns about how the health system should be organised, how incentives should be designed, and how performance should be evaluated. The objective of the course is to give students an introduction to how health systems are constructed, and how the various parts of the system interact; the role of regulation, resource allocation, payment arrangements, and performance measurement; the complexities of evaluating policy and performance; and the contribution that health economics can make to the evaluation and development of health policy. Participants are introduced to variety of econometric methods as the course progresses.

**Teaching:** This course will be delivered as a combination of lectures and seminars. The course will be delivered over a minimum total of 25 hours.

**Formative coursework:** Formative assessment (up to 1000 words), is an outline of the summative assessment essay question. This will give students an opportunity to develop their thoughts ahead of the summative assessment, and will allow for feedback from course teachers that will guide students when they work on their longer summative essay

**Indicative reading:** Bridgewater B, Hickey GL, Cooper G, Deanfield J, Roxburgh J. Publishing cardiac surgery mortality rates: lessons for other specialties *BMJ* 2013; 346 :f1139.

Smith, P.C. and Street, A.D. (2013), On the Uses of Routine Patient Reported Health Outcome Data. *Health Econ.*, 22: 119-131.

Busse, R, et al (2013), Diagnosis Related Groups in Europe: Moving Towards Transparency, Efficiency, and Quality in Hospitals? *British Medical Journal*, vol 346, f3197, pp. f3197. DOI: 10.1136/bmj.f3197.

Gaughan, J., Kobel, C. Coronary artery bypass grafts and diagnosis related groups: patient classification and hospital reimbursement in 10 European countries. *Health Econ Rev* 4, 4 (2014).

Collins R, Bowman L, Landray M, Peto R. The magic of randomization versus the myth of real-world evidence. *N Engl J Med* 2020;382:674-678.

Califf RM, Hernandez AF, Landray M. Weighing the Benefits and Risks of Proliferating Observational Treatment Assessments: Observational Cacophony, Randomized Harmony. *JAMA*. 2020;324(7):625–626. doi:10.1001/jama.2020.13319

**Assessment:** Essay (80%, 4500 words) and continuous assessment (20%) in the LT.

The course will be assessed on the basis of:

1. Four brief multiple choice assessments (5% each, total weight 20%).
2. A 4,500-word summative essay on a specific topic. In writing this essay, students will be able to demonstrate and synthesise what they have learned from the lectures, reading material, seminars, group discussions and their own independent research and thinking.

## HP4D1E Half Unit

### Introduction to Management in Health Care

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Brittany Jones NAB 4.04

**Availability:** This course is compulsory on the Executive MSc in Health Economics, Policy and Management. This course is available on the Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.

**Course content:** The course aims to introduce students to the main principles of management and strategy and related issues that impact on organisational change, group decision making, innovation and leadership. Key models and academic tools will be presented and their application to real world situations discussed. The course aims to give students a strong academic understanding and also enable them to apply this knowledge to their practice.

The course outline is below

#### 1. Strategy and Managerial Work

In this session, we will explore the development of the modern practice of 'strategy' and what it means today. Along the way, we will show how organisational practices like planning met emerging ideas in academia, especially in economics, to develop new tools and ways of thinking that transformed the practice of management in the late 20th century. The development of strategic management and planning tools and the competitive environment in which they emerged will be discussed and the application of these tools will be examined in competitive markets.

#### 2. Innovation Management

This part of the course will introduce the topic of innovation management. In particular, it introduces participants to the conceptualization of innovation as a means to affect the competitive process. Participants will be introduced to the basics of the competitive process and the effect of innovation on the competitive process. Participants will be active in analysing the competitive process surrounding their organization and the competitive position their organization occupies within it and activities will be used to promote thinking about how innovations, small or large, can defend and/or improve their competitive position.

#### 3. How Individuals and Groups Organise and Make Decisions and Take Risk

This part of the course will introduce issues related to working as individuals within an organisation and as a group. It will look at the "benefits" and "harms" of group decision making processes – especially with reference to health care where collaborative multi-disciplinary teams are commonplace – and also discuss how group decisions making can be undermined by systematic biases.

#### 4. Behaviour Change and Social Marketing

This part of the course will introduce the drivers and mechanisms of behaviour change in organisations. In particular, we will discuss how different organizational-level factors may influence behaviour change, including resistance to change from various levels and sustainability of changes across time, and how organizational behaviour change can be measured. Models of organisational behaviour change will be introduced and the principles of managing and leading change in established systems will be discussed with a focus on the stages of planning and implementation of change. Alongside this appropriate tools and resources will be introduced to aid future organisational changes. The coverage of social marketing will deal with the formulation and execution of strategies designed to influence behaviour change amongst groups at risk of cardiovascular disease.

#### 5. Culture and Leadership

This part of the course will explore the definition of culture within organisations and leaders' role in creating and supporting successful teams. Key components of leadership, like the ability to establish direction and motivate and inspire a workforce as well as handle relationships with external stakeholders, will then be introduced with a consideration of how they affect culture and working practices.

**Teaching:** This course will be delivered as a combination lectures



and seminars, totalling a minimum of 25 hours. During the course students will also undertake a writing seminar series covering critical reading and writing skills for effective management communication.

**Formative coursework:** Students will be expected to produce 1 essay.

The formative assessment is a 500 word outline of the summative assessment essay question.

**Indicative reading:** Mintzberg, H., Ahlstrand, B. and Lampel, J. (2008). *Strategy Safari: The Complete Guide Through the Wilds of Strategic Management* (Second Edition). Prentice-Hall. Chapters 1 and 4

Whittington, R. (2000). *What is Strategy—and Does it Matter?* (Second Edition) Thomson International. Chapters 1, 2 and 4

Barney, J. 1995. Looking Inside for Competitive Advantage. *The Academy of Management Executive*. 9(4): 49-61.

Christensen, C.M., Raynor, M.E., McDonald, R. 2015. What Is Disruptive Innovation? *Harvard Business Review*. December Issue (available online at <https://hbr.org/2015/12/what-is-disruptive-innovation>)

**Assessment:** Essay (100%, 3000 words).

The course will be assessed on the basis of a 3000 word essay on a specific topic. In writing this essay, students will be able to demonstrate and synthesise what they have learned from the lectures, reading material, group discussions and their own independent research and thinking. The content of the assessments will lead on from the simulation exercises that have been used in the seminars and students will be encouraged to use topics they have identified during reflections on their own work. Formative assessment will be based on a 500 word outline of the essay. This will give students an opportunity to develop their thoughts ahead of the summative assessment and will allow feedback from course teachers that will guide students when they work on their longer answers.

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## HP4D2E Half Unit

### Principles of Health Technology Assessment

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Panagiotis Kanavos

This course will be led by Professor Jaime Caro.

**Availability:** This course is available on the Executive MSc in Health Economics, Outcomes and Management in Cardiovascular Sciences and Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.

**Course content:** Health Technology Assessment a multidisciplinary process that summarises information about the medical, social, economic, and ethical issues related to the use of a health technology in a systematic, transparent, unbiased, and robust manner. Health Technology Assessment differs in its governance, data and evidence requirements, assessment methods, and operational arrangements across different settings and contexts. This course is aimed at introducing the key principles of Health Technology Assessment, its operational modalities, the different models of value assessment and how they link to decision-making.

Outline of the course is included below:

1. The role of Health Technology Assessment in health care decision making
2. Models of Health Technology Assessment and their application in different jurisdictions - a comparative perspective
3. Governance issues (position in health care decision-making, topic selection, assessment process, stakeholder involvement)
4. Data and evidence requirements for value assessment
5. Health Technology Assessment and value assessment: focus on clinical benefit assessment
6. Health Technology Assessment and value assessment: focus on clinical-cost-effectiveness
7. Assessment methods in Health Technology Assessment
8. Explaining similarities and differences in Health Technology

Assessment recommendations – a toolkit

9. The role of multiple criteria decision analysis in value assessment

10. Beyond Health Technology Assessment: links to risk-sharing and special purchasing arrangements

**Teaching:** This course will be delivered as a combination lectures and seminars, totalling a minimum of 20 hours. As well as access to lectures, students will work in small groups to present topics and lead discussion in seminars. Students will also take part in discussion on case studies set by the course lead.

**Formative coursework:** A selection of multiple choice and open-ended questions to test extent of knowledge and understanding of syllabus

**Indicative reading:** Chalkidou, K., Tunis, S., Lopert, R., Rochaix, L., Sawicki, P. T., Nasser, M., & Xerri, B. (2009). Comparative Effectiveness Research and Evidence Based Health Policy: Experience from Four Countries. *Milbank Quarterly*, 87(2), 339-367.

Banta, H. D., & Luce, B. R. (1993). Health care technology and its assessment: an international perspective. *Drummond, M. F., Schwartz, J. S., Jönsson, B., Luce, B. R., Neumann, P. J., Siebert, U., & Sullivan, S. D. (2008). Key principles for the improved conduct of health technology assessments for resource allocation decisions. International journal of technology assessment in health care*, 24(03), 244-258.

Sorenson, C., Drummond, M., & Kanavos, P. (2008). Ensuring value for money in health care: the role of health technology assessment in the European Union (No. 11). WHO Regional Office Europe.

Sorenson, C. (2010). Use of comparative effectiveness research in drug coverage and pricing decisions: a six-country comparison. *Issue Brief (Commonwealth Fund)*, 91, 1-14.

**Assessment:** Research project (100%) in the ST.

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## HP4D5E Half Unit

### Research Design for Evaluating Health Programs and Policies

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Elisabetta De Cao COW 3.06

**Availability:** This course is available on the Executive MSc in Health Economics, Outcomes and Management in Cardiovascular Sciences and Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.

**Course content:** The objective of this course is to teach students how to design and critically appraise research studies evaluating policies, programmes, and interventions.

This course will provide an overview of the principles and models of evaluation, and the role of theories, concepts, and hypotheses. In terms of research design, it will cover study design choices in light of bias, validity and other design trade-offs. The core of the course will focus on experimental and quasi-experimental designs for evaluating health interventions, programmes and policies aimed at achieving high quality care, reducing costs, and improving health outcomes. Data and measurement considerations for quantitative studies will be discussed alongside briefly touching upon qualitative methods, mixed-methods and triangulation for interpreting findings and taking a critical approach to the results of evaluation. The course will conclude with practical and ethical issues when undertaking evaluation studies.

**Teaching:** This course will be delivered as a combination lectures and seminars, totalling a minimum of 20 hours. As well as access to lectures, students will work in small groups to complete group exercises set by the course lead during seminars.

**Formative coursework:** The formative assessment consists of 2-page outline for the summative project. The 2-page outline must summarise the main points of an essay that i) critiques a published study and ii) outlines a research project that could address the identified limitations of the study. Course participants work in groups during the taught course to discuss the published study and prepare the proposal. They will have an opportunity to



discuss the project with the course leader and gain feedback and guidance about their project throughout the course.

**Indicative reading:** Angrist, J. D. and Pischke, J-S. (2014)

Mastering 'Metrics: The Path from Cause to Effect. Princeton University Press.

Gertler, Paul J., Sebastian Martinez, Patrick Premand, Laura B. Rawlings, and Christel M. J. Vermeersch. (2016) Impact Evaluation in Practice, second edition. Washington, DC: Inter-American Development Bank and World Bank. doi:10.1596/978-1-4648-0779-4. License: Creative Commons Attribution CC BY 3.0 IGO.

Cartwright, N. & Hardie, J. (2012). Evidence-Based Policy: A practical guide to doing it better. Oxford, UK: Oxford University Press.

HM Treasury. 2011. The Magenta Book. Guidance for evaluation.

**Assessment:** Essay (100%, 2500 words).

## HP4D6E Half Unit

### Behavioural Insights for Health Incentive Design

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Joan Costa-Font COW 1.06

**Availability:** This course is available on the Executive MSc in Health Economics, Outcomes and Management in Cardiovascular Sciences and Executive MSc in Health Economics, Policy and Management. This course is not available as an outside option.

**Course content:** The course provides an introduction to behavioural health economics and policy. It is structured in three sections. The first section introduces the main concepts of the course. This includes the meaning of behavioural incentives, choice architecture and cognitive biases such as present bias and availability biases and in the health and health care. In this section we offer some discussion on the methods for behavioural incentive design. A core of the section is the understanding of the learning and behaviour formation in health and health care. We examine a number of learning models which include rational learning, bounded learning, bayesian learning, social learning, emotional learning and other forms of behavioural learning. We draw on a number of examples on COVID-19 as well as from recently published evidence. A second section discusses the role of the specific behavioural incentives in practice, and more specifically, monetary and social incentives in explaining health behaviours, as well as the role of nudge and the choice architecture. This section discusses the role of pay for performance, and crowding out, the role of esteem and number of biases that limit the use of social incentives such as social desirability biases, as well as social preferences. The section covers identity models, as well as the role of envy, guilt and regret and more generally emotions in guiding behaviour in health and health care. We discuss the effect of narratives, and the effect of esteem and stigma. Similarly, we examine the role of nudge and reference points, alongside the cultural transmission and family joint formation of health behaviours. A final section is devoted to study the specific behavioural mechanisms such as the role of behavioural spillovers and prevention failures, incentives for vaccine uptake and how to motivate providers behaviours and finally the role of incentives for insurance uptake and generally time and risks preferences, behavioural hazards, social anchoring and the effects of reminders and risk perceptions. Hassle costs and insurance misunderstandings. We discuss a number of recent experiences from Oregon experiment and Medicaid expansions in the United States, and other insurance expansion in other countries.

**Teaching:** The course will be delivered through a combination of lectures, seminars, workshop preparation and workshop totalling a minimum of 24 hours. Students will take part in workshops which include a small group preparation and presentation of a group project. Groups will prepare a short presentation of a question that builds on content delivered in the lectures.

**Formative coursework:** It is expected students to participate

in organised discussion during workshop preparations and will prepare for the workshop presentations. There will be a quiz for students to answer and assess their performance.

**Indicative reading:**

• Hanoch, Y, A Barnes and T Rice (2017) Behavioural Economics and Healthy Behaviors: Key Concepts and Current Research. Routledge.

**Assessment:** Project (100%, 3000 words).

## HP4D7E Half Unit

### Fundamentals of Management and Leadership in Health Care

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Brittany Jones

**Availability:** This course is compulsory on the Executive MSc in Health Economics, Outcomes and Management in Cardiovascular Sciences. This course is not available as an outside option.

**Course content:** The course is intended to be an introduction to the theory and practice of management for specialists moving into leadership roles in the health care field. It is intended to support the content and outcome orientation of core analytical and health policy courses, by providing relevant knowledge and skills for formulating and leading organizational development and change. We will argue that a holistic understanding of organisational phenomena, and an ability to critique and synthesise the lessons of theory are the basis of effective and reflective practice. This course complements and supports the analytical and policy evaluation tools developed in other core courses, which focus on identifying and evaluating desired outcomes. In this course we will develop the managerial and leadership tools to complement these 'what' questions and explore the 'who' and 'how' questions of leading and implementing organisational change and development.

As it is a half unit that must cover a great deal of ground, the course is designed to provide a sound basis for effective action by focusing on fundamental theories while teaching foundational skills.

We will consider the nature of organisations in theory and practice, and how the development of each influenced the other. What are the properties and functions of modern organisations? What theories have been advanced to explain their existence and form? We will see that the relationship between theory and practice are complicated and reflexive, and why understanding this is an important first step in developing an effective managerial practice. We will explore the knowledge set that has come to define managerial practice. How did the practice of management and leadership, and theories of organisation develop? What social science disciplines have contributed to it? We will see that the explanations and prescriptions of various schools of thought can be divergent or even contradictory. We will see how the ability to critique and synthesise the insights of diverse perspectives and tools is key to both formulating and implementing effective organisational change.

We will also explore the social construction of the 'role' of the manager. How do managers make sense of their world, and what theories have shaped what managers do (and what they think they should do)? We will discover how answers to these questions depend in part on our assumptions about the nature of organisations as social spheres and managers as actors and decision-makers and demonstrate the importance of 'who' and 'how' considerations in thinking about the 'what' questions of policy.

Finally, we will bring the course to a conclusion by considering the question of leadership and how we usefully employ the concept to draw together the lessons of theory in practice. What are leadership theories, and what are the lessons of what we have learned thus far for leadership practice? Students will be asked to consider their own synthesis in light of the content of the course

and the requirements of the people and situations they know from their own experience.

**Teaching:** 10 hours of lectures, 10 hours of seminars and 7 hours and 30 minutes of workshops in the ST.

The lectures will develop an understanding of the core phenomena: organisation, management and leadership. We begin by considering organisational theories and present the simultaneous development of the managerial knowledge set and modern organisational forms and practices. We then consider the relationship between models of organisational behaviour and strategy and conceptions of the manager as an actor and decision-maker. Finally, we consider the question of leadership in multiple conceptions and theories to develop students' understanding of the forces at play in the relationship between leaders and led. Classes will develop a critique of management theories via the analysis of organisational situations. We will encourage the consideration and synthesis of eclectic theories across social science disciplines and levels of analysis to develop students' holistic thinking about leadership in organisations.

The writing workshops will develop critical reading, thinking and writing skills that will enable further learning and reflective practice, as well as effective communication.

**Formative coursework:** Students will be expected to produce 1 piece of coursework in the ST.

Skills for carrying out the essay will be developed in the exercises presented as part of the writing workshops. These exercises will also provide opportunities to explore and refine a topic that is suitable for the assignment with the course teacher.

After the course session, the formative submission will be a formal proposal and preliminary outline of the final paper, which will form the basis for feedback and further consultation with the course teacher.

**Indicative reading:** Argyris, C. and D.A. Schön (1974). *Theory in practice: Increasing professional effectiveness*. San Francisco: Jossey-Bass.

Bolman, L. G., and T. E. Deal (2013). *Reframing organizations: Artistry, choice and leadership* (Sixth Edition). San Francisco: Jossey-Bass Publishers.

Mintzberg, H., B. Ahlstrand and J. Lampel (2009). *Strategy Safari*. London: Prentice Hall.

Schein, E. (2010). *Organisational culture and leadership* (4th ed). San Francisco: Jossey-Bass

Schön, D.A. (1987). *Educating the reflective practitioner*. San Francisco: Jossey-Bass.

Wallace, M., and A. Wray (2012). *Critical reading and writing for postgraduates* (Second Edition). London: Sage.

Wren, D. A., and A. G. Bedeian (2020). *The evolution of management thought*. London: John Wiley & Sons.

**Assessment:** Essay (100%, 3000 words) in the ST.

The summative assessment for this course will be one essay of 3,000 words (100%). This will be in the form of an essay, where the student will be expected to analyse an organisational challenge or situation drawn from the students' own experience or observation. It will require the application of theory to explore how leadership helps to create and transform organisational situations.

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## HP4E1E Half Unit Not available in 2022/23 Global Health Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Clare Wenham COW 1.03 and Dr Justin Parkhurst COW 2.08

**Availability:** This course is compulsory on the Executive MSc in Health Economics and Policy (LSE and Chicago). This course is not available as an outside option.

**Course content:** Health policy is no longer purely a government activity, but globalisation and global organisations have impacted on the nature of global health, and the policies created to manage the health needs of the global population. This module

critically examines global health policy and normative shifts in understanding global health which impact upon it. The multi-actor framework of global health actors involved in the provision and practice of health policy now includes United Nations agencies (WHO, UNICEF, UNAIDS etc), a number of NGOs, civil society organisations, private sector, foundations, public private partnerships. Each actor has their own priorities for setting the global health agenda, and this module examines the role of each and their impact on health policy at national, regional and global levels. The module will analyse a range of case studies of global health events and global health policies and the governance arrangements made by them. In doing so, this module will draw on contributions from international relations, political science, sociology and public health research

**Teaching:** 12 hours of lectures and 8 hours of seminars in the MT. All students will have the opportunity to participate in additional lectures undertaken by external guests. These lectures will be run twice a week from 6pm to 8pm during the teaching period at LSE. In addition, students will be given the option to participate in a three-hour webinar hosted at least 10 days before the due date of the take-home assessment. The webinar will consist of two-hours of lectures and one hour of question time.

**Formative coursework:** Students will be expected to produce 1 essay in the MT.

1 X 1000 word essay. Students will be asked to submit a short 1000 word essay (on the topic that they are writing on for the summative, but a different question) at the end of January. These will be graded and feedback given to students. This allows students to get valuable experience of writing at MSc level at LSE, and the expectations of the summative assessment. This then allows students to take this feedback and use it in their writing of the summative work. For example, if a student's formative work flagged particular concerns this could be addressed ahead of the summative submission.

**Indicative reading:**

- McInnes, C., & Lee, K. (2012). Global health and international relations. *Polity*
- Davies, S. (2010). Global politics of health. *Polity*.
- Frenk, J., & Moon, S. (2013). Governance challenges in global health, *New England Journal of Medicine*, 368(10), 936-942
- Youde, J. R. (2012). Global health governance. *Polity*
- Feldbaum, H., Lee, K., & Michaud, J. (2010). Global health and foreign policy. *Epidemiologic reviews*, 32(1), 82-92.
- Heymann, D. et al. (2014), Global health security: the wider lessons from the west African Ebola virus disease epidemic, *The Lancet* vol 385, no 9980, p1884 – 1901
- Rushton, S. (2011) Global Health Security: Security for Whom? Security for What?, *Political Studies* 59 (4): 779 -796
- McCoy, D., Kembhavi, G., Patel, J., & Luintel, A. (2009). The Bill & Melinda Gates Foundation's grant-making programme for global health. *The Lancet*, 373(9675), 1645-1653.
- Parker, M., & Allen, T. (2014). De-politicizing parasites: reflections on attempts to control the control of neglected tropical diseases. *Medical anthropology*, 33(3), 223-239.

**Assessment:** Essay (100%, 4000 words) in the LT.

1 x 4000 word essay due in LT (after lecture/seminar programme in December) – 100% of grade

Students will be asked to pick one essay question from a list of 8 topics. They are also given the option to choose their own essay topic (after discussion with their seminar leader) if they would prefer. The questions will be broad, allowing for student individuality to come across in their answers. For example: What role should the WHO play in the future of global health policy?

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## HP4E2E Half Unit Not available in 2022/23 Paying for Healthcare

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Elias Mossialos COW 2.12 and Prof Andrew Street COW 1.02

**Availability:** This course is compulsory on the Executive MSc in Health Economics and Policy (LSE and Chicago). This course is not available as an outside option.

**Course content:** This course aims to introduce students to a comparative approach to analysing the development of health care financing, both in theory and in practice, with an emphasis on critical assessment of current and future policy options and issues. It focuses on the health financing functions of collecting revenue, pooling funds and purchasing services, as well as on policy choices concerning coverage, resource allocation and market structure. The course mainly draws on examples from health financing policy in developed countries, given these systems are the most advanced, have extensive readily available literature, and are based on best practice principles. However, healthcare system financing in developing countries will also be discussed, albeit to a lesser extent.

**Teaching:** 15 hours of lectures and 6 hours of seminars in the MT. In addition, students will be given the option to participate in a webinar hosted at least 10 days before the due date of the take-home assessment.

**Formative coursework:** Students will be expected to produce 1 essay in the MT.

Students will be provided with an option to complete a practise essay (up to 1,000 words), with topics provided by the lecturer. The essay will be reviewed by a faculty member and comments will be provided to students to assist them in their final essay.

**Indicative reading:** WHO, World Health Report 2010 - Health systems financing: the path to universal coverage (2010)  
E Mossialos, A Dixon, J Figueras & J Kutzin (eds), Funding health care: options for Europe, Open University Press (2002)  
T Rice, The economics of health reconsidered, Health Administration Press (3rd edn, 2009)

JS Skinner, A Chandra, DC Goodman, ES Fisher. The elusive connection between health care spending and quality. *Health Affairs* 2009;28(1):w119–23

PC Smith, E Mossialos, I Papanicolas, S Leatherman (eds). Performance Measurement for Health System Improvement: Experiences, Challenges and Prospects. Cambridge: Cambridge University Press, 2010

**Assessment:** Take-home assessment (100%) in the LT. The assessment is a take-home assessment. It will outline six topics covering the course content. Students will be required to complete two of the six topics, which will need to be at least 1,500 words in length.

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## HP4E3E Half Unit Not available in 2022/23 Evidence Review and Synthesis

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Huseyin Naci COW 3.01

**Availability:** This course is compulsory on the Executive MSc in Health Economics and Policy (LSE and Chicago). This course is not available as an outside option.

**Course content:** The content for this course will closely parallel HP4C4E and HP407, which are taught by the same instructor and offered on the Executive MSc Health Economics, Outcomes and Management in Cardiovascular Sciences, and the full-time MSc programmes (Global Health, International Health Policy, and Health Policy, Planning and Financing), respectively.

Evidence review and synthesis methods (such as systematic reviews and meta-analyses) are increasingly used to evaluate the relative benefits and harms of healthcare interventions. A broad range of decision making bodies across the health care

sector (including health technology assessment bodies, drug and medical device licensing agencies, biopharmaceutical industry, and hospitals) need individuals equipped with the methods of reviewing and synthesising the existing body of evidence by performing systematic reviews and meta-analyses.

This course will be focused on the principles of reviewing and synthesising the existing body of literature. The course will have three components. The first will provide the rationale for adopting a systematic approach for evidence review and synthesis. It will equip students with the methods to undertake risk of bias assessments of randomised and non-randomised studies. The second component will focus on the quantitative synthesis of multiple studies in meta-analysis. The third component will discuss the opportunities and challenges of using evidence for decision-making.

The intended learning outcomes of this course will be the following:

- Describe the rationale for adopting a systematic approach to literature review
- Explain the principal threats to validity both in individual studies and collections of studies
- Critically evaluate the quality of randomised and non-randomised studies
- Assess heterogeneity in a collection of studies
- Design and perform a systematic review and meta-analysis evaluating a health care intervention in a group setting
- Describe the opportunities and challenges of using systematic review and meta-analysis findings for decision making

**Teaching:** 15 hours of lectures, 5 hours of seminars and 3 hours of computer workshops in the MT.

All students will have the opportunity to participate in additional lectures undertaken by external guests. These lectures will be run twice a week from 6pm to 8pm during the teaching period at LSE. In addition, students will be given the option to participate in a three-hour webinar hosted at least 10 days before the due date of the take-home assessment. The webinar will consist of two-hours of lectures and one hour of question time.

**Formative coursework:** Students will be expected to produce 1 piece of coursework in the MT.

Formative assessment:

- Students will receive feedback from the course instructor on their systematic review and meta-analysis protocol.
- The word-limit for the protocol (to be developed individually) is 1,000 words.
- This protocol is based on a non-assessed presentation delivered by a group of students at the last day of class and feedback received on this presentation by the course instructor and members of other groups. This protocol closely parallels PRISMA protocols that need to be developed and registered prior to starting a systematic review and meta-analysis focused on health care subjects.

**Indicative reading:**

- Petticrew, Mark, and Helen Roberts. *Systematic reviews in the social sciences: A practical guide*. John Wiley & Sons, 2008.
- Cochrane Handbook for Systematic Reviews of Interventions (version 5.1.0, updated March 2011).
- Institute of Medicine. *Finding what works in health care: standards for systematic reviews*. 23 March 2011.
- Sutton AJ et al. *Methods for Meta-analysis in Medical Research*. Wiley, Chichester, UK, 2000.
- Parkhurst, Justin. *The politics of evidence: from evidence-based policy to the good governance of evidence*. Routledge, 2016.

**Assessment:** Coursework (100%, 3000 words) in the LT.

Summative assessment:

- Systematic review and meta-analysis report resembling an original article submission to a peer-reviewed journal.
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## HP4E4E Half Unit Not available in 2022/23 Cost-effectiveness in Health Care

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Ranjeeta Thomas COW 2.07

**Availability:** This course is compulsory on the Executive MSc in Health Economics and Policy (LSE and Chicago). This course is not available as an outside option.

**Course content:** This course will introduce students to the basic notions of economic evaluation including cost-benefit analysis, cost-utility analysis and cost-effectiveness analysis as applied to the health care sector. The course will discuss notions of welfare economics and extra-welfarism, the identification and measurement of resource costs when markets do not exist (shadow prices), the measurement of health outcomes (including life years gained and Quality Adjusted life-years gained (QALYs)), methods of discounting and the basic calculations involved in estimating the cost-effectiveness of new health care technologies, including Markov modelling. The definition of the incremental cost-effectiveness ratio (ICER) will be outlined, as will the treatment of uncertainty (including structural (model) uncertainty, sensitivity analysis, and multivariate, parameter uncertainty). The use of bootstrap elements to estimate standard errors for the ICER will be described. Presentation of results, including the use of Acceptability curves, will also be covered. Finally, the use of cost-effectiveness in pharmaceutical pricing and reimbursement will also be detailed.

**Teaching:** This course will be delivered online over a period of five weeks in Michaelmas Term as a combination lectures and seminars. Students will have access to lecture material delivered as short online videos. Seminars will take place online and students will work in small groups on structured learning activities set by the course lead.

**Formative coursework:** Students will be expected to produce 1 essay in the MT.

The formative assessment an essay (max 1000 words) critically appraising a published paper based on a few questions provided to students.

**Indicative reading:** Briggs, A., Claxton, K. and Schulpher, M., 2007, *Decision Modelling for Economic Evaluation*, Oxford, OUP  
Drummond, M., Schulpher, M., Claxton, K., Stoddart, G. and Torrance, G., 2016, *Methods for the Economic Evaluation of Health Care Programmes*, Oxford, OUP  
*Economic Evaluation in Health Care: Merging Theory with Practice*, 2001, Edited by M. Drummond and A. McGuire, Oxford, OUP  
Meltzer, D., 2013, *Future costs in medical cost-effectiveness* in Jones, A., editor *The Elgar Companion to Health Economics*, Cheltenham, Edward Elgar

Raikou, M and McGuire, A. *Measuring costs for cost-effectiveness analysis* in Jones, A., editor *The Elgar Companion to Health Economics*, Cheltenham, Edward Elgar

**Assessment:** Essay (80%, 3000 words) in the LT.  
Continuous assessment (20%) in the MT.

## HP4E5E Half Unit Not available in 2022/23 Economics of the Pharmaceutical Sector

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Panagiotis Kanavos COW 1.05

**Availability:** This course is compulsory on the Executive MSc in Health Economics and Policy (LSE and Chicago). This course is not available as an outside option.

**Course content:** The aim of this course is to introduce students to the economics of pharmaceutical markets and related policies at national, supranational, and global level. The course will illustrate to students how pharmaceutical markets are linked to the health care market and the associated imperfections and market failures and how these manifest themselves at national, supranational, and global level. The course will provide students

with an understanding of basic features of pharmaceutical markets (intellectual property, licensing, pricing regulation, policies on reimbursement) and an understanding of how pharmaceutical markets work, how competition manifests itself in different market segments (in-patent vs off-patent). The course will introduce students to the economics of pricing and reimbursing pharmaceutical products and will explore different pricing and reimbursement models for medicines in OECD countries, including rate of return regulation, value-based pricing, cost-plus pricing, external price referencing and internal reference pricing. Finally, the course will explore key aspects of the global health agenda related to pharmaceuticals and, specifically, access to medicines in resource-challenged settings, R&D models with emphasis on R&D in neglected diseases, vaccine procurement, and strategic procurement of medicines.

**Teaching:** Given the executive nature of this course, it will be offered as an intensive, accelerated, and compressed module within a 1-week duration. The course will be delivered as 12 hours of lectures and 10 hours of seminars.

**Formative coursework:** The formative assessment will be a 800 word outline of the summative assessment essay question. The formative assessment will be a more detailed written outline of their essays written individually. Students will receive detailed individual feedback on their formative assessments and continue developing their assessed essays individually. The formative feedback is intended to help the students while developing their final essays.

**Indicative reading:**

- P Kanavos, *Impact and Costs of Pharmaceuticals and Biotechnology*; in R.M.Scheffler (ed). *Handbook of Global Health Economics and Public Policy*, World Scientific, pp. 107-188; 2016.
- P Kanavos, *Measuring performance in off-patent drug markets: A methodological framework and empirical evidence from 12 EU Member States*. *Health Policy*, 118(2); 229-241, 2104.
- E Mossialos, M Mrazek & T Walley (eds), *Regulating Pharmaceuticals in Europe. Striving for Efficiency, Equity and Quality*, Buckingham, Open University Press (2004);
- S O Schweitzer, *Pharmaceutical Economics and Policy*, Oxford University Press (2006);
- W S Comanor, 'The Political Economy of the Pharmaceutical Industry', *Journal of Economic Literature*, XXIV (September): 1178-1217 (1986);
- F M Scherer 'The Pharmaceutical Industry', Chapter 25, in: A J Culyer & J P Newhouse (Eds), *Handbook of Health Economics*, Vol 1, Amsterdam, Oxford, Elsevier, 2000.

**Assessment:** Essay (80%, 2500 words) and continuous assessment (20%) in the ST.

## HP4E6E Half Unit Not available in 2022/23 Measuring the Performance of Health Services and Systems

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Irene Papanicolas COW 3.04 and Prof Andrew Street COW 1.02

**Availability:** This course is compulsory on the Executive MSc in Health Economics and Policy (LSE and Chicago). This course is not available as an outside option.

**Course content:** Health systems are increasingly introducing more systematic ways to assess the performance of health services and health care organizations. This course considers the opportunities and challenges associated with measuring the performance of these entities and how measurement can be translated into performance improvement. In particular, the course will examine: the key dimensions of health care performance, including: health improvement, patient experience and cost of care; the measurement instruments and analytic tools used to measure the performance of the entire health system and of



health care organizations within systems; and the implications of measurement on incentive and policy design for policy makers and regulators. Lectures draw on case studies from in high-income countries but the conceptual ideas are of general relevance to all countries and contexts.

**Teaching:** This course will be delivered online over a period of six weeks in Lent Term. The course will be delivered as a combination of lectures and seminars, totalling a minimum of 30 hours. Students will have access to lecture material delivered as short online videos. Seminars will take place online and students will work in small groups on structured learning activities set by the course lead.

**Formative coursework:** The formative assessment is an early draft of the first section of the essay

**Indicative reading:**

- Papanicolas I and Smith PC (Eds), Health System Performance Comparison: An agenda for policy, information and research. Maidenhead: Open University Press, 2013.
- PC Smith, E Mossialos, I Papanicolas S. Leatherman (Eds), Performance measurement for health system improvement: experiences, challenges and prospects. Cambridge University Press, 2010;
- Berwick, Donald M., Thomas W. Nolan, and John Whittington. The triple aim: care, health, and cost. *Health affairs* 27.3 (2008): 759-769.
- PC Smith, A Street (2006) Concepts and challenges in measuring the performance of health care organisations. The Elgar Companion to Health Economics, Edward Elgar.

**Assessment:** Essay (100%, 3000 words) in the LT.

## HP4E7E Not available in 2022/23 Dissertation in Health Economics and Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Elias Mossialos COW 2.12 and Prof Andrew Street COW 1.02

**Availability:** This course is compulsory on the Executive MSc in Health Economics and Policy (LSE and Chicago). This course is not available as an outside option.

**Course content:** The dissertation could be on any topic in the field of health policy and economics. It should attempt to integrate approaches and knowledge learned across courses and present results to address a health policy, economic issue or a problem identified through the use of either primary or secondary data. It must demonstrate adequate knowledge of relevant theoretical and empirical literature in the field. In addition, careful analysis of the policy implications and formulation of policy recommendations is essential. The main body of the dissertation should, in principle, include the background to the research, method of investigation, results of the analysis, discussion and policy implications and recommendations.

**Teaching:** 2 hours of lectures in the ST.

In addition to the lectures, students will be given individual support by their allocated supervisor.

Two webinars, each hosted before meetings with advisors, will be made available to students. The webinars will be 80 minutes in length each, and will include a 60 minute lecture, and 20 min worth of question time. In case students are unable to attend, the webinar session will be recorded and made available to all students.

The webinars will start two months prior to the LSE Teaching period. This will also aid off campus, as with all the other Webinars, engagement and will be organised by the course leader. Given they are online, there will be no implications in regard to organising physical space within LSE.

**Formative coursework:** Students will be expected to produce 1 piece of coursework in the LT.

Students will develop a dissertation proposal outlining their objectives, research questions, and planned methods. This will

serve as the basis of discussions with their allocated supervisors and each student will receive individual feedback.

**Indicative reading:** Dunleavy, P. (1986) Studying for a Degree in the Social Sciences, Macmillan. (See Chapter 5: Writing a Dissertation) Denscombe, M. (2007) The Good Research Guide: for small-scale social research projects.

Maidenhead: Open University Press. H61 D41

Kotz, D. and Cals J.W.L. (2013) Effective writing and publishing scientific papers – part 1: how to get started. *Journal of Clinical Epidemiology*. Vol 66, no 4, p 397.

Grix, J. (2004) The Foundations of Research. Houndmills : Palgrave Macmillan LB2369 G87

Rudestam, K. and Newton, R. (2001) Surviving Your Dissertation: a comprehensive guide to content and process. London: Sage. LB2369 R91

**Assessment:** Dissertation (100%, 5000 words) in the MT.

## HP4F1E Half Unit Impact Evaluation in Healthcare

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Pepita Barlow COW 2.05

**Availability:** This course is compulsory on the Executive MSc in Evaluation of Health Care Interventions and Outcomes, in collaboration with NICE. This course is not available as an outside option.

**Course content:** The objective of this course is to introduce students to key concepts in evaluation in healthcare. The course will provide an overview of the principles and models of evaluation, and the role of theories, concepts, and hypotheses. In terms of research design, it will cover study design choices in light of bias, validity and other design tradeoffs. It will introduce students to experimental, quasi-experimental, non-experimental, and qualitative designs for evaluating healthcare interventions, programmes and policies aimed at achieving high quality care, reducing costs, and improving health outcomes. Data and measurement considerations for both quantitative and qualitative studies will be discussed alongside the importance of using mixed-methods and triangulation for interpreting findings and taking a critical approach to the results of evaluation. The course will conclude with practical and ethical issues when undertaking evaluation studies.

**Teaching:** This course will be delivered through a combination of lectures and seminars totalling a minimum 20 hours

**Formative coursework:** Students will be expected to produce 1 piece of coursework in the ST.

Following the group presentations delivered on the last day of the course, students will continue developing their projects individually. The formative assessment will be a more detailed written outline of their projects written individually. Students will receive detailed feedback (individually and not as a group) on their formative assessments and continue developing their project reports individually. The formative feedback is intended to help the students while developing their final project reports.

**Indicative reading:** Angrist JD and Pischke J-S (2014). Mastering Metrics: The Path from Cause to Effect. Princeton University Press. Cartwright N and Hardie J (2012). Evidence-Based Policy: A practical guide to doing it better. Oxford, UK: Oxford University Press.

Patton, MQ (2005). Qualitative research. John Wiley & Sons Ltd. Ovretveit, John. Evaluating health interventions: an introduction to evaluation of health treatments, services, policies and organizational interventions. McGraw-Hill International, 1998.

**Assessment:** Project (100%, 3000 words) post-summer term.

## HP4F2E Half Unit

### Quasi-Experimental Evaluation of Healthcare Programs and Policies

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Elisabetta De Cao COW 3.06

**Availability:** This course is compulsory on the Executive MSc in Evaluation of Health Care Interventions and Outcomes, in collaboration with NICE. This course is not available as an outside option.

**Course content:** When randomised controlled trials are not possible to conduct due to feasibility, ethical, or policy reasons, quasi-experimental study designs can be used to evaluate the causal impact of health programs and policies. The objective of this course is to teach students how to design, critically appraise, and conduct quasi-experimental studies evaluating health policies, programmes, and interventions. The main focus of the course will be on regression discontinuity designs, interrupted time-series designs, difference-in-differences designs, instrumental variable designs, and synthetic control approaches. This module will provide an overview of these study designs and outline the advantages and disadvantages of each approach with specific examples from the health care literature. Suitability of routinely available healthcare datasets for quasi-experimental evaluation studies will be discussed with seminal examples. Computer workshops will provide the students with hands-on experience in conducting quasi-experimental evaluations.

**Teaching:** The course will be delivered in no less than 22 hours and consists lectures and seminars.

**Formative coursework:** Students will be expected to produce 1 piece of coursework in the ST.

Student will receive detailed feedback on their project report outlines. Feedback received on the project outline will be helpful when developing the final project report.

**Indicative reading:**

- Gertler, Paul J. *Impact Evaluation in Practice*. World Bank Publications, 2016
- Cunningham, Scott. *Causal Inference: The Mixtape*. Yale University Press, 2021. JSTOR, [www.jstor.org/stable/j.ctv1c29t27](http://www.jstor.org/stable/j.ctv1c29t27). Accessed 12 July 2021.
- William R., Shadish, Thomas D. Cook, and Donald Thomas Campbell. *Experimental and quasi-experimental designs for generalized causal inference*. Wadsworth Cengage learning, 2002.
- Imbens, Guido W., and Donald B. Rubin. *Causal inference in statistics, social, and biomedical sciences*. Cambridge University Press, 2015.
- Bärnighausen, Till, et al. "Quasi-experimental study designs series—paper 1: introduction: two historical lineages." *Journal of clinical epidemiology* 89 (2017): 4-11.
- Bernal, James Lopez, Steven Cummins, and Antonio Gasparrini. "Interrupted time series regression for the evaluation of public health interventions: a tutorial." *International journal of epidemiology* 46.1 (2017): 348-355.
- O'Keeffe, Aidan G., et al. "Regression discontinuity designs: an approach to the evaluation of treatment efficacy in primary care using observational data." *Bmj* 349 (2014): g5293.
- Kreif, Noémi, et al. "Examination of the synthetic control method for evaluating health policies with multiple treated units." *Health economics* 25.12 (2016): 1514-1528.

**Assessment:** Project (100%, 2500 words) post-summer term.

## HP4F3E Half Unit

### Randomised Evaluation of Health Programmes and Policies

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Mylene Lagarde COW.3.02

**Availability:** This course is compulsory on the Executive MSc in Evaluation of Health Care Interventions and Outcomes, in

collaboration with NICE. This course is not available as an outside option.

**Course content:** Randomized trials have long been used in the clinical world to test the efficacy of drugs and other medical treatments. Recently, social scientists have started using the same approach, using random assignment to allocate resources or implement a policy intervention differently to different groups, in order to determine the causal effects of the policy of interest. The popularity of randomized evaluations has grown especially, but not exclusively, among researchers and policymakers in low- and middle-income settings.

Conducting a successful randomized evaluation involves many inter-related steps and a good understanding of a few statistical concepts. Randomized evaluations also usually require to design and organise the data collection of relevant and useful information, which involves a number of steps to avoid critical pitfalls. It is therefore essential to understand these different steps to design and implement randomised evaluations adequately, or to be able to critically analyse them.

This course proposes a hands-on and intuitive approach to designing and conducting a randomised evaluation. In the first half of the course, we will discuss reasons for undertaking randomised evaluations; how to design the randomised experiment to ensure it answers the question(s) of interest (including issues of statistical power and sample size calculation); how to deal with threats to randomisation (e.g. attrition, spill-overs). In the second half of the course, we will discuss practical issues raised by primary data collection, including how to best measure outcomes of interest; how to design good tools and how to conduct and manage fieldwork. We will also discuss the ethics of randomised policy evaluations.

The course will be a mix of lectures and small-group discussions and exercises in seminars.

Seminars will be designed to encourage students to critically engage with the topics and apply the technical skills taught. Each seminar will be closely aligned with the lecture content to give students the opportunity to apply the new knowledge. Seminars will be built around a group project defined at the beginning of the week: students in a group will gradually build the design of their randomised evaluation and plan the different components, working towards a final product which will form the basis of their evaluation. This will ensure that students maintain their engagement throughout the course, but also apply their skills immediately.

**Teaching:** The course will be delivered in no less than 24 hours and consists lectures and seminars.

**Formative coursework:** Students will be expected to produce 1 piece of coursework in the ST.

Students will be asked to submit a short 1,000 word draft protocol after the end of the course. The draft protocol will serve as an outline of the final research protocol, which will account for 100% of the final mark.

While some aspects of their work may still be work in progress (e.g. using bullet points), students will be expected to write up one section of their protocol in a more detailed way. The outlines will be graded and feedback given to students. Students will be able to use this feedback in their writing of the summative work.

**Indicative reading:**

- Glennerster, R., & Takavarasha, K. (2013). *Running Randomized Evaluations* (STU - Student edition ed.): Princeton University Press.
- Gerber, A. S., & Green, D. P. (2012). *Field Experiments: Design, Analysis and Interpretation*. New York, NY: Norton.
- Ustun, T. B., Chatterji, S., Mechbal, A., & Murray, C. J. L. (2005). Quality assurance in surveys: standards, guidelines and procedures. In W. H. S. W. Collaborators (Ed.), *Household Sample Surveys in Developing and Transition Countries*.
- Glennerster, R. (2017). The Practicalities of Running Randomized Evaluations: Partnerships, Measurement, Ethics, and Transparency. In E. Duflo & A. Banerjee (Eds.), *Handbook of Field Experiments*: North Holland.
- Dupas, P., & Miguel, E. (2017). *Impacts and Determinants of*

Health Levels in Low-Income Countries. In E. Duflo & A. Banerjee (Eds.), *Handbook of Field Experiments*: North Holland.

**Assessment:** Research project (100%) post-summer term. 1 x Research protocol (3,000 words max) to plan the randomised evaluation of a particular health programme – 100% of grade. Students will be asked to pick one programme/policy from a proposed list. They are also given the option to choose their own intervention (after discussion with their seminar leader) if they would prefer.

## HP4F4E Half Unit

### Dissertation in Evaluation of Healthcare Interventions and Outcomes

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Pepita Barlow COW 2.05

**Availability:** This course is compulsory on the Executive MSc in Evaluation of Health Care Interventions and Outcomes, in collaboration with NICE. This course is not available as an outside option.

**Course content:** The dissertation could be on any topic in the field of health services research and health policy. It should attempt to integrate approaches and knowledge learned across courses and present results to address a health policy or economic issue or a problem identified through the use of either primary or secondary data. It must demonstrate adequate knowledge of relevant theoretical and empirical literature in the field. In addition, careful analysis of the policy implications and formulation of policy recommendations is essential. The main body of the dissertation should, in principle, include the background to the research, method of investigation, results of the analysis, discussion and policy implications and recommendations.

**Teaching:** Tuition for the dissertation will be delivered in no less than 20 hours. The course will enable students to investigate an original research question to the standards of scientific enquiry, the dissertation module will detail methodological and academic criteria when producing a piece of original work in the context of health care interventions and outcomes research. The week-long course will include taught sessions as follows:

- Departmental expectations for a dissertation;
- Developing a research question;
- Critical appraisal of the literature;
- Overview of different methodological approaches;
- Scientific writing workshop;
- Communication of dissertation findings: policy and practice implications

The taught sessions will introduce the content and provide theoretical framework for topics to be disseminated in seminars. Through teaching and learning, students will be able to develop a poster highlighting a potential dissertation research question and methodology, which they will present at the end of the course. We will use this opportunity to assign expertise-based supervision to students, who will in turn receive support and guidance on academic matters as well as the progress of their research. Students will be entitled to arrange 3 x 30-minute one-to-one meetings with their supervisors over the course of their study to receive feedback and bespoke support throughout the dissertation process.

**Formative coursework:** Students will be expected to produce 1 presentation in the MT.

Students will develop a poster setting out a proposed research question and methodology for presentation in the closing session of the week's teaching for comment and appraisal by faculty. The project presented in the poster will be a starting point for the student's research project; therefore, it may or may not be developed further and to form the basis for the dissertation itself.

**Indicative reading:**

- Dunleavy, P. (1986) *Studying for a Degree in the Social Sciences*, Macmillan. (See Chapter 5: Writing a Dissertation)

- Denscombe, M. (2007) *The Good Research Guide: for small-scale social research projects*. Maidenhead: Open University Press. H61 D41
- Kotz, D. and Cals J.W.L. (2013) *Effective writing and publishing scientific papers – part 1: how to get started*. *Journal of Clinical Epidemiology*. Vol 66, no 4, p 397.
- Grix, J. (2004) *The Foundations of Research*. Houndmills: Palgrave Macmillan LB2369 G87
- Rudestam, K. and Newton, R. (2001) *Surviving Your Dissertation: a comprehensive guide to content and process*. 160 London: Sage. LB2369 R91

**Assessment:** Dissertation (100%, 5000 words) in the MT.

## HP4G1E Half Unit

### Statistical Methods in Health Care Economic Evaluation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Ranjeeta Thomas

**Availability:** This course is compulsory on the Executive MSc in Evaluation of Health Care Interventions and Outcomes, in collaboration with NICE. This course is not available as an outside option.

**Course content:** This course develops the statistical and modelling techniques necessary to apply economic evaluation to the health care sector.

Introduction to statistical methods, linear regression analysis, logistic regression analysis, survival analysis for health outcomes, survival analysis for treatment costs, economic evaluation and clinical trials. Estimation of confidence intervals for cost-effectiveness ratios. Transformation of ratios - net benefit approach. Missing data, parametric and non-parametric approaches. Presentation of analysis, acceptability curves.

**Teaching:** 13 hours of lectures and 8 hours of seminars (computer based)

**Formative coursework:** In-class exercise during seminar time.

Students will receive feedback on it from their seminar leader after completion.

**Indicative reading:** The following are basic reading for the course: M Drummond & A McGuire (Eds), *Economic Evaluation in Health Care: Merging Theory with Practice*, OUP, 2002; M Drummond, B O'Brien, G Stoddart & T Torrance, *Methods for the Economic Evaluation of Health Care Programmes*, 2nd edn, OUP, 1997; M Gold, J Siegel, L Russell & M Weinstein, *Cost-Effectiveness in Health and Medicine*, OUP, 1996; M Johannesson, *Theory and Methods of Economic Evaluation in Health Care*, Kluwer, 1996; P Johansson, *Evaluating Health Risks: An Economic Approach*, CUP, 1995.

Students will be given access to essential readings before the course begins through the pre-session reading programme on Moodle, which they will be expected to read prior to the first day of class.

**Assessment:** Take-home assessment (100%).

## HP4G2E Half Unit

### Principles of Health Technology Assessment

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Panagiotis Kanavos COW 1.05

**Availability:** This course is compulsory on the Executive MSc in Evaluation of Health Care Interventions and Outcomes, in collaboration with NICE. This course is not available as an outside option.

**Course content:** Health Technology Assessment a multidisciplinary process that summarises information about the medical, social, economic, and ethical issues related to the use of a health technology in a systematic, transparent, unbiased,

and robust manner. Health Technology Assessment differs in its governance, data and evidence requirements, assessment methods, and operational arrangements across different settings and contexts. This course is aimed at introducing the key principles of Health Technology Assessment, its operational modalities, the different models of value assessment and how they link to decision-making.

Outline of the course is included below:

1. The role of Health Technology Assessment in health care decision making
2. Models of Health Technology Assessment and their application in different jurisdictions - a comparative perspective
3. Governance issues (position in health care decision-making, topic selection, assessment process, stakeholder involvement)
4. Data and evidence requirements for value assessment
5. Health Technology Assessment and value assessment: focus on clinical benefit assessment
6. Health Technology Assessment and value assessment: focus on clinical-cost-effectiveness
7. Assessment methods in Health Technology Assessment
8. Explaining similarities and differences in Health Technology Assessment recommendations – a toolkit
9. The role of multiple criteria decision analysis in value assessment
10. Beyond Health Technology Assessment: links to risk-sharing and special purchasing arrangements

**Teaching:** This course will be delivered through a combination of lectures and seminars totalling a minimum 21 hours

**Formative coursework:** Students will be expected to produce 1 exercise in the ST.

A selection of multiple choice and open-ended questions to test extent of knowledge and understanding of syllabus

**Indicative reading:** Chalkidou, K., Tunis, S., Lopert, R., Rochaix, L., Sawicki, P. T., Nasser, M., & Xerri, B. (2009). Comparative Effectiveness Research and Evidence Based Health Policy: Experience from Four Countries. *Milbank Quarterly*, 87(2), 339-367. Banta, H. D., & Luce, B. R. (1993). Health care technology and its assessment: an international perspective.

Drummond, M. F., Schwartz, J. S., Jönsson, B., Luce, B. R., Neumann, P. J., Siebert, U., & Sullivan, S. D. (2008). Key principles for the improved conduct of health technology assessments for resource allocation decisions. *International journal of technology assessment in health care*, 24(03), 244-258.

Sorenson, C., Drummond, M., & Kanavos, P. (2008). Ensuring value for money in health care: the role of health technology assessment in the European Union (No. 11). WHO Regional Office Europe.

Sorenson, C. (2010). Use of comparative effectiveness research in drug coverage and pricing decisions: a six-country comparison. *Issue Brief (Commonwealth Fund)*, 91, 1-14.

**Assessment:** Research project (100%) post-summer term.

A 3,000-word (excluding references) case study on a specific topic

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## HP4G3E Half Unit

### Economic Modelling for Health Care Decision Making

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr Alexander Carter COW 2.10

**Availability:** This course is compulsory on the Executive MSc in Evaluation of Health Care Interventions and Outcomes, in collaboration with NICE. This course is not available as an outside option.

**Course content:** Health care decision makers are often faced with the challenges of resource allocation. Economic evaluation is used to formalize the process of decision-making on the basis of costs and benefits associated with multiple alternative scenarios or interventions. Decision makers use evidence from economic evaluation analyses to make specific recommendations for coverage, reimbursement, and pricing decisions for a variety of

health care interventions, as well as define best practices. This course will enable students to understand and apply analytic methods in the economic evaluation of health interventions and provide a strong foundation in the several advanced concepts in economic evaluation, and in particular cost-effectiveness of interventions used in long-term chronic illnesses. The course will provide an overview of the principles and practices of measuring and analyzing costs; and estimating effectiveness in terms of quality-adjusted life years and disability-adjusted life years. Practical topics will include the design and implementation of economic evaluation models and the role of clinical data inputs to inform economic evaluation analyses.

**Teaching:** The course will be delivered in no less than 25 hours and consist of lectures, seminar and computer-based workshops.

**Formative coursework:** Students will be expected to produce 1 piece of coursework in the ST.

**Indicative reading:** Drummond M et al. *Methods for the Economic Evaluation of Health Care Programmes*. Oxford, OUP, 2005  
Drummond M et al. *Economic Evaluation in Health Care: Merging Theory with Practice*, Oxford, OUP, 2002.

Gray A. *Applied Methods of Cost-effectiveness Analysis in Healthcare (Handbooks in Health Economic Evaluation)*, Oxford, OUP, 2011.

Weinstein MC et al. Foundations of cost-effectiveness analysis for health and medical practices. *N Eng J Med*. 1977; 296 (13):716–21.

Russell LB et al. The role of cost-effectiveness analysis in health and medicine. *JAMA*. 1996; 276 (14): 1172–77.

**Assessment:** Research project (100%).

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## HP4G4E Half Unit

### Systematic Review and Meta-analysis

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Rocco Friebel COW 2.09

**Availability:** This course is compulsory on the Executive MSc in Evaluation of Health Care Interventions and Outcomes, in collaboration with NICE. This course is not available as an outside option.

**Course content:** Systematic review and meta-analysis methods are increasingly used to evaluate the relative benefits and harms of healthcare interventions. A broad range of decision making bodies across the health care sector (including health technology assessment bodies, drug and medical device licensing agencies, biopharmaceutical industry, and hospitals) need experts equipped with the methods of reviewing and synthesizing the existing body of evidence.

This course will be focused on the principles of reviewing and synthesizing the existing body of literature. The course will first provide the rationale for adopting a systematic approach for evidence review and synthesis. It will then equip students with the methods to undertake risk of bias assessments of individual randomized controlled trials and also collections of randomized controlled trials. In addition to providing an overview of methods for quantitatively synthesizing multiple randomized controlled trials in meta-analysis, the course will present the opportunities and challenges of using evidence for decision-making in health care.

**Learning outcomes:**

- Describe the rationale for adopting a systematic approach to literature review
- Define the principal threats to validity both in individual randomized controlled trials and collections of randomized controlled trials
- Critically evaluate the internal validity of randomized controlled trials
- Assess heterogeneity in a collection of randomized controlled trials
- Design and perform a systematic review and meta-analysis evaluating a health care intervention in a group setting
- Describe the opportunities and challenges of using systematic



review and meta-analysis findings for decision making

**Teaching:** The course will be delivered in no less than 24 hours

**Formative coursework:**

- Course convener will provide feedback on group presentations on the last day of the in-person teaching session
- Course convener will also provide written feedback on project outlines.

**Indicative reading:** Cochrane Handbook for Systematic Reviews of Interventions (version 5.1.0, updated March 2011).

Institute of Medicine. Finding what works in health care: standards for systematic reviews. 23 March 2011.

Sutton AJ et al. *Methods for Meta-analysis in Medical Research*. Wiley, Chichester, UK, 2000.

Cook DJ. Systematic reviews: synthesis of best evidence for clinical decisions. *Annals of internal medicine* 1997;126(5):376–80.

Jansen JP et al. Is network meta-analysis as valid as standard pairwise meta-analysis? It all depends on the distribution of effect modifiers. *BMC medicine* 2013;11(1):159.

Jansen JP et al. Interpreting indirect treatment comparisons and network meta-analysis for health-care decision making: report of the ISPOR Task Force on Indirect Treatment Comparisons Good Research Practices: part 1. *Value Health* 2011;14(4):417–28.

**Assessment:** Research project (100%) in the ST.

## IR442E

### Diplomacy and Challenges

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Chris Alden

**Availability:** This course is compulsory on the MSc in International Strategy and Diplomacy. This course is not available as an outside option.

**Course content:** This course looks at six key aspects of diplomacy: the tools of diplomacy and negotiation; international security and policy challenges, such as climate change; emerging security domains such as cyber and outer space security; policy assessment on a major current international problem; simulations on crisis management and diplomatic negotiations; the future of diplomacy and international affairs.

**Teaching:** 30 hours of lectures, 20 hours of seminars and 20 hours of workshops in the LT.

**Formative coursework:** One formative policy paper (2,000 words) with a pre-arranged task. Feedback will involve a meeting with each student to discuss their formative policy paper. We will aim to ensure that students are able to: critically evaluate different kinds of evidence; assess the strengths and weaknesses of competing policy options; formulate arguments and policy recommendations in a coherent and balanced fashion.

**Indicative reading:**

1. Alden, Chris; Aran, Amnon (2017), *Foreign Policy Analysis: New Approaches*, Second Edition (Abingdon: Routledge).
2. Bayne, N.; Woolcock, S. (eds.) (2017), *The New Economic Diplomacy: Decision-Making and Negotiation in International Economic Relations*, Fourth Edition (London and New York: Routledge).
3. Bercovitch, J.; Kremenyuk, V.; Zartman, I.W. (2008), *The SAGE Handbook of Conflict Resolution* (London: SAGE).
4. Chinkin, C.; Kaldor, M. (2017), *International Law and New Wars* (Cambridge: Cambridge University Press).
5. Coker, C. (2015), *Future War* (Cambridge: Polity Press).
6. Constantinou, C.M.; Kerr, P.; Sharp, P. (eds.) (2016), *SAGE Handbook of Diplomacy* (Los Angeles: SAGE).
7. Cox, M.; Stephen, F.; Guelke, A. (eds.) (2006), *A Farewell to Arms: After the Good Friday Agreement* (Manchester: Manchester University Press)
8. Crocker, A.; Hampson, F.; Aall, P. (eds.) (2015), *Managing Conflict in a World Adrift* (Washington, D.C. : United States Institute of Peace Press).
9. Flockhart, T. (2016), 'The Coming Multi-Order World', *Contemporary Security Policy* 37(1): 3-30.

10. Kaldor, M.; Rangelov, I.(eds.) (2014), *The Handbook of Global Security Policy* (Chichester: Wiley Blackwell).

11. Lin, K.C.; Gertner, A.V. (2015), *Maritime Security in the Asia-Pacific: China and the Emerging Order in the East and South China Seas*, Chatham House Research Paper.

12. Martill, B.; Staiger, U. (eds.), (2018), *Brexit and Beyond: Rethinking the Futures of Europe* (London: UCL Press).

13. Phillips, Christopher (2016), *The Battle for Syria: International Rivalry in the New Middle East* (New Haven: Yale University Press).

14. Roberts, I. (2017), *Satow's Diplomatic Practice*, 7th Edition (Oxford: Oxford University Press).

15. Sakwa, R. (2015), 'The Death of Europe? Continental Fates after Ukraine', *International Affairs* 91: 553–579.

16. Sending, O.J.; Pouliot, V.; Neumann, I.B. (eds.) (2015), *Diplomacy and the Making of World Politics* (Cambridge: Cambridge University Press).

**Assessment:** Project (100%, 3000 words) in the LT.

3,000 word assessed policy paper setting out a detailed strategy to implement a policy.

## IR443E

### Strategy in a Changing World

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Chris Alden

**Availability:** This course is compulsory on the MSc in International Strategy and Diplomacy. This course is not available as an outside option.

**Course content:** This course examines five different perspectives on strategy: new approaches to strategy in international affairs; the interplay between old and new strategic actors; global strategic and economic trends; political and security developments in the world's key regions; the nature of strategic decisions.

**Teaching:** 40 hours of lectures and 30 hours of seminars in the MT.

**Formative coursework:** One 2,000 word formative essay with a pre-arranged title due in the MT. Feedback will involve a meeting with each student to discuss their formative essay. In the process, we will aim to ensure that students are able to: critically evaluate different kinds of evidence; assess the strengths and weaknesses of competing explanatory paradigms; formulate arguments in a coherent and balanced fashion.

**Indicative reading:**

1. Baylis, J.; Smith, S.; Owens, P. (2017), *The Globalization of World Politics: An Introduction to International Relations*, 7th Edition (Oxford: Oxford University Press).
2. Baylis, J.; Wirtz, J.; Gray, C. (2016), *Strategy in the Contemporary World* (Oxford: Oxford University Press).
3. Coker, C. (2017), *Rebooting Clausewitz: 'On War' in the Twenty-First Century* (Hurst & Co Publishers Ltd).
4. Cox, M. (2012), 'Power Shifts, Economic Change and the Decline of the West?', *International Relations* 26(4): 369-388.
5. Cox, M. (2017), 'The Rise of Populism and the Crisis of Globalisation: Brexit, Trump and Beyond', *Irish Studies in International Affairs* 28:1-9.
6. Foot, R. (2017), 'Power Transitions and Great Power Management: Three decades of China–Japan–US Relations', *The Pacific Review* 30(6): 829-842.
7. Freedman, L. (2013), *Strategy: A History* (Oxford: Oxford University Press).
8. Heuser, B. (2010), *The Evolution of Strategy: Thinking War from Antiquity to the Present* (Cambridge: Cambridge University Press).
9. Katzenstein, P. (ed.) (1996), *The Culture of National Security* (New York: Columbia University Press).
10. Kennedy, P. (1988), *The Rise and Fall of Great Powers: Economic Change and Military Conflict from 1500 to 2000* (London: Fontana).
11. MacMillan, M. (2008), *The Uses and Abuses of History* (Toronto: Viking Canada).
12. Nye, J. (2011), *The Future of Power* (New York: Public Affairs).

13. Porter, M. (2008), 'The Five Competitive Forces That Shape Strategy', *Harvard Business Review* 86(1): 78-93.
14. Reynolds, D. (2000), *One World Divisible: A Global History since 1945* (New York: W.W. Norton).
15. Rumelt, R. (2011), *Good Strategy, Bad Strategy: The Difference and Why it Matters* (New York: Crown Business).
16. Strange, S. (1996), *The Retreat of the State: The Diffusion of Power in the World economy* (Cambridge: Cambridge University Press).

**Assessment:** Essay (100%, 4000 words).

## IR444E Half Unit Strategy in Action

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Chris Alden

**Availability:** This course is compulsory on the MSc in International Strategy and Diplomacy. This course is not available as an outside option.

**Course content:** In this course we will be examining through lectures, seminars and workshops major foreign policy decisions, the diplomatic background to each of these and the strategic thinking behind them. We will be asking the students through group exercises to prepare a strategy and policy paper relevant to the day.

**Teaching:** 8 hours of seminars in the ST.

The course is taught over 48 hours. This includes 3 intense sessions - a weekend of assessing strategic decisions involving drafting and crafting papers, a second weekend of formulating strategic decisions and briefing sessions on methodology. All these will lay the foundations for the dissertation plan.

**Formative coursework:** Group discussion and formulation of strategy/policy papers.

**Indicative reading:** Readings vary each year depending on the cases, scenarios and policy issues examined during each policy session. Readings will be provided to registered students in advance.

**Assessment:** Dissertation (100%, 3000 words) in the LT. The formulation of a dissertation topic which must be in the form of a 3,000 word dissertation plan (100%). This should include the title, an abstract, a problem statement which should identify the features and theoretical concepts associated with the topic, the aims and objectives (including research questions or hypotheses), a literature review and the methodology. This module is taken in conjunction with IR496 Dissertation: MSc Diplomacy and International Strategy (1.5 units).

## IR496E One and Half Unit Dissertation: MSc International Strategy and Diplomacy (1.5 units)

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Chris Alden

**Availability:** This course is compulsory on the MSc in International Strategy and Diplomacy. This course is not available as an outside option.

**Course content:** The dissertation will address a topic in the social sciences drawn broadly from the three core courses. The topic should make central use of concepts in the study of International Relations, strategy and diplomacy and should demonstrate a good understanding of these concepts and implications. The dissertation will draw on empirical topic areas but should also demonstrate a high degree of conceptual originality. Guidance on standards of presentation will be given in the handbook and conform to the standard laid down for MSc dissertations in the International Relations Department. The subject and title of the dissertation must be approved by the dissertation supervisor.

**Teaching:** Arrangements for supervision. Students will receive advice on how to choose a topic and how to write a dissertation from a 1.5 hour workshop and from three half hour individual supervision sessions.

**Formative coursework:** Students submit a 3,000 dissertation plan on which they receive written feedback (see the details of the IR444 course, taken in conjunction with IR496).

**Assessment:** Dissertation (100%, 15000 words) in the LT. A 15,000 word dissertation (100%) to be submitted in September. This course is taken in conjunction with IR444 Strategy in Action (H).

Using the dissertation plan (IR444), the dissertation will include an introduction, theoretical framework, a literature review and methodology followed by chapters, conclusion and bibliography.

## LL400E Half Unit European Capital Markets Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Niamh Moloney

**Availability:** This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option.

Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Law School will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Law School's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Law School website.

**Course content:** The course examines the EU's regulation of the capital markets. It considers the harmonized regulatory regime which applies to key capital market actors across the Member States and which supports the integrated market. The topics covered include: the rationale for integration and the role of law, the evolution of the integration project, and the impact of the financial crisis and subsequent reforms; the deregulation, liberalization, harmonization, and re-regulation mechanisms used to integrate and regulate the EU market and the role of the Court; market access and the passport for investment services; the Markets in Financial Instruments Directive 2014 (MiFID II) and the Markets in Financial Instruments Regulation 2014 (MiFIR) and regulation; the liberalization of order execution and the regulation of trading venues; the 'UCITS' mutual funds regime; retail investor protection and conduct regulation; the prospectus and disclosure regime; gatekeepers (credit rating agencies and investment analysts); and the institutional structure for law-making and for supervision, including the European System of Financial Supervision and the European Securities and Markets Authority. Course coverage may vary slightly from year to year.

**Teaching:** 24-26 hours of contact time.

**Formative coursework:** Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

**Indicative reading:** Reading lists will be provided in advance for each seminar. Sample texts include: Moloney, EU Securities and Financial Markets Regulation Regulation (2014), Veil (ed) European Capital Markets Law (2017), and Busch, Avgouleas, and Ferrarini (eds) Capital Markets Union in Europe (2018).

**Assessment:** Assessment path 1  
Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

## LL401E Half Unit

### The Law of Armed Conflict

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Stephen Humphreys NAB5.12

**Availability:** This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

**Course content:** This course covers the international law governing the conduct of hostilities (jus in bello, also known as the law of armed conflict or international humanitarian law)—as distinct from the law on the resort to force (jus ad bellum), which is a separate course. The course will take a critical approach to the international regulation and facilitation of armed conflict. As well as the laws governing the means and methods of war ('Hague' law), the 'protected' groups hors de combat ('Geneva' law), and the distinction between international and non-international armed conflict, the course will cover 'lawfare' more generally: the recourse to law as a means of waging war. It will examine the application of the laws of war, including occupation law, in recent conflicts, including recent wars in Iraq, Afghanistan, Syria, and Ukraine; the 'war on terror'; and the Palestinian Occupied Territories. Students can expect to have a thorough grasp of the principles and regulations governing the conduct of hostilities, the context and efficacy of enforcement mechanisms, and a critical understanding of the normative and political stakes of international law in this area.

**Teaching:** 24-26 hours of contact time.

**Formative coursework:** Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

**Indicative reading:** It is worthwhile acquiring the following books: Yoram Dinstein, *The Conduct of Hostilities under the Law of International Armed Conflict* (Cambridge UP, 3rd ed., 2016), Roberts and Guelff, *Documents on the Laws of War* (Oxford UP, 2000); Michael Walzer, *Just and Unjust Wars* (Basic books, 4th ed. 2006). Other useful books include: David Kennedy, *Of Law and War* (Princeton UP, 2006); Geoffrey Best, *War and Law Since 1945* (Oxford UP, 1997). Detailed readings for each seminar will be made available on Moodle.

**Assessment:** Assessment path 1  
Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

## LL402E Half Unit

### Key Issues in Transnational Environmental Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Veerle Heyvaert NAB7.06

**Availability:** This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Law School will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Law School's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Law School website.

**Course content:** The course focuses on key developments in environmental law beyond the State, which includes both the European and international level. It examines the key values, legal principles and strategies that guide environmental policy and decision making. It considers the role and contribution of non-state actors, such as private green certification schemes, to environmental law. Then, the course turns the spotlight on the most important environmental challenges of our time and examines the role of transnational law in managing or resolving them. The course is structured as follows: 1. Environmental law in context: economic and alternative approaches to sustainable development. 2. Sources and principles of international environmental law. 3. Transnational liability: responding to global catastrophes. 4. Transnational environmental law: the role of non-state actors. 5. Protecting biodiversity: comparing treaty-based and market-based approaches. 6. Protecting biodiversity: the rise of rights of nature. 7. Climate change: international law and policy developments. 8. Climate change litigation. 9. De-transnationalisation? Brexit and the impact on UK environmental law and policy. 10. Trade and the environment. 11. Revision.

**Teaching:** 24-26 hours of contact time.

**Formative coursework:** Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

**Indicative reading:** A detailed reading list will be provided for each seminar. Essential reference works include Heyvaert, *Transnational Environmental Regulation and Governance. Purpose, Strategies, and Principles* (CUP, 2018); Sands and Peel, *Principles of International Environmental Law* (CUP, 2018); Bodansky, *The Art and Craft of International Environmental Law* (Harvard University Press, 2010); Bodansky, Brunnee & Hey, *The Oxford Handbook of International Environmental Law* (OUP, 2007); Kingston, Heyvaert & Cavoski, *European Environmental Law* (CUP, 2017).

**Assessment:** Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

## LL403E Half Unit

### International Human Rights: Concepts, Law and Practice

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Margot Salomon

**Availability:** This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

**Course content:** This course is concerned with the international protection and promotion of human rights and its relation to a range of current global problems. The course draws on the international law and practice of human rights to examine how we might best understand the contribution and limitations of human rights to addressing contemporary ills. Through the consideration of a range of topics, participants will learn about, and critically analyse, human rights concepts, norms, institutions and actors. The course engages with the ideas and objectives that underpin the post-1945 human rights legal order, including through the United Nations and regional systems. We build on these foundations to examine a variety of current human rights issues and to explore how international law in these areas has developed and is deployed. Subjects may include: institutional developments;

categories of human rights; human rights and water; the right to development; the rights of indigenous peoples to land; human rights and sexuality; business and human rights; human rights and resistance; human rights and poverty; and the question of fragmentation.

**Teaching:** 24-26 hours of contact time.

**Formative coursework:** Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

**Indicative reading:** O de Schutter, *International Human Rights Law: Cases, Materials, Commentary*; C Clark, 'Of What Use is a Deradicalized Human Right to Water?' *Human Rights Law Review* (2017); J Kozma, M Nowak and M Scheinin, *A World Court of Human Rights – Consolidated Draft Statute and Commentary*; UN Special Rapporteur on Extreme Poverty and Human Rights: Mission to the UK, UN Doc A/HRC/41/39/Add.1 (2019); M Mutua, *Human Rights Standards: Hegemony, Law, and Politics* (2016); Advisory Opinion on Human Rights and the Environment, *Inter-American Court of Human Rights* (2017); C de Albuquerque, 'Chronicle of an Announced Birth: The Coming into Life of the Optional Protocol to the International Covenant on Economic, Social and Cultural Rights' *Human Rights Quarterly* (2010).

**Assessment:** Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

## LL404E Half Unit

### European and UK Human Rights Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Conor Gearty NAB 6:11

**Availability:** This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

**Course content:** The course has two parts. In part one the origins, development and current standing of the European Convention on Human Rights and Fundamental Freedoms are considered. The primary focus will be on the case-law of the European Court of Human Rights, though the cases of other jurisdictions will also be referred to where appropriate. The course will analyse the Convention from the perspective of selected rights within it, but will also engage with the subject thematically, subjecting such concepts as the 'margin of appreciation', 'living instrument' and proportionality to close scrutiny. The goal of this part of the course is to give students a good critical understanding of the Convention, the case-law of the Strasbourg court and the Convention's place within the constitutional and political structure of 'Greater Europe'. The second part of the course is made up of a detailed study of the UK Human Rights Act. The origins and the political background to the Act will be explained, and the structure of the measure will be fully elaborated, relying on the text of the Act itself but also on the burgeoning case law that accompanies the measure. This part of the course will identify the principles that underpin the UK Act and explain its proper place in British law. It will also explore the wider constitutional implications of the measure, looking at its effect on the relationship between courts and Parliament. Linkages with the broader European framework discussed in the first part will be made by students through their reading and through class-engagement. The implications for human rights of the UK's departure from the EU will also be considered, as will current

proposals to replace the measure with a UK bill of rights.

**Teaching:** 24-26 hours of contact time.

**Formative coursework:** Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

**Indicative reading:** Jacobs and White, *The European Convention on Human Rights* 7th edn (OUP, 2017) and/or Harris, O'Boyle and Warbrick, *Law of the European Convention on Human Rights* 3rd edn (Oxford, 2014). The text on the UK is Gearty, *On Fantasy Island. Britain, Strasbourg and Human Rights* (Oxford University Press, 2016). Also useful is Mowbray, *Cases and Materials on the European Convention on Human Rights* 3rd edn (Oxford, 2012). Kavanagh, *Constitutional Review under the UK Human Rights Act* (Cambridge, 2009), Hickman *Public Law after the Human Rights Act* (Hart, 2010) and Gearty, *Principles of Human Rights Adjudication* (Oxford University Press, 2004).

**Assessment:** Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

## LL405E Half Unit

### Dispute Resolution and Advanced Mediation

**This information is for the 2022/23 session.**

**Availability:** This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Law School will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Law School's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Law School website.

**Course content:** The principal focus of the course is upon methods of resolving disputes other than adjudication. The course brings together theory and observation of practice and is divided into two parts. In the first section students examine what motivates people to enter into disputes and the range of outcomes they seek, the history of the "informal justice" movement and the transformation of attitudes to dispute resolution in the UK and beyond. The emphasis in this part of the course is also on looking at the two primary forms of dispute resolution, negotiation and mediation. In the second part of the course specialist practitioners work with the class in exploring the interface between theory and practice and the different dynamics of disputes and their resolution in specific subject areas such as commercial law, community disputes, international law and family law. The course is designed to complement the option on Commercial Arbitration.

**Teaching:** 24-26 hours of contact time.

**Formative coursework:** Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

**Indicative reading:** Students will also find it useful to access the following books which provide important context for debate about the civil litigation system and negotiation tactics:

Henry Brown and Arthur Marriot, (2012) *ADR: Principles and Practice*, London: Sweet and Maxwell. This is written by practitioners but also makes reference to a number of seminal academic studies. It provides a good framework within which to position the more in-depth arguments contained in the academic articles set each week.

Genn, Hazel, (2009) *Judging Civil Justice* (The Hamlyn Lectures) Cambridge, Cambridge University Press. This book provides a really good overview of civil justice reforms across developed legal systems and will alert you to many of the academic and policy debates which have surrounded reform.

Roger Fisher and William Ury (2012) *Getting to Yes: Negotiating*



an Agreement Without Giving In, Random House. This is a classic text in the field and very simple to read. This book will also help you when we come to study mediation which is often described as a form of facilitated negotiation.

Simon Roberts and Michael Palmer's 2005 (second edition) *Dispute Processes: ADR and the Primary Forms of Dispute Resolution*, Cambridge, Cambridge University Press. This is the most theoretical book in this list but provides extracts from many of the seminal works in the field that we will be studying. It adopts a very inter-disciplinary approach. This is useful as background reading.

**Assessment:** Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

## LL406E Half Unit

### Regulation of Financial Markets I

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Philipp Paech NAB7.05

**Availability:** This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Law School will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Law School's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Law School website.

**Course content:** This course (Part I and Part II) examines the regulatory structures governing financial markets and investment services. It covers the main principles of international, EU and UK financial regulation, with the aim of developing a critical understanding of the dynamics and conceptual framework of financial regulation. The course does not aim to provide a detailed comparative account of financial regulation across countries, but international comparisons may be made where these are useful. In this context, students are encouraged to draw on their knowledge of their own national systems of regulation in making comparisons, and to apply the analytical perspectives suggested to those systems. The focus will be on the regulation of national and international aspects of financial services and markets, rather than on private law and transactional aspects. No previous knowledge of financial market regulation or background in economics is required for those wishing to follow this course. Indeed, the course provides a good background for further study of both financial and economic law and economic analysis of law. The course might be regarded as complimentary to a number of other courses, including Law of Corporate Finance or International Financial Law and Practice I & II.

The first part of this course will address the following topics:

Anatomy of the Financial Market and the Great Financial Crisis  
Building Blocks of the Regulatory World  
Rationales for its Regulation: Systemic Stability, Market Integrity, Principle-Agent Competition  
Key Elements of Financial Regulation: disclosure, resilience, risk modelling and regulation inside firm  
Global and EU Regulatory Structures  
Financial Stability – Policy Issues, Principles and Global Standard Setters  
Prudential Regulation of Banks – The Basel Accords  
The EU Banking Union  
Deposit Guarantees  
Bank Resolution and Insolvency

**Teaching:** 24-26 hours of contact time (for each half unit)

**Formative coursework:** Students will have the option of producing a formative exam question of 2000 words to be delivered one

month from the end of the module's teaching session by email.

**Indicative reading:** A full reading list will be distributed during the course and essential materials will be made available to the students, where possible. In addition, the students will be invited to do independent reading. Good general introductions to financial markets and their regulation include: A Turner et al, *The Future of Finance: The LSE Report* (2010); S Valdez and P. Molyneux, *Introduction to Global Financial Markets* (7th edn).

**Assessment:** Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

## LL407E Half Unit

### Regulation of Financial Markets II

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Philipp Paech NAB7.05

**Availability:** This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Law School will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Law School's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Law School website.

**Course content:** This course examines the regulatory structures governing financial markets and financial services. It covers the main principles of international, EU and UK financial regulation with the aim of developing a critical understanding of the conceptual framework for financial regulation. This half unit focuses on financial stability, including macro and micro-prudential regulation, regulation of trading and market infrastructure, and on new and emerging issues in financial regulation.

The course does not aim to provide a detailed comparative account of financial regulation across countries, but international comparisons may be made where these are useful. In this context, students are encouraged to draw on their knowledge of their own national systems of regulation in making comparisons, and to apply the analytical perspectives suggested to those systems. The focus will be on the regulation of national and international aspects of financial services and markets, rather than on private law and transactional aspects.

No previous knowledge of financial market regulation or background in economics is required for those wishing to follow this course. Indeed, the course provides a good background for further study of both financial and economic law and economic analysis of law. For non-lawyers, a willingness to engage in legal analysis will be necessary, although a legal background is not required. The course might be regarded as complimentary to a number of other courses, including Law of Corporate Finance or International Financial Law and Practice I & II.

Topics include:

1. Unpicking the Great Financial Crisis
2. Mapping regulation for financial stability
3. States, Banks and Global Markets: the macroeconomic Background
4. The next Financial Crisis
5. Ethics in Finance
6. Market Integrity
7. The role of Consumers
8. Consumer Protection
9. Securities markets and Conduct of Business
10. Fast, global, decentralized – the Challenges of the Future

**Teaching:** 24-26 hours of contact time.

**Formative coursework:** Students will have the option of producing a formative exam question of 2000 words to be delivered one

month from the end of the module's teaching session by email.  
**Indicative reading:** A full reading list will be distributed during the course and essential materials will be made available to the students, where possible. In addition, the students will be invited to do independent reading. Good general introductions to financial markets and their regulation include: A Turner et al, *The Future of Finance: The LSE Report* (2010); S Valdez and P. Molyneaux, *Introduction to Global Financial Markets* (7th edn).

**Assessment:** Assessment path 1  
 Essay (100%, 8000 words).  
 Assessment path 2  
 Take-home assessment (100%).

## LL408E Half Unit Comparative Constitutional Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Jo Murkens NAB7.31

**Availability:** This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

**Course content:** Comparative Constitutional Law is a rejuvenated discipline that attracts a broad range of interdisciplinary interest in the formation, design, and operation of constitutions. LL408E examines the central issues across a range of jurisdictions and from a variety of perspectives. In Part I, we will discuss the idea of comparative law as a legal discipline with its own distinctive method as well as the transnational transfer of constitutional ideas and ideologies. Part II deals with key constitutional concepts, in particular the historical origins of fundamental law, constituent power, constitutional change, and the rule of law. Part III deals with questions of constitutional design, with a special focus on constitution-making in deeply divided and authoritarian societies. LL408E offers a rich historical and conceptual account of the origins of Western constitutional ideas. It also examines their contemporary meaning and application in non-Western contexts. In so doing, the course develops its own critique of mainstream liberal thought that idealises constitutions as normative constraints on politics or essentialises the concept of constituent power in constitutional theory. We will ask whether formal constitutions facilitate democratisation and political change or whether they undermine democracy and entrench the ruling elite. The study of law, like the study of all social phenomena, is always comparative and inevitably fragmented. In LL408E, we will not be comparing, doctrinally and systematically, the constitutional codes of different legal orders. Instead, the objective of the course is to study comparative constitutional law comprehensively, critically, and contextually. This approach enables the student to deepen their understanding of law as a method and to connect that understanding independently to other disciplines.

**Teaching:** 24-26 hours of contact time.

**Formative coursework:** Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

**Indicative reading:** There is no set book for this course. All materials will be made available in advance on Moodle.

**Assessment:** Assessment path 1  
 Essay (100%, 8000 words).  
 Assessment path 2  
 Take-home assessment (100%).

## LL409E Half Unit Comparative Human and Constitutional Rights

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Kai Moller NAB7.01

**Availability:** This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

**Course content:** This course examines a range of controversial issues in human and constitutional rights law from a comparative perspective. These include: Negative and Positive Obligations, and Social Rights; Abortion; 'Deviant' Sex: Sodomy, Sado-Masochistic Sex, and Incest; Same-Sex Marriage; Religion in the Public Sphere; Hate Speech and Denial of the Holocaust; Obscenity. We will approach them by comparing and contrasting judgments from courts all over the world, with an emphasis on cases from the U.S. Supreme Court, the Canadian Supreme Court, the South African Constitutional Court, the European Court of Human Rights, the U.K. Supreme Court, and the German Federal Constitutional Court. The goals of the course are, first, to introduce the students to the jurisprudence of those extremely powerful and influential courts, and, second, to invite them to think about and critically analyse some of the most controversial, difficult, and important rights issues of our time.

**Teaching:** 24-26 hours of contact time.

**Formative coursework:** Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

**Indicative reading:** The course is mainly case-based; however, interested students may find the following book helpful: V Jackson and M Tushnet, *Comparative Constitutional Law*, 3rd edition, 2014.

**Assessment:** Assessment path 1  
 Essay (100%, 8000 words).  
 Assessment path 2  
 Take-home assessment (100%).

## LL410E Half Unit International Financial Law and Practice I

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Philipp Paech NAB7.05

**Availability:** This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Law School will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Law School's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Law School website.

**Course content:** As the recent debate on shadow banking shows, the traditional financial market sectors of commercial banking, investment banking, derivatives, capital markets and asset management are nowadays converging. However, their academic analysis is still largely sector-based. This course offers a cross-sectoral, functional analysis, permitting students to grasp the big picture of the entire financial market law. To this end, the course largely concentrates on the different activities of risk taking and risk shifting regardless of the type of financial institution involved.

The course is also a novelty to the extent that it integrates both spheres of rulemaking for the financial markets, notably financial law and some fundamentals of financial regulation. Experience shows that approaching the framework for financial law without at least considering the interdependencies with risk management and capital requirements leaves us with only a fragmented picture. For non-practitioners, the market context of financial law appears sometimes confusing. Therefore, this course will first approach each subject from in a market perspective before coming to the legal framework. This is essential with a view to understanding the permanent interaction between market behaviour and the legislators' and regulators' responses to it. The legal framework will be analysed taking into account international rules and developments as well as European legislation. Since the City of London is one of the globally most important financial markets, England will be used as anchor-jurisdiction in order to develop patterns of global significance that are addressed by legislators and regulators around the world, in particular also looking at the European Union and at international rulemaking. The course also considers key trends. It is designed to be as topical as possible, and the content may change in the light of developments. While the precise topics covered will vary from year to year they typically will include the following:

- The logic and the players of the financial market. The creation and allocation of risk. The distinction between 'Law' and 'Regulation'.
- The reasoning and sources of financial law and regulation. The role of European financial law and regulation. The role of international law.
- Understanding the financial crisis.
- Banks and their nature. Assets and Liabilities. Deposit-taking and bank loans. Money market instruments. Rank of creditors in bank insolvencies.
- Raising capital. Primary market and secondary market. Issuance of debt securities (bonds). Issuance of Eurobonds. Issuance of equity (shares).
- Security interests and financial collateral.
- Repurchase agreements, repurchase agreements and securities lending. Relevant conflict-of-laws problems.
- Guarantee, indemnity, insurance.
- Derivatives. Types of derivatives. The rise of derivatives. Recharacterisation risk. Standard documentation (ISDA).
- Netting and set-off. Relation to insolvency law. Importance for derivatives, repos, securities lending. Conflict-of-laws analysis. Cross-jurisdictional problems.
- Trusts.
- Fund structures (public and alternative).
- Structured finance, securitisation and asset-backed securities. The rationale behind it. Risks.
- Transfer of financial instruments. Stock exchanges. Trading and settlement of securities. Intermediated securities. Conflict of laws and cross-jurisdictional problems. Derivatives clearing.
- Syndicated loans.
- Regulatory arbitrage in respect of financial transactions.

**Teaching:** 24-26 hours of contact time.

**Formative coursework:** Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

**Indicative reading:**

- P. Wood. *Law and Practice of International Finance*, Sweet & Maxwell, 2008 (ca. £40, soft bound). This book is the first building block of the Basic Reading. Students might consider buying it.
- J. Benjamin, *Financial Law*, Oxford University Press 2007. Ca. £200. This volume is available at a heavily discounted price (ca. £100 for hardcover) at the Waterstones bookshop on the LSE campus only.
- For an understanding of the underlying market aspects: S. Valdez, Ph. Molyneux, *An Introduction to Global Financial Markets*, 7th ed., Palgrave-McMillan 2013, ca. £29.-P. Wood. *Law and Practice of International Finance*, Sweet & Maxwell, 2008 (ca. £40, soft bound). This book is the first building block of the Basic Reading. Students might consider buying it.
- J. Benjamin, *Financial Law*, Oxford University Press 2007. Ca.

£200. This volume is available at a heavily discounted price (ca. £100 for hardcover) at the Waterstones bookshop on the LSE campus only.

- For an understanding of the underlying market aspects: S. Valdez, Ph. Molyneux, *An Introduction to Global Financial Markets*, 7th ed., Palgrave-McMillan 2013, ca. £29.- P. Wood. *Law and Practice of International Finance*, Sweet & Maxwell, 2008 (ca. £40, soft bound). This book is the first building block of the Basic Reading. Students might consider buying it.
- J. Benjamin, *Financial Law*, Oxford University Press 2007. Ca. £200. This volume is available at a heavily discounted price (ca. £100 for hardcover) at the Waterstones bookshop on the LSE campus only.
- For an understanding of the underlying market aspects: S. Valdez, Ph. Molyneux, *An Introduction to Global Financial Markets*, 8th ed., Palgrave-McMillan 2013, ca. £29.

**Assessment:** Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

## LL411E Half Unit

### International Financial Law and Practice II

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Philipp Paech NAB7.05

**Availability:** This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Law School will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Law School's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Law School website.

**Pre-requisites:** There are no specific prerequisites for taking this course. While this course is complimentary to LL410E prior completion of the latter is not necessary to take LL411E.

**Course content:** This course explores contemporary issues of the commercial law of international financial markets. These include

- the future of English law as reference law for international finance after Brexit
- financial markets and modern trends in conflict-of-laws
- the legal characteristics of the various types of networks used in financial markets (central, decentral, distributed)
- the disruption of law caused by 'blockchain' technology and FinTech
- the legal challenges flowing from the increasing use of 'big data' and artificial intelligence in financial services
- the future role of commercial law in managing risk
- the nature of so-called smart contracts and their role in standard documentation, risk management and due diligence
- legal issues associated with cryptocurrencies and crypto-money

As the course is conceived to be very topical, some of the course content may change.

**Teaching:** 24-26 hours of contact time.

**Formative coursework:** Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

**Indicative reading:** The reading will consist of 2-3 scholarly articles per subject, such as P Paech, 'Governance of Blockchain Financial Networks', *Modern Law Review* (forthcoming), [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2875487](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2875487).

- Basic knowledge on international financial law (recommended in particular to students who did not take LL410E): P. Wood. *Law and Practice of International Finance*, Sweet & Maxwell, 2008 (ca. £40, soft bound).
- Understanding the financial market: S. Valdez, Ph. Molyneux,



An Introduction to Global Financial Markets, 8th ed., Palgrave-McMillan 2015 (soft bound, ca. £29 - this is not a legal work but very useful for those new to the financial market).

**Assessment:** Assessment path 1  
Essay (100%, 8000 words).  
Assessment path 2  
Take-home assessment (100%).

## LL412E Half Unit International Economic Law I

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Andrew Lang

**Availability:** This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Law School will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Law School's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Law School website.

**Course content:** The aim of the course is to introduce students to the field of international economic law: its principles, rules, practices, and institutions, and the debates which attend each. The course focuses on the public international law rules and institutions which govern international trade. Students will be given a grounding in the jurisprudence of the WTO, but will also be introduced to interdisciplinary material on the broader political, economic, institutional and normative contexts in which international economic law operates. Key themes will include the question of 'development' and developing countries, the role of expertise in global economic governance, and institutional aspects of judicial international dispute settlement. Special attention will be paid to the current crisis around the contemporary international trading system, and US-China relations. Students will be expected to engage with the principles and practice of international economic law both at the technical level, and at the level of critical reflection.

**Teaching:** 24-26 hours of contact time.

**Formative coursework:** Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

**Indicative reading:** M.J. Trebilcock, R. Howse and A. Eliason, *The Regulation of International Trade*, 4th ed., Routledge, 2012; P. Van den Bossche and W. Zdouc, *The Law and Policy of the World Trade Organization: Text, Cases and Materials*, 4th ed., Cambridge UP, 2017; S. Lester, B. Mercurio and A. Davies, *World Trade Law: Texts, Materials and Commentary*, 3rd ed., Hart Publishing 2018.

**Assessment:** Assessment path 1  
Essay (100%, 8000 words).  
Assessment path 2  
Take-home assessment (100%).

## LL413E Half Unit International Economic Law II

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Andrew Lang

**Availability:** This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Law School will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in

each year, or more than once each year. Please note that whilst it is the Law School's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Law School website.

**Course content:** This course is a continuation of LL412E.

In International Economic Law II, topics to be covered may include: Trade Remedies (Antidumping, Countervailing duties and Safeguards); Trade and Global Value Chains; State-owned Enterprises; Advanced Issues in WTO Dispute Settlement; Digital Trade; Trade and Taxation; the Level Playing Field and others. We will set aside time to consider contemporary issues, for example around international trade in the post-Trump era, digital trade, public international regulation of global finance, regional economic integration, development and developing countries in the trading system, and environmental aspects of international trade.

**Teaching:** 24-26 hours of contact time.

**Formative coursework:** Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

**Indicative reading:** M.J. Trebilcock, R. Howse and A. Eliason, *The Regulation of International Trade*, 4th ed., Routledge, 2012; P. Van den Bossche and W. Zdouc, *The Law and Policy of the World Trade Organization: Text, Cases and Materials*, 4th ed., Cambridge UP, 2017; P. Van Den Bossche and D. Prevost, *Essentials of WTO Law* (CUP, 2016); S. Lester and B. Mercurio, *World Trade Law: Texts, Materials and Commentary*, 3rd ed., Hart Publishing 2018.

**Assessment:** Assessment path 1  
Essay (100%, 8000 words).  
Assessment path 2  
Take-home assessment (100%).

## LL415E Half Unit Fundamentals of International Commercial Arbitration

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Paul Macmahon

**Availability:** This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Law School will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Law School's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Law School website.

**Course content:** Arbitration – binding adjudication outside the courts deriving its authority from party consent – is a standard form of dispute resolution for international commercial disputes. Supporters of arbitration cite its neutrality, its confidentiality, its flexibility, the greater expertise of arbitrators, and the global enforceability of arbitral awards. To detractors, however, international arbitration is often expensive and slow; other critics contend, more fundamentally, that arbitration infringes the spheres appropriately occupied by national courts and national law. Regardless, the complex relationship between arbitrators and courts, especially when combined with transnational elements, raises a host of fascinating theoretical and practical problems. London is one of the world's main centres for international commercial arbitration and, accordingly, this course focuses on English arbitration law. English law, however, is consistently placed in comparative perspective, especially with UNCITRAL's Model Law and with the laws of some of London's most significant competitors: France, Switzerland, Hong Kong, Singapore, and the United States. Coverage includes:

- Forms of international commercial arbitration



- Validity and interpretation of arbitration agreements
  - Challenges to arbitral jurisdiction
  - Appointment of arbitrators
  - Arbitral procedure
  - The role of courts in assisting arbitral proceedings
  - Law applicable to the merits of the dispute
  - Challenges to arbitral awards
  - Recognition and enforcement of arbitral awards
  - Public policy limitations on international commercial arbitration
- This course concentrates on arbitration resulting from agreements between private parties and may particularly appeal to students with interests in contracts and private international law.

**Teaching:** 24-26 hours of contact time.

**Formative coursework:** Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

**Indicative reading:** Nigel Blackaby & Constantine Partasides, Redfern and Hunter on International Commercial Arbitration (6th edn, OUP 2015); Margaret Moses, *The Principles and Practice of International Commercial Arbitration* (3rd edn, CUP 2017); Gary Born, *International Arbitration: Law and Practice* (3rd edn, Kluwer 2015); Emmanuel Gaillard & John Savage, *Fouchard Gaillard Goldman on International Commercial Arbitration* (1999); George Bermann, 'The "Gateway" Problem in International Commercial Arbitration' (2012) 37 *Yale Journal of International Law* 1; Jan Kleinheisterkamp, 'Overriding Mandatory Laws in International Arbitration' (2018) 67 *ICLQ* 903-930

**Assessment:** Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

## LL416E Half Unit

### Advanced Issues of International Commercial Arbitration

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jan Kleinheisterkamp

**Availability:** This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Law School will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Law School's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Law School website.

**Pre-requisites:** Fundamentals of International Commercial Arbitration (LL415E) or equivalent course in previous studies or relevant practical experience with international arbitration

**Course content:** This course aims at giving students who already are acquainted with the fundamentals of arbitration the possibility to go into depth into selected problems of international commercial arbitration. The course is designed to allow intense discussions of these problems in order to raise the sensitivity for the issues at stake and to lead to a research oriented approach. Despite its academic outset, the course is highly relevant for those wanting to specialise in arbitration practice, as the theoretical problems have a most significant impact on practical solutions. The course will treat a selection of topical contemporary issues of international commercial arbitration, such as the role of internationally mandatory rules of law, arbitration & insolvency, the scope of the competence-competence principle; arbitration and fraud and corruption, or the enforcement of awards set aside abroad. The course seeks to be as topical as possible, so that content may change in the light of developments.

**Teaching:** 24-26 hours of contact time.

**Formative coursework:** Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

**Indicative reading:** G. Born, *International Commercial Arbitration* (2nd edn, Kluwer 2015); N. Blackaby / C. Partasides, Redfern & Hunter on *International Commercial Arbitration* (6th edn, OUP 2015); J.-F. Poudret / S. Besson, *Comparative Law of International Commercial Arbitration* (Sweet & Maxwell 2007); E. Gaillard / J. Savage, *Fouchard Gaillard Goldman on International Commercial Arbitration* (Kluwer 1999). Cases and doctrinal articles for each topic.

**Assessment:** Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

## LL417E Half Unit

### International Commercial Contracts: General Principles

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jan Kleinheisterkamp

**Availability:** This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option.

Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Law School will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Law School's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Law School website.

**Pre-requisites:** Firm knowledge of contract law and/or international sales law from previous studies.

**Course content:** The course treats what can be called the general part of transnational contract law, i.e. the general principles of law which are of relevance in any kind of international contract, be it sale, construction, shipping, financing, or joint venture. These general principles relate to contractual formation and negotiations, interpretation, transversal general principles, changed circumstances and hardship, agency, third parties, assignment, self-help and set-off, direct performance and damages and penalties. At present, such contracts are governed either by uniform rules of international conventions or by the national laws applicable by virtue of conflict of law rules. The course puts the existing national and international solutions in a comparative perspective so as to work with the sources of such generally accepted principles. Where there are divergences between existing solutions, the course focuses on the elaboration of new efficient solutions that are internationally acceptable and have the potential of becoming general principles in the future. For these purposes, special attention is given to the UNIDROIT Principles on International Commercial Contracts and the European Principles of Contract Law. Other national laws, however, are drawn upon from time to time. Students are also encouraged, in both examination and classes, to reflect upon the similarities and differences between their own national laws and the UNIDROIT Principles.

**Teaching:** 24-26 hours of contact time.

**Formative coursework:** Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

**Indicative reading:** S. Vogenauer & J. Kleinheisterkamp, *Commentary on the UNIDROIT Principles of International Commercial Contracts* (1st edn, OUP 2009); H. Kötz, *European Contract Law* (OUP 1997); K. Zweigert & H. Kötz, *An Introduction to Comparative Law* (3rd edn, OUP 1998); H. Beale et al., *Ius Commune Casebook on the Common Law of Europe: Cases Materials and Text on Contract Law* (2nd edn, OUP 2010); J.

Gordley & A. von Mehren, *An Introduction to the Comparative Study of Private Law: Readings, Cases, Materials* (CUP 2006).

**Assessment:** Assessment path 1  
Essay (100%, 8000 words).  
Assessment path 2  
Take-home assessment (100%).

## LL418E Half Unit Comparative Corporate Governance

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Carsten Gerner Beuerle, Prof Robert Kershaw NAB7.16 and Mr Edmund-Philipp Schuster NAB6.30

**Availability:** This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Law School will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Law School's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Law School website.

**Course content:** This course will focus on topical issues in corporate governance, including: corporate governance codes as a regulatory technique; corporate governance reform, firm performance and financial development; the role of the board of directors in large public companies and groups of companies; the division of powers between the managers and shareholders; directors' duties and enforcement of duties; executive remuneration; stakeholder representation, in particular employee representation, in corporate decision-making; shareholder activism and corporate short-termism; the market for corporate control as a corporate governance device.

**Teaching:** 24-26 hours of contact time.

**Formative coursework:** Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

**Indicative reading:** Reading will be prescribed for each seminar. Preliminary reading can be found in P. Davies, *Introduction to Company Law* (OUP, 2nd edition 2010), chapters 5-9; R. Kraakman et al, *The Anatomy of Corporate Law* (3rd edition 2017); Gordon and W.G. Ringe (eds.), *The Oxford Handbook of Corporate Law and Governance* (2018).

**Assessment:** Assessment path 1  
Essay (100%, 8000 words).  
Assessment path 2  
Take-home assessment (100%).

## LL419E Half Unit Law of Corporate Finance

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Robert Kershaw NAB7.16, Mr Edmund-Philipp Schuster NAB6.30 and Prof Eva Micheler NAB5.14

**Availability:** This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

**Course content:** The course examines the private law rules

governing how companies raise finance. The issues covered include e.g. capital structures, identifying and protecting shareholder rights, issuing shares, initial legal capital and alternatives, dividends, reduction of capital and share buy-backs, reform and moving to a solvency test and financial assistance. The course will focus on English Law but reference will be made to the relevant EU rules.

**Teaching:** 24-26 hours of contact time.

**Formative coursework:** Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

**Indicative reading:** David Kershaw, *Company Law in Context* (2012) chapters 1, 17 and 19.

**Assessment:** Assessment path 1  
Essay (100%, 8000 words).  
Assessment path 2  
Take-home assessment (100%).

## LL420E Half Unit International Law and Climate Change

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Stephen Humphreys NAB6.15

**Availability:** This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

**Course content:** This course covers the international law dealing with climate change with a view to assessing how risks and uncertainties caused by climate change are governed and allocated in different legal regimes. The course adopts the stance that the political and legal questions raised by climate change cannot be addressed by reference to climate change law (or indeed international environmental law) alone. Climate change gives rise to a series of profound problems touching upon a range of bodies of law (international economic law, human rights law, state responsibility, international migration law) in a complex political and ethical environment. In approaching climate change as a concrete concern relevant to these various bodies of law and practice, the course will address the normative and/or ethical bases for choosing between actions designed to prevent and/or manage climate change and its consequences, attentive to developmental imperatives and the theoretical concerns raised by the 'fragmented' nature of international law

**Teaching:** 24-26 hours of contact time.

**Formative coursework:** Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

**Indicative reading:** Paul Edwards, *A Vast Machine*, MIT Press (2013); Tim Mitchell, *Carbon Democracy*, Verso (2011); Rosemary Rayfuse and Shirley Scott (eds.), *Climate Change and International Law*, Edward Elgar (2011) Stephen Gardiner, Simon Caney, Dale Jamieson and Henry Shue (Eds.), *Climate Ethics: Essential Readings*, Oxford University Press (2010); Patricia Birnie, Alan Boyle, Catherine Redgwell, *International Law and the Environment*, Oxford University Press (2009); Nicholas Stern, *The Economics of Climate Change: The Stern Review*, Cambridge: Cambridge University Press (2007); IPCC, *Sixth Assessment Report*, Cambridge University Press (2021-22); Stephen Humphreys (ed.), *Climate Change and Human Rights*, Cambridge University Press (2009); Larry Lohmann, *Carbon Trading*, Dag Hammarskjöld Foundation (2006); Lavanya Rajamani, *Differential Treatment in International Environmental Law*, Oxford University Press (2006).

**Assessment:** Assessment path 1

Essay (100%, 8000 words).  
 Assessment path 2  
 Take-home assessment (100%).

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## LL423E Half Unit

### Media Law: Regulating Publication

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Andrew Scott NAB6.25

**Availability:** This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

**Course content:** The course examines the legal and administrative regulation of mainstream media publication (principally the press, the broadcast media, and institutionalised Internet publication) and content issues on social media. The course is introduced with consideration of a number of themes that underpin the rest of the syllabus: the role(s) of the media and communication in society (including conceptions of the 'public interest'); the main social, technological and regulatory influences that shape media publication practise, and rights jurisprudence (in particular, the freedom of expression and freedom of the press in national and international law). The course then examines potential restrictions on publication that are aimed at promoting or preserving specific private and/or public interests. The key private interests considered are those in reputation (defamation), privacy, and confidentiality. The key public interests considered are the integrity of the judicial process (contempt and reporting restrictions), the impartiality of political representations, the avoidance of offence (obscenity and religion), national security, and the protection of children.

**Teaching:** 24-26 hours of contact time.

**Formative coursework:** Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

**Indicative reading:** Warby, Moreham and Christie (eds) Tugendhat and Christie: *The Law of Privacy and the Media*, (3rd edn, OUP, 2016), Parkes and Busutill (eds), *Gatley on Libel and Slander* (Sweet & Maxwell, 13th ed, 2022); Fenwick and Phillipson, *Media Freedom Under the Human Rights Act* (OUP, 2006); Robertson and Nicol, *Media Law* (Sweet & Maxwell, 5th ed 2007), Doley and Mullis (eds), *Carter Ruck on Libel and Privacy* (6th edn, Lexis Nexis, 2010), Barendt, *Freedom of Speech* (OUP, 2nd ed 2005), Nicol, Millar and Sharland, *Media Law and Human Rights* (OUP, 2009); Cram, *A Virtue Less Cloistered: Courts, Speech and Constitutions* (Hart Publishing, 2002).

**Assessment:** Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

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## LL424E Half Unit

### Media Law: Regulating Newsgathering

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Andrew Scott NAB6.25

**Availability:** This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more

popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

**Course content:** This course examines the legal and administrative regulation of newsgathering and content production practices undertaken by journalists and others working in the media sector. The course is introduced with consideration of a number of themes that underpin the rest of the syllabus: the role(s) of the media in society (including conceptions of the 'public interest'); the main social, technological and regulatory influences that shape media newsgathering practise, and rights jurisprudence (in particular, the freedom of expression and freedom of the press in national and international law). The course then examines a number of newsgathering practices that are either facilitated or proscribed by law and/or other forms of regulation. These include protection of sources (in general; vis-a-vis police and security interests; technological circumvention of source protections; payment of sources); access to information held by the state (common law principle; official secrets; news management; freedom of information); access to the justice system (secret justice / physical access to courts; access to court documents; technology and the courts - text-based reporting and broadcasting; access to prisoners); media-police interaction; harassment and media intrusion, and surreptitious newsgathering practices (hacking, tapping and subterfuge).

**Teaching:** 24-26 hours of contact time.

**Formative coursework:** Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

**Indicative reading:** Warby, Moreham and Christie (eds) Tugendhat and Christie: *The Law of Privacy and the Media*, (3rd edn, OUP, 2016), Millar and Scott, *Newsgathering: Law, Regulation and the Public Interest* (OUP, 2016); Robertson and Nicol, *Media Law* (Sweet & Maxwell, 5th ed 2007), Nicol, Millar and Sharland, *Media Law and Human Rights* (OUP, 2009), Davies, *Flat Earth News* (Chatto & Windus, 2008).art Publishing, 2002).

**Assessment:** Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

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## LL425E Half Unit

### Competition Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Pablo Ibanez Colomo

**Availability:** This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Law School will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Law School's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Law School website.

**Course content:** The course is a comprehensive study of the main features of competition law. While the focus is on EU competition law, reference will be made to the laws of other jurisdictions (e.g. the United States and the UK) when these offer relevant points for comparison. The first part of the course examines the history and aims of competition law. It considers the role of economic analysis and its limitations in the light of non-economic considerations. The second part is a review of the major substantive fields: restrictive practices; the regulation of monopolies and dominant positions; distribution and cooperation agreements and merger control. The third part addresses the public and private enforcement of



competition law.

**Teaching:** 24-26 hours of contact time.

**Formative coursework:** Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

**Indicative reading:** Whish and Bailey Competition Law (7th edn, 2011); Jones & Sufrin, EC Competition Law: Cases and Materials (7th ed, 2014); Geradin, Layne-Farrar, and Petit, EU Competition Law and Economics (2011); Faull & Nikpay, The EC Law of Competition (3rd edn, 2004).

**Assessment:** Assessment path 1  
Essay (100%, 8000 words).  
Assessment path 2  
Take-home assessment (100%).

## LL426E Half Unit Rights Adjudication and Global Constitutionalism

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Kai Moller NAB7.01

**Availability:** This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

**Pre-requisites:** Some knowledge of human or constitutional rights law of any jurisdiction may be helpful, but is not essential. A knowledge of philosophy is not required.

**Course content:** Human and constitutional rights are increasingly and properly discussed in a global, as opposed to domestic or regional, context. This module provides an introduction to theories of human and constitutional rights by focusing on the emerging global discussion about their structure, substance, and justification. Topics to be discussed will include: Robert Alexy's Theory of Rights as Principles; Ronald Dworkin's Theory of Rights as Trumps; The Debate about Proportionality; Absolute Rights; The Debate about Judicial Review; The Culture of Justification and the Right to Justification.

**Teaching:** 24-26 hours of contact time.

**Formative coursework:** Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

**Indicative reading:** The course will rely on both cases from various jurisdictions and articles and book chapters from authors including Ronald Dworkin, Robert Alexy, Matthias Kumm, Jeremy Waldron and Frances Kamm.

**Assessment:** Assessment path 1  
Essay (100%, 8000 words).  
Assessment path 2  
Take-home assessment (100%).

## LL427E Half Unit Constitutional Law and Theory

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Thomas Poole NAB 7.20

**Availability:** This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all

Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

**Course content:** This course examines the role of constitutions and the nature of constitutional discourse. It considers the ways in which theorists have advanced understanding of constitutions and devised solutions to a range of constitutional questions. The course deals with the following topics: the scope of constitutional theory; the constitution of government; constitutional politics; representation; sovereignty; constituent power; constitutional rights; the rule of law; liberalism and republicanism; constitutional adjudication; cultural pluralism; theories of federalism; the cosmopolitan polity.

**Teaching:** 24-26 hours of contact time.

**Formative coursework:** Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

**Indicative reading:** Much of the reading for the course consists of classic texts in political thought. Many are available online and the course is delivered through Moodle. Indicative reading includes: Hobbes, Leviathan; Rousseau, The Social Contract; Montesquieu, The Spirit of the Laws; Burke, Reflections on the Revolution in France; Tocqueville, Democracy in America; Schmitt, Constitutional Theory; Oakeshott, On Human Conduct; Hayek, The Constitution of Liberty.

**Assessment:** Assessment path 1  
Essay (100%, 8000 words).  
Assessment path 2  
Take-home assessment (100%).

## LL430E Half Unit Investment Treaty Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jan Kleinheisterkamp

**Availability:** This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Law School will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Law School's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Law School website.

**Course content:** The aim of the course is to introduce students to international investment law and dispute settlement, the latter emphasizing developments in investment treaty arbitration. The course focuses on the public international law rules and institutions that govern investments and investment treaty disputes. The course has five main elements: (1) the historical, theoretical and policy background behind investment treaties and dispute settlement by arbitration; (2) the rules governing jurisdiction and admissibility of investor-state arbitration cases; (3) the substantive principles and standards – such as national treatment, most-favoured-nation treatment, expropriation, and the minimum standard in international law – that may apply to the investor-state relationships; (4) recognition and enforcement of investor-state arbitral awards and interaction between international tribunals and national courts; and (5) the discussion of the future of international investment law.

**Teaching:** 24-26 hours of contact time.

**Formative coursework:** Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

**Indicative reading:** CL Lim, J Ho, M Pappas, International



Investment Law and Arbitration (CUP 2018); R Dolzer and C Schreuer, Principles of International Investment Law (2nd edn, Oxford 2012); G Van Harten, Investment Treaty Arbitration and Public Law (Oxford, 2006)

**Assessment:** Assessment path 1  
Essay (100%, 8000 words).  
Assessment path 2  
Take-home assessment (100%).

## LL431E Half Unit

### Takeover regulation in the UK and US

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Robert Kershaw NAB7.16

**Availability:** This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Law School will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Law School's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Law School website.

**Course content:** The course will look at the regulation of the bid process and at takeover defence regulation in the UK and the US. The course will look at: transaction structures; the function and effects of the market for corporate control; takeover process regulation; takeover defence regulation; deal protections; and regulating conflicts of interest in going private transactions.

**Teaching:** 24-26 hours of contact time.

**Formative coursework:** Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

**Indicative reading:** The course will use materials distributed through moodle and the course pack as well as D. Kershaw, Principles of Takeover Regulation (2016). Background material can be found in R. Kraakman et al, The Anatomy of Corporate Law (2004); B. Black, The Law and Finance of Corporate Acquisitions (1995); and W. Carney, Mergers and Acquisitions (2003).

**Assessment:** Assessment path 1  
Essay (100%, 8000 words).  
Assessment path 2  
Take-home assessment (100%).

## LL432E Half Unit

### Mergers, Acquisitions and Restructurings in Europe

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr Edmund-Philipp Schuster NAB6.30

**Availability:** This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Law School will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Law School's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Law School website.

**Pre-requisites:** There are no formal pre-requisites for this module.

**Course content:** In this module, we will explore the regulation of mergers, acquisitions and restructurings in Europe. We will focus on legal techniques for the combination and restructuring of

business operations in Europe, with a particular focus on the legal issues arising in cross-border transactions in the EU.

There are a number of reasons for corporations wanting to restructure their operations or to make acquisitions. For instance, firms may want to acquire a strategically valuable firm or asset in order to improve the efficiency (and thus increase the value) of their business operations; they may want to implement a better governance structure, enabling them to manage their undertaking more effectively; or they may want to subject themselves to more favourable legal or tax rules – including choosing among different national corporate laws.

EU law offers a range of legal vehicles for achieving such aims, and it is these vehicles we will explore throughout the term. In particular, we will look at re-incorporations of EU companies based on the relevant Treaty provisions; takeovers of (listed) EU companies; domestic ("statutory") mergers; de-mergers and spin-offs; cross-border mergers in the EU; and the European Company. Content overview:

- The market for corporate control, corporate ownership structures and transaction structures for takeovers and restructurings in Europe
- European takeover regulation
- Domestic mergers
- Divisions & spin-offs
- Cross-border mergers
- Employee participation (board-level co-determination) and board structures, and their relevance for corporate transactions
- The European Company (SE)
- Brief introduction to taxation of corporate transactions and tax-related drivers and incentives for intra-group reorganisation and company migration

**Teaching:** 24-26 hours of contact time.

**Formative coursework:** Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

**Indicative reading:** A full reading list will be made available via Moodle at the beginning of the course. Sample readings: R. Romano, A Guide to Takeovers: Theory, Evidence and Regulation (1992) 9 Yale Journal of Regulation 119; RD Kershaw, Company Law in Context (2012), Web Chapter A [available here: [http://global.oup.com/uk/orc/law/company/kershaw2e/resources/chapters/Web\\_Chapter\\_A.pdf](http://global.oup.com/uk/orc/law/company/kershaw2e/resources/chapters/Web_Chapter_A.pdf)]; S Grundmann, European Company Law (Intersentia, 2nd ed. 2011): Chapter 3 (Mergers & Divisions); R Kraakman et al, The Anatomy of Corporate Law (OUP, 2nd ed. 2009): Chapter 7 (Control Transactions); PL Davies et al, The Takeover Directive as a Protectionist Tool? [available here: <http://ssrn.com/paper=1554616>]; C Clerk et al, A Legal and Economic Assessment of European Takeover Regulation [available here: <http://www.ceps.eu/system/files/Takeover%20Bids%20Directive%20book%20-%20Final.pdf>]; E-P Schuster, The Mandatory Bid Rule: Efficient, After All? (2013) 76 Modern Law Review 529; KJ Hopt and E Wymeersch (eds), European Takeovers: Law and Practice; M Pannier, The EU Cross Border Merger Directive – A New Dimension for Employee Participation and Company Restructuring (2005) 16 European Business Law Review 1424.

**Assessment:** Assessment path 1

Essay (100%, 8000 words).  
Assessment path 2  
Take-home assessment (100%).

## LL433E Half Unit

### State and Market in the EU

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Pablo Ibanez Colomo NAB5.16

**Availability:** This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Law School will not offer all Executive LLM courses every year,

although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Law School's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Law School website.

**Course content:** Member States of the EU are not free to award subsidies to their national companies or to support them in a comparable way (by, inter alia, securing favourable supply conditions to the companies, granting loans at favourable rates or providing unlimited guarantees). In the wake of the recent financial crisis, for instance, bailout measures adopted across the EU had to be cleared by the European Commission in accordance with Articles 107 and 108 TFEU. The first part of the course explores the economic rationale underpinning the control of State aid in the European Union (the reasons why similar regimes are not implemented at the national level in federal countries facing similar issues, such as the United States, will also be explored). The second part examines (i) the notion of State aid within the meaning of Article 107(1) TFEU and (ii) the conditions under which measures falling under the scope of that provision may be deemed compatible with the internal market. The third part provides an overview of the application of the law in some sectors (including the financial and the communications sectors) or for some purposes (e.g. research and development, regional aid). The fourth part is devoted to the procedural aspects of the discipline.

**Teaching:** 24-26 hours of contact time.

**Formative coursework:** Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

**Indicative reading:** Quigley, *European State Aid Law and Policy* (3rd Edition, 2015); Bacon (ed), *European Community Law of State Aid* (3rd Edition, 2017); Jones and Sufirin, *EU Competition Law* (online chapter) (6th Edition, 2017)

**Assessment:** Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

## LL434E Half Unit

### Regulation: Strategies, Theories and Implementation

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Gordon Baldwin

**Availability:** This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Law School will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Law School's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Law School website.

**Course content:** The course provides an introduction to key topics in the study of regulation from with a comparative and generic perspective drawn from public administration, socio-legal studies and institutional economics. Topics include: What is regulation and Why do it? What is Good Regulation? Regulatory Strategies. Explaining Regulation. Enforcing Regulation. Risk Regulation. Regulatory Standard Setting. Regulatory Competition. Regulation and Cost Benefit Analysis.

**Teaching:** 24-26 hours of contact time.

**Formative coursework:** Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

**Indicative reading:** R. Baldwin, M. Cave and M. Lodge,

Understanding Regulation, 2nd ed. (OUP, 2011); R. Baldwin, M. Cave and M. Lodge (ed.) *Oxford Handbook on Regulation* (OUP, 2010); R. Baldwin, C. Hood and C. Scott, *Socio-Legal Reader on Regulation* (OUP, 1998); *Responsive Regulation: Transcending the Deregulation Debate* by Ian Ayres and John Braithwaite (OUP, 1992); B. Morgan and K. Yeung (2007), *An Introduction to Law and Regulation* (Cambridge University Press, 2007); J. Jordana and D. Levi-Faur, *The Politics of Regulation* (Edward Elgar, 2004); A. Ogus, *Regulation* (OUP, 1994); R. Baldwin, *Rules and Government* (OUP, 1995); I. Ayres and J. Braithwaite, *Responsive Regulation* (OUP, 1992).

**Assessment:** Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

## LL435E Half Unit

### Innovation, Technology and Patent Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Siva Thambisetty NAB 7.29

**Availability:** This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option.

This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

**Course content:** Patent rights are the link between your index finger that slides or twirls to open your smartphone, a synthetically generated living cell, the diagnostic test for breast cancer, the velcro on your gym bag and the connectivity we often take for granted on social media. From obscure, arcane beginnings, patent law and policy is now central to domestic and international issues as wide ranging as innovation priorities, access to medicines, international trade and development, food security, artificial intelligence and the ethical and sustainable use of genetic resources.

This course will critically examine core concepts of the protection of inventions in UK/European, US and International patent law often taking a comparative approach. The course adopts a broad approach to questions of patentability, and through readings and discussion you will investigate the economic, social and political dimensions of the use, control and exploitation of technology and innovation. We examine specific industrial or technology sectors such as software, artificial intelligence, biotechnology and pharmaceuticals in order to understand how the empirical and normative drive to protect technology varies in different sectors. Current issues are often discussed. For instance the global effort to bring vaccines and treatments for Covid-19 has much to teach us about the intersection between market incentives like patents and structural inequality.

You do not need prior exposure to intellectual property law or a science background to take the course. You will be supported throughout the course to understand technologies via their legally significant attributes.

**Teaching:** 24-26 hours of contact time.

**Formative coursework:** Students will have the option to produce a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

**Indicative reading:** Bently, Sherman, Gangjee and Johnson *Intellectual Property Law*, OUP 2018, Pila *The Requirement for an Invention in Patent Law* Oxford University Press 2010, Spence *Intellectual Property*, Clarendon Law Series 2007, Landes and Posner *The Economic Structure of Intellectual Property Law* Harvard University Press 2003, Robert Merges *Justifying Intellectual Property Law* HUP 2011, Jaffe & Lerner, *Innovation and*

its Discontents Princeton University Press 2004, S Parthasarathy Patent Politics: Life Forms, Markets, and the Public Interest in the United States and Europe (University of Chicago Press 2017), Katharina Pistor The Code of Capital: How the Law Creates Wealth and Inequality (Princeton University Press 2019)

**Assessment:** Assessment path 1  
Essay (100%, 8000 words).  
Assessment path 2  
Take-home assessment (100%).

## LL436E Half Unit Rethinking EU Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Michael Wilkinson NAB6.28

**Availability:** This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

**Course content:** EU law is a fast-moving, dynamic area of law. The course will address core aspects of EU law and develop a number of key themes in the public law and policy of the EU and its Member States. It will provide a sophisticated understanding of the legal, political and constitutional issues surrounding the central debates in the EU, from its origins to the recent crises, including the Euro-crisis and Brexit. Topics will include: - Law and Politics of European Integration - Fundamental Freedoms - Collective Autonomy and Social Justice - Authority of EU Law - Sovereignty, Identity and Pluralism - Political Economy - Future of the EU. The course will use general theoretical accounts in law and related disciplines in order to situate EU law in its economic, political and social context. It uses the LSE's unique interdisciplinary expertise in European law, constitutional theory, public law, and legal theory for a rich and varied study of the challenges facing the EU and its future development.

**Teaching:** 24-26 hours of contact time.

**Formative coursework:** Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

**Indicative reading:** Chalmers et al., European Union Law (CUP, 2014); Craig and DeBurca, EU Law: Text, Cases and Materials (OUP, 2015); Craig and DeBurca (eds.) The Evolution of EU Law (OUP, 2011); Maduro and Azoulai (eds.) The Past and Future of EU Law (Hart, 2010); Dickson and Eleftheriadis (eds.) Philosophical Foundations of EU Law (OUP, 2012); Tuori and Tuori, The Eurozone crisis: A Constitutional Analysis (CUP, 2013)

**Assessment:** Assessment path 1  
Essay (100%, 8000 words).  
Assessment path 2  
Take-home assessment (100%).

## LL437E Half Unit International Criminal Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Stephen Humphreys NAB6.15

**Availability:** This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses

every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

**Pre-requisites:** Some background in public international law is helpful for this course. If an introduction or refresher is needed, a standard textbook such as Malcolm Shaw's International Law is recommended.

**Course content:** The course looks at the history of and background to international criminal law and at its substantive content—its origins in the early Twentieth Century, its purported objectives, and the core crimes set out in the Rome Statute over which the International Criminal Court has jurisdiction (war crimes, crimes against humanity, genocide). The course will then examine in more detail a number of areas of contemporary interest (at least two from among the following: aggression, universal jurisdiction, immunity, torture, terrorism, international tribunals). The course is mainly directed at the conceptual problems associated with the prosecution of war criminals and, more broadly, legalised retribution.

**Teaching:** 24-26 hours of contact time.

**Formative coursework:** Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

**Indicative reading:** Cryer, Friman, Robinson & Wilmshurst, An Introduction to International Criminal Law and Procedure (Cambridge), 4th edition (2019)  
Indicative reading

Gary Bass, Stay the Hand of Vengeance. The Politics of War Crimes Tribunals (Princeton, 2000); Judith Shklar, Legalism (Harvard, 1964); Mark Osiel, Mass Atrocity, Collective Memory & the Law (Transaction Publishers, 1997); T McCormack & G Simpson, The Law of War Crimes (Kluwer 1997); W Schabas, The International Criminal Court (Cambridge, 2001); H Arendt, Eichmann in Jerusalem (Penguin, 1997); Simpson, Law, War and Crime, Polity (2007).

**Assessment:** Assessment path 1  
Essay (100%, 8000 words).  
Assessment path 2  
Take-home assessment (100%).

## LL438E Half Unit Commercial Remedies

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Charles Webb NAB 6.26 and Dr Andrew Summers NAB 6.06

**Availability:** This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option.

**Pre-requisites:** Undergraduate contract and tort law

**Course content:** The objective of the course is to provide students with a detailed understanding of remedies in a commercial context. The reading addresses both case law and academic commentary. Here is an indicative list of the issues that will be considered on the course:

1. The aims of commercial remedies: What interests and other policies may be served by the law when remedying commercial disputes?
2. The function of contract damages: How do the courts assess damages for breaches of contract? Should the courts do more to protect the claimant's interest in performance? What limits are placed on the recovery or measure of damages?
3. Punishment: Is punishment of a defaulting defendant ever a legitimate aim in commercial remedies? Should punitive damages be given a greater role in English commercial law?
4. Agreed remedies: To what extent are commercial parties free to fix the remedies available to them in the event of breach? Does freedom of contract extend to the parties' secondary obligations?



5. Unjust enrichment: What is the law of unjust enrichment? What is its relationship to the law of contract? What can commercial parties recover under the law of unjust enrichment?

6. Comparative law: How do other jurisdictions deal with these questions? What might the common law learn from civil law systems?

**Teaching:** 24 hours

**Formative coursework:** All students are expected to produce one 1,500 word formative essay during the course. Formative assessment opportunities will be provided (essay or problem questions)

**Indicative reading:** Rowan, Remedies for Breach of Contract: A Comparative Analysis of the Protection of Performance (OUP 2012)

Burrows, Remedies for Torts and Breach of Contract (4th edn OUP 2019)

Virgo and Worthington (eds), Commercial Remedies: Resolving Controversies (CUP 2017)

Webb, Reason and Restitution (OUP 2016)

**Assessment:** Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

## LL439E Half Unit

### UK Corporate Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Robert Kershaw NAB7.16

**Availability:** This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option.

**Course content:**

1. The Evolution of the UK company. This session will address the evolution of the corporate form from the mid-19th century, and outline the partnership based conception of UK company. It will contrast the partnership conception with the corporate / entity conception.
2. Legal personality, formation and structure – considering the implications and function of separate legal personality and the scope to disregard the corporate veil; the process of formation; and the constitutional make-up of the company.
3. Corporate Actions – considering how the company acts in contract, tort and crime.
4. The distribution of power in a UK company – considering the location and contractual distribution of power in a UK corporation; the problem of separation of ownership and control / the agency problem; mandatory versus default rules; core mandatory rights: removal of directors and calling shareholder meetings.
5. Director's duties I: the nature of duties; who owes them; to whom; the corporate objective; the duty to promote the success of the company.
6. Directors Duties II: the duty of care (business judgments, business process, monitoring, systems and controls, risk management)
7. Directors Duties III: the duty of loyalty (self-dealing transactions, corporate opportunities, competing with the company, bribes and commissions).
8. Company law and creditor protections – shareholder incentives to exploit creditors; the scope for unlimited liability, duties to creditors; wrongful trading.
9. Derivative Actions: the rule in *Foss v Harbottle*; the new derivative action mechanism; indemnity orders and contingency fees; reflective loss.
10. Minority shareholder protections – common law restraints on the exercise of majority shareholder power and influence; statutory constraints on the exercise of such power and influence (122(g) Insolvency Act 1986 and section 994 Companies Act 2006.

**Teaching:** 20 hours of seminars in the MT.

24 hours (Executive LLM)

**Formative coursework:** All students are expected to produce one

2,000 word formative essay during the course.

**Indicative reading:** Core Texts: David Kershaw, Company Law in Context (2nd ed, OUP 2012)

Paul Davies, Gower and Davies' The Principles of Modern Company Law (10th eds, Sweet & Maxwell, 2016).

For each session in addition to the main texts other readings will include cases, statutes and journal articles. As an example:

Session 1:

Paul Davies, Gower and Davies' The Principles of Modern Company Law (6th eds, Sweet & Maxwell, 1996), Chapter 1.

Extracts from N. Lindley, Treatise on the Law of Companies (as a Branch of the Law of Partnerships) (1889).

F. Palmer, Company Law: A Practical Handbook for Lawyers and Business Men (5th eds, 1905).

Extracts from D. Kershaw, The Path of Corporate Fiduciary Law (2012) 8 New York University Journal of Law and Business 395.

M. Lobban, Corporate Identity and Limited Liability in France and England 1825-67, 25 Anglo American Law Review. 397, 403-04 (1996).

Ernst v Nichols (1857) 10 Eng. Rep.

Ashbury Railways v Riche [1874-80] All ER Rep Ext.

**Assessment:** Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

## LL440E Half Unit

### Digital Rights, Privacy and Security

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Orla Lynskey (NAB 6.07)

**Availability:** This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option.

This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

**Pre-requisites:** Basic knowledge of EU law is desirable but not essential for this course.

**Course content:** Personal data is an important factor of production in data-driven economies, and the processing of personal data can generate significant economic and social benefits.

Personal data processing can also have a detrimental impact on established rights and values, such as autonomy, privacy and data protection. As a result, legal frameworks to regulate personal data processing have been enacted across the world, with the EU legal model used as a blueprint. Yet, despite the development of such legal frameworks across the globe, critical questions remain unanswered. For instance, the objectives of data protection frameworks differ with some prioritising a fundamental-rights approach to data protection regulation while other frameworks are based on an economic free-trade rationale. Disagreement also persists regarding how the balance should be struck between effective data protection and other rights (such as freedom of expression and freedom of information) and interests (such as innovation and national security).

This course will critically evaluate the legal framework applicable to personal data processing. It will do this predominantly with reference to the EU framework. In order to bring key issues to life, a number of case studies will be considered, including the application of data protection and privacy rules to online behavioural advertising and to State surveillance.

**Teaching:** 24-26 hours of contact time.

**Formative coursework:** All students are expected to produce one 2,000 word formative essay during the course.

**Indicative reading:** Bygrave, Data Privacy Law: An International



Perspective (OUP, 2015)

Cohen, *Between Truth and Power* (OUP, 2019)

Lynskey, *The Foundations of EU Data Protection Law* (OUP, 2015)

Zuboff, *The Age of Surveillance Capitalism* (Profile, 2019)

**Assessment:** Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

## LL441E Half Unit

### Employment Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Astrid Sanders NAB7.19

**Availability:** This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Law School will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Law School's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Law School website.

**Course content:** Regulation of the content and the form of the employment relation. The contract of employment, including express and implied terms and the scope of employment law. Regulation of minimum wage and working time. Protection against discrimination in the workplace. Discipline and protection from dismissal and termination of employment. The approach involves theoretical perspectives, economic analysis, comparative law of employment, and examination of relevant European law.

**Teaching:** 24-26 hours of contact time.

**Formative coursework:** All students are expected to produce one 2,000 word formative essay during the course.

**Indicative reading:** Detailed syllabus of readings will be available and the materials can all be accessed through Moodle. Hugh Collins, *Employment Law*, 2nd edn (Oxford University Press, 2010), Chapters 1-9 or Hugh Collins, KD Ewing and Aileen McColgan, *Labour Law* (2nd edition, CUP 2019).

**Assessment:** Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

## LL442E Half Unit

### Corporate Restructuring

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Sarah Paterson NAB6.06

**Availability:** This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Law School will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Law School's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Law School website.

**Course content:** This course is concerned with the principles and policies underlying the rescue of financially distressed companies and businesses. The course considers formal legal procedures available for dealing with companies and businesses in financial distress. Topics include: Chapter 11 as a Rescue

Procedure. Corporate Rescue Procedures in the UK. The European Restructuring Directive. The Theory and Philosophy of Rescue.

**Teaching:** 24-26 hours of contact time.

**Formative coursework:** All students are expected to produce one 2,000 word formative essay during the course.

**Indicative reading:** A full Reading List will be distributed during the course. The recommended text is V. Finch and D. Milman, *Corporate Insolvency Law: Perspectives and Principles* (Cambridge University Press, 2017) (3rd edition). Wider background reading will include some comparative law reform and other material including: R. Olivares-Caminal et al, *Debt Restructuring* (Oxford University Press, 2013) and the ABI Commission to Study Reform of Chapter 11 Final Report

**Assessment:** Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

## LL443E Half Unit

### Corporate Bankruptcy

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Sarah Paterson NAB6.06

**Availability:** This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Law School will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Law School's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Law School website.

**Course content:** This course is concerned with the principles and policies underlying the legal treatment of corporate bankruptcy. The impact of these procedures and approaches on third parties, for example corporate groups, secured and unsecured creditors, directors and employees, is also considered. Topics include: Secured creditors; The distributional order of priority in corporate bankruptcy; Setting aside transactions; Quasi-security devices for the unsecured creditor; The problem of corporate groups; Company directors in troubled times; Employees in distress and European and international recognition in corporate bankruptcy.

**Teaching:** 24-26 hours of contact time.

**Formative coursework:** All students are expected to produce one 2,000 word formative essay during the course.

**Indicative reading:** A full Reading List will be distributed during the course. The recommended text is V. Finch and D. Milman, *Corporate Insolvency Law: Perspectives and Principles* (Cambridge University Press, 2017) (3rd edition).

**Assessment:** Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

## LL444E Half Unit

### International Law and the Use of Force

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Devika Hovell NAB6.32

**Availability:** This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Law School will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in

each year, or more than once each year. Please note that whilst it is the Law School's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Law School website.

**Pre-requisites:** Executive version of an existing taught masters course (LL4A8).

**Course content:** This course examines the international law relating to when it is permissible to use force (*ius ad bellum*). The aim of this course is to develop an understanding of the principles of international law that regulate the use of force in international society. It concentrates on the prohibition of resort to force in Article 2(4) of the United Nations Charter and the recognized exceptions to that prohibition, namely Security Council authorization and self-defence. We will also examine in detail related concepts and doctrines, including humanitarian intervention and the responsibility to protect, pro-democratic intervention, the protection of nationals and the criminalization of aggression.

**Teaching:** 24-26 hours of contact time.

**Formative coursework:** All students are expected to produce one 2,000 word formative essay during the course.

**Indicative reading:** A detailed reading list will be issued in advance of the course. See, in particular: Dinstein, *War, Aggression and Self-Defence* (5th ed, 2011); Gray, *International Law and the Use of Force* (3rd ed, 2008).

**Assessment:** Assessment path 1  
Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

## LL445E Half Unit

### Cultural Property and Heritage Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Tatiana Flessas NAB7.27

**Availability:** This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Law School will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Law School's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Law School website.

**Course content:** This course looks at cultural property and heritage law from legal, social theoretical and practice-oriented perspectives. It provides an overview of existing and emerging cultural property and heritage legislation (domestic and international). We will be looking in particular at the development of cultural property legislation in the 20th century and emerging international cultural property and heritage initiatives under the auspices of the UN and UNESCO. Topics to be covered include the origins of cultural property law, the problems in defining cultural property and heritage, current issues and cases in repatriation and restitution of cultural objects, the National Trust and other heritage protection regimes, and intangible cultural heritage. The course also addresses the creation and management of museums and heritage sites, primarily within the UK, but also including sites in North and South America, Europe and Asia. We consider how the issues that we've identified throughout the course arise in the ongoing construction, protection, and (primarily economic) uses of heritage. Along with specialist seminars, the course includes visits to museums and contact with practising experts in the field.

**Teaching:** Courses are taught over 5 days (Mon-Fri) with approximately 5 hours teaching per day. There is a morning and an afternoon session, so 10 sessions in total with the overall contact

time being 24-26 hours.

**Formative coursework:** Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

**Indicative reading:** Neil Cookson, *Archaeological Heritage Law* (2000 Barry Rose); John Henry Merryman and Albert E. Elsen, *Law, Ethics and the Visual Arts* (2002 Kluwer Law International); Lyndel V. Prott & P.J. O'Keefe, *Law and the Cultural Heritage Vol 1* (1984 Abingdon); Lyndel V. Prott & P.J. O'Keefe, *Law and the Cultural Heritage Vol 3* (1989 Butterworths); J.E. Tunbridge and G.J.

Ashworth, *Dissonant Heritage: the management of the past as a resource in conflict* (1996 J. Wiley); Norman Palmer, *Museums and the Holocaust: law, principles and practice* (2000 Institute of Art and Law); John Henry Merryman, *Thinking about the Elgin Marbles: critical essays on cultural property, art and law* (2000 Kluwer Law International); Nick Merriman, *Beyond the Glass Case: the past, the heritage and the public in Britain* (1991); Jeanette Greenfield, *The Return of Cultural Treasures* (1989); Richard Prentice, *Tourism and Heritage Attractions* (1993); G.J. Ashworth and P.J. Larkham, eds. *Building a New Heritage: tourism, culture, and identity* (1994); Peter Mandler, *The Fall and Rise of the Stately Home* (1997); Patrick J O'Keefe, *Trade in Antiquities: reducing destruction and theft* (1997); Ismail Serageldin, Ephim Shluger, Joan Martin-Brown, eds. *Historic Cities and Sacred Sites: cultural roots for urban futures* (2001); Federico Mayor, *Memory of the Future* (1995); Peter J. Fowler, *The Past in Contemporary Society: then, now* (1992); David Brett, *The Construction of Heritage* (1996); Karl Ernest Meyer, *The Plundered Past* (1974).

**Assessment:** Assessment path 1  
Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

## LL446E Half Unit

### Art Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Tatiana Flessas NAB7.27

**Availability:** This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Law School will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Law School's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Law School website.

**Course content:** This course engages in a discussion of specific cases and issues regarding acquisition, ownership, and restitution of works of art, and the problems that arise in regulating markets in art, antiquities and cultural artefacts. 'Art Law' is a specialized area of practice and an emerging area of theory and scholarship. We will look at some of the cases and theory of art and law, including the practices of dealers and auction houses in valuing (and mis-valuing) art for sale; the recent developments in addressing the restitution of art taken during the Nazi era; museum loans and the cross-border movement of art; the restoration and conservation debate(s) and then turn to a scholarly and interpretive approach to the issues that arise in considering the art market. We will look at domestic (UK and US) and international legislation regulating the art and antiquities trades. Against this legislative background, the course examines important cases in disputes regarding looting and provenance of art, and questions of commodification and sale of cultural artefacts, focusing on the issues that arise in the operation of the art market (dealers, museums, collectors and auction houses). Within this context, we will touch on the similar or overlapping issues that arise in the market(s) in cultural objects and antiquities and the legal and

ethical burdens on the participants in this trade. We will discuss the practices and constraints that arise in the context of both private purchasers/dealers and museums acquiring these kinds of objects. Finally, practitioners in these areas, museum and auction house professionals, archaeologists, and art experts will be contributing to the seminars on the emerging legal issues in this area.

**Teaching:** Courses are taught over 5 days (Mon-Fri) with approximately 5 hours teaching per day. There is a morning and an afternoon session, so 10 sessions in total with the overall contact time being 24-26 hours.

**Formative coursework:** Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

**Indicative reading:** Colin Renfrew, *Loot, Legitimacy and Ownership: The Ethical Crisis in Archaeology* (2000 Duckworth); Neil Cookson, *Archaeological Heritage Law* (2000 Barry Rose); James Cuno, *Who Owns Antiquity? Museums and the Battle over our Ancient Heritage* (2010 Princeton University Press); John Henry Merryman and Albert E. Elsen, *Law, Ethics and the Visual Arts* (2002 Kluwer Law International); Lyndel V. Prott & P.J. O'Keefe, *Law and the Cultural Heritage Vol 1* (1984 Abingdon); Lyndel V. Prott & P.J. O'Keefe, *Law and the Cultural Heritage Vol 3* (1989 Butterworths); Norman Palmer, *Museums and the Holocaust: law, principles and practice* (2000 Institute of Art and Law); Olav Velthuis, *Talking Prices: Symbolic Meanings of Prices on the Market for Contemporary Art* (2007 Princeton University Press); Jason Felch & Ralph Frammolino, *Chasing Aphrodite: The Hunt for Looted Antiquities at the World's Richest Museum* (2010 Houghton Mifflin Harcourt); Sarah Thornton, *Seven Days in the Art World* (2009 Granta Books); Jeanette Greenfield, *The Return of Cultural Treasures* (1989); Patrick J O'Keefe, *Trade in Antiquities: reducing destruction and theft* (1997); Karl Ernest Meyer, *The Plundered Past* (1974).

**Assessment:** Assessment path 1  
Essay (100%, 8000 words).  
Assessment path 2  
Take-home assessment (100%).

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## LL447E Half Unit

### International Law: Courts and Tribunals

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Devika Hovell NAB6.32

**Availability:** This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Law School will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Law School's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Law School website.

**Course content:** The course introduces students to the practice and theory of international legal dispute resolution, focusing on dispute settlement before courts and tribunals. The former Prosecutor of the Yugoslav Tribunal, Richard Goldstone, resolved that: 'it seems to me that if you don't have international tribunals, you might as well not have international law'. Given the proliferation of courts and tribunals applying and enforcing international law, certain scholars have argued we are witnessing the emergence of an 'international judicial system' (Martinez). The course involves three main elements:

1. Firstly, the course examines the structure and work of the International Court of Justice, the principal judicial organ of the United Nations, focusing on jurisdiction/admissibility, contentious cases and advisory opinions.
2. Secondly, the course introduces a variety of other international

courts and tribunals, such as the International Criminal Court, domestic and regional courts dealing with international law and human rights, including the European Court of Human Rights and the European Court of Justice, the WTO Dispute Settlement Body and investment treaty arbitral tribunals. Using contemporary and controversial case studies, the course will critically analyze and contrast the institutional design and jurisdiction of these courts and tribunals.

3. Thirdly, throughout the course we explore key theoretical controversies surrounding the adjudication of international law, focusing in particular on (a) how these courts and tribunals relate to one another (hierarchy, specialization and fragmentation); (b) what criteria should be used in assessing the legitimacy and effectiveness of these courts and tribunals; and (c) whether and how these courts and tribunals create international law.

**Teaching:** 24-26 hours of contact time.

**Formative coursework:** Students are encouraged to produce one 2,000 word formative essay during the course.

**Indicative reading:** Indicative reading includes Karen Alter, *The New Terrain of International Law: Courts, Politics, Rights* (2014 Princeton); Gleider Hernández, *The International Court of Justice and the Judicial Function* (2014 OUP); Yuval Shany, 'No Longer a Weak Department of Power? Reflections on the Emergence of a New International Judiciary' (2009) 20(1) *European Journal of International Law* 73; Frederic Megret and Marika Giles Samson, 'Holding the Line on Complementarity in Libya: the Case for Tolerating Flawed Domestic Trials' (2013) 11 *Journal of International Criminal Justice* 571.

**Assessment:** Assessment path 1  
Essay (100%, 8000 words).  
Assessment path 2  
Take-home assessment (100%).

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## LL448E Half Unit

### Terrorism and the Rule of Law

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Conor Gearty NAB 6:11

**Availability:** This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

**Course content:** This course will provide a theoretical and historical introduction to the concept of terrorism. It will critically consider definitions of terrorism, and analyse the relationship between terrorism and the right to rebel, and the right to engage in civil disobedience. The historical development of the idea of 'terrorism' from the late eighteenth century through to the present will then be traced, with the emphasis on locating the practice of political terror in its political and military/quasi-military context. The role of international law generally and international human rights law in particular in the context of terrorism and anti-terrorism action will be considered in detail. The course will teach the material in context, so the subject will be analysed by reference to particular situations where necessary, eg Northern Ireland, the Palestine/Israel conflict and the post 11 September 'war on terror'. The aim of the course is to give the student a good critical understanding of this most controversial of subjects, and also to impart an understanding of the role of law in shaping the fields of terrorism and of counter-terrorism (and, latterly, the emerging field of 'extremism').

**Teaching:** 24-26 hours of contact time.

**Formative coursework:** All students are encouraged to produce

one 2,000 word formative essay during the course.

**Indicative reading:** There are four pieces ideally to be read before we meet:

- (i) Richard English Terrorism: How to Respond (Oxford 2009; pb 2010).
- (ii) Conor Gearty, Liberty and Security (Polity, 2013).  
(Note both of these books are in paperback, and short!)
- (iii) Conor Gearty, 'Terrorism and Human Rights' in Gearty, Selected Essays on Human Rights and Terrorism (Cameron May 2008), ch 24 – I have a PDF available.
- (iv) Conor Gearty, 'Terrorist threats, Anti-terrorism and the Case against the Human Rights Act' in F Cowell (ed), Critically Examining the Case against the Human Rights Act (Hart 2017) I have a word version.

Please try to ensure that you have completed this reading prior to the module.

Further reading:

- (v) A marvellous fund of information is at: <http://www.parliament.uk/topics/Terrorism.htm>
  - (vi) R English, Does Terrorism Work? (OUP 2016).
  - (vii) R v Gul [2013] UKSC 64 ([https://www.supremecourt.uk/decided-cases/docs/UKSC\\_2012\\_0124\\_Judgment.pdf](https://www.supremecourt.uk/decided-cases/docs/UKSC_2012_0124_Judgment.pdf)); Beghal v DPP [2015] UKSC 49 (<https://www.supremecourt.uk/cases/docs/uksc-2013-0243-judgment.pdf>).
  - (viii) The Definition of Terrorism (A report by Lord Carlile) Cm 7052 ([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/228856/7052.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/228856/7052.pdf)).
  - (ix) Conor Gearty, 'Human Rights in an Age of Counter-terrorism' Oxford Amnesty Lecture 2006, in C Miller (ed) visiting Professor in the department of Government of the LSE The War on Terror (Manchester University Press, 2009) and also to be found in ch 23 of Gearty, Selected Essays on Human Rights and Terrorism (Cameron May 2008).
  - (x) David Omand, Securing the State (Hurst 2012).
  - (xi) Al-Waheed v Ministry of Defence [2017] UKSC 2 (<https://www.supremecourt.uk/cases/uksc-2014-0219.html>).
  - (xii) Gearty "Political violence and civil liberties" in McCrudden and Chambers, eds, Individual rights and the law in Britain ch 5.
  - (xiii) R (Lord Carlile) v Home Secretary [2014] UKSC 60. ([https://www.supremecourt.uk/decided-cases/docs/UKSC\\_2013\\_0098\\_Judgment.pdf](https://www.supremecourt.uk/decided-cases/docs/UKSC_2013_0098_Judgment.pdf)).
  - (xiv) D Anderson QC, 'Shifting the Compass: How to Fight Terrorism Without Defeating the Law' [2013] (3) European Human Rights Law Review 233-246.
  - (xv) Counter-terrorism and Security Act 2015 (<http://www.legislation.gov.uk/ukpga/2015/6/contents/enacted/data.htm>).
  - (xvi) CONTEST Annual Report for 2015 (<https://www.gov.uk/government/publications/contest-uk-strategy-for-counterterrorism-annual-report-for-2015>).
- Assessment:** Assessment path 1  
Essay (100%, 8000 words).  
Assessment path 2  
Take-home assessment (100%).

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## LL449E Half Unit Cyberlaw

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Andrew Murray NAB7.11

**Availability:** This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

**Course content:** This course critically analyses the regulation of the Internet and digital devices (such as smart devices and tablets).

It begins by providing a theoretical framework for the regulation of the Internet, examining questions such as whether the internet is capable of regulation, whether such regulation should be neutral and who should assume the task of regulating the online environment. Students taking the course will be expected to develop knowledge and understanding of the different values and interests brought to bear in the regulation of information technologies and communities.

Armed with this theoretical background, students will then be asked to consider how these values are reflected in the regulatory design of the online environment. This examination will be conducted by considering a number of case studies relating to online privacy, defamation, criminal activity and market power. The course concludes by examining the topical and politically charged question of whether Internet Service Providers should be allowed to vary service conditions by types of content.

**Teaching:** 24-26 hours of contact time.

**Formative coursework:** All students are encouraged to produce one 2,000 word formative essay during the course.

**Indicative reading:** Murray, Information Technology Law: The Law and Society (OUP, 4th ed, 2019)

Reed & Murray, Rethinking the Jurisprudence of Cyberspace (Edward Elgar, 2018)

Murray, The Regulation of Cyberspace (Routledge, 2007)

Lessig, Code Ver, 2.0 (Basic Books, 2006)

Zittrain, The Future of the Internet (Penguin, 2009)

Reed: Making Laws for Cyberspace (OUP, 2012)

Sunstein, Republic.com 2.0 (Princeton UP, 2009).

**Assessment:** Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

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## LL450E Half Unit

### Banking and Finance Law: Regulating Retail, Consumer, and SME Markets

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Joseph Spooner

**Availability:** This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option.

**Course content:** As the past decade has transformed understandings of finance and the economy, it has generated increasingly widespread recognition of the economic centrality of household finance. The Covid-19 crisis laid bare how households and the wider economy have come to depend on credit markets to make ends meet and keep economic activity flowing, and measures addressing problems of credit and debt in household and SME markets were central to policy responses to the pandemic. Responsibility for both the Global Financial Crisis of the late 2000s and subsequent Great Recession can be attributed to failures of household credit markets. Consumer expenditure accounts for over 50% of GDP in most OECD economies, meaning that the financial markets and products powering this spending are of central policy importance. Key contemporary problems of economic stagnation, inequality, and political instability can all in some ways be linked to problems arising in consumer financial markets, which are increasingly important sites of legal and political activity. The economic significance of SME finance is similarly clear. Small and Medium Enterprises (SMEs) account for 99% of firms and approximately 70% of jobs in OECD countries, and questions of how these firms access finance raise perennial policy concerns. Alongside the economic rethinking necessitated by the pandemic, the political and regulatory disruption of Brexit also makes this a key time for the study of banking and finance law as it relates to consumers and SMEs.



The significance and expansive reach of the consumer and SME dimensions of financial law are not matched by coverage in typical law school curricula – this course aims to address this imbalance by presenting a unique offering. The course begins by discussing key principles and theoretical ideas of retail financial market regulation. It considers the nature and structure of consumer and SME financial markets, examining the institutions and sources that create the ground rules of markets, involving questions of how financial laws and regulations in these markets are made, applied, and enforced. The course applies and tests these ideas in examining discrete markets and areas of law, drawing on a combination of international norms and detailed examples from European, North American and English law. The course is structured uniquely around a thematic approach, discussing legal material through key questions of consumer/SME financial law and policy. Themes include:

- The place(s) of consumers and small enterprises in the Real Economy
- Aims and justifications of regulation in consumer and SME financial markets
- Consumers, SMEs and financial stability (including prudential regulation and its interaction with consumer/SME protection)
- Access to finance (basic banking; the cashless society; fintech)
- Complexity in financial products (including product design and the regulation of contract terms; information asymmetry and disclosure regulations; behavioural perspectives and 'nudging')
- Mis-selling scandals and legal responses (including mortgage lending crises and 'responsible lending'; SME derivatives mis-selling and investor protection rules)
- Cross subsidisation, price discrimination, and fairness in financial services pricing ('the poor pay more'; the 'loyalty penalty')
- The problem of high-cost credit and usury regulation (the Wonga saga and payday loan regulation; bank overdrafts; the role of price regulation in financial markets)
- Wall Street v Main Street (dispute resolution and enforcement; financial law-making)
- Financial failure and default (entrepreneurship and bankruptcy law; over-indebtedness and consumer bankruptcy)

**Teaching:** This is an intensive module, which will be delivered through interactive seminars. The module will provide between 24 and 26 hours of contact teaching time. Students will be provided with online and hard copy materials for the module well in advance of the intensive teaching. The teaching will take place in week-long sessions, running from Monday to Friday.

**Formative coursework:** Students will be expected to produce 1 essay in the MT.

Formative assessments are set by teachers during the course and students will be given a submission date of approximately one month from the end of the teaching session. Feedback will be provided within two weeks following submission, either on Moodle or via email. The word limit for formative essays is 2000 words.

**Indicative reading:** General:

- Sir Ross Cranston, Emiliios Avgouleas, Kristin van Zwieten, Christopher Hare, and Theodor van Sante, *Principles of Banking Law* (3rd edition, OUP 2018)
- AND
- Geraint Howells, Iain Ramsay, and Thomas Wilhelmsson (eds.), *Handbook of Research on International Consumer Law*, (2 edition, Elgar 2018)
- OR
- Geraint Howells, Christian Twigg-Flesner and Thomas Wilhelmsson, *Rethinking EU Consumer Law* (1 edition, Routledge 2017).

Why Regulate of Consumer and SME Financial Markets?

- Iain Ramsay, 'Consumer Credit Law, Distributive Justice and the Welfare State' (1995) 15 *Oxford Journal of Legal Studies* 177.
- George A. Akerlof, 'The Market for 'Lemons'', 84 *The Quarterly Journal of Economics* 488 (1970)
- David Caplovitz, *Poor Pay More: Consumer Practices of Low-Income Families* (Free Press 1968).
- Luigi Zingales, 'Does Finance Benefit Society?' (2015) 70 *The Journal of Finance* 1327.

- Financial Conduct Authority, 'Fair Pricing in Financial Services' (FCA 2018) Discussion Paper DP18/9

#### **Complexity in Financial Products: Contract-as-Product**

- Oren Bar-Gill, *Seduction by Contract: Law, Economics, and Psychology in Consumer Markets* (OUP Oxford 2012), Chapter 1.
- Margaret Jane Radin, *Boilerplate: The Fine Print, Vanishing Rights, and the Rule of Law* (Princeton University Press 2012), Chapters 1-4.

#### **Consumers, SMEs, and Financial Stability: Prudential Perspectives**

- Anat Admati and Martin Hellwig, *The Bankers' New Clothes: What's Wrong with Banking and What to Do about It* (Updated edition, Princeton University Press 2014).
- Atif Mian and Amir Sufi, *House of Debt* (University of Chicago Press 2014).
- Kathleen C Engel and Patricia A McCoy, *The Subprime Virus: Reckless Credit, Regulatory Failure, and Next Steps* (OUP USA 2011)

Sample Reading:

- Sir Ross Cranston, Emiliios Avgouleas, Kristin van Zwieten, Christopher Hare, and Theodor van Sante, *Principles of Banking Law* (3rd edition, OUP 2018)
- Geraint Howells, Iain Ramsay, and Thomas Wilhelmsson (eds.), *Handbook of Research on International Consumer Law*, (2 edition, Elgar 2018)
- Anat Admati and Martin Hellwig, *The Bankers' New Clothes: What's Wrong with Banking and What to Do about It* (Updated edition, Princeton University Press 2014).
- Atif Mian and Amir Sufi, *House of Debt* (University of Chicago Press 2014).
- Kathleen C Engel and Patricia A McCoy, *The Subprime Virus: Reckless Credit, Regulatory Failure, and Next Steps* (OUP USA 2011)
- Iain Ramsay, 'Consumer Credit Law, Distributive Justice and the Welfare State' (1995) 15 *Oxford Journal of Legal Studies* 177.
- Luigi Zingales, 'Does Finance Benefit Society?' (2015) 70 *The Journal of Finance* 1327.
- Financial Conduct Authority, 'Fair Pricing in Financial Services' (FCA 2018) Discussion Paper DP18/9

**Assessment:** Assessment path 1

Take-home assessment (100%).

Assessment path 2

Essay (100%, 8000 words).

Students will be examined through a combination of an (8,000 word) assessed long essay (which may take the form of a policy paper) or take-home examination (6,000 words). The take-home examination will be uploaded and submitted electronically, and will be set two months after the completion of the intensive teaching. Video revision/question-and-answer sessions will be offered to students between the end of the teaching session and the exam.

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## **LL451E Half Unit**

### **Anglo-American Contract Law**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Paul Macmahon NAB 6.23

**Availability:** This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

**Course content:** This course in Anglo-American Contract Law has two main aims. First, it acquaints students with the fundamental ideas in the common law of contracts. Second, students learn

how these common-law ideas have developed differently in England and the United States. The course's main themes include: freedom of contract and its limits; the tension between documentary certainty and tacit understandings; the relevance of extracontractual notions of fairness; and the nature of the judicial role in contractual dispute resolution. We will explore these themes by working through both hypothetical and real cases. Students learn to apply, compare, and evaluate English and American contract law.

We cover the following topics:

- Contract Law in England and the United States: Institutional Comparison
- The Core Requirements for Binding Contracts in English and U.S. law
- Precontractual Liability
- Unconscionability and Standard Form Contracts
- Interpretation of Contracts: Formalism and Contextualism
- Implied Terms and the (Limited) Role of Good Faith
- Variation of Contracts: Relational Norms vs. Neoformalism
- Change of Circumstances: Frustration and Impracticability
- The Theory and Practice of Efficient Breach of Contract
- Contract Law as a Product on the Global Market for Dispute Resolution: London vs. New York vs. the rest

Our coverage is necessarily selective. The topics have been chosen according to three criteria. First, though some historical understanding is crucial, the emphasis is on issues with contemporary practical importance. Second, we focus on ideas that are peculiar to the common law of contracts and otherwise inaccessible to students from a civil law background. Third, we pay special attention to areas where English and American law have diverged. Along the way, students become familiar with the distinctive styles of legal reasoning on display in each country. Students may benefit especially by gaining an understanding of how the United States' complex and opaque system of judicial federalism works in private law cases.

**Teaching:** 24-26 hours of contact time.

**Formative coursework:** Students have the option of producing a formative essay or answer to a problem question (max. 2000 words) to be delivered one month from the end of the module's teaching session by email.

**Indicative reading:** Essential readings will include excerpts from judicial decisions, and also from the following secondary sources:

- Ewan McKendrick, *Contract Law* (14th edn, Red Globe Press 2021)
- Randy E. Barnett, *Oxford Introductions to U.S. Law: Contracts* (Oxford University Press 2010)
- Margaret Radin, *Boilerplate: The Fine Print, Vanishing Rights, and the Rule of Law* (Harvard University Press, 2014)
- Lon Fuller, *Consideration and Form*, 41 *Colum. L. Rev.* 799 (1941)
- Geoffrey P. Miller, *Bargains Bicoastal: New Light on Contract Theory*, 31 *Cardozo L. Rev.* 1475 (2010)
- Gregory Klass, *Intent to Contract*, 95 *Virginia L. Rev.* 1437 (2009)
- John Cartwright, *An Introduction to the English Law of Contract for the Civil Lawyer* (3rd edition, Bloomsbury, 2016)
- Richard A. Posner, *Law and Legal Theory in England and the United States* (Oxford University Press, 1997)
- Guenter Teubner, *Legal Irritants: Good Faith in British Law or How Unifying Law Ends up in New Divergences*, 61 *Modern L. Rev.* 11 (1998)

The common law of contracts has developed mainly through case law, so a large proportion of the readings consists of excerpts from judicial decisions.

**Assessment:** Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

## LL452E Half Unit

### Tort Law: Foundations and Contemporary Issues

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Emmanuel Voyiakis (NAB.6.17)

**Availability:** This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option.

This course will be offered on the Executive LLM during the four-year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information, please refer to the Department of Law website.

**Course content:** Tort law is not only one of the foundational topics in the common law, it is also one of the most intellectually stimulating and vibrant areas of legal practice. Tort principles are fundamental to many specialist areas of law (from competition to consumer, labour, and environmental law), so familiarity with their structure and content pays multiple dividends. While necessarily selective, our course will look at the core principles of tort law, their theoretical underpinnings, and their application in a number of controversial questions in modern litigation. We will discuss some central ideas in the law of negligence (acts vs omissions, duties of care, breach, causation and remoteness), as well as the major schools of thought on the purpose and function of tort law (especially wrong-based vs economic theories). We will also look at a wide range of questions in contemporary tort litigation: the complex position of public authorities in negligence; torts relating to autonomy and privacy (wrongful conception, autonomy-reducing medical negligence, invasions of privacy); vicarious liability and its applicability to the modern economy; and the various economic torts (inducing breach of contract; the 'unlawful means' tort; conspiracy). As befits all common law subjects, we will explore these themes by working through both hypothetical and real cases.

**Teaching:** 24-26 hours of contact time.

Teaching will follow the standard ELLM format of ten three-hour seminars (including breaks). Students will be expected to have studied the reading in advance of the seminar, and to be ready to engage in a critical discussion of the topics and questions. Our last seminar will provide an overview of the course and focus on revision.

**Formative coursework:** Students will have the option of producing a formative essay or answer to a problem question (max. 2000 words) to be delivered one month from the end of the module's teaching session by email.

**Indicative reading:** For some good sources of introductory reading on tort law (useful if you want to freshen up your knowledge, or for checking your level of familiarity, and all available electronically in our library), see:

- Nick McBride & Roderick Bagshaw, *Tort Law* (6th ed., Pearson, 2018), Chapter 1.
- Tony Weir, *An Introduction to Tort Law* (2nd ed., Oxford University Press, 2015), Chapter 1
- Jenny Steele, *Tort Law: Text, Cases and Materials* (4th ed., Oxford University Press, 2017), Part III (on negligence).
- Peter Cane, *Atiyah's Accidents, Compensation, and the Law* (4th ed., Cambridge University Press), Parts I & II.

Essential readings, especially in the second part of the course, will include excerpts from judicial decisions. They will also include excerpts from the following secondary sources:

- Ernest Weinrib, *The Idea of Private Law* (Reprint: Oxford University Press, 2012)
- Arthur Ripstein, *Private Wrongs* (Harvard University Press, 2016)
- John Goldberg & Ben Zipursky, *Recognizing Wrongs* (Harvard University Press, 2020)
- Guido Calabresi, *The Costs of Accidents* (Yale University Press, 1970)
- Emmanuel Voyiakis, *Private Law and the Value of Choice* (Hart

Publishing, 2017)

- Saul Levmore & Martha Nussbaum, *The Offensive Internet: Speech, Privacy, and Reputation* (Harvard University Press, 2010)
- Samuel Warren & Louis Brandeis, 'The Right to Privacy', 4 *Harvard Law Review* (1890) 193
- Paula Giliker, *Vicarious Liability in Comparative Perspective* (Cambridge University Press, 2010)
- Ken Oliphant (ed.), *The Liability of Public Authorities in Comparative Perspective* (Intersentia, 2015)
- Nicole Priaulx, *The Harm Paradox: Tort Law and the Unwanted Child in an Era of Choice* (Routledge, 2007)
- John Murphy, *The Province and Politics of the Economic Torts* (Hart Publishing, 2022)
- Hazel Carty, *An Analysis of the Economic Torts* (Oxford University Press, 2010)
- Joanne Conaghan & Wade Mansell 'Remediating Sexual Harassment and Abuse' in *The Wrongs of Tort* (2nd ed., Oxford University Press, 1998).

A full reading List will be distributed at the start of the course. Given its advanced nature, the course does not rely on a textbook. Good introductory reading on the theoretical part includes:

- Oberdiek J. (ed.), *Philosophical Foundations of the Law of Torts* (2014);
- Owen D (ed.), *Philosophical Foundations of Tort Law* (1995); and
- Ripstein A., *Private Wrongs* (2016).

On the more practical part of the course, good general reading includes:

- Levmore S. – Nussbaum M., *The Offensive Internet: Speech, Privacy, and Reputation* (2012);
- Oliphant K. (ed.), *The Liability of Public Authorities in Comparative Perspective* (2016)

**Assessment:** Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

## LL453E Half Unit

### Law and Politics of the EU

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Floris De Witte 7.03 NAB

**Availability:** This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Students do not require previous knowledge of EU law.

**Course content:** How is the European Union governed? This course will discuss this question in both a descriptive and a normative fashion. In descriptive terms, the course looks at the way in which the EU institutions are structured, how they function internally, and the powers that they have. It looks at the power of the European Court of Justice, at the role of fundamental rights, and the way in which the Treaty can be amended. This descriptive discussion forms the backdrop for the (more central) normative discussion: how should Europe be governed? Is the EU democratic? Should it be? Should Member States have more or less power to challenge EU measures? What will the future of the EU look like? And what should it look like?

Students will be challenged to think about the EU as an institutional structure in which both law and politics play a crucial role. Really understanding the EU requires knowledge of both areas as well as knowledge of their interaction. At no other time in the development of the EU has the interaction between law and politics so fundamentally affected the direction of the integration process. The coming years will see fundamental changes to the EU's structure; which are informed as much by political dynamics as by legal mechanisms. This course prepares you to fully understand those changes - and allow you to analyse critically both their normative content and institutional structure.

Substantive topics include Brexit, the rule-of-law crisis, and the Eurozone crisis and can be tailored to the interests of the students.

**Teaching:** 25 hours of seminars

**Formative coursework:** Students will have the option of producing a formative essay of 2000 words to be delivered one month from the end of the module's teaching session by email.

**Indicative reading:** Dawson & De Witte, 'EU Law and Governance' (CUP 2022)

S. Novak & M. Hillebrandt, 'Analysing the trade-off between transparency and efficiency in the Council of the European Union' (2020) *JEPP* 141.

D. Keleman & L. Pech, 'The Uses and Abuses of Constitutional Pluralism: Undermining the Rule of Law in the Name of Constitutional Identity in Hungary and Poland' (2019) *CYELS* 59.

Schimmelfennig, Leuffen, Rittberger, 'The European Union as a System of Differentiated Integration: Interdependence, Politicisation, and Differentiation' (2015) *JEPP* 764.

Bonelli & Baraggia, 'Linking Money to Values: the new Rule of Law Conditionality Regulation and its constitutional challenges' (2022) *GLJ*

**Assessment:** Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

This Executive LLM course is assessed by either take-home exam (100%) or by 8,000 word assessed essay (100%).

## LL4COE Half Unit

### Taxation of Wealth

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Andrew Summers NAB.6.06

**Availability:** This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option.

Available to Executive LLM students only. This course will be offered on the Executive LLM during the four year degree period. The Department of Law will not offer all Executive LLM courses every year, although some of the more popular courses may be offered in each year, or more than once each year. Please note that whilst it is the Department of Law's intention to offer all Executive LLM courses, its ability to do so will depend on the availability of the staff member in question. For more information please refer to the Department of Law website.

**Pre-requisites:** This course is suitable for students from any social science background, including but not only Law. No previous study of taxation is required. Some prior familiarity with principles of tax design is advantageous but not essential.

**Course content:** The course examines the taxation of wealth from a variety of academic perspectives, drawing on research from political theory, economics, sociology and law. Taxes on wealth are defined broadly to include taxes on transfers of wealth, returns on wealth, and holdings of wealth. The course equips students with an interdisciplinary framework for explaining and evaluating taxes on wealth, and applies these approaches to existing tax policies and options for reform. The focus is on the UK and US contexts although comparisons are also made with other jurisdictions. Part I of the course introduces key debates from across the social sciences relevant to the taxation of wealth. Seminars 1-5 cover: (i) defining and measuring wealth; (ii) inequality and distributive justice; (iii) property rights; (iv) economic perspectives; and (v) social and political perspectives. Part II applies these debates to specific wealth tax policies. Seminars 6-10 cover: (i) taxes on transfers: inheritance/estate tax, lifetime receipts tax, comprehensive income tax; (ii) taxes on returns: capital gains tax, capital income tax and (iii) taxes on holdings: property tax, land-value tax, net wealth tax.

**Teaching:** 25 hours of seminars in the ST.

24-26 hours of contact time.

**Formative coursework:** Students will be expected to produce 2 pieces of coursework in the ST.

Students will receive formative feedback on two essay-plans (comprising 300-word abstract, outline of subheadings, and bibliography) based on past or sample summative essay titles.



**Indicative reading:** Atkinson, *Inequality: What can be Done?* (Harvard University Press 2015); Graetz & Shapiro, *Death by a Thousand Cuts: The Fight over Taxing Inherited Wealth* (Princeton University Press 2005); Hills et al, *Wealth in the UK: Distribution, Accumulation and Policy* (OUP 2013); Institute for Fiscal Studies, *The Structure and Reform of Direct Taxation: The Meade Report* (Allen & Unwin 1978); Institute for Fiscal Studies, *Tax by Design: The Mirrlees Review, Vols 1 & 2* (OUP 2011); Murphy and Nagel, *The Myth of Ownership: Taxes and Justice* (OUP 2002); Piketty, *Capital in the Twenty-First Century* (Harvard University Press 2014); Sandford, *Taxing Personal Wealth* (Allen & Unwin 1971); Scheve & Stasavage, *Taxing the Rich: A History of Fiscal Fairness in the United States and Europe* (Princeton University Press 2016); Waldron, *The Right to Private Property* (OUP 1991); Young, *The Myth of Millionaire Tax Flight: How Place Still Matters for the Rich* (Stanford University Press 2017)

**Assessment:** Assessment path 1  
Take-home assessment (100%) in the ST.  
Assessment path 2  
Essay (100%, 8000 words) in the ST.

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## LL4CPE Half Unit

### Tax Avoidance

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Michael Blackwell NAB 7.21

**Availability:** This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option.

**Course content:** This course will provide a comprehensive overview of the phenomenon of tax avoidance and of the attempts by states to combat it: both unilaterally and multilaterally. Whilst using examples predominantly from the UK and USA the issues addressed by the course are general across many jurisdictions and so will be applicable to those with interests beyond the UK and USA.

The course will be multi-disciplinary, in that the course will draw on accessible social-science literature.

Taxpayers have always sought to minimise their tax burden. However recent decades have witnessed a sharp rise in popular and governmental concern with tax shelters and other tax avoidance. Traditional strategies of tax avoidance have included postponement of taxes and tax arbitrage, in addition to attempting to exploit 'loopholes' through a formalist interpretation of legislation. In recent years the proliferation of complex financial instruments has increased the opportunities for such avoidance. Additionally, globalisation and the development of the digital economy have facilitated tax avoidance strategies of base erosion and profit shifting (BEPS). This rise in opportunities for tax avoidance has been accompanied by an increased public concern that individuals and companies pay their 'fair share' of taxation: which states have responded to both through unilateral and multilateral actions (including the OECD's project on BEPS and the EU's Anti Tax Avoidance Package).

Particular topics covered will include (i) defining avoidance; (ii) strategies of tax avoidance; (iii) statutory interpretation and judicial approaches to tax avoidance especially with reference to the UK and USA; (iv) General Anti-Abuse and Anti-Avoidance Rules and Specific and Targeted Anti-Avoidance Rules; (v) reporting rules and other policies to deter avoidance; (vi) BEPS and the EU; and (vii) corporate social responsibility, professional ethics and public attitudes with regard tax avoidance.

**Teaching:** The module will provide between 24 and 26 hours of contact teaching time. Students will be provided with online materials for the module well in advance of the intensive teaching. The teaching will take place in week-long sessions, which will typically be held in the first half of September, December and April.

**Formative coursework:** Students will have the option of producing a formative exam question of 2000 words to be delivered one month from the end of the module's teaching session by email.

**Indicative reading:** Michael Blackwell, 'The April 2019 loan charge'

[2019] (3) *British Tax Review* 240-257.

Michael Blackwell, 'Conduct Unbefitting: Solicitors, the SRA and Tax Avoidance' [2019] (1) *British Tax Review* 31-55

Michael Blackwell, 'Variation in the Outcomes of Tax Appeals Between Special Commissioners: An Empirical Study' [2013] *British Tax Review* 154-174

Dhammika Dharmapala, 'What Do We Know about Base Erosion and Profit Shifting? A Review of the Empirical Literature' (2014) 35(4) *Fiscal Studies* 421

J Feldman and JA Kay, 'Tax Avoidance' in Paul Burrows and Cento G Veljanovski (eds), *The Economic approach to law* (Butterworths 1981)

Edward J McCaffery, *Income Tax Law: Exploring the Capital Labour Divide* (OUP 2012) 12-22; 182-202 (ie 1.6 until the end of Chapter 1 and 'Chapter 7, A Summary, of Sorts: Anatomy of a Tax Shelter')

Judith Freedman, 'Interpreting Tax Statutes: Tax Avoidance and the Intention of Parliament' (2007) 53 *LQR* 123

David A Weisbach, 'An Economic Analysis of Anti-Tax-Avoidance Doctrines' [2002] *American Law and Economics Review* 88

Judith Freedman, 'The Tax Avoidance Culture: Who is Responsible?' (2006) 59 *Current Legal Problems* 359

**Assessment:** Assessment path 1

Take-home assessment (100%) in the MT.

Assessment path 2

Essay (100%, 8000 words) in the MT.

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## LL4CQE Half Unit

### Legal Aspects of Private Equity and Venture Capital

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Sarah Paterson New Academic Building 6.19 and Dr Simon Witney N/A

This module is co-taught by Simon Witney, Visiting Professor in Practice and a practicing lawyer, and Sarah Paterson, Associate Professor of Law. Simon teaches Sessions 1-8 and Sarah teaches Sessions 9 and 10.

**Availability:** This course is available on the Executive Master of Laws (ELLM). This course is not available as an outside option. Students should note that private equity is a specialist asset class, and the basics of debt and equity are not covered in LL4CQE. The course is, therefore, recommended for students who are taking other, relevant corporate law and financial law courses, or who have relevant experience.

**Course content:** This module will equip students with a detailed understanding of the legal structures and issues arising in international private equity and venture capital. It is founded on deep academic analysis of pertinent theoretical and legal issues complemented by insights from relevant practitioners. It has a UK focus but includes relevant aspects of European Union law with comparative global perspectives.

The module will cover:

- Private equity and venture capital fund raising and fund structuring, including the usual terms of private equity funds.
- The European regulatory framework.
- The structure and terms of venture capital investments and buyouts.
- The corporate governance of private equity-backed companies.
- The debt financing arrangements usually encountered on an LBO.

#### **Session 1: Introduction to private equity and venture capital and some basic theory**

This Session will introduce the legal structures and commercial dynamics of private equity and venture capital and the theoretical frameworks that will underpin the course.

#### **Session 2: Fund terms**

In Session 2 we examine the core economic and non-economic terms of a typical private equity or venture capital fund. We consider the theoretical basis for these terms.

#### **Session 3: Fund structures: the limited partnership**



In this Session we look at the limited partnership structure, examine why it is used and its main legal and tax characteristics. We also look at other aspects of the typical private equity fund structure.

**Session 4: Private equity fund (and manager) regulation**

This Session looks at UK and EU regulatory initiatives, and critically evaluates the provisions of the Alternative Investment Fund Managers Directive which affect private equity funds.

**Session 5: Venture capital investments**

Starting from a theoretical perspective, we will analyse the terms of a typical venture capital investment into a portfolio company by reference to example documents. We will also examine various aspects of contract and company law which have particular relevance to VC structures.

**Session 6: Negotiating the VC deal: case study**

In this Session, we will discuss the key points arising from a venture capital investment case study. We will focus on key points which have a legal as well as a commercial aspect, and connect these to the theoretical discussions in Session 5.

**Session 7: The buyout: structure and terms**

This Session will examine the structure of a buyout and how it differs from a VC investment. We will focus on pertinent company law rules and the main commercial terms.

**Session 8: The buyout: corporate governance issues**

This Session will examine the ways in which private equity firms approach corporate governance. We will consider this in the context of the UK legal framework and some recent developments in corporate governance regulation that apply to large, private companies.

**Session 9: LBO debt financing**

In this Session we will analyse and evaluate the structure of the LBO financing transaction; the relationship between the theory and practice of private equity and the legal terms found in the leveraged loan agreement; and the relationship between the theory and practice of private equity.

**Session 10: LBO debt financing (continued)**

In this Session we will analyse agency theory and maintenance financial covenants; the rise of covenant-lite and covenant-loose financing for PE LBOs; and the implications of these developments.

**Teaching:** Students will receive approximately 30 hours of contact time.

**Formative coursework:** Students will have the option of producing a formative essay of 2000 words to be delivered one month from the end of the module's teaching session by email.

**Indicative reading: Core texts:**

- Gilligan, J. and Wright, M., Private equity demystified: An explanatory guide, ICAEW, 2014 (freely available at <https://www.icaew.com/technical/corporate-finance/financing-change/private-equity-demystified-an-explanatory-guide-160216>).
- Hale, C. (ed.), Private Equity: A Transactional Analysis, 4th edition (Globe Law and Business, 2020).
- Witney, S., The corporate governance of private equity-backed companies, 2017, PhD thesis (freely available at: <http://etheses.lse.ac.uk/3557/>).

Further readings will be posted on Moodle.

**Assessment:** Assessment path 1

Essay (100%, 8000 words).

Assessment path 2

Take-home assessment (100%).

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## MG406E Half Unit

### Behavioural Decision Science

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Barbara Fasolo

**Availability:** This course is compulsory on the Executive MSc in Behavioural Science. This course is not available as an outside option.

**Course content:** This course introduces students to Behavioural Decision Science: the science that explains and predicts how

humans make decisions (the decision 'process') and how well (the decision 'outcome'). The course will focus on the process, and unveil the subtle and sometimes unconscious influences played by our mind (biases) and the context in which decisions are faced: What has been chosen in the past? Is there positive or negative affect - perhaps because of risk and uncertainty? Can AI be involved? All of these (and more) are factors that often determine how information is searched before choosing, how decisions are made, and the quality of the decision made.

In this course, you will be guided to the scientific language of decisions, judgments and biases. Each day you will work as a group and apply the steps of our proprietary tool 'Decision Canvas' to improve a real decision that you will select, applying different behavioural interventions – from 'process nudges' to 'debiasing' and 'choice architecture'.

The course is entirely seminar-based and balances theory, evidence and experience. It involves group-work throughout the course. We will alternate teaching with interactive activities designed to observe and feel the process of decision making from the 'inside', before reviewing behavioural decision theories and evidence from lab and field studies.

The assessment is designed to give students the opportunity to work as a group and apply their new skills to support a real decision, as well as produce, individually, a rigorous and scholarly report on a specific aspect of decision making, of their interest.

**Teaching:** 15 hours of lectures and 8 hours of seminars in the MT.

**Formative coursework:** The formative assignment will take place on the final day of the course after all the lectures and seminars have been completed. The assignment will consist of a plenary presentation in which students divided into small groups will be asked to give a short presentation discussing an intervention that can be used to tackle the most important biases in a decision making problem of their choice. Student groups will develop their plenary presentations during seminars while interacting with the course teachers and other students. The formative feedback will be given at a team level, and will focus on the rigour and use of behavioural science concepts learned in the course.

**Indicative reading:** Bazerman, M. (2017) Judgment in Managerial Decision Making. New York: Wiley. 8th edition; Kahneman, D. (2011) Thinking Fast and Slow. London: Allen Lane; Russo, J. E. & Schoemaker, P. J. H. (2002) Winning decisions: How to make the right decision the first time, Piatkus Publ. Limited. Larrick, R.P. (2004). Debiasing (Chapter 16). In D.J. Koehler, & N. Harvey, Blackwell Handbook of Judgement and Decision Making. Malden: Blackwell Publishing

**Assessment:** Coursework (100%, 3000 words) in the MT.

The summative assignment consists of two parts. In Part 1 (no more than 1,000 words), you will be asked to report on the decision, the bias and behavioural interventions recommended within the 'Decision Canvas' work that you did with your group. Part 2 (no more than 2,000 words) will be an essay where you will zoom in on a particular aspect of the decision process (e.g. decision frame, a judgement, a bias, a de-biasing or choice architecture technique) which you as a developing behavioural scientist have found intriguing and important (be it as a 'buddy' or as a 'decision maker'). This is done in a scholarly and rigorous manner. Part 1 will count for 25% of your mark while 75% will come from Part 2. You will be required to provide full essay-style referencing. Although the summative assignment will tackle the decision problems presented in groups, all students will write both parts of the summative assessment on their own and receive an individual mark.

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## MG440E Half Unit

### Managerial Economics (modular)

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Ricardo Alonso

**Availability:** This course is compulsory on the Executive Global MSc in Management. This course is not available as an outside option.

The information in this course guide pertains to the 2022-2024 cohort.

**Course content:** A graduate-level introduction to the foundations of managerial economics and its application to high-level business decisions. Topics include:

1. Economics as a theory of organisation.
2. Demand, supply, and equilibrium: the determinants of consumers' and firms' market responses, the nature of non-strategic interaction
3. Perfectly Competitive Markets: Government Intervention and International Trade.
4. Strategic interaction and Game Theory
5. Information and efficiency: adverse selection
6. Pricing with Market Power: Monopoly Pricing.
7. Pricing with Market Power: Direct and Indirect Price Discrimination
8. Pricing with Market Power: Dynamic Pricing.
9. Pricing with Market Power: Horizontal and Vertical Differentiation.

**Teaching:** Scheduled over two modules. Nine sessions plus two review sessions.

The course will run between the following dates:

22 August - 03 September 2022

12 - 17 December 2022

**Formative coursework:** Students will be expected to produce 1 problem set in the MT.

**Indicative reading:** Optional textbook: B. Douglas Bernheim and Michael D. Whinston, *Microeconomics*, McGraw Hill, 2008. Further readings will be provided at the beginning of the course.

**Assessment:** Coursework (20%) and class participation (15%). Other (65%) in the MT.

Coursework (20%), class participation (15%) and consulting project (65%).

## MG441E Half Unit

### Foundations of Management (modular)

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Paul Willman

**Availability:** This course is compulsory on the Executive Global MSc in Management. This course is not available as an outside option.

This information in this course guide pertains to the 2022-2024 cohort.

**Course content:** A thorough grounding in the key management disciplines. Students will be provided with an overview of the development of Management disciplines and will develop an understanding of the disciplinary anchors in Sociology, Psychology and Economics. Each field will cover Origins and disciplinary boundaries, triggers for growth, core concepts and the current state of play and debate.

**Teaching:** Scheduled over 2 modules – 10 sessions.

The course will run between the following dates:

22 August - 03 September 2022

12 - 17 December 2022

Lectures:

1. Course Introduction and the Origins of Management
2. Management and Firm
3. The Rise and Decline of Labour
4. Taylorism, Motivation and Performance
5. The Rise of Human Resources Management
6. Making Decisions
7. Understanding Organisational Structures
8. The Origins of Modern Strategy
9. Contemporary Strategic Management: Firms as Bundles of Resources
10. Managed by Markets?

Seminar classes:

1. Managers and Managerial Work
2. The Firm and the Manager

3. Internal Labour Market and Boundaries of Firms
4. Taylorism and Toyotism
5. UBS Case study
6. Understanding Decision Biases
7. Understanding Organisational Structures
8. The Analysis of Competitive Forces
9. The Analysis of Competences
10. Strategy and Market oversight

**Formative coursework:** 2,000 word essay

**Indicative reading:** Paul Willman: *Understanding Management: Social Science Foundations* Oxford University Press, September 2014.

**Assessment:** Class participation (10%) and take-home assessment (60%) in the LT. Case assignment (30%) in the MT.

## MG443E Half Unit

### Organisational Behaviour and Leadership (modular)

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Emma Soane MAR 5.39

**Availability:** This course is compulsory on the Executive Global MSc in Management. This course is not available as an outside option.

This information in this course guide pertains to the 2022-2024 cohort.

**Course content:** Understanding how individuals and teams function within organisational contexts is key to leadership effectiveness. This course reviews a range of psychological theories and demonstrates how they contribute to understanding behaviour, performance and organisational phenomena. It brings together theory and practice by using class discussions, group activities, presentations, and essays to apply the course material to organisational issues. By the end of the course, you will be able to understand and synthesise some of the main theories of organisational behaviour and apply those theories to your organisations.

Topics include personality and individual differences, motivation, creativity and innovation, team processes, leadership, negotiations, organisational risk and organisational culture. The course will also focus on developing your leadership style and skills. Drawing on relevant theories, we will consider your personal leadership style and its implications for working with others. We will discuss the leadership skills that contribute to effectiveness in a range of contexts, and consider how to apply these skills to build positive organisational environments. You will be asked to complete two in-depth evaluations, and profiles will be used to guide your leadership development.

**Teaching:** 10 sessions scheduled over the first 3 modules. The teaching is highly participative and includes breakout discussions and exercises.

The course will run between the following dates:

22 August - 03 September 2022

12 - 17 December 2022

17 - 29 April 2023

**Formative coursework:** A practice exam will be provided and feedback will be given on this assignment.

**Indicative reading:** The course relies on journal articles (for example, *Journal of Applied Psychology*, *Academy of Management Journal*). A complete reading list will be provided at the start of the course. There is no required textbook. The following textbook is recommended for students who would like further reading: Robbins, S. P., Judge, T., & Campbell, T. (2017). *Organizational Behavior*. Prentice Hall

**Assessment:** Class participation (5%), take-home assessment (65%) and group project (30%).

Class participation will be based on group presentations. The take-home assessment will be an individual essay.

## MG445E Half Unit Marketing Strategy (modular)

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Om Narasimhan

**Availability:** This course is compulsory on the Executive Global MSc in Management. This course is not available as an outside option.

The information in this course guide pertains to the 2022-24 cohort.

**Course content:** This course is a rigorous examination of the key analytical frameworks, technical tools, and concepts that are essential to building an effective marketing strategy. Peter Drucker, the father of business consulting once famously remarked, "Because the purpose of business is to create a customer, the business enterprise has two--and only two--basic functions: marketing and innovation". In today's highly competitive business environment these words ring even more true: a well-designed marketing strategy can make all the difference between success and failure in the marketplace. While marketing is commonly associated with consumer goods companies (e.g., Unilever) it would be myopic to restrict the relevance of marketing to such instances alone. Marketing, ultimately, is about understanding and shaping behaviour. Accordingly, banks and other financial institutions, as well as governmental, medical, and not-for-profit organisations - from those that design and sell financial products, to those that implement public policy (e.g., those dedicated to reducing drunk driving, increasing literacy, and encouraging safe contraception), have all found that a well-thought out marketing strategy can be a critical arbiter of success even in this "ideas marketplace."

By using a wide range of quantitative as well as qualitative methods, interactive lectures, videos, hands-on exercises, and case studies, we will share key analytical frameworks and tools that are essential to a good marketing strategy. The aim is to develop an analytical tool-kit that will be applicable to a wide range of industries and functions.

**Teaching:** Scheduled over two modules – one of which will take place overseas. Teaching will be spread across 10 sessions of up to 3.5 hours each.

Module 3 (17 - 29 April 2023)

Module 4 (11 - 16 June 2023)

**Formative coursework:** Students will complete a Marketing Simulation during module three and take part in real-life company case discussions during the overseas module. Feedback on both will set the stage for their group project and take home assignment.

**Indicative reading:** There is no required textbook. Further references will be provided at the commencement of the course.

**Assessment:** Take-home assessment (65%) and group assignment (35%).

## MG446E Half Unit Strategy, Organisation and Innovation (modular)

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Connon Locke, course convenor  
Dr Lourdes Sosa, Dr Mia de Kuijper

**Availability:** This course is compulsory on the Executive Global MSc in Management. This course is not available as an outside option.

The information in this course guide pertains to the 2021-2023 cohort.

**Course content:** The course seeks to understand differences in profitability across (for-profit) firms with the objective of designing strategic recommendations for managers to improve (and defend) their firms' competitive positions. To do so we will first review industry-wide as well as firm-specific determinants of short-term profitability. On that foundation we will look at long-term

determinants of profitability including dynamic capabilities and innovative ability. The course aims to balance exposure to general strategic principles and specific practical applications. To that purpose, we will use theoretical frameworks to analyse practical cases from a wide array of firms in varied countries.

Topics include business models, industry structure and competition, value proposition, strategic resources and inimitability, dynamic capabilities, disruptive innovation, power nodes strategy and scenario planning.

**Teaching:** 10 sessions - scheduled over 2 modules. The teaching is highly participative and includes lectures, breakout discussion and exercises.

The course will run between the following dates:

29 August – 03 September 2022

02 – 07 January 2023

**Formative coursework:** In-class analysis of Lego case study.

**Indicative reading:** The course relies on journal articles (for example, Strategic Management Journal). A complete reading list will be provided at the start of the course. Sample texts include the following: Porter, M.E. (2008) The Five Competitive Forces that Shape Strategy (Harvard Business Review); Christensen, C., Bower J. (1996) Customer Power, Strategic Investment, and the Failure of Leading Firms (Strategic Management Journal); Teece, D., Pisano, G., Shuen, A. (1997) Dynamic Capabilities and Strategic Management (Strategic Management Journal); De Kuijper, M. (2009) Profit Power Economics.

**Assessment:** Presentation (25%), class participation (10%) and take-home assessment (65%).

Group presentation (25%), take home exam (65%) and participation (10%).

## MG447E Half Unit Foreign Direct Investment and Emerging Markets (modular)

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Saul Estrin

Dr Christine Cote

**Availability:** This course is compulsory on the Executive Global MSc in Management. This course is not available as an outside option.

The information in this course guide pertains to the 2021-2023 cohort.

**Course content:** This course analyses the emergence of firms which operate on a global scale and their current and likely future interactions with emerging markets. Multinational firms have been an increasingly significant aspect of the corporate environment in developed countries since the 1960s, and are responsible for a high proportion of global output, exports and investment, as well as the bulk of foreign direct investment. In the past few decades their activities have been increasingly focused on developing economies, notably those which have liberalised and entered a more rapid growth phase. These economies, emerging markets, include some important world economies including China, India, transition economies such as Russia, and Latin American countries such as Brazil and Argentina. The new institutional economics has recently developed as a field to understand the impact of variation in institutions on economies performance. This course will focus on how the institutional characteristics of emerging markets affect the choices and behaviour of multinational firms, now and into the future. We commence with the basic framework of analysis of the behaviour of multinational enterprises (MNEs), outlining models of the MNE which draw on transaction cost economics, the eclectic OLI paradigm of Dunning, and more recent concept such as the resource based view. We will then provide an analysis of economic performance and growth in emerging markets building on the new institutional economics and working with a large variety of datasets and sources. The remainder of the course is devoted to specific topics of MNEs in

emerging markets. These include the determinants and impact of FDI; entry mode choices; measures of institutional distance; outsourcing; and emerging market multinationals.

Outline of Lectures: Lectures 1 Globalization, trade and GVCs 2: Models and Strategies of the Multi-National Enterprise (MNE) Lecture 3: Growth and Institutions in Emerging Markets Lecture 4: Modes of Entry 5: Global Strategies 6: Global Strategies (2) 7: The Determinants of Foreign Direct Investment (FDI) into Emerging Markets Lecture 8: The Impact of FDI on Emerging Markets Lecture 9: Emerging Market Multinationals Lecture 10: FDI choices and firm strategies- case presentations

**Teaching:** 10 sessions scheduled over three modules.

The course will run between the following dates:

29 August – 03 September 2022

30 October – 04 November 2022

02 – 07 January 2023

**Formative coursework:** Students will be expected to produce 1 essay in the MT.

**Indicative reading:** R. Caves, *Multinational Enterprise and Economic Analysis*, 2nd Edition, Cambridge University Press 1996; P. Ghemawat, *Redefining Global Strategy*, Harvard Business School Press, 2007;

J. Williamson, *The New Institutional Economies*, *Journal of Economic Literature*, 2000;

Estrin et. al., *Entry Mode in Emerging Markets*, *Strategic Management Journal*, 2009;

T. Khanna and K Palepu, *The Future of Business Groups in Emerging Markets*, *Academy of Management Journal* 2004.

**Assessment:** Take-home assessment (60%) in the LT.

Presentation (30%) in the MT.

Class participation (10%) in the MT and LT.

## MG457E

### Foundations of Management 2: Financial Control and Governance (modular)

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Yally Avrahampour MAR 5.24

**Availability:** This course is compulsory on the Executive Global MSc in Management. This course is not available as an outside option.

The information in this course guide pertains to the 2021-2023 cohort.

**Course content:** This course teaches, over two modules, topics relating to financial accounting and management accounting. In so doing the course also examines the relationship between the exercise of financial control within organizations and the setting of external standards relating to governance, and the implications of this for the organization of firms. In the first module the course covers topics such as the construction of the financial statements, and then considers topics relating to measurement, for example the contrast between historical cost and fair value and the recognition of intangible assets. In the second module the course examines topics relating to the determination of the cost of a product or service, balanced performance measurement and economic value added.

**Teaching:** Scheduled over 2 modules – 8 sessions, composed of lecture and case discussions.

The course will run between the following dates:

22 August - 03 September 2022

12-17 December 2022

**Formative coursework:** Formative assignment after module 2.

**Indicative reading:** Kaplan, R. & Atkinson, A. (2014) *Advanced Management Accounting*, Weetman, P. (2019) *Financial*

*Accounting: An Introduction*, 8th ed

**Assessment:** This course will not be assessed.

## MG498E Half Unit

### Dissertation/Capstone Project (modular)

**This information is for the 2022/23 session.**

**Teacher responsible:** Various

**Availability:** This course is compulsory on the Executive Global MSc in Management. This course is not available as an outside option.

**Course content:** This course consists of a project which will be undertaken throughout the second year of the degree. Students will choose between an academic dissertation or a capstone project. The academic dissertation will explore a question that is grounded in academic theory and literature. The capstone project will explore a business idea or venture. In both projects, students will collect original data relevant to their research question or business idea and must analyse the data, discuss limitations, and draw conclusions.

**Teaching:** Students are required to participate in 20 hours of scheduled seminar sessions from module 3 onwards which will provide guidance and support in developing their dissertation or capstone project. Students will be allocated a faculty advisor who will support and guide them. The course will run throughout the year.

**Formative coursework:** Students will be required to agree their dissertation/capstone topic with a faculty advisor and provide a plan which they will receive feedback on.

**Indicative reading:** Relevant reading will be provided by academic advisors.

**Assessment:** Dissertation (100%, 6000 words).

## MG4H1E Half Unit

### Foundations of Social Business I

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Stephan Chambers Marshall Institute, 5 Lincoln's Inn Fields

**Availability:** This course is compulsory on the Executive MSc in Social Business and Entrepreneurship. This course is not available as an outside option.

**Course content:** This course focuses on three critical aspects of social business: entrepreneurship; strategy; and accounting for social return. It focuses on both existing organisations and start-ups as vehicles for social change, and aims to support 'intrapreneurs' as well as entrepreneurs. Its purpose is to bring students' understanding of the worlds of opportunity and venture into clear organisational focus. It begins to sensitise students to the challenges of starting and running mission-based organisations, explores established vehicles for combining social and commercial purpose, and examines strategy development where the imperative is not market-capture but the reversal of market failure.

Students will be introduced to the main elements of entrepreneurial planning including opportunity identification and evaluation, rapid prototyping and resource-gathering. They will explore the business model canvas and ideas of lean start-up. They will consider the main techniques for planning and implementing activities to take advantage of entrepreneurial opportunities, including customer journeys, sources of advantage, competencies, and the resource-based view of the firm. They will examine ways of accounting for social value as the second and third bottom-line, and a view of managerial reporting as value-laden. Critiques of over-simplified, heroic or 'solutionist' models of social entrepreneurship will be explored.

**Teaching:** There will be ten integrated lecture/seminars of three



hours each, delivered across two modules.

**Formative coursework:** A practice coursework assignment.

**Indicative reading:**

- Allman, Keith A. and Ximena Escobar De Nogales (2015). *Impact Investment: A Practical Guide to Investment Process and Social Impact Analysis*. Hoboken, New Jersey
- Bhidé, Amar V. (1996). "The Questions Every Entrepreneur Must Answer". *Harvard Business Review* November.
- Blank, Steve (2013). "Why Lean Start-Up Changes Everything". *Harvard Business Review* May
- Nicholls, Alex and Jed Emerson (2015). "Social Finance, Capitalizing Social impact". In Alex Nicholls, Rob Paton and Jed Emerson (eds) *Social Finance*. Oxford: Oxford University Press
- Stevenson, Howard H. and David E. Gumpert (1985). "The Heart of Entrepreneurship". *Harvard Business Review* March

**Assessment:** Coursework (100%).

Assessment will be through an individual coursework assignment (100%) comprised of 2 essay questions.

## MG4H2E Half Unit

### Foundations of Social Business II

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Stephan Chambers Marshall Institute, 5 Lincoln's Inn Fields

**Availability:** This course is compulsory on the Executive MSc in Social Business and Entrepreneurship. This course is not available as an outside option.

**Course content:** The social business, as any other firm, has to understand its environment and undertake consequent activities to enable sustainability and effectiveness; this challenge is complicated by the requirement to achieve not only profit or financial sustainability, but also environmental sustainability and mission-driven social impact. Foundations of Social Business II specifically introduces students to three critical aspects of this interaction between the social business and its environment: social finance; marketing; and technology.

The course focuses on the opportunities for and external constraints on social business. Its purpose is to introduce students to the environment of both opportunity and threat in which pro-social business exists. A primary challenge for any social business is funding. The course looks in detail at the varieties of financing available to social ventures (impact finance, social finance, grant finance), and introduces emerging social finance mechanisms that are enabling innovative collaborations and resourcing to solve social problems. Social businesses must be able to analyse and respond to the markets in which they are situated, and the course explores the concepts and tools of marketing. Finally, no business, whether social or commercial, can ignore the emerging importance of technology as an opportunity and perhaps a threat. The course explores the use of technology, including AI, to analyse and to respond to complex task environments; it explores the potential for technology to improve the internal productivity of the firm including through radical decentralisation of the organisation.

**Teaching:** Ten integrated lectures / seminars of three hours each, delivered across two modules (teaching blocks)

**Formative coursework:** One formative assessment exercise will be offered: a practice essay.

**Indicative reading:**

- James Austin, Howard Stevenson and Jane Wei-Skillern. (2006). 'Social and Commercial Entrepreneurship: Same, Different, or Both?' *Entrepreneurship Theory and Practice* 30(1)
- M. Tina Dacin, Peter A. Dacin and Paul Tracey (2011). 'Social Entrepreneurship: A Critique and Future Directions'. *Organization Science* 22(5): 1203-1213
- Angela Eikenberry and Jodie Drapal Kluver. (2004). 'The Marketization of the Nonprofit Sector: Civil Society at Risk?' *Public Administration Review* 64(2): 132-140
- Robert M. Grant (2010). *Contemporary Strategy Analysis*. Oxford: Wiley. Part 1 'The concept of strategy'

- A.G. Lafley and Roger Martin, (2013). *Playing to Win: How Strategy Really Works*. Cambridge, MA: Harvard Business Review Press
- Allman, Keith A. and Ximena Escobar De Nogales (2015). *Impact Investment: A Practical Guide to Investment Process and Social Impact Analysis*. Hoboken, New Jersey
- Nicholls, Alex and Jed Emerson (2015). "Social Finance, Capitalizing Social impact". In Alex Nicholls, Rob Paton and Jed Emerson (eds) *Social Finance*. Oxford: Oxford University Press

**Assessment:** Coursework (100%).

Assessment will be through an individual coursework assignment (100%) comprised of 2 essay questions.

## MG4H3E Half Unit

### Social Impact and Its Evaluation

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Julian Le Grand Marshall Institute, 5 Lincoln's Inn Fields, Dr Jonathan Roberts Marshall Institute, 5 Lincoln's Inn Fields and Dr Eva Neitzert Marshall Institute, 5 Lincoln's Inn Fields

**Availability:** This course is compulsory on the Executive MSc in Social Business and Entrepreneurship. This course is not available as an outside option.

**Course content:** Those who want to improve society face three immediate dilemmas – first, what is the public benefit? How can I define, with clarity, my moral purpose? Second, how can I decide between different courses of action in order to pursue the public benefit? And third, how can I know that what I do makes any real contribution to the public benefit? What is the evidence? This innovative course sets out to support students in coming to their own resolutions of these dilemmas. Its goal is to introduce the concepts and techniques of impact measurement from the perspective of - and through specific examples of interest to - organisational leaders and policymakers and those who intend to commission social business and social enterprise interventions. A first section challenges students to consider and discuss the nature of the public benefit. It introduces students to different philosophical conceptions of the good, including libertarianism, utilitarianism, Rawls' theory of justice and Sen's capabilities approach. It will also discuss whose conception of the good is the more important: the actor or agent, the beneficiary, the government or the wider society.

Our choices of outcomes and impact measures are in turn not neutral, but are infused with moral choices about the definition of the public good. The second (and larger section) of the course introduces students to key concepts and skills in developing and assessing evidence of social impact. It aims to equip students with the ability to be intelligent commissioners of interventions for the public good and critical assessors of evidence and published research. Concepts to which students will be introduced include the distinction between correlation and causation, the counterfactual, opportunity costs, trade-offs, spill overs and substitution effects. Students will be introduced to techniques through which the effectiveness of social interventions can be evaluated, including randomised experiments, quantitative evaluation of non-experimental data, cost-benefit and cost-effectiveness analyses and realistic evaluation approaches; the strengths and weaknesses of these methods are considered. It will also consider the politics of impact measurement and how to ensure that evaluation enables continuous improvement.

**Teaching:** Ten sessions of three hours each, delivered across two modules (teaching blocks).

**Formative coursework:** One formative assessment will be provided - a critical assessment of an evaluation report.

**Indicative reading:**

- Glennerster, R. and Takaarasha, K. (2013). *Running Randomised Evaluations: A Practical Guide*. Princeton: Princeton University Press
- Layard, R. and S. Glaister (1994). *Cost-Benefit Analysis*. Cambridge: Cambridge University Press

- McAskill, W. (2016) *Doing Good Better: Effective Altruism and a Radical New Way to Make a Difference*. London: Guardian Books.
- Mill, J.S. (1859/2006). *On Liberty*. London: Penguin
- Nussbaum, M. (2011). *Creating Capabilities*. Cambridge, MA: Harvard University Press
- Pawson, R. and N. Tilley (1997). *Realistic evaluation*. London: Sage.
- Rawls, J. (1971), *A Theory of Justice*. Cambridge, MA: Harvard University Press

**Assessment:** Coursework (100%).

Assessment will be through an individual coursework assignment.

## MG4H4E

### The Altruistic Entrepreneur Project

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Stephan Chambers The Marshall Institute, 5 Lincoln's Inn Fields

**Availability:** This course is compulsory on the Executive MSc in Social Business and Entrepreneurship. This course is not available as an outside option.

**Course content:** This course crystallises the academic learnings from across the degree programme into an applied experience. It runs concurrently with course delivery across all modules. Students will work in groups of four or five, supported by faculty, to develop an entrepreneurial business proposal for social impact, moving through idea generation, initial design and formal proposal. The proposal may be a new organisation or an activity within an existing organisation with explicit social benefit.

The project creates a space for real world application of students' learning; development of the project concurrently with programme delivery enables substantive interaction between project work and core skills learning. The course mirrors the development of the programme overall by requiring students to address questions of context (and relation to state and private actors), questions of strategy and market development, financing, and reporting as well as personal leadership, communications and persuasion. Projects are designed in the expectation of potential real world implementation.

Working in a group is an essential component of this course. Students will be expected to reflect on how their groups form, how they establish principles for working effectively, and how they resolve conflict or disagreement. They will be asked to reflect on their own group dynamic and how it might be a function of culture, mission, and measurement. Students will be asked explicitly to reflect in their essays on the process of selecting a topic and assigning roles. Since so much of their professional life will involve impromptu and non-elective group working we consider this aspect of the course particularly important.

**Teaching:** Teaching will take place over the duration of the programme. There will be whole cohort teaching sessions of three hours each module, plus tutorial meetings for each project group.

**Formative coursework:** Formative work, through presentations and discussions in tutorial meetings, will be continual for the duration of the programme. Students will be asked to submit a draft outline of their final summative essay.

**Assessment:** Essay (50%), presentation (35%) and proposal (15%). Assessment will be through a group presentation (35%), group composition of a business model canvas (15%), and an extended essay of 5,000 words at the end of the project (50%).

## MG4H5E Half Unit

### The Altruistic Leader

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Connson Locke NAB 4.16

**Availability:** This course is compulsory on the Executive MSc in

Social Business and Entrepreneurship. This course is not available as an outside option.

**Course content:** Leadership involves managing oneself and others, thus the understanding of human psychology is critical for effective leadership. Instead of studying the many constantly changing theories of leadership, this course will instead provide you with a foundation in organisational behaviour, which draws from research in psychology and sociology, to understand the behaviour and attitudes of people in organisations. The theories and research will address these topics generally, and we will place them in the context of social business by applying them to case studies and problems faced by leaders of social businesses. The course examines topics such as: power and influence; organisational justice; motivation and rewards; leadership styles; cross-cultural management; organisational culture and change.

**Teaching:** Ten sessions of three hours each, delivered over one module (teaching block).

**Formative coursework:** Students will be given a practice case analysis to prepare them for the summative case analysis.

**Indicative reading:**

- DiStefano, J. J., and Maznevsky, M. I. (2000). "Creating value with diverse teams in global management". *Organizational Dynamics*, 29(1), 45-61.
- Gagne, M. & Deci, E.L. (2005) "Self-determination theory and work motivation". *Journal of Organizational Behaviour*, 26, 331-362.
- Keltner, D., Gruenfeld, D. H. & Anderson, C. (2003). "Power, approach, and inhibition". *Psychological Review*, 110, 265-284.
- Kerr, S. (1995). "On the folly of rewarding A, while hoping for B". *Academy of Management Executive*, 9(1), 7-14.
- Kim, T-Y., & Leung, K. (2007) "Forming and reacting to overall fairness: A cross-cultural comparison". *Organizational Behavior and Human Decision Processes*, 104, pp. 83-95.
- Locke, C.C. & Anderson, C. (2015) "The Downside of Looking Like a Leader: Power, Nonverbal Confidence, and Participative Decision-Making". *Journal of Experimental Social Psychology* (58), pp. 42-47.
- Schein, E. H. (2010). "How leaders embed and transmit culture" (Chapter 13, E-book pp.235-258). In *Organizational Culture and Leadership*. San Francisco: John Wiley & Sons.

Additional readings will be available on Moodle.

**Assessment:** Coursework (30%), case analysis (60%) and in-class assessment (10%).

Assessment will be done through a case analysis (60%), group assessment (30%) and in-class assessment (10%).

## MG4H6E Half Unit

### The Hybrid Economy

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Julian Le Grand Marshall Institute, 5 Lincoln's Inn Fields and Dr Jonathan Roberts Marshall Institute, 5 Lincoln's Inn Fields

**Availability:** This course is compulsory on the Executive MSc in Social Business and Entrepreneurship. This course is not available as an outside option.

**Course content:** Following the failure of both states and markets to resolve persistent social problems, a hybrid economy is emerging in which new organisational forms and new multi-actor collaborations blend outcomes, behaviours and structures drawn from different sectors with the aim of achieving both social and financial returns. Examples of organisations and activities in this emerging economy include corporate firms that internalise social purpose, business-oriented philanthropists, private organisations that spin out of the state sector (public service mutuals), social impact investment, and complex collaborative financial instruments such as social impact bonds.

This course explores the economics and politics of this emerging phenomenon. It provides students with knowledge of the newly developing institutions, organisations and mechanisms, and with the critical and analytic skills through which to evaluate

them. It assesses the historic and contemporary failures by the state, market and voluntary sector in developed and developing economies; and it considers the competitive advantage and disadvantage of the hybrid social business as a remedy for these failures. The course focuses specifically on motivation and incentive theory, exploring how we can design organisations and wider institutions that both nurture and capitalise upon altruism, but that also acknowledge more self-directed motivations. The course explores the scope and nature of the political relationship between hybrid organisations and the state, exploring whether the function of the social business is best conceived as a complement to state services, a replacement for state services in conditions of austerity and exponentially growing demand, or separately as an innovative laboratory for social interventions. It concludes by exploring ethical criticisms of the hybrid economy, focusing in particular on controversies about the introduction (or intrusion) of the market and business into the social or public realm.

**Teaching:** Ten integrated lecture/seminars of three hours each, delivered across one module (teaching block).

**Formative coursework:** One formative assessment exercise will be offered: a practice essay.

**Indicative reading:**

- Barr, N. (2012). *Economics of the Welfare State* (5th edition). Oxford: Oxford University Press
- Dees, G. (2012). "A Tale of Two Cultures: Charity, Problem Solving, and the Future of Social Entrepreneurship." *Journal of Business Ethics* 111(3): 321-334
- Eikenberry, A. (2009). "Refusing the Market: A Democratic Discourse for Voluntary and Nonprofit Organizations". *Nonprofit and Voluntary Sector Quarterly* 38(4): 582-596.
- Friedman, M. (1988). "The Social Responsibility of Business is to Increase Its Profits" in T. Donaldson, P. Werhane and M Cording (eds.), *Ethical Issues in Business: A Philosophical Approach*. Englewood Cliffs, N.J.: Prentice Hall. p.217-223
- Kerlin, J. (2006). "Social Enterprise in the United States and Europe: Understanding and Learning from the Differences". *Voluntas* 17(3): 246-262
- Le Grand, J. (2006). *Motivation, Agency and Public Policy: of Knights and Knaves, Pawns and Queens*. Oxford: Oxford University Press
- Salamon, L. (2014). *Leverage for Good: An Introduction to the New Frontiers of Philanthropy and Social Investment*. Oxford: Oxford University Press
- Sandel, M. (2013). *What Money Can't Buy: The Moral Limits of Markets*. London: Penguin
- Skelcher, C. and S. Rathgeb Smith (2014). "Theorizing hybridity: institutional logics, complex organizations, and actor identities: the case of nonprofits." *Public Administration* (Early View 2014)
- Yunus, M. (2010). *Building Social Business*. New York: Public Affairs

**Assessment:** Coursework (100%).

Assessment will be through an individual coursework assignment (100%) comprised of 2 essay questions.

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## PB413E Half Unit Frontiers in Behavioural Science Methods

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Matteo M Galizzi

Dr Dario Krpan

**Availability:** This course is compulsory on the Executive MSc in Behavioural Science. This course is not available as an outside option.

**Course content:** Behavioural science is the scientific study of human behaviour, and it combines research techniques from psychology and economics. The course offers an integrated training in advanced behavioural science methods by introducing students to state-of-the-art techniques that stretch across the spectrum of both disciplines. The course covers the following

topics: transparency and reproducibility of behavioural science research, pre-registration, pre-analysis plan; determining evidential value of behavioural science research, p-curve analysis; advances in experimental design; measuring attitudes and preferences; behavioural game theory and experimental games of strategic interaction; designing behavioural priming experiments and measures that tap into implicit cognition; state-of-the-art physiological research techniques; understanding the mechanisms behind behavioural effects by employing experimental-causal-chain, measurement-of-mediation, and moderation-of-process designs.

**Teaching:** The course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours in the LT.

**Formative coursework:** Students will be expected to produce 1 piece of coursework in the ST.

For the formative assignment, you will need to produce a brief research proposal plan (500 words) that will serve as the basis for the full research proposal (3,000 words) that will constitute your summative assignment. In the research proposal plan, you will propose a design and implementation of a behavioural science experiment entailing the use of (at least) two different software packages introduced in the seminars. The structure of the proposal plan should be as follows: a) Introduce a viable research question (on a topic of your choice) that will guide your experimentation; b) Describe how you would design and implement behavioural science research to answer the question; and c) Explain which statistical approaches covered in lectures and seminars you would use to analyse the data. Feedback received for the formative assignment will help you to prepare the summative assignment by identifying both strengths and weaknesses of your approach.

**Indicative reading:** Angrist, J.D., Pischke J-S. (2015). *Mastering 'Metrics: the Path from Cause to Effect*. Princeton: Princeton University Press.

Camerer, C.F. (2003). *Behavioral Game Theory: Experiments in Strategic Interaction*. Princeton: Princeton University Press.

Cassidy, S. A., Dimova, R., Giguère, B., Spence, J. R., & Stanley, D. J. (2019). *Failing Grade: 89% of Introduction-to-Psychology Textbooks That Define or Explain Statistical Significance Do So Incorrectly*. *Advances in Methods and Practices in Psychological Science*, 2, 233-239.

Darlington, R. B., & Hayes, A. F. (2016). *Regression analysis and linear models: Concepts, applications, and implementation*. Guilford Publication.

Dijksterhuis, A., Chartrand, T. L., & Aarts, H. (2007). *Effects of Priming and Perception on Social Behavior and Goal Pursuit*. In J. A. Bargh, J. A. Bargh (Eds.), *Social psychology and the unconscious: The automaticity of higher mental processes* (pp. 51-131). New York, NY, US: Psychology Press.)

Förster, J., & Liberman, N. (2007). *Knowledge activation. Social psychology: Handbook of basic principles*, 2, 201-231.

Gawronski, B., & De Houwer, J. (2014). *Implicit measures in social and personality psychology. Handbook of research methods in social and personality psychology*, 2, 283-310.

Hayes, A. F. (2013). *Introduction to mediation, moderation, and conditional process analysis: A regression-based approach*. Guilford Press.

Harrison, G.W., List, J.A. (2004). *Field experiments*. *Journal of Economic Literature*, XLII, 1009-1055.

Miguel, E., Camerer, C.F., Casey, K., Cohen, J., Esterling, K.M., Gerber, A., Glennerster, R., Green, D.P., Humphreys, M., Imbens, G., Laitin, D., Madon, T., Nelson, L., Nosek, B.A., Petersen, M., Sedlmayr, R., Simmons, J.P., Simonsohn, U., & Van der Laan, M. (2014). *Promoting transparency in social science research*. *Science*, 343(6166), 30-31.

Mitchell, M.N. (2015). *Stata for the Behavioural Sciences*. Stata Press.

Moher, D., Liberati, A., Tetzlaff, J., Altman, D.G., & the PRISMA Group (2009). *Preferred Reporting Items for Systematic Reviews and Meta-Analyses: the PRISMA Statement*. *Annals of Internal Medicine*, 151(4), 264-269.

Munafò, M.R., Nosek, B., Bishop, D.V.M., Button, K.S., Chambers, C.D., Percie Du Sert, N., Simonsohn, U., Wagenmakers, E.J., Ware,



J.J., & Ioannidis, J.P.A. (2017). A manifesto for reproducible science. *Nature Human Behaviour*, 1(1), 0021.

Simonsohn, U., Nelson, L. D., & Simmons, J. P. (2014). P-curve: a key to the file-drawer. *Journal of Experimental Psychology: General*, 143(2), 534-547

Spencer, S. J., Zanna, M. P., & Fong, G. T. (2005). Establishing a causal chain: why experiments are often more effective than mediational analyses in examining psychological processes. *Journal of Personality and Social Psychology*, 89, 845-851.

van't Veer, A. E., & Giner-Sorolla, R. (2016). Pre-registration in social psychology—A discussion and suggested template. *Journal of Experimental Social Psychology*, 67, 2-12.

Simmons, J. P., Nelson, L. D., & Simonsohn, U. (2011). False-positive psychology: Undisclosed flexibility in data collection and analysis allows presenting anything as significant. *Psychological science*, 22(11), 1359-1366.

**Assessment:** Proposal (100%) post-summer term.

For the summative assignment, you will be required to expand the research proposal plan submitted as part of the formative assignment into a full research proposal comprising 3,000 words. Your task will be to propose a design and implementation of a behavioural science experiment entailing the use of (at least) two different software packages introduced in the seminars. The structure of the proposal should be as follows: a) Introduce a viable research question (on a topic of your choice) that will guide your experimentation; b) Describe how you would design and implement behavioural science research to answer the question; and c) Explain which statistical approaches covered in lectures and seminars you would use to analyse the data. In the proposal, we will expect you to use in-text scholarly citations and provide a reference list at the end. The summative assignment should allow you to not only demonstrate your knowledge regarding the present course, but also to gain deeper insights into experimental analysis and design that should help you in producing a high-quality dissertation.

## PB434E Half Unit

### Behavioural Science in an Age of New Technology

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Dario Krpan

**Availability:** This course is available on the Executive MSc in Behavioural Science. This course is not available as an outside option.

**Course content:** When psychology and economics got “married”, the product was behavioural science. Although this discipline has elevated theoretical and practical understanding of human behaviour to previously unseen heights, recent technological developments have produced new insights in understanding and predicting people's actions that not only supplement traditional tools of behavioural science but also go beyond them. The future of the discipline will therefore likely depend on how effectively behavioural scientists can harness new developments in technology to understand and change the way people act. The aim of this course is to a) Introduce major technological advancements that are relevant for predicting, influencing, and understanding human behaviour; b) outline how they supplement and extend commonly used tools of behavioural change; and c) examine how they can be used to propel behavioural science into the future. The course will tackle behavioural science in relation to motion tracking, virtual environments, social robotics, social networks, and other relevant developments in information technology. Emphasis will be placed on how the technological tools covered throughout the course can be used to change behaviour in applied settings, and students will be encouraged to discuss implications for their organisations and other areas of interest.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours in the ST.

#### Day 1

Lecture 1 (2h): Course introduction. Understanding minds by reading bodies: Implications of motion tracking for behavioural science 1

Lecture 2 (1.5h): Understanding minds by reading bodies: Implications of motion tracking for behavioural science 2

Seminar 1 (2h)

#### Day 2

Lecture 3 (1.5h): Changing behaviour through gamification

Lecture 4 (1.5h): Social robots: Our new friends?

Seminar 2 (2h)

#### Day 3

Lecture 5 (1.5h): Behavioural science in virtual worlds

Lecture 6 (1.5h): Behavioural informatics

Seminar 3 (2h)

#### Day 4

Lecture 7 (1.5h): Digital footprints and human behaviour

Lecture 8 (1.5h): Psychological targeting in digital age

Seminar 4 (2h)

#### Day 5

Lecture 9 (1.5h): Change thyself: Using technology to influence our own behaviour

Lecture 10 (1.5h): The ethics of emerging technologies in the context of behavioural science

**Formative coursework:** Students will be expected to produce 1 presentation in the ST.

Formative coursework will serve as your preparation for the summative assignment. You will need to create a 5 minute presentation on the topic of the summative assignment: Propose an intervention that relies on technological tools that were either covered throughout the course or that you identified through personal search to create behavioural change in an applied setting of your choice (e.g. your organisation, personal life; you can select any setting you desire). In the presentation, you will need to a) Introduce the behaviour you want to tackle and argue why changing this behaviour would be important; b) Present your intervention that uses technological tools to change the behaviour and c) argue why this intervention would be effective based on your knowledge of behavioural science gained through the class material and personal literature search.

Similar to the summative assignment, the presentation will be delivered in a video format: you will be given a clear step-by-step guide describing how to produce the presentation in a video format (we will go through this guide during a seminar to make sure it is clear to everyone how the summative assignment should be produced). The main aim of the formative assignment is for me to evaluate your approach to tackling points a), b), and c) mentioned above so I can give you relevant feedback that will help you when preparing the summative presentation, and also for you to get comfortable with producing the video presentation.

#### Indicative reading:

- Krpan, D., & Urbanik, M. (2022). From Libertarian Paternalism to Liberalism: Behavioural Science and Policy in an Age of New Technology. *Behavioural Public Policy*, 1-27.
- Stephen, D. G., Dixon, J. A., & Isenhower, R. W. (2009). Dynamics of representational change: Entropy, action, and cognition. *Journal of Experimental Psychology: Human Perception and Performance*, 35(6), 1811-1832.
- Matz, S. C., Kosinski, M., Nave, G., & Stillwell, D. J. (2017). Psychological targeting as an effective approach to digital mass persuasion. *Proceedings of the national academy of sciences*, 114(48), 12714-12719.
- Lanier, M., Waddell, T. F., Elson, M., Tamul, D. J., Ivory, J. D., & Przybylski, A. (2019). Virtual reality check: Statistical power, reported results, and the validity of research on the psychology of virtual reality and immersive environments. *Computers in Human Behavior*, 100, 70-78.
- Kersten-van Dijk, E. T., Westerink, J. H., Beute, F., & IJsselsteijn, W. A. (2017). Personal informatics, self-insight, and behavior change: A critical review of current literature. *Human-Computer Interaction*, 32(5-6), 268-296.
- Koivisto, J., & Hamari, J. (2019). The rise of motivational



information systems: A review of gamification research.

International Journal of Information Management, 45, 191-210.

- Broadbent, E. (2017). Interactions with robots: The truths we reveal about ourselves. *Annual Review of Psychology*, 68, 627-652.
- Boyd, D. (2016). Untangling research and practice: What Facebook's "emotional contagion" study teaches us. *Research Ethics*, 12(1), 4-13.

**Assessment:** Presentation (100%) post-summer term.

The aim of the summative assessment will be to propose an intervention that relies on technological tools that were either covered throughout the course or that you identified through personal search to produce behavioural change in an applied setting of your choice (e.g. your organisation, personal life; you can select any setting you desire). This intervention will be conveyed in the form of a 15-20 minute presentation that will count as your summative assignment. More precisely, in the presentation, you will need to a) Introduce the behaviour you want to tackle and argue why changing this behaviour would be important; b) Present your intervention that uses technological tools to change the behaviour and c) argue why this intervention would be effective based on your knowledge of behavioural science gained through the class material and personal literature search.

The presentation will be delivered in a video format: you will be given a clear step-by-step guide describing how to produce the presentation in a video format (we will go through this guide during a seminar to make sure it is clear to everyone how the summative assignment should be produced). Together with the video presentation, you will need to submit an annotated bibliography that contains a) a list of scientific references you used for the presentation; and b) a short text below each reference (1-2 sentences) describing why exactly the reference is important in the context of your presentation. The main purposes of the annotated bibliography will be to demonstrate the academic background upon which your presentation was built.

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## PB450E Half Unit Behavioural Science and Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Paul Dolan CON 5.19

**Availability:** This course is compulsory on the Executive MSc in Behavioural Science. This course is not available as an outside option.

**Course content:** This course aims to introduce students to the main concepts and tools of the growing fields of behavioural science. The course covers the following topics: What is behavioural science?; What are preferences to economists and psychologists?; Dual-process models of behaviour and the role of the unconscious mind; Dual processing into policy using the MINDSPACE checklist; the role of emotions in decision making; compensating behaviours; breaking and creating habits. Students will develop an understanding of how people make decisions across a variety of contexts and the importance of understanding decisions for designing policy in both public and private organisations. We will cover canonical texts and ideas from behavioural science such as Kahneman & Tversky and Thaler & Sunstein, and we will also introduce students to cutting-edge research within behavioural science including recent work by our own faculty.

**Teaching:** 9 hours of lectures and 12 hours of seminars in the MT. Please note that the lectures will be a mixture of pre-recorded and live. The seminars will be delivered live.

**Formative coursework:** Students will be expected to produce 2 essays in the MT.

There will also be formative exercises in the seminars.

**Indicative reading:** Dolan, P. (2014). *Happiness by design: finding pleasure and purpose in everyday life*. London: Allen Lane.  
Kahneman, D. (2011). *Thinking Fast and Slow*. London: Penguin Books

Gneezy U, Meier S, Rey-Beil P (2011), "When and Why Incentives (Don't) Work to Modify Behavior", *Journal of Economic Perspectives*, 25(4):191-210.

DellaVigna, S. (2007). "Psychology and Economics: Evidence from the Field". NBER Working Paper No. 13420.

Dolan, P., Hallsworth, M., Halpern, D., King, D., Metcalfe, R., Vlaev, I. (2012). "Influencing Behaviour: The mindspace way". *Journal of Economic Psychology*, 33 (1): 264-277.

Dolan, P., Galizzi, M. (2015). "Like ripples on a pond: Behavioural spillovers and their implications for research and policy". *Journal of Economic Psychology*, 47: 1-16.

**Assessment:** Coursework (100%, 4000 words) in the MT.  
2 x 2000 word essays

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## PB451E Dissertation in Behavioural Science

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Matteo Galizzi CON.4.06

**Availability:** This course is compulsory on the Executive MSc in Behavioural Science. This course is not available as an outside option.

**Course content:** The aim of the dissertation is for students to pursue an independent piece of research within the field of behavioural science. The dissertation can consist of: an empirical analysis of existing data; a collection and analysis of new data; a randomised controlled experiment (lab, field, online); a systematic review of the literature. Students must obtain the approval of their supervisor before embarking on any research.

**Teaching:** 3 hours of classes in the LT.

**Formative coursework:** Students will be required to agree their dissertation topic with a faculty supervisor and to provide a topic proposal which they will receive feedback on.

**Indicative reading:** Relevant reading will be provided by supervisors.

**Assessment:** Dissertation (100%, 10000 words) in the MT.

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## PB452E Half Unit Not available in 2022/23 Behavioural Science for Health

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Matteo Galizzi QUE.3.16

**Availability:** This course is available on the Executive MSc in Behavioural Science. This course is not available as an outside option.

**Course content:** The course aims to introduce to students the main principles, methods, measures, and insights of behavioural sciences, and the key state-of-the-art applications to health economics, policy, practice, and management.

The course is designed to enhance students' abilities to apply rigorously and critically behavioural science tools to concrete challenges in the health and healthcare area.

It covers principles of behavioural science; heterogeneity and behavioural economics; behavioural health economics and policy; methods of behavioural science; behavioural experiments in health (field, lab, lab-field, online, mobile); behavioural data linking; measures of behavioural science; risk preferences and health; time preferences and health; social preferences and health; behavioural insights for information policies in health; financial and non-financial incentives in health; behaviourally supercharged incentives in health; nudging behavioural change in health; behavioural spillovers in health; behavioural insights for regulation and taxation in health, healthcare, and risky health behaviours; behavioural insights for healthy behaviours (diet and nutrition, physical exercise, alcohol abuse, tobacco and drug use, medication, screening, infectious diseases, vaccination); behavioural insights for blood and organ donations; behavioural

insights for health practice, management, and policy challenges.

**Teaching:** 18 hours of lectures and 4 hours and 30 minutes of seminars in the ST.

6 x 3 hour lectures (18 hours)

3 x 1.5 hour seminars (4.5 hours each seminar group)

**Formative coursework:** Students will be expected to produce 1 presentation and 1 other piece of coursework in the ST.

**Indicative reading:**

- Charness G, Gneezy U (2009) Incentives to exercise. *Econometrica*, 77(3), 909-931.
- Dolan P, Galizzi MM (2015) Like ripples on a pond: behavioural spillovers and their consequences for research and policy. *Journal of Economic Psychology*, 47, 1-16.
- Galizzi MM (2014). What is really behavioural in behavioural health policy? And, does it work? *Applied Economic Perspectives and Policy*, 36(1), 25-60.
- Galizzi MM, Wiesen D (2017). Behavioural experiments in health: An introduction. *Health economics*, 26(S3), 3-5.
- Galizzi MM, Wiesen D (2018). Behavioural Experiments in Health Economics. *Oxford Research Encyclopedia of Economics and Finance*. Oxford University Press.
- Hanoch Y, Barnes AJ, Rice T (2017). *Behavioral Economics and Healthy Behaviors*. Routledge.
- Roberto CA, Kawachi I (2016). *Behavioral Economics and Public Health*. Oxford University Press.
- Schwartz JA, Chapman GB (1999). Are more options always better? The attraction effect in physicians' decisions about medications. *Medical Decision Making*, 19, 315-323.
- Volpp K, Loewenstein G et al. (2008). Financial incentive-based approaches to weight loss. *Journal of the American Medical Association*, 300, 2631-2637.

**Assessment:** Essay (100%, 3000 words) in the ST.

## PB453E Half Unit

### Corporate Behaviour and Decision Making

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Grace Lordan CON 4.02

**Availability:** This course is available on the Executive MSc in Behavioural Science. This course is not available as an outside option.

**Course content:** This course delivers insights from cutting edge research in behavioural science, psychology, economics, and management and guides students in their application to decision making within corporate companies in high stake settings. The course covers search and hiring, circumventing groupthink, compensation and promotions decisions, the role of bias in equity markets, capital structure, dividend policies, behavioural risk and motivating workers. Throughout the course there is emphasis upon applying the IDEA framework, created by Dr Grace Lordan. This framework involves:

- I: Identifying a problem;
- D: Designing an intervention;
- E: Evaluating effectiveness; and
- A: Assessing if the solution is fit for purpose.

This emphasis on the IDEA framework reinforces students' learning in earlier modules of the programme, where they were introduced to methods that will allow rigorous intervention evaluation. Real world class case studies are used at every stage of the course to reinforce lessons learned, and allow students visualise scenarios in which the theory and insights covered in the course can be applied.

The assessment is designed to give students the opportunity to apply the theory and insights they learned on the course to a real world case study.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours in the LT.

**Formative coursework:** Students will be expected to produce 1 case study in the LT.

Case study with short questions that matches the style of the

summative assessment

**Indicative reading:** Bertrand Marianne and Dufo Ester. *Field Experiments on Discrimination*. in *Handbook of Economic Field Experiments*. Volume 1, pages 309 - 393 2017.

MLA: Gneezy, Uri, Kenneth L. Leonard, and John A. List. "Gender differences in competition: Evidence from a matrilineal and a patriarchal society." *Econometrica* 77.5 (2009): 1637-1664.

Johnston, David W. and Lordan, Grace (2016) *Racial prejudice and labour market penalties during economic downturns* *European Economic Review*, 84. 57-75

Lordan, Grace and Pischke, Jorn-Steffen (2016) *Does Rosie like riveting? Male and female occupational choices* NBER working paper, 22495. National Bureau of Economic Research, Cambridge, USA.

Kandasamy, Narayanan, et al. "Cortisol shifts financial risk preferences." *Proceedings of the National Academy of Sciences* 111.9 (2014): 3608-3613.

Shiller, Robert J. *Finance and the Good Society*, Princeton: Princeton University Press, 2012.

Fama, Eugene, "Market Efficiency, Long-Term Returns, and Behavioral Finance," *Journal of Financial Economics*.

**Assessment:** Coursework (100%, 4000 words) in the LT.

Case study with ten short questions.

## PB454E Half Unit

### Policy Appraisal and Ethics

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Ganga Shreedhar and Prof Liam Delaney  
Seminar Teacher: Dr Cahal Moran

**Availability:** This course is available on the Executive MSc in Behavioural Science. This course is not available as an outside option.

This course is one of two options.

**Course content: Course description:**

This course aims to introduce students to the main concepts and tools of behavioural policy evaluation and appraisal, and yield insight into key moral and political values, and trade-offs, essential for policy-makers when they draw on behavioural science. The course offers practical examples and applications to key policy sectors, such as environment, technology, health, and infrastructure.

**The course covers the following topics:**

1. Behavioural policy tools, their rationale and assumptions
2. Policy evaluation tools, their rationale and assumptions (e.g. impact evaluation)
3. Policy appraisal tools, their rationale and assumptions (e.g. cost-benefit analysis for market and non-market goods) & adjustments (e.g. time discounting, optimism, risk and uncertainty);
4. Elicitation of social values through revealed and stated preference methods;
5. Welfare and subjective wellbeing analysis of policy interventions;
6. Ethical challenges and tools (e.g. FORGOOD framework).

**Learning outcomes**

1. Students will be able to articulate the key behavioural policy appraisal and evaluation tools for the appraisal of projects, policies, programmes and regulations applied to key domains (e.g. health and environment), along with their underlying ethical frameworks.
2. Students will be able to critically assess the core appraisal methods, the underlying theories and their assumptions, and discuss the evidence that supports or casts doubt on those methods and theories, and their relative strengths and weaknesses.
3. Students will be able to perform statistical analysis to evaluate policy outcomes and critically appraise the quality of the evidence generated through these techniques.
4. Students will be able to critically appraise the underlying ethical and moral problems associated with libertarian paternalism, its links to other policy mechanisms (like campaigns, regulation, taxation).

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours in the LT.

**Formative coursework:** Students will be expected to produce 1 piece of coursework in the LT.

The formative assessment will be an outline proposal to undertake a policy appraisal in an area of your choice.

**Indicative reading:**

- Loewenstein, G., & Chater, N. (2017). Putting nudges in perspective. *Behavioural Public Policy*, 1(1), 26.
- HM Treasury (2020) *The Green Book: Appraisal and policy evaluation in central government*. London, UK.
- HM Treasury (2020) *The Magenta Book: HM Treasury (2020) The Green Book: Appraisal and policy evaluation in central government*. London, UK.
- Sunstein, Cass R. (2018). *The cost-benefit revolution*. MIT Press. USA.
- Bishop, R.C. et al. (2017). "Pulling a value on injuries to natural assets: The BP oil spill. *Science*, 356 (6335): 253-254.
- Dolan P. & Kahneman D. (2008) "Interpretations of utility and their implications for the valuation of health". *Economic Journal*, 118, 215-234.
- Dolan, P. & Metcalfe, R. (2012) "Measuring subjective wellbeing: recommendations on measures for use by national governments". *Journal of social policy*, 41 (2), pp. 409-427.
- Sunstein, C. R. (2015). The ethics of nudging. *Yale Journal on Regulation*, 32(2), 413-450.
- Lades, L.K. and Delaney, L. (2020). *Nudge FORGOOD*. *Behavioural Public Policy*. 1-20.

**Assessment:** Coursework (100%, 4000 words) in the LT.

The summative assessment will be a detailed proposal (which can be based on the formative).

## PB457E Half Unit Organisational Culture

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Laura Giurge

**Availability:** This course is available on the Executive MSc in Behavioural Science. This course is not available as an outside option.

**Pre-requisites:** No prerequisites.

**Course content:** This course introduces students to the concept of organisational culture, its relationship with success and failure in organisations, the factors that shape it, and methodologies for studying and changing it. The course draws on real-life examples and state-of-the-art research.

**Part 1: Organisational culture: what is it, and why does it matter?**

Part one focuses on the concept of organisational culture as an essential element that shapes well-being, organizational performance, and the success or failure of behavioural interventions. We will explore the dynamic nature of organisational culture as well as the key elements of organisational culture that help organizations become more competitive, safer, and happier places to work. Students will reflect on the culture of their own organisation (or one that is relevant to them) and consider where it 'fits' within the research and examples discussed in part one.

**Part 2: Measuring organisational culture.**

Part two focuses on assessing organisational culture, starting with an examination of factors that shape culture. We will explore traditional (e.g., interviews, observations, and surveys) and non-traditional (e.g., randomised control trials) methodologies of assessing culture. We will explore what makes a 'good measure', how you interpret culture data, and the limitations of various assessment methods.

**Part 3: Understanding and changing organisational culture.**

Part three focuses on special aspects of organisational culture (work structure, creativity and innovation, team collaborations, organisational declines, and failures). We will examine how these different elements can shape people's understanding of what is 'normal', whether they can challenge existing practices, and their

links with organisational outcomes. We also consider how different factors (e.g., leadership) and norms (e.g., ideal worker) can shape organisational culture.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours in the ST.

**Formative coursework:** Format: In class-presentation (10 mins), delivered on the last day of the course.

Description: Students will present, in groups, a proposed programme for assessing and changing organizational culture in a company of their choice. Feedback will be provided on the ideas presented.

**Indicative reading:**

- Tost, L. P., Hardin, A. E., Roberson, J. W., & Gino, F. (2021). Different roots, different fruits: Gender-based differences in cultural narratives about Perceived Discrimination Produce Divergent Psychological Consequences. *Academy of Management Journal*, (ja).
- O'Reilly III, C. A., Chatman, J. A., & Doerr, B. (2021). When "me" trumps "we": narcissistic leaders and the cultures they create. *Academy of Management Discoveries*, 7(3), 419-450.
- Jacobs, R., Mannion, R., Davies, H. T., Harrison, S., Konteh, F., & Walshe, K. (2013). The relationship between organizational culture and performance in acute hospitals. *Social Science & Medicine*, 76, 115-125.
- Hofstede, G., Neuijen, B., Ohayv, D. D., & Sanders, G. (1990). Measuring organizational cultures: A qualitative and quantitative study across twenty cases. *Administrative Science Quarterly*, 286-316.
- Lambert, B. K., Caza, B., Trinh, E. N., & Ashford, S. J. (2022). Individual-centered interventions: Identifying what, how, and why interventions work in organizational contexts. *Academy of Management Annals*, (ja).
- Feldman, E., Reid, E. M., & Mazmanian, M. (2020). Signs of our time: Time-use as dedication, performance, identity, and power in contemporary workplaces. *Academy of Management Annals*, 14(2), 598-626
- Jachimowicz, J. M., Wihler, A., & Galinsky, A. D. (2021). My boss' passion matters as much as my own: The interpersonal dynamics of passion are a critical driver of performance evaluations. *Journal of Organizational Behavior*.
- Zorn, J. & Marz, L. (2022). How to build a culture that honors quiet time. *Harvard Business Review*.
- Cable, D. M., & Judge, T. A. (1996). Person-organization fit, job choice decisions, and organizational entry. *Organizational Behavior and Human Decision Processes*, 67(3), 294-311.
- Barney, J. B. (1986). Organizational culture: can it be a source of sustained competitive advantage? *Academy of Management Review*, 11(3), 656-665.
- O'Neill, O. A., & Rothbard, N. P. (2017). Is love all you need? The effects of emotional culture, suppression, and work-family conflict on firefighter risk-taking and health. *Academy of Management Journal*, 60(1), 78-108.
- Smith, W. K., & Besharov, M. L. (2019). Bowing before dual gods: How structured flexibility sustains organizational hybridity. *Administrative Science Quarterly*, 64(1), 1-44.
- Hartnell, C. A., Ou, A. Y., & Kinicki, A. (2011). Organizational culture and organizational effectiveness: a meta-analytic investigation of the competing values framework's theoretical suppositions. *Journal of Applied Psychology*, 96(4), 677.
- Blagoev, B., & Schreyögg, G. (2019). Why do extreme work hours persist? Temporal uncoupling as a new way of seeing. *Academy of Management Journal*, 62(6), 1818-1847.

**Assessment:** Essay (100%, 3000 words) in the ST.

Word count: 3,000 (including bibliography)

Description: Students will describe, and justify, a programme for assessing and changing the organizational culture (or an underlying aspect of organizational culture) in an organisation of their choice.

## PB471E Half Unit Research Methods for Behavioural Science

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Matteo Galizzi CON 4.06

**Availability:** This course is compulsory on the Executive MSc in Behavioural Science. This course is not available as an outside option.

**Course content:** The course aims to introduce students to the main methodological concepts and tools in behavioural science. To achieve this objective, the course combines rigorous conceptual discussion with hands-on practical applications. The course covers: The beauty of experiments: how randomization solves the sample selection bias; randomized controlled experiments from the lab to the field: taxonomy, principles, best practices; online and lab-field experiments, Statistical tools: distributions and their moments, the inference problem; Experimental design: between-subjects design, block/stratified randomization, matched-pair design, within-subjects design, cluster randomization, the mechanics of randomization; Introduction to econometrics: simple and multiple linear regression models, econometric analysis of experimental data; Tests of hypothesis: principles and practices, parametric and non-parametric tests in practice; Sampling: optimal sample size calculation in practice, useful rules of thumbs; Experimental best practices and challenges: ethics, recruitment, informed consent form, attrition, non-compliance, external validity, behavioural data-linking; When randomization is not possible: before and after, matching, natural experiments, difference-in-difference, regression discontinuity design; Outcomes and behavioural measures in experiments, survey design. The seminars involve hands-on practical applications using Stata, R, and online resources.

**Teaching:** The course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours in the LT.

**Formative coursework:** Students will be expected to produce 1 piece of coursework in the LT.

**Indicative reading:**

- Angrist, J.D., Pischke J-S. (2015). *Mastering 'Metrics: the Path from Cause to Effect*. Princeton: Princeton University Press.
- Gerber, A.S., Green, D.P. (2012). *Field Experiments: Design, Analysis, and Interpretation*. New York: Norton & Company.
- Glennerster, R., Takavarasha, K. (2013). *Running Randomized Evaluations: a Practical Guide*. Princeton: Princeton University Press.
- Kohler, U., Kreuter, F. (2012). *Data Analysis Using Stata*. College Station, TX: Stata Press.
- Mitchell, M.N. (2015). *Stata for the Behavioural Sciences*. College Station, TX: Stata Press.
- Burtless, G. (1995). The case for randomized field trials in economic and policy research. *Journal of Economic Perspectives*, 9(2), 63-84.
- Dolan, P., Galizzi, M.M. (2014). Getting policy-makers to listen to field experiments. *Oxford Review of Economic Policy*, 30(4), 725-752.
- Dolan, P., Galizzi, M.M. (2015). Like ripples on a pond: behavioural spillovers and their consequences for research and policy. *Journal of Economic Psychology*, 47, 1-16.
- Harrison, G.W., List, J.A. (2004). Field experiments. *Journal of Economic Literature*, XLII, 1009-1055.
- List, J.A. (2006). Field experiments: a bridge between the lab and naturally occurring data. *Advances in Economic Analysis and Policy*, 6, 8.

**Assessment:** Portfolio (100%) in the LT.

Students will be asked to submit a "portfolio" of hands-on practical tasks related to the main stages of a behavioural science project.

## PP409E Half Unit Public Policy in Practice Workshop III (EMPA)

**This information is for the 2022/23 session.**

**Teacher responsible:** Sir Charles Bean and Dr Daniel Berliner

**Availability:** This course is compulsory on the Executive Master of Public Administration. This course is not available as an outside option.

**Pre-requisites:** There are no pre-requisites for this course.

**Course content:** The policy workshop applies the analytical tools that are taught in the week-long modules of the Executive MPA to specific policy areas. Teaching is based on a series of case studies. The case studies are taught by specialists in a particular policy area and are complemented with group working sessions by the students and presentations by policy practitioners involved in the policy area.

**Teaching:** A three-day modular teaching block. This course is delivered as a combination of classes and lectures delivered over three days.

**Formative coursework:** One optional mock policy exercise will be provided.

**Indicative reading:** Readings that are specific to each policy area will be distributed at the beginning of the course

**Assessment:** Essay (100%, 2000 words).

Assessment will consist of a 2,000 word reflective essay due 10 days after module teaching concludes. Further details will be provided at the Executive MPA programme induction.

## PP410E Half Unit Public Economics for Public Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Joana Naritomi  
TBC

**Availability:** This course is available on the Executive Master of Public Administration and Executive Master of Public Policy. This course is not available as an outside option.

**Pre-requisites:** There are no formal pre-requisites, but the course is only available by prior agreement with Executive MPA and Executive MPP Programme Directors if students haven't completed *Empirical Methods for Public Policy (PP455E)* and *Economic Policy Analysis (PP440E)* prior to this course.

**Course content:** This is a course in theoretical and applied public economics using intermediate economic theory. Topics include issues of equity and efficiency and alternative theories of the role of the state. Models of public goods and externalities, including environmental policy. Who really pays taxes: issues of tax incidence and tax evasion. Income inequality, poverty alleviation and the role of welfare programmes in theory and in practice.

Health and education policy. The effects of taxes and transfers on labour supply and migration; The optimal taxation of commodities and incomes. Current topics in public finance. The main institutional references will be to the UK and the US, but some attention will also be given to broader international experience.

**Teaching:** A one-week modular teaching block. This course is delivered through a combination of classes and lectures delivered in one week.

**Formative coursework:** One mock examination will be offered.

**Indicative reading:** A full reading list will be distributed prior to the beginning of the course.

**Assessment:** Project (50%, 2000 words) and online assessment (50%).

Please note that online assessments take place on the third Friday after module teaching concludes. The project will consist of a 2,000 word data analysis exercise. Data analysis exercises are due on the sixth Sunday after module teaching concludes. Further details will be provided at the Executive MPP/ Executive MPA programme inductions.



## PP421E Half Unit Global Market Economics

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Andrew Bernard, Professor Davin Chor

**Availability:** This course is available on the Executive Master of Public Administration and Executive Master of Public Policy. This course is not available as an outside option.

**Pre-requisites:** There are no formal pre-requisites, but the course is only available by prior agreement with the Executive MPA and Executive MPP Programme Directors if students haven't completed Empirical Methods for Public Policy (PP455E) and Economic Policy Analysis (PP440E).

**Course content:** This course focuses on the economic interdependence between countries in a global economy. The first part of the course examines the structure and geography of world trade and examines popular hypothesis such as the "global village" or "flat earth". The second part of the course analyses macroeconomic issues such as the magnitude and effects of international capital flows, the debate over fixed versus flexible exchange rates and the economics of a common currency

**Teaching:** A one-week modular teaching block. This course is delivered through a combination of classes and lectures delivered in one week.

**Formative coursework:** One mock online assessment opportunity will be provided.

**Indicative reading:** A full reading list will be distributed at the beginning of the course.

**Assessment:** Essay (50%, 2000 words) and online assessment (50%). Please note that online assessments take place on the third Friday after module teaching concludes. Assessed essays are due on the sixth Sunday after module teaching concludes. Further details will be provided at the Executive MPA/ Executive MPP programme inductions.

## PP430E Introduction to Statistics for Public Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** TBC

**Availability:** This course is available on the Executive Master of Public Administration and Executive Master of Public Policy. This course is not available as an outside option.

**Course content:** The objective of this module is to introduce a number of fundamental concepts in statistics and mathematics to prepare students for the more advanced material that they will encounter during the EMPA and EMPP programmes. The module first introduces students to the key steps of statistical testing. In addition, the course introduces a small number of mathematical concepts that are widely used in empirical work in public policy.

**Teaching:** 12 hours of lectures in the MT. Two days of teaching. Each day of teaching has six contact hours starting at 9:00 and ending at approximately 17:00 with lunch and coffee breaks.

**Indicative reading:** A full reading list will be distributed at the beginning of the course.

**Assessment:** There is no assessment.

## PP440E Half Unit Economic Policy Analysis

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Sir Charles Bean and Dr Sandra Sequeira

**Availability:** This course is compulsory on the Executive Master of

Public Administration and Executive Master of Public Policy. This course is not available as an outside option.

**Course content:** The course is an introductory graduate course providing an economics background suitable for high-level public policy-making. The emphasis is on acquiring sound models and methods suitable for appraising policy-making issues and applicable in a wide variety of contexts. The course will cover both key microeconomic policy issues, such as externalities, public goods and principal-agent problems and macroeconomic issues such as unemployment, fiscal and monetary policies, international trade and finance and the determinants of long-run growth.

**Teaching:** A one-week modular teaching block. This course is delivered through a combination of classes and lectures delivered in one week.

**Formative coursework:** One mock examination will be provided.

**Indicative reading:** A full reading list will be distributed at the beginning of the course.

**Assessment:** Project (50%, 2000 words) and online assessment (50%).

Please note that online assessments take place on the third Friday after module teaching concludes. The project will consist of a 2,000 word data analysis exercise. Data analysis exercises are due on the sixth Sunday after module teaching concludes. Further details will be provided at the Executive MPA/ Executive MPP programme inductions.

## PP454E Half Unit Development Economics

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Adnan Khan

Dr Joana Naritomi

Dr Michael Callen

**Availability:** This course is available on the Executive Master of Public Administration and Executive Master of Public Policy. This course is not available as an outside option.

**Pre-requisites:** There are no formal pre-requisites, but the course is only available by prior agreement with the Executive MPA and Executive MPP Programme Directors if students haven't completed Empirical Methods for Public Policy (PP455E) and Economic Policy Analysis (PP440E) prior to this course.

**Course content:** The main focus of this course is on acquiring the necessary theoretical and empirical skills to engage in the rigorous analysis of public policies in developing countries. Topics at the forefront of development economics will be covered. These include growth and poverty, governance and accountability, motivation of bureaucrats, firms and markets, determinants of productivity, jobs and labour markets, shocks and insurance, infrastructure, connectivity, education and health, trade and globalization, the value of exporting, delivering public services, incentivising teachers and health workers, environment and climate change, management of natural resources, taxation and state capacity. The emphasis will be on combining theory and data to evaluate the effectiveness of policies in these different areas.

**Teaching:** A one-week modular teaching block. This course is delivered through a combination of classes and lectures delivered in one week.

**Formative coursework:** One mock essay opportunity will be provided.

**Indicative reading:** A reading list will be distributed at the start of the course.

**Assessment:** Essay (50%, 2000 words) and online assessment (50%).

Please note that online assessments take place on the third Friday after module teaching concludes. Essays are due on the sixth Sunday after module teaching concludes. Further details will be provided at the Executive MPA/ Executive MPP programme inductions.

## PP455E Half Unit Empirical Methods for Public Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Daniel Sturm and Dr Michael Callen

**Availability:** This course is compulsory on the Executive Master of Public Administration and Executive Master of Public Policy. This course is not available as an outside option.

**Pre-requisites:** There are no formal pre-requisites, but recommended advance readings will be distributed ahead of the course. Familiarity with the material covered in the EMPA/ EMPP Introduction to Statistics module is assumed.

**Course content:** The course introduces students to the quantitative evaluation of public policies. The focus of the course is on practical applications of techniques to test the effectiveness of public policy interventions. The course begins with an overview over the key benefits of randomized experiments in the evaluation of public policies. Next the course covers a number of techniques that are widely used in the evaluation of public policies, including difference-in-differences regressions, regression discontinuity approaches and matching. It concludes with an introduction to cost-benefit analysis.

**Teaching:** A one-week modular teaching block. This course is delivered through a combination of classes and lectures delivered in one week.

**Formative coursework:** One mock examination will be provided.

**Indicative reading:** A full reading list will be distributed at the beginning of the course.

**Assessment:** Project (50%, 2000 words) and online assessment (50%).

Please note that online assessments take place on the third Friday after module teaching concludes. The project will consist of a 2,000 word data analysis exercise due on the sixth Sunday after module teaching concludes. Further details will be provided at the Executive MPA/ Executive MPP programme inductions.

## PP478E Half Unit Political Science and Public Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Livia Schubiger, Dr Ali Cirone

**Availability:** This course is compulsory on the Executive Master of Public Administration and Executive Master of Public Policy. This course is not available as an outside option.

**Pre-requisites:** There are no pre-requisites, but recommended advance reading is given below.

**Course content:** This course introduces students to core concepts and problems in politics and policymaking. Among the questions we address: What determines political preferences and electoral outcomes? How are interests represented? How do political institutions shape policy outcomes? We focus on tools that students should be able to apply broadly in analyzing the political world.

**Teaching:** A one-week modular teaching block. This course is delivered through a combination of classes and lectures delivered in one week.

**Formative coursework:** One mock examination will be provided.

**Indicative reading:** Analyzing Politics: Rationality, Behavior and Institutions by Kenneth Shepsle (W.W. Norton, 2nd edition, 2010) is an excellent starting point and reference for many topics. A full reading list will be distributed at the beginning of the course.

**Assessment:** Essay (50%, 2000 words) and online assessment (50%).

Please note that online assessments take place on the third Sunday after the module teaching concludes. Assessed essays are due on the sixth Friday after module teaching concludes. Further details will be provided at the Executive MPA/ Executive MPP programme inductions.

## PP488E Half Unit Regulatory Analysis

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Martin Lodge

**Availability:** This course is available on the Executive Master of Public Administration and Executive Master of Public Policy. This course is not available as an outside option.

**Pre-requisites:** There are no pre-requisites, but recommended advance reading is given below.

**Course content:** The course examines contemporary issues in regulation in OECD countries and elsewhere. The focus is on exploring competing approaches towards regulation in the context of different domains, ranging from utility, environmental to health and safety regulation. Particular attention will be paid to issues such as institutional design, enforcement and compliance, as well as the relationship between politicians, regulators, business and other actors. Topics include institutional design, development and regulation, standard-setting, enforcement, 'better regulation', and accountability.

**Teaching:** A one-week modular teaching block. This course is delivered through a combination of classes and lectures delivered in one week.

**Formative coursework:** One mock examination opportunity will be provided.

**Indicative reading:** Managing Regulation by Martin Lodge and Kai Wegrich (Palgrave, 2012) introduces key themes. A different introduction is Understanding Regulation by Robert Baldwin, Martin Cave and Martin Lodge (Oxford University Press, second edition, 2012)

**Assessment:** Essay (50%, 2000 words) and online assessment (50%).

A 2,000 word assessed essay (50%) and an online assessment (50%). Please note that online assessments take place on the third Friday after module teaching concludes. Assessed essays are due on the sixth Sunday after module teaching concludes. Further details will be provided at the EMPA/ Executive MPP programme inductions.

## PP4A1E Half Unit Cities in an Urban Age: Challenges and Opportunities

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Richard Burdett FAW 8.01J and Prof Antony Travers CON6.06

**Availability:** This course is compulsory on the Executive MSc in Cities. This course is not available as an outside option.

**Course content:** Cities in an Urban Age is an intensive introduction to global urbanisation and the state of cities. The course explores different stages of urban development in cities and regions across the world. It provides students with an understanding of the key challenges facing both mature and rapidly-developing metropolitan areas. It will locate the key challenges facing large cities, notably the persistent levels of social inequality, poverty, unsustainable resource use and constraints to economic efficiency. The course introduces the key tools for intervention such as planning, governance and management of land and infrastructure in response to critical pressures linked to economic development, globalisation, migration, social inclusion, climate change, resource efficiency, and resilience. The key purpose of the course will be to give participants a comprehensive framework for understanding the challenges which cities are facing today.

Topics include: global urbanisation, development and design, urban change, population growth, urban productivity, urban expansion, urban sprawl, densification, intensification, sociability, urban governance, urban institutions, budgets and responsibilities.

**Teaching:** The course will be taught via a combination of asynchronous sessions and live sessions, the latter of which

can be attended in-person or remotely. A minimum of 10 hours of asynchronous learning materials sessions will be provided ahead of live teaching, which will consist of videos, readings and interactive activities. Approximately 10 hours of live teaching will be provided, consisting of lecture-based discussions, seminars and workshops. These live sessions will build upon the outcomes of the asynchronous sessions. All live teaching will take place over a one week period (Module 1).

**Formative coursework:** Students will be expected to produce 1 essay in the MT.

Submission of a 500 word non-assessed formative statement outlining the key political, environmental and socioeconomic challenges in the student's city that will shape the content of the 2,000 word assessed report.

**Indicative reading:**

- Burdett, Ricky and Rode, Philipp (eds) (2018): *Shaping Cities in an Urban Age*. Phaidon Press Ltd. London.
- Simone, AbdouMalik and Pieterse, Edgar (2017) *New Urban Worlds: Inhabiting Dissonant Times*. Polity Press. London.
- Travers, Tony, 'Taxing Power' in Burdett, Ricky and Rode, Philipp (eds) (2018): *Shaping Cities in an Urban Age*. Phaidon Press Ltd. London.
- Pieterse, Edgar, 'Placemaking in dissonant times', in Burdett, Ricky and Rode, Philipp (eds) (2018): *Shaping Cities in an Urban Age*. Phaidon Press Ltd. London.
- McQuarrie, Michael, Ferreira da Cruz, Nuno and Rode, Philipp 'Tensions of Governance' in Burdett, Ricky and Rode, Philipp (eds) (2018): *Shaping Cities in an Urban Age*. Phaidon Press Ltd. London.
- Pieterse, Edgar, 'Placemaking in dissonant times', in Burdett, Ricky and Rode, Philipp (eds) (2018): *Shaping Cities in an Urban Age*. Phaidon Press Ltd. London.
- Angel, Shlomo (2011): *Making Room for a Planet of Cities*. Lincoln Institute of Land Policy
- Glaeser, E. (2011): *Triumph of the City: How Our Greatest Invention Makes Us Richer, Smarter, Greener, Healthier, and Happier*. Penguin Press.
- Brenner, Neil (2004), *New State Spaces: Urban Governance and the Rescaling of Statehood*, Oxford University Press, Oxford.
- Pieterse, Edgar, (2018) *The politics of governing African Urban Spaces*, International Development Policy / Revue internationale de politique de développement, No. 10.

**Additional readings:**

- Fainstein, Susan, Gordon, Ian and Harloe, Michael (2011) *Ups and downs in the global city: London and New York In the 21st century*. In: Bridge, Gary and Watson, Sophie, (eds.) *New Blackwell companion to the city*. Wiley-Blackwell, Chichester, pp. 38-47.
- Gordon, I., Travers, T. (2010). "London: planning the ungovernable city" in *City, culture and society*, 1(2), pp. 49-55.
- Travers, Tony (2004) *The Politics of London Governing an Ungovernable City*, Palgrave
- Jacobs, Jane (1961): *The death and life of great American cities*. Random House.

**Assessment:** Essay (70%, 2000 words) and presentation (30%) in the MT.

A presentation and submission of a 2,000 word report in MT of how the student's city or organisation is dealing with some of the challenges and opportunities presented in the course.

## PP4A2E Half Unit

### Cities and Society: Design and Social Cohesion

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Richard Burdett 8.01J

**Availability:** This course is compulsory on the Executive MSc in Cities. This course is not available as an outside option.

**Course content:** *Cities and Society: Design and Social Cohesion* looks at some of the major drivers of urban inequality and poverty and the key actions that cities are taking to reduce urban inequalities through urban design, infrastructure and policy. This is

a heavily applied course providing students with tools to analyse the socio-demographic profile of households and neighbourhoods and their relation to spatial distribution and clustering in cities of the developing and developed world. Students are introduced to traditional measures of poverty and inequality such as income and wealth as well more recent multi-dimensional poverty measures such as health and education, and provided with analytical and mapping tools to identify areas of concentration of deprivation. A particular emphasis is placed on identifying spatial strategies that can alleviate the concentration of urban poverty and inequality by optimising access to jobs, housing, education, health, public space, transport and community infrastructure.

*Cities and Society* will also look at the macro-economic forces that are producing uneven regional and urban development and the key planning methods to reduce levels of inequality. These include spatially blind policies such as taxation and redistribution; spatially connective policies such as infrastructure links between high and low income neighbourhoods and finally spatially targeted policies where private and public investment is targeted at the most deprived urban areas.

Topics include: inequality and GINI coefficients; from income to multi-dimensional measures of poverty; the Human Development Index and its urban relevance; affordable housing, social infrastructure; equity planning (examples include London, Barcelona, Medellin and Bogota; the London model of urban regeneration; infrastructure and equity, health and well-being, migration.

**Teaching:** The course will be taught via a combination of asynchronous sessions and live sessions, the latter of which can be attended in-person or remotely. A minimum of 10 hours of asynchronous learning materials sessions will be provided ahead of live teaching, which will consist of videos, readings and interactive activities. Approximately 10 hours of live teaching will be provided, consisting of lecture-based discussions, seminars and workshops. These live sessions will build upon the outcomes of the asynchronous sessions. Live teaching will take place over three one-week periods (Modules 2, 3 & 4) in parallel with SO4A3E and SO4A4E.

**Formative coursework:** Students will be expected to produce 1 essay in the LT.

500 word submission identifying the social research methods used in the assessment of a policy or project of your choice

**Indicative reading:**

- Burdett, Ricky, 'Flexible Urbanisms' in Burdett, Ricky and Rode, Philipp (2018): *Shaping Cities in an Urban Age*. Phaidon Press Ltd. London.
- Mehrotra, Rahul and Vera, Felipe, 'Ephemeral Urbanism', in Burdett, Ricky and Rode, Philipp (2018): *Shaping Cities in an Urban Age*. Phaidon Press Ltd. London.
- Sennett, Richard, *Rupture, Accretion and Repair* in Burdett, Ricky and Rode, Philipp (eds) (2018): *Shaping Cities in an Urban Age*. Phaidon Press Ltd. London.
- Roy, Ananya and Ong, Aihwa (eds) (2011) *Worlding Cities: Asian Experiments and the Art of Being Global*. Wiley-Blackwell. New Jersey
- Klafus, Christien and Ouweneel, Arij (eds) (2015) *Housing and Belonging in Latin America*. Berghahn, New York and Oxford
- Echeverri, Alejandro (2016) 'Medellin redraws its neighbourhoods: Social Urbanism' in Mohammad al-Asad, Rahul Mehrotra (eds), *Shaping Cities: Emerging Models of Planning Practice*. Hatje Cantz Verlag, Berlin.
- Harvey, David (2012), *Rebel Cities: From the Right to the City to the Urban Revolution*, Verso. New York and London.
- Graham, S. and Marvin, S. (2001) *Splintering Urbanism: networked infrastructures, technological mobilities and the urban condition* London: Routledge.

**Additional readings:**

- Sennett, Richard, (2018): *Building and Dwelling ethics for the city*: Allen Lane. London
- Burdett, R and Sudjic, D (2011) *Living in the Endless City*.
- Burdett, R and Sudjic, D (2008) *The Endless City*, London, Phaidon.
- Davis, Mike (2007): *Planet of Slums*. Verso.



- Larice, M. and Macdonald, E. (eds) (2007) *The Urban Design Reader*. London and New York: Routledge.
- Dávila, Julio (2012): *Urban Mobility and Poverty: Lessons from Medellín and Soacha, Colombia*. Development Planning Unit, UCL and Universidad Nacional de Colombia.
- Mitlin, Diana and David Satterthwaite (2013): *Urban Poverty in the Global South: Scale and Nature*. Routledge.

**Assessment:** Essay (70%, 2000 words) in the LT. Presentation (30%) in the MT.

Design and present a research method to assess a project or policy of your choice (30%) and submission of an essay looking critically at the social research methods used in the assessment of an existing policy or project (70%).

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## PP4A3E Half Unit

### Cities and the Environment: Urban Environmental Transitions

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Philipp Rode FAW.8.01L

**Availability:** This course is compulsory on the Executive MSc in Cities. This course is not available as an outside option.

**Course content:** Cities and the Environment explores critical aspects of environmental sustainability in relation to both urbanisation globally and urban change in individual cities. This is an applied course giving students the relevant tools to measure, analyse and assess environmental impact. It introduces debates on different green city paradigms and focuses specifically on approaches to urban climate change mitigation and adaptation. The course further examines implications for urban planning, governance and management.

Cities and the Environment aims to provide the students with an analytical understanding of environmental challenges linked to urban development. Based on these, students are introduced to planning approaches, policy instruments and governance arrangements enabling environmental sustainability and resilience, facilitating the transition to a green economy in cities.

Topics include: environmental sustainability, green economy, environmental impact assessments, climate change adaptation and mitigation in cities, climate resilience, urban environmental transition, resource consumption, pollution, biodiversity.

**Teaching:** The course will be taught via a combination of asynchronous sessions and live sessions, the latter of which can be attended in-person or remotely. A minimum of 10 hours of asynchronous learning materials sessions will be provided ahead of live teaching, which will consist of videos, readings and interactive activities. Approximately 10 hours of live teaching will be provided, consisting of lecture-based discussions, seminars and workshops. These live sessions will build upon the outcomes of the asynchronous sessions. Live teaching will take place over three one-week periods (Modules 2, 3 & 4).

**Formative coursework:** Students will be expected to produce 1 essay in the LT.

500 word submission detailing the implementation logic of an urban environmental strategy of your choice

**Indicative reading:**

- GCEC (2014): *Better Growth, Better Climate: The New Climate Economy Report*. The Global Commission on the Economy and Climate (GCEC). (Chapter 2)
- Giddens, Anthony (2009): *The politics of climate change*. Polity. Cambridge; Malden, MA. (Chapter 5)
- Newman, P., T. Beatley and H. Boyer (2009): *Resilient cities: responding to peak oil and climate change*. Island Press.
- OECD (2012): *Compact City Policies: A Comparative Assessment*. OECD Green Growth Studies.
- Rode, Philipp (2018). *Observations and Actions. Shaping Cities in an Urban Age*. R. Burdett and P. Rode, Phaidon Press.
- Stern, Nicholas (2009): *A blueprint for a safer planet: how to manage climate change and create a new era of progress and*

*prosperity*. Bodley Head. London. (Chapter 6)

- UN Habitat (2011): *Global Report on Human Settlements 2011: Cities and Climate Change*. Nairobi.
- Urry, John (2011): *Climate Change and Society*. John Wiley & Sons. (Chapter 10)
- Wheeler, Stephen Maxwell and Timothy Beatley (2014): *The sustainable urban development reader*. Routledge

**Additional readings:** *The Challenge*

- Bicknell, J., D. Dodman and D. Satterthwaite (2012): *Adapting Cities to Climate Change: Understanding and Addressing the Development Challenges*. Taylor & Francis. (Part 1)
  - Hickman, Robin and David Banister (2014). *Transport, Climate Change and the City*, Taylor & Francis. (Chapter 1)
  - McGranahan, Gordon, Pedro Jacobi, Jacob Songso, Charles Surjadi and Marianne Kjellen (2001): *The citizens at risk: from urban sanitation to sustainable cities*. Earthscan. (Chapter 2)
  - New Scientist (2008). *Special report: How our economy is killing the Earth*. New Scientist.
  - Newman, Peter (2006): *The environmental impact of cities*.
  - Stern, Nicholas and Dimitri Zenghelis (2018). *Un-locking cities. Shaping Cities in an Urban Age*. R. Burdett and P. Rode, Phaidon Press.
  - Sustainable Development Commission (2009). *Prosperity without Growth*.
  - World Economic Forum (2019). *The Global Risks Report 2019*. Analytics
  - Ahmed, Kulsum and Ernesto Sanchez-Tria (2008). *Strategic environmental assessment for policies: an instrument for good governance*, The World Bank.
  - Communities and Local Government (2009). *Multi-Criteria Analysis: A Manual*.
  - Dietz, Simon and Eric Neumayer (2007). "Weak and strong sustainability in the SEEA: Concepts and measurement." *Ecological Economics* 61(4): 617-626.
  - Dimitriou, Harry T, E John Ward and Marco Dean (2016). "Presenting the case for the application of multi-criteria analysis to mega transport infrastructure project appraisal." *Research in Transportation Economics* 58: 7-20.
  - Economist Intelligence Unit and Siemens (2012). *The Green City Index*.
  - Glasson, John and Riki Therivel (2013). *Introduction to environmental impact assessment*, Routledge.
  - Rode, Philipp, Alexandra Gomes, et al (2017). *Resource Urbanisms: Asia's divergent city models of Kuwait, Abu Dhabi, Singapore and Hong Kong*. London LSE Cities. London School of Economics and Political Science.
  - Satterthwaite, David (2008): *Cities' contribution to global warming: notes on the allocation of greenhouse gas emissions*.
  - Science for Environment Policy (2018). *Indicators for sustainable cities*. In-depth Report 12. Bristol, European Commission DG Environment by the Science Communication Unit
  - SDSN. (2018). "SDG Indicators and a Monitoring Framework."
  - World Bank (2016). *The Little Green Data Book*.
- Strategy**
- Ahlfeldt, Gabriel and Elisabetta Pietrostefani (2017). *Demystifying Compact Urban Growth: Evidence From 300 Studies From Across the World*. London and Washington, Coalition for Urban Transitions and OECD
  - Asian Development Bank (2016). *GrEEEn Solutions for Livable Cities*.
  - Cervero, Robert, Erick Guerra and Stefan Al (2017). *Beyond Mobility: Planning Cities for People and Places*, Island Press.
  - Crawford, J. and S. Davoudi (2012): *Planning for climate change: strategies for mitigation and adaptation for spatial planners*. Routledge.
  - Greater London Authority (2018). *London Environment Strategy*. Gutman, Jeffrey and Adie Tomer (2016). *Developing a Common Narrative on Urban Accessibility: Overview*. The Brookings Institution.
  - Heck, S., M. Rogers and P. Carroll (2014): *Resource Revolution: How to Capture the Biggest Business Opportunity in a Century*. Houghton Mifflin Harcourt Publishing Company. (Chapter 3)



- Raworth, Kate (2017). Doughnut economics: seven ways to think like a 21st-century economist, Chelsea Green Publishing.
  - Rode, Philipp, Graham Floater, et al (2017). Accessibility in Cities: Transport and Urban Form. Disrupting Mobility: Impacts of Sharing Economy and Innovative Transportation on Cities. G. Meyer and S. Shaheen. Cham, Springer International Publishing: 239-273.
  - UNEP (2011): Towards a Green Economy: Pathways to Sustainable Development and Poverty Eradication. (Cities Chapter)
  - Urban Task Force (1999). Towards an urban renaissance: Report of the Urban Task Force chaired by Lord Rogers of Riverside, Executive Summary. London, DETR.
- Governance
- Centre for London (2019). Green Light: Next Generation Road User Charging for a healthier, more liveable London.
  - Geels, Frank W. (2012). "A socio-technical analysis of Low-Carbon transitions: introducing the multi-level perspective into transport studies." *Journal of Transport Geography* 24: 471-482.
  - GIZ and ICLEI (2014). Operationalizing the Urban Nexus: Towards resource-efficient and integrated cities and metropolitan regions. GIZ Eschborn
  - ICLEI (2016). GreenClimateCities Handbook for Local Governments.
  - Loorbach, Derk and Jan Rotmans (2010). "The practice of transition management: Examples and lessons from four distinct cases." *Futures* 42(3): 237-246.
  - RAMSES (2017). Transition Handbook and Training Package. Science for cities in transition.
  - Rode, Philipp, Catarina Heeckt, Nuno da Cruz (2019). National Transport Policy and Cities: Key policy interventions to drive compact and connected urban growth.
  - Rode, Philipp, Graham Floater et al. (2012): Going Green: How cities are leading the next economy. LSE Cities, ICLEI and Global Green Growth Institute. London.
  - Rode, Philipp (2018). Governing Compact Cities: How to connect planning, design and transport, Edward Elgar. (Chapters 2 and 3)
  - Simpson, R. and M. Zimmermann (2012): The Economy of Green Cities. A World Compendium on the Green urban Economy. Springer. New York (Part 1)

**Assessment:** Essay (70%, 2000 words) and presentation (30%) in the LT.

Present an environmental strategy for an urban development project (30%) and submission of 2,000 word written report (70%).

## PP4A4E Half Unit

### Cities and the Economy: Urban Economic Development and Finance

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Savvas Verdis FAW.8.01E

**Availability:** This course is compulsory on the Executive MSc in Cities. This course is not available as an outside option.

**Course content:** Cities and the Economy forms part of the Executive MSc in Cities. This is an applied course looking at the role of city government and firms in driving inclusive local economic development. The course introduces traditional and more progressive ways to measure and analyse the city economy as well as policies and tools available to attract investment and finance as well as improve the distributional effects of economic growth.

From a global economic level, we will look at the forces shaping urban development and the capacity of national, regional and local policies to influence these drivers. From a more local economic level, we will look at the make-up and sectorial composition of a city economy; how we can measure the economic impact of policies and projects and finally how we can finance and fund complex infrastructure projects.

Topics include: inclusive growth; economic inequalities; measuring

growth and competitiveness over time, comparative vs competitive advantage, key performance indicators of a city economy, the role of infrastructure and megaprojects in driving competitiveness, managing city budgets, financing your city, global city indexes, special economic zones and other incentives.

**Teaching:** The course will be taught via a combination of asynchronous sessions and live sessions, the latter of which can be attended in-person or remotely. A minimum of 10 hours of asynchronous learning materials sessions will be provided ahead of live teaching, which will consist of videos, readings and interactive activities. Approximately 10 hours of live teaching will be provided, consisting of lecture-based discussions, seminars and workshops. These live sessions will build upon the outcomes of the asynchronous sessions. Live teaching will take place over three one-week periods (Modules 2, 3 & 4).

**Formative coursework:** Students will be expected to produce 1 essay in the LT.

500 word submission describing the financing strategy of a project of your choice.

**Indicative reading:**

- Lee, Neil, 2018 Inclusive Growth in Cities: A sympathetic critique, LSE III Working Papers
- O'Sullivan, Arthur. 2012. Urban economics. New York: McGraw-Hill/Irwin.
- Peterson, George E., and Patricia Clarke Annez. 2007. Financing cities fiscal responsibility and urban infrastructure in Brazil, China, India, Poland and South Africa.
- Pike, A, Rodríguez-Pose, A & Tomaney, J. 2012. Local and Regional Development, Routledge.
- Raworth, Kate. 2017 Doughnut Economics. 2018. Random House
- World Bank, 2009. World Development Report. Reshaping Economic Geography, World Bank.

**Additional readings:**

- Brookings Institute. 2010 Municipal Finance of Urban Infrastructure.
- The Cities Alliance et al. 2007. Understanding Your Local Economy – A Resource Guide for Cities. The Cities Alliance.
- UN-HABITAT 2009. Guide to Municipal Finance. UN-HABITAT.
- Vliet W. v. 2002. Cities in a globalizing world: from engines of growth to agents of change. Environment and Urbanization.
- Zhang L.-Y. 2013. City Development Strategies and the Transition Towards a Green Urban Economy. The Economy of Green Cities: A World Compendium on the Green Urban Economy. Springer.

**Assessment:** Presentation (30%) in the LT.

Essay (70%, 2000 words) in the ST.

Pitch a financing strategy for a selected case study area to an expert panel (30%) and submission of a 2,000 word written report analysing the financing strategy of a project of your choice (70%).

## PP4A5E

### Urban Infrastructure and Strategic Planning

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Philipp Rode FAW 8.011 and Prof Antony Travers CON6.06

**Availability:** This course is available on the Executive MSc in Cities. This course is not available as an outside option.

**Course content:** Urban infrastructure and strategic planning is a workshop based course providing practical insights on infrastructure development and strategic planning for cities. The course combines a series of lectures with studio-based group work on a case study city. Students are introduced to all key components of urban infrastructure, cutting across transport, energy, water, waste and digital network systems. A particular focus of this course is the interrelationship of transport infrastructure and urban form. This relationship forms the basis for an inquiry into strategic planning approaches and practical applications in cities around the world. Furthermore, the course covers important aspects of infrastructure governance, finance and regulation and examines implications for large-scale physical

infrastructure as well as digital, smart city technologies. Infrastructure and strategic planning aims to provide the students with a praxis-oriented understanding of urban infrastructure development and strategic planning. The workshop-based nature of the course facilitates learning and skills development in relation to strategic development planning.

Topics include: urban infrastructure, transport, energy, water, waste, digital networks, strategic planning, smart cities, finance, privatisation, municipalisation, public private partnerships, design life, lock-in, phasing

**Teaching:** The course will be taught via a combination of asynchronous sessions and live sessions, the latter of which can be attended in-person or remotely. A minimum of 10 hours of asynchronous learning materials sessions will be provided ahead of live teaching, which will consist of videos, readings and interactive activities. Approximately 20 hours of live teaching will be provided, consisting of lecture-based discussions, seminars and workshops. The majority of these will be delivered during Module 5. In addition to these activities, students will undertake supervised collaboration sessions on a remote basis during the lead up to Module 5.

**Formative coursework:** Students will be expected to produce 1 essay in July.

A 500 word formative statement outlining the structure of the and key deliverables of the group policy brief.

**Indicative reading:**

- Albrechts, Luis (2004): Strategic (spatial) planning re-examined. Pion Ltd.
- Belaieff, Antoine, Gloria Moy and Jack Rosebro (2007). Planning for a Sustainable Nexus of Urban Land Use, Transport and Energy, Blekinge Institute of Technology.
- Bulkeley, Harriet, Vanesa Castán Broto and Anne Maassen (2014). "Low-carbon transitions and the reconfiguration of urban infrastructure." *Urban Studies* 51(7): 1471-1486.
- Cervero, Robert and Jin Murakami (2009): Rail and Property Development in Hong Kong: Experiences and Extensions.
- Collier, Paul and Anthony J Venables (2016). "Urban infrastructure for development." *Oxford Review of Economic Policy* 32(3): 391-409.
- Delmon, Jeffrey (2011): Public-Private Partnership Projects in Infrastructure: An Essential Guide for Policy Makers. Cambridge University Press.
- Dimitriou, Harry T, E John Ward and Philip G Wright (2013). "Mega transport projects—Beyond the 'iron triangle': Findings from the OMEGA research programme." *Progress in planning* 86: 1-43.
- Dimitriou, Harry T. and Ralph Gakenheimer (2011): *Urban Transport in the Developing World: A Handbook of Policy and Practice*. Edward Elgar Publishing Limited.
- Ehtisham Ahmad, Dan Dowling, Denise Chan, Sarah Colenbrander, Nick Godfrey (2019). *Scaling Up Investment for Sustainable Urban Infrastructure: A Guide to National and Subnational Reform*, Coalition for Urban Transitions.
- Estache, Antonio and Marianne Fay (2009). Current debates on infrastructure policy. Commission on Growth and Development, The International Bank for Reconstruction and Development and The World Bank.
- Graham, Stephen and Colin McFarlane (2014): *Infrastructural Lives: Urban Infrastructure in Context*. Taylor & Francis.
- Gordon, Ian Richard and Tony Travers (2010). "London: planning the ungovernable city." *City, Culture and Society* 1(2): 49-55.
- Guy, Simon, Simon Marvin, Will Medd and Timothy Moss (2012): *Shaping Urban Infrastructures: Intermediaries and the Governance of Socio-Technical Networks*. Taylor & Francis.
- Hajer, Maarten and Hiddo Huitzing (2012). *Energetic society Urban Age Electric City Conference*. R. Burdett and P. Rode. London, LSE Cities. London School of Economics.
- Lall, Somik Vinay, J Vernon Henderson and Anthony J Venables (2017). *Africa's cities: Opening doors to the world*, The World Bank.
- Leipziger, Danny, Marianne Fay, Quentin T Wodon and Tito Yepes (2003). "Achieving the millennium development goals: the role of infrastructure."

- Magdahl, J. E. (2012). From privatisation to corporatisation: exploring the strategic shift in neoliberal policy on urban water services. FIVAS-Association for International Water Studies.
  - Murthy, Sharmila L (2013). "The human right (s) to water and sanitation: history, meaning, and the controversy over-privatization." *Berkeley J. Int'l L.* 31: 89.
  - Peterson, George (2009): *Unlocking Land Values to Finance Urban Infrastructure*. World Bank.
  - Rode, Philipp (2018). *Ethiopia's Railway Revolution. Urban Age Developing Urban Futures*. London, LSE Cities.
  - Rode, Philipp (2019). "Infrastructural Ideals." *LSE Cities Briefing Papers*, London School of Economics and Political Science.
  - Stead, Dominic and Evert Meijers (2009): *Spatial Planning and Policy Integration: Concepts, Facilitators and Inhibitors*. Routledge.
  - Townsend, Anthony M. (2013): *Smart Cities: Big Data, Civic Hackers, and the Quest for a New Utopia*. W. W. Norton.
  - Travers, Tony (2009). "Transport infrastructure in London." *Oxford Review of Economic Policy* 25(3): 451-468.
  - UN Habitat (2009). *Planning Sustainable Cities - Global Report on Human Settlements 2009*. Nairobi.
  - Vasconcellos, Eduardo (2001): *Urban transport, environment, and equity: the case for developing countries*. Earthscan Publications.
- Assessment:** Essay (25%, 2500 words) in the ST.

Essay (50%, 10000 words) and presentation (25%) post-summer term.

Assessment 1: A 2,500 word group workshop briefing document to be submitted before Module 5 (25% of course grade).

Assessment 2: A 30 minute assessed group presentation to be delivered at the end of Module 5 (25% of course grade)

Assessment 3: A 10,000 word group policy brief to be submitted after Module 5 (50% of course grade).

## PP4A6E

### Urban Development and Master Planning

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Richard Burdett FAW 8.01J and Dr Savvas Verdis FAW 8.01E

**Availability:** This course is available on the Executive MSc in Cities. This course is not available as an outside option.

**Course content:** Urban Development and Master Planning is an applied group project based on a major regeneration site. Groups will be introduced to one of the regeneration sites project teams which will include: local planning officers, developers, planners, designers and financing teams. The groups will first immerse themselves in the host organisation as well as the site and understand some of the project challenges. The groups will then work in a collaborative environment in order to develop solutions to the challenges set by the project teams.

Using some of the key assessment and planning tools developed in courses PP4A1E, PP4A2E, PP4A3E & PP4A4E of the Executive MSc in Cities, this project will encourage students to apply the most appropriate analysis, planning and finance methods to an actual development site.

Topics covered: land ownership, development goals, developing the brief, urban design and master planning strategies, wider urban context, phasing, capturing value, mix of uses, public vs private space, financing projects, residual values, negotiations between developers and public agencies, planning constraints and policies, affordable housing, lifecycle assessment, built form, density and integration.

**Teaching:** The course will be taught via a combination of asynchronous sessions and live sessions, the latter of which can be attended in-person or remotely. A minimum of 10 hours of asynchronous learning materials sessions will be provided ahead of live teaching, which will consist of videos, readings and interactive activities. Approximately 20 hours of live teaching will be provided, consisting of lecture-based discussions, seminars and workshops. The majority of these will be delivered during Module

5. In addition to these activities, students will undertake supervised collaboration sessions on a remote basis during the lead up to Module 5.

**Formative coursework:** Students will be expected to produce 1 essay in July.

A 500 word formative statement outlining the structure of the and key deliverables of the group policy brief.

**Indicative reading:**

- Adams D., C Watkins and M White (eds.), 2005, *Planning, Public Policy and Property Markets*, Oxford: Blackwell
- Campkin, Ben. *Remaking London: Decline and Regeneration in Urban Culture*. 2013.
- Carmona M, Tiesdell S, Heath T and Oc T (2010) *Public Places - Urban Spaces, The Dimensions of Urban Design (Second Edition)*, Oxford, Architectural Press
- Edwards, M., Brown, R., & Lee, R. (2014). *Just Space: towards a just, sustainable London*. In L. Lees, R. Imrie (Eds.), *Sustainable London?: the future of a global city* (pp. 75-104). Bristol: Policy Press.
- Syms P, 2002, *Land, Development and Design*, Oxford: Blackwell
- Urban Task Force, 1999. *Towards an urban renaissance: Mission statement*. London

**Additional Readings:**

- Baum, A. & Hartzell, D. (2012) 'Global Property Investment: Strategies, Structures, Decisions'. Wiley Blackwell.
- Swyngedow E, F Moulart and A Rodriguez, 2002, 'Neoliberal urbanisation in Europe: Large-scale urban development projects and the New Urban Policy', *Antipode*, Vol. 34 (3), pp 542-577
- Travers, T; Scanlon, K; Whitehead, C. and Fernández-Arriegoitia, Melissa: *Public Spending Priorities in London GLA*. May 2010
- Fainstein S, 1994, *The City Builders: Property, Politics and Planning in London and New York*, Oxford: Blackwell.

**Assessment:** Essay (25%, 2500 words) in the ST.

Essay (50%, 10000 words) and presentation (25%) post-summer term.

Assessment 1: A 2,500 word group workshop briefing document to be submitted before Module 5 (25% of course grade).

Assessment 2: A 30 minute assessed group presentation to be delivered at the end of Module 5 (25% of course grade).

Assessment 3: A 10,000 word group policy brief to be submitted after Module 5 (50% of course grade).

## PP4A7E

### Urban Consultancy Project

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Philipp Rode 8.011 and Dr Savvas Verdis 8.01E

**Availability:** This course is compulsory on the Executive MSc in Cities. This course is not available as an outside option.

**Course content:** The Consultancy Project is a six-month individual consultation undertaken by a student in the Executive MSc in Cities in their own organisation or for an external organisation. Through the consultancy project, students will apply the knowledge and skills acquired in the first six courses of the programme to craft policy or program improvements for public or private agencies and non-profit organisations.

Through in depth interviews with the organisation's leaders as well as the relevant stakeholders, students will focus on a specific project and offer advice on one or more of its design and implementation phases. These may include but are not limited to the concept, feasibility, design, assessment, delivery and/ or evaluation phases in the project cycle.

Examples of projects include design briefs, assessment of master plans or strategic plans, social, economic and environmental impact assessment of projects, project finance and greening of projects and policies.

**Teaching:** Each student will be allocated a supervisor, who will provide overall guidance on the project's development. Other members of staff may also advise as required. Students will be

supported with face to face or web based tutorials throughout the duration of their consultancy project.

**Formative coursework:** Students will be expected to produce 1 essay in the ST.

A 500 word proposal brief for the consultation project that will be carried out independently by each student.

**Indicative reading:**

- Bryman, Alan. *Social Research Methods*, 2012. Oxford University Press.
- Cook, Curtis R. 2005. *Just enough project management the indispensable four-step process for managing any project, better, faster, cheaper*. New York: McGraw-Hill.
- Czerniawska, Fiona, and Paul May. 2006. *Management consulting in practice award-winning international case studies*. London: Kogan Page.
- Lindblom, Charles Edward, and David K. Cohen. 1979. *Usable knowledge: social science and social problem solving*. New Haven: Yale University Press.
- Office for Government Commerce. 2004. *Common Causes of Project Failure*. London: OGC.
- Prime Minister's Strategy Unit. 2004. *Strategy Survival Guide*. London.

**Assessment:** Project (100%, 6000 words) in the LT.

A consultancy report assessing an organisation's challenge and offering strategic advice on possible solutions at any stage of the project or policy cycle.

## PP4B3E Half Unit

### Executive MPP Capstone Project

**This information is for the 2022/23 session.**

**Teacher responsible:** Sir Charles Bean and Dr Daniel Berliner

**Availability:** This course is available on the Executive Master of Public Policy. This course is not available as an outside option.

**Pre-requisites:** There are no pre-requisites for this course.

**Course content:** The Capstone project facilitates application of analytical tools developed on the programme. Students will undertake a group project (in teams usually of 3 to 5 people) relating to a public policy problem faced by the Civil Service. The group will have one week to work on an issue identified jointly by the Civil Service and LSE academics, investigating and developing a workable solution to the problem. They will then deliver a presentation, followed by a policy memo and two articles.

**Teaching:** A one-week modular teaching block.

**Formative coursework:** Feedback will be provided on work-in-progress during the project duration and on the presentation on the final day of the module.

**Indicative reading:** Readings that are specific to project work will be distributed at the beginning of the course. Useful preliminary reading includes: Charles E. Lindblom and David K. Cohen, *Social Science and Social Problem Solving* (New Haven: Yale University Press, 1979); Martha S. Feldman, *Order Without Design: Information Production and Policy-making* (Stanford, CA: Stanford University Press, 1989); Ray Pawson, *Evidence-based Policy: A Realist Perspective* (London: Sage, 2006); Office for Government Commerce *Common Causes of Project Failure* (London: OGC, 2004); *Strategy Survival Guide* (London: Prime Minister's Strategy Unit. July 2004; C. R. Cook, *Just Enough Project Management* (McGraw-Hill, 2004); J. E. McGrath and F. Tschan, *Dynamics in Groups and Teams: Groups as Complex Action Systems*, chapter three in M. S. Poole and A. H. Van de Ven (eds) *Handbook of Organizational Change and Innovation* (Oxford University Press, 2004).

**Assessment:** Presentation (20%), project (50%) and coursework (30%).

The project work is conducted in teams, and the assessment is based on a collective group mark for each component except in exceptional circumstances.

1. Presentation (20%) on the final day of the module.
2. Policy memo (50%), summarising the proposal for the relevant



minister, which incorporates the feedback from the presentation, due three weeks after the module (1500 words).

3. Two standard-length newspaper articles (30%), due three weeks after the module.

In the two articles (500 words each), the students should consider how their policy proposal would be reported in two different media outlets.

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## PP4G8E Half Unit

### Public Policy in Practice Workshop I (EMPA)

**This information is for the 2022/23 session.**

**Teacher responsible:** Sir Charles Bean and Dr Daniel Berliner

**Availability:** This course is compulsory on the Executive Master of Public Administration. This course is not available as an outside option.

**Pre-requisites:** There are no pre-requisites for this course.

**Course content:** The policy workshop applies the analytical tools that are taught in the week-long modules of the Executive MPA to specific policy areas. Teaching is based on a series of case studies. The case studies are taught by specialists in a particular policy area and are complemented with group working sessions by the students and presentations by policy practitioners involved in the policy area.

**Teaching:** A two-day modular teaching block.

**Formative coursework:** One optional mock policy exercise will be provided.

**Indicative reading:** Readings that are specific to each policy area will be distributed at the beginning of the course.

**Assessment:** Project (100%, 3000 words).

Assessment will consist of a 3,000 policy exercise. Policy exercises are due on the sixth Sunday after module teaching concludes. Further details will be provided at the Executive MPA programme induction.

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## PP4G9E Half Unit

### Public Policy in Practice Workshop II (EMPA)

**This information is for the 2022/23 session.**

**Teacher responsible:** Sir Charles Bean and Dr Daniel Berliner

**Availability:** This course is compulsory on the Executive Master of Public Administration. This course is not available as an outside option.

**Pre-requisites:** There are no pre-requisites for this course.

**Course content:** The policy workshop applies the analytical tools that are taught in the week-long modules of the Executive MPA to specific policy areas. Teaching is based on a series of case studies. The case studies are taught by specialists in a particular policy area and are complemented with group working sessions by the students and presentations by policy practitioners involved in the policy area.

**Teaching:** A three-day modular teaching block. This course is delivered as a combination of classes and lectures delivered over three days.

**Formative coursework:** One optional mock policy exercise will be provided.

**Indicative reading:** Readings that are specific to each policy area will be distributed at the beginning of the course.

**Assessment:** Project (100%, 3000 words).

Assessment will consist of a 3,000 policy exercise. Policy exercises are usually due on the sixth Sunday after module teaching concludes. Further details will be provided at the Executive MPA programme induction.

## PP4J1E Half Unit

### Public Policy in Practice Workshop I (EMPP)

**This information is for the 2022/23 session.**

**Teacher responsible:** Sir Charles Bean and Dr Daniel Berliner

**Availability:** This course is compulsory on the Executive Master of Public Policy. This course is not available as an outside option.

**Pre-requisites:** There are no pre-requisites for this course.

**Course content:** The policy workshop applies the analytical tools that are taught in the week-long modules of the Executive MPP to specific policy areas. Teaching is based on a series of case studies. The case studies are taught by specialists in a particular policy area and are complemented with group working sessions by the students and presentations by policy practitioners involved in the policy area.

**Teaching:** A two-day modular teaching block. This course is delivered as a combination of classes and lectures delivered over two days.

**Formative coursework:** One mock policy exercise will be offered.

**Indicative reading:** Readings that are specific to each policy area will be distributed at the beginning of the course.

**Assessment:** Essay (100%, 3000 words).

Assessment will consist of a 3,000 policy exercise. Policy exercises are due on the sixth Sunday after module teaching concludes. Further details will be provided at the Executive MPP programme induction.

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## PP4J2E Half Unit

### Public Policy in Practice Workshop II (EMPP)

**This information is for the 2022/23 session.**

**Teacher responsible:** Sir Charles Bean and Dr Daniel Berliner

**Availability:** This course is compulsory on the Executive Master of Public Policy. This course is not available as an outside option.

**Pre-requisites:** There are no pre-requisites for this course.

**Course content:** The policy workshop applies the analytical tools that are taught in the week-long modules of the Executive MPP to specific policy areas. Teaching is based on a series of case studies. The case studies are taught by specialists in a particular policy area and are complemented with group working sessions by the students and presentations by policy practitioners involved in the policy area.

**Teaching:** A three-day modular teaching block. This course is delivered as a combination of classes and lectures delivered over three days.

**Formative coursework:** One mock policy exercise will be offered.

**Indicative reading:** Readings that are specific to each policy area will be distributed at the beginning of the course.

**Assessment:** Essay (100%, 3000 words).

Assessment will consist of a 3,000 policy exercise. Policy exercises are due on the sixth Sunday after module teaching concludes. Further details will be provided at the Executive MPP programme induction.

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## PP4J3E Half Unit

### Public Policy in Practice Workshop III (EMPP)

**This information is for the 2022/23 session.**

**Teacher responsible:** Sir Charles Bean and Dr Daniel Berliner

**Availability:** This course is compulsory on the Executive Master of Public Policy. This course is not available as an outside option.

**Pre-requisites:** There are no pre-requisites for this course.

**Course content:** The policy workshop applies the analytical tools that are taught in the week-long modules of the Executive MPP to specific policy areas. Teaching is based on a series of case studies. The case studies are taught by specialists in a particular policy area and are complemented with group working sessions by



the students and presentations by policy practitioners involved in the policy area.

**Teaching:** A three-day modular teaching block. This course is delivered as a combination of classes and lectures delivered over three days.

**Formative coursework:** One mock policy exercise will be offered.

**Indicative reading:** Readings that are specific to each policy area will be distributed at the beginning of the course.

**Assessment:** Essay (100%, 2000 words).

Assessment will consist of a 2,000 word reflective essay due 10 days after module teaching concludes. Further details will be provided at the Executive MPP programme induction.

## PP4J5E Half Unit

### Fiscal Governance and Budgeting

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Joachim Wehner, Dr Paolo de Renzio

**Availability:** This course is available on the Executive Master of Public Administration and Executive Master of Public Policy. This course is not available as an outside option.

**Pre-requisites:** There are no pre-requisites, but recommended advance reading is given below.

**Course content:** The course examines contemporary issues in fiscal governance and public budgeting in OECD countries and elsewhere. The focus is on executive and legislative actors and the institutional structures within which they make budgetary choices. Following an introduction to theoretical approaches to the study of budgeting, topics include medium-term frameworks, top-down budgeting, fiscal rules and fiscal councils, performance budgeting, legislative budgeting, fiscal decentralisation, budget transparency, audit and accountability.

**Teaching:** A one-week modular teaching block. This course is delivered through a combination of classes and lectures delivered in one week.

**Formative coursework:** One mock examination opportunity will be provided.

**Indicative reading:** Fiscal Governance in Europe by Mark Hallerberg, Rolf Strauch and Jürgen von Hagen (Cambridge University Press, 2009) introduces an important theoretical approach and is a good reference for several topics. The OECD Journal on Budgeting <http://www.oecd.org/gov/budget/journal> discusses current issues in applied budgeting. A full reading list will be distributed at the beginning of the course.

**Assessment:** Essay (50%, 2000 words) and online assessment (50%).

Please note that online assessments take place on the third Friday after module teaching concludes. Essays are due on the sixth Sunday after module teaching concludes. Further details will be provided at the Executive MPA/ Executive MPP programme inductions.

## PP4V8E Half Unit

### Policy Paper

**This information is for the 2022/23 session.**

**Teacher responsible:** Sir Charles Bean and Dr Daniel Berliner  
Participating students will be assigned an academic supervisor with relevant knowledge of the topic and supervision experience.

**Availability:** This course is available on the Executive Master of Public Administration and Executive Master of Public Policy. This course is not available as an outside option.

**Pre-requisites:** There are no formal pre-requisites but the course is only available by prior agreement with the Executive MPA and Executive MPP Programme Directors.

**Course content:** The aim of the course is to enable students to plan, design and conduct independent analysis in an area of public

policy. Executive MPA/ EMPP students will write an individually-authored policy paper of no more than 6,000 words on a topic developed in consultation with an Academic Adviser. The paper will analyse a concrete policy problem in a specific setting and propose an evidence-based solution or course of amelioration. It must be addressed to a non-academic audience and should be clearly and directly written, suitable for consideration by policy-makers. The main body of the paper should include methodology, results of the analysis, discussion of different policy options, conclusions and policy recommendations. The policy paper must be accompanied by an Executive Summary. Policy papers can utilise quantitative and/or qualitative data and draw on secondary and/or primary research.

**Teaching:** The student's Academic Adviser will provide advice and guidance on this piece of work as required during the duration of the assessment.

**Formative coursework:** Students will be expected to produce 1 piece of coursework in the MT, LT and ST.

A policy paper proposal (of no more than 750 words in total) consisting of the title, abstract, research question, justification for analysis, feasibility of the topic, an explanation of sources, structure and analytical framework must be submitted well in advance of the assessment deadline. Students may only change their topic thereafter with the agreement of the Academic Adviser/ Programme Directors. Students will be given feedback on their proposal.

**Indicative reading:** A suitable programme of reading will be developed in consultation with the Academic Adviser. Useful background readings may include:

- Eugene Bardach, *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*, 4th ed. (CQ Press, 2012);
- Catherine F. Smith, *Writing Public Policy: A Practical Guide to Communicating in the Policy Making Process*, 3rd ed. (Oxford University Press, 2012).
- Charles Lindblom and David K. Cohen, *Usable Knowledge: Social Science and Social Problem Solving* (Yale University Press, 1979).
- Philip E. Tetlock, *Expert Political Judgment: How Good Is It? How Can We Know?* (Princeton University Press, 2006).

**Assessment:** Policy paper (100%) in the MT, LT and ST.

- 6,000 word policy paper

# **MRes/PhD Programme Regulations**



**Key to MRes/PhD Regulations**  
**(H) means a half-unit course**  
**(C) means this course is capped**  
**(n/a 22/23) means not available in the 2022/23 academic year**  
**(MT) means Michaelmas Term**  
**(LT) means Lent Term**  
**(ST) means Summer Term**

## MRes/PhD in Accounting (AOI) (Accounting, Organisations and Institutions Track)

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

### Programme Structure - MRes

**Programme code:** TMRESAC1

**Department:** Accounting

For students starting this programme of study in 2022/23

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and can be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

### Year 1

#### Training courses

#### Compulsory (examined):

Paper 1 AC502 Foundations of Accounting, Organisations and Institutions (0.5)

and

MY500 Fundamentals of Social Science Research Design (0.5)

Paper 2 MY551L Introduction to Quantitative Analysis (0.5)

or

MY551M Introduction to Quantitative Analysis (0.5)

and one of the following 0.5 unit(s):

MY521L Qualitative Research Methods (0.5)

MY521M Qualitative Research Methods (0.5)

MY526 Doing Ethnography (0.5) #

MY528 Qualitative Text and Discourse Analysis (0.5) #

Depending on previous methods training students have undertaken, they are allowed to replace one or all of the required methods courses listed under Paper 2 with more advanced methods courses. Should a student, for instance, have had previous training in quantitative methods to the level taught in MY551, the student will be asked to replace that course with a more advanced course in quantitative methods, such as MY552 (Applied Regression Analysis).

Paper 3 Courses to the value of 1.0 unit from the following:

AC411 Accounting, Strategy and Control (0.5)

AC470 Accounting in the Global Economy (0.5) #

EH428 History of Economics: Making Political Economy into a Social Science (0.5) (not available 2022/23)

EH429 History of Economics: Ideas, Policy and Performativity (0.5)

EH430 Monetary and Financial History (1.0) #

EH463 The Long-Run Analysis of Firms and Industries (0.5)

SO470 The Sociology of Markets (0.5)

Any other graduate or research-level course available in the School with permission from the lead supervisor and doctoral programme director.

#### Training Courses

#### Compulsory (not examined):

AC500 Topics in Accounting Research (AOI) (0.0) examined in Year 2 of the MRes (as AC504)

#### Transferable skills

#### Compulsory (not examined):

Department of Accounting Research Forums (ARF's) Accounting, Organisations and Institutions Research Seminars and Workshops

### Year 2

#### Training Courses

#### Compulsory (examined):

Paper 4 AC504 Topics in Accounting Research (AOI) (1.0)

Paper 5 AC599 Research Paper in Accounting (1.0)

\*The AC599 Research Paper must be 6000-8000 words in length

Paper 6 Courses to the value of 1.0 units in relevant fields, including more specialised methods training, if not taken above, such as:

MY526 Doing Ethnography (0.5) #

MY528 Qualitative Text and Discourse Analysis (0.5) #

Any other graduate or research-level course available in the School with permission from the lead supervisor and doctoral programme director.

#### Transferable skills

#### Compulsory (not examined):

AC507 Accounting Work in Progress Seminars (0.0)

\*AC507 Presentation requirements: AOI/EoA joint seminars. Students are required to present their work in progress within AC507 (Seminar in Accounting) in the second year.

Department of Accounting Research Forums (ARF's) Accounting, Organisations and Institutions Research Seminars and Workshops

#### Prerequisite Requirements and Mutually Exclusive Options

# means there may be prerequisites for this course. Please view the course guide for more information.

#### Progression to Year 2 of the MRes in Accounting

In order to progress unconditionally from the first to the second year of MRes registration students are required to achieve pass marks of 50% or higher in papers 1, 2 and 3. With the permission of the MRes Programme Director, students missing the overall progression requirement by one paper may proceed to the second year but will subsequently need to re-sit and pass the paper to the necessary standard. Students missing the progression requirement by more than one paper are required to pass those papers to the necessary standard before progression to the second year can be permitted. Re-sits must be taken during the next available resit period.

#### Award of the MRes

The award and classification of the MRes degree is consistent with the School's Scheme for the Award of a five-unit Taught Master's Degree.

The mark of Paper 5 (Research paper) and the highest marks to the value of 4 course units out of the remaining 5 course units taken will be used to determine the degree classification. Students are required to achieve a pass mark of 50% in Paper 5 (Research paper). A fail in one of the remaining four marks used for classification (but not a bad fail of 29% or less) can be compensated by a mark of 60% or higher in another paper, or an aggregate mark of 440 in the non-failed papers. If compensated, a fail shall result in a drop in the overall award classification where a Distinction or Merit would otherwise have been awarded. It shall have no further impact where a Pass is to be awarded.

An award cannot be made where the student receives a bad fail in any mark, even if it is not being used for the calculation of an award. Where a student receives a bad Fail mark they must resit on one occasion only in order to be considered as eligible for award of the degree.

#### Progression to PhD registration

For progression to PhD registration, students are required to achieve marks of 50% or higher in Papers 1, 2, and 3, marks of 60% or higher in Paper 6 (50% or higher if



Paper 6 is an MRes/PhD research course in another department, e.g. Finance or Economics) and marks of 65% or higher in Papers 4 and 5.

Students missing the overall progression requirement by one paper are permitted to provisionally progress to PhD registration, but will subsequently need to re-sit and pass the paper to the necessary standard to continue their PhD registration. Students failing two papers may **exceptionally** be permitted to provisionally progress to PhD registration when they miss the progression requirement by 3 marks or less in each paper (with permission from the Doctoral Programme Director and MRes Accounting Sub-Board of Examiners) but will subsequently need to re-sit and pass these papers to the necessary standard to continue their PhD registration. Students failing to meet the progression requirements for more than 2 full units will need to re-sit and pass these papers to the necessary standard before continuing to PhD registration.

Should students not meet the progression requirements for Paper 5 (AC599), they will be asked to revise and resubmit their research paper within 3 months of having received their grade which will count as a re-sit attempt. Papers 4 and 6 must be retaken during the next available resit period.

Students can resit each paper only once. Students registered for the PhD remain subject to the relevant MRes regulations for any courses or examinations they are completing. Students who have been permitted to progress onto the PhD without satisfying the complete progression standard will have their PhD registration discontinued if they fail to reach the required standard at resit.

The MRes Accounting Sub-Board of Examiners will meet twice: in late June/early July to receive and confirm the summer examination marks and to make progression decisions in relation to these; and in September to receive and confirm the AC599 marks and to make progression decisions in relation to these.

### Programme Structure - PhD

**Programme code:** RPAC3

**From Year 3 onwards**

(if upgraded to PhD)

#### Training courses

##### Compulsory (not examined):

AC500 Topics in Accounting Research (AOI) (0.0) examined in Year 2 of the MRes (as AC504)

##### Transferable skills

##### Compulsory (not examined):

AC507 Accounting Work in Progress Seminars (0.0) Department of Accounting Research Forums (ARFs) Accounting, Organisations and Institutions Research Seminars and Workshops

\*AC507 Presentation requirements: AOI/EoA joint seminars. Students are required to present their work in progress within AC507 (Seminar in Accounting) in each of the years of their degree, starting in year 2.

#### Progression during PhD registration

Throughout the PhD registration, progression is monitored via bi-annual progress reviews by the departmental Research Student Assessment Review Committee. The Committee meets each year in January to assess a student's progress mid-year progress and in June to assess a student's end-of-year progress and make decisions on continued registration/de-registration. During their second year of the PhD, students will undergo a 'mid-term review'. As part of the mid-term review, students have to submit a solid draft of one complete core chapter, a less developed draft of one further core chapter, as well as a detailed outline for the rest of the PhD thesis with a timeline for completion.

Students will be provided with an opportunity to defend their submitted written materials orally. The materials will be reviewed by a Departmental Review Committee which will consist of the supervisory team and one internal reviewer drawn from the Department, who has not been involved in the supervision of the student. Students need to pass the 'mid-term review' to progress to the third year of their PhD studies.

## MRes/PhD in Accounting (EoA) (Economics of Accounting Track)

### Programme Structure - MRes

**Programme code:** TMRESAC2

**Department:** Accounting

For students starting this programme of study in 2022/23

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and can be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

#### Year 1

##### Introductory Course

Students are required to attend the following before commencing the MRes/PhD programme:

EC400 Introductory Course in Mathematics and Statistics (0.0) #

##### Training courses

##### Compulsory (examined):

Paper 1 EC411 Microeconomics (1.0) #

Paper 2 EC402 Econometrics (1.0) #

Paper 3 FM436 Financial Economics (1.0) #

##### Training courses

##### Compulsory (not examined):

AC506 Topics in Accounting Research (EoA) (0.0) examined in Year 2 of the MRes (as AC501)

##### Transferable Skills

##### Compulsory (not examined):

Department of Accounting Research Forums (ARFs) Economics of Accounting Research Seminars and Workshops

#### Year 2

##### Training Courses

##### Compulsory (examined):

Paper 4 AC501 Topics in Accounting Research (EoA) (1.0)

Paper 5 AC599 Research Paper in Accounting (1.0)

\*The AC599 Research Paper must be 6000-8000 words in length

Paper 6 Courses to the value of 1.0 unit in relevant fields, including:

FM502 Corporate Finance for Research Students (1.0)

Any other graduate or research-level course available in the School with permission from the lead supervisor and doctoral programme director.

##### Transferable Skills

##### Compulsory (not examined):

AC507 Accounting Work in Progress Seminars (0.0) Department of Accounting Research Forums (ARFs) Economics of Accounting Research Seminars and Workshops

\*AC507 Presentation requirements: AOI/EoA joint seminars. Students are required to present their work in progress within AC507 (Seminar in Accounting) in each of the years of their degree, starting in Year 2.

##### Prerequisite Requirements and Mutually Exclusive Options

# means there may be prerequisites for this course. Please view the course guide for more information.

##### Progression to Year 2 of the MRes in Accounting

In order to progress unconditionally from the first to the second year of MRes registration students are required

to achieve pass marks of 50% or higher in papers 1, 2 and 3. With the permission of the MRes Programme Director, students missing the overall progression requirement by one paper may proceed to the second year but will subsequently need to re-sit and pass the paper to the necessary standard. Students missing the progression requirement by more than one paper are required to pass those papers to the necessary standard before progression to the second year can be permitted. Re-sits must be taken during the next available resit period.

#### Award of the MRes

The award and classification of the MRes degree is consistent with the School's Scheme for the Award of a five-unit Taught Master's Degree.

The mark of Paper 5 (Research paper) and the highest marks to the value of 4 course units out of the remaining 5 course units taken will be used to determine the degree classification. Students are required to achieve a pass mark of 50% in Paper 5 (Research paper). A fail in one of the remaining four marks used for classification (but not a bad fail of 29% or less) can be compensated by a mark of 60% or higher in another paper, or an aggregate mark of 440 in the non-failed papers. If compensated, a fail shall result in a drop in the overall award classification where a Distinction or Merit would otherwise have been awarded. It shall have no further impact where a Pass is to be awarded.

An award cannot be made where the student receives a bad fail in any mark, even if it is not being used for the calculation of an award. Where a student receives a bad Fail mark they must resit on one occasion only in order to be considered as eligible for award of the degree.

#### Progression to PhD registration

For progression to PhD registration, students are required to achieve marks of 50% or higher in Papers 1, 2, and 3, marks of 60% or higher in Paper 6 (50% or higher if Paper 6 is an MRes/PhD research course in another department, e.g. Finance or Economics) and marks of 65% or higher in Papers 4 and 5.

Students missing the overall progression requirement by one paper are permitted to provisionally progress to PhD registration, but will subsequently need to re-sit and pass the paper to the necessary standard to continue their PhD registration. Students failing two papers may **exceptionally** be permitted to provisionally progress to PhD registration when they miss the progression requirement by 3 marks or less in each paper (with permission from the Doctoral Programme Director and MRes Accounting Sub-Board of Examiners) but will subsequently need to re-sit and pass these papers to the necessary standard to continue their PhD registration. Students failing to meet the progression requirements for more than 2 full units will need to re-sit and pass these papers to the necessary standard before continuing to PhD registration.

Should students not meet the progression requirements for Paper 5 (AC599), they will be asked to revise and resubmit their research paper within 3 months of having received their grade which will count as a re-sit attempt. Papers 4 and 6 must be retaken during the next available resit period.

Students can resit each paper only once. Students registered for the PhD remain subject to the relevant MRes regulations for any courses or examinations they are completing. Students who have been permitted to progress onto the PhD without satisfying the complete progression standard will have their PhD registration discontinued if they fail to reach the required standard at resit.

The MRes Accounting Sub-Board of Examiners will meet twice: in late June/early July to receive and confirm the

summer examination marks and to make progression decisions in relation to these; and in September to receive and confirm the AC599 marks and to make progression decisions in relation to these.

#### Programme Structure - PhD

**Programme code:** RPAC4

**From Year 3 onwards**

(if upgraded to PhD)

##### Training courses

##### Compulsory (not examined):

AC506 Topics in Accounting Research (EoA) (0.0) examined in Year 2 of the MRes (as AC501)

##### Transferable Skills

##### Compulsory (not examined):

AC507 Accounting Work in Progress Seminars (0.0)  
Department of Accounting Research Forums (ARFs)  
Economics of Accounting Research Seminars and Workshops

\*AC507 Presentation requirements: AOI/EoA joint seminars. Students are required to present their work in progress within AC507 (Seminar in Accounting) in each of the years of their degree, starting in Year 2.

##### Progression during PhD registration

Throughout the PhD registration, progression is monitored via bi-annual progress reviews by the departmental Research Student Assessment Review Committee. The Committee meets each year in January to assess a student's progress mid-year progress and in June to assess a student's end-of-year progress and make decisions on continued registration/de-registration. During their second year of the PhD, students will undergo a 'mid-term review'. As part of the mid-term review, students have to submit a solid draft of one complete core chapter, a less developed draft of one further core chapter, as well as a detailed outline for the rest of the PhD thesis with a timeline for completion. Students will be provided with an opportunity to defend their submitted written materials orally. The materials will be reviewed by a Departmental Review Committee which will consist of the supervisory team and one internal reviewer drawn from the Department, who has not been involved in the supervision of the student. Students need to pass the 'mid-term review' to progress to the third year of their PhD studies.

## MRes/PhD in Anthropology

#### Programme Structure - MRes

**Programme code:** TMRESAN

**Department:** Anthropology

For students starting this programme of study in 2022/23

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and can be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

Paper 1	AN471	Qualitative and Quantitative Methods for Anthropologists (1.0)
Paper 2	AN472	Evidence and Arguments in Anthropology and Other Social Sciences (1.0)
Paper 3	AN442	Supervised Reading Course and Fieldwork Preparation (1.0)
Paper 4	AN443	Research Proposal (1.0)
		In addition students are required to complete the following courses, which are compulsory but not examined:
Paper 5	AN500	Seminar on Anthropological Research (0.0)
Paper 6		All MRes students are required to audit one or two of the department's main lecture courses (to the value of 1.0 unit):
	AN402	The Anthropology of Religion (1.0)

- AN405 The Anthropology of Kinship, Sex and Gender (1.0)  
 AN451 Anthropology of Politics (0.5)  
 AN456 Anthropology of Economy (1): Production and Exchange (0.5)  
 AN457 Anthropology of Economy (2): Transformation and Globalisation (0.5)  
 AN479 Anthropology of Law (0.5)

**Award of the MRes in Anthropology**

The award and classification of the MRes degree is consistent with the School's Scheme for the Award of a four-unit Taught Master's Degree. The marks for AN471 and AN472 will count respectively as 25% of the total mark for the year. The research proposal, worth 50% of the total mark for the MRes year, will be examined (and the examination includes a viva). In order to be upgraded to PhD registration and allowed to commence fieldwork, students (a) must earn an average of 60 or more across all units; (b) must earn a minimum mark of 60 on the research proposal.

**Progression to the PhD**

If the above MRes requirements are met, students will be upgraded to PhD registration and will commence the fieldwork phase of the programme. The mandatory first year progress review of PhD students will be based on written reports about the early phase of fieldwork. The mandatory third year progress review for students in Anthropology is held in the third term (or, exceptionally, in the fourth term) after their return from fieldwork; this entails a viva with both supervisors and one external examiner.

**Programme Structure - PhD****Programme code:** R PAN2

In the programme regulations below Years 1 and 2 are listed as "fieldwork", with Years 3 and 4 being post-fieldwork, although in practice the timing/duration of these stages may vary to some extent between students.

**Year 1 - Fieldwork****Year 2 - Fieldwork****Year 3**

Paper 1 AN505 Advanced Professional Development in Anthropology (1.0)

Papers 2

& 3 Compulsory non-examined courses:

AN500 Seminar on Anthropological Research (0.0)

AN503 Thesis Writing Seminar (0.0)

**Year 4**

Papers 4

& 5 Compulsory non-examined courses:

AN500 Seminar on Anthropological Research (0.0)

AN503 Thesis Writing Seminar (0.0)

**MRes/PhD in Economics**

A PhD in Economics consists of two years of coursework, followed by a thesis which is expected to take three years. The coursework requirement involves three PhD-level core courses in microeconomics, macroeconomics and econometrics, three field courses and a supervised research paper.

**Programme Structure - MRes****Programme code:** TMRESEC**Department:** Economics

For students starting this programme of study in 2022/23

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and can be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

**First Year MRes****Introductory course**

All students are required to attend the following

introductory course in Year 1:

EC400 Introductory Course in Mathematics and Statistics (0.0) #

Students are required to take the following MRes core courses:

- Paper 1 EC441 Microeconomics for MRes students (1.0) #  
 Paper 2 EC442 Macroeconomics for MRes students (1.0)  
 Paper 3 EC443 Econometrics for MRes students (1.0) # **or**  
 EC484 Econometric Analysis (1.0) #\* A

Students who have completed EC484 to the required standard as part of their MSc do not have to take the course again. To substitute for EC484, students will take one course from the following Field Selection List. The EC484 mark will be carried forward to count as the Paper 3 mark for progression to PhD registration. It will not count towards the award of the MRes degree:

**Field Selection List**

Second year or higher MRes

Students are required to take:

- Paper 4 EC599 Research Paper in Economics (1.0) B

Papers 5

& 6 Courses to the value of 2.0 unit(s) from the following:

**Field Selection List**

Students are required to attend:

A. The following seminar where they must present their research:

EC501 Work in Progress Seminars (0.0)

B. The weekly departmental seminar series closest to their major field.

**Field Selection List**

EC518 Topics in Advanced Econometrics for Research Students (1.0)

EC532 International Economics for Research Students (1.0)

EC533 Labour Economics for Research Students (1.0)

EC534 Public Economics for Research Students (1.0)

EC535 Development Economics for Research Students (1.0)

EC536 Economics of Industry for Research Students (1.0)

EC537 Microeconomic Theory for Research Students (1.0) #

EC539 Macroeconomics for Research Students (1.0)

EC540 Political Economy for Research Students (1.0) #

**Prerequisite Requirements and Mutually Exclusive Options**

\* means available with permission

# means there may be prerequisites for this course.

Please view the course guide for more information.

**Footnotes**

A: Permission must be obtained to sit EC484: it is intended for students with a strong econometric background and an interest in pursuing a PhD with econometrics as the primary field.

B: The EC599 Research Paper must be 5,000 - 10,000 words in length.

**Programme Structure - PhD****Programme code:** RPEC2

First year PhD Programme

**Students who have been upgraded to PhD are required to work on their research and write a PhD thesis. In addition they are required to take:**

Paper 7 Courses to the value of 1.0 unit(s) from the following:

**Field Selection List**

Students are also required to attend:

A. The following seminar where they must present their research:

EC501 Work in Progress Seminars (0.0)

B. The weekly departmental seminar series closest to their major field.

Students are required to work on their research and to write a PhD thesis.

### **Second and subsequent years PhD Programme**

Students are required to attend:

A. The following seminar where they must present their research:

EC501 Work in Progress Seminars (0.0)

B. The weekly departmental seminar series closest to their major field.

Students are required to work on their research and to write a PhD thesis.

### **Field Selection List**

- EC518 Topics in Advanced Econometrics for Research Students (1.0)
- EC532 International Economics for Research Students (1.0)
- EC533 Labour Economics for Research Students (1.0)
- EC534 Public Economics for Research Students (1.0)
- EC535 Development Economics for Research Students (1.0)
- EC536 Economics of Industry for Research Students (1.0)
- EC537 Microeconomic Theory for Research Students (1.0) #
- EC539 Macroeconomics for Research Students (1.0)
- EC540 Political Economy for Research Students (1.0) #

### **Prerequisite Requirements and Mutually Exclusive Options**

# means there may be prerequisites for this course.

Please view the course guide for more information.

### **Progression to Year 2 of MRes in Economics**

In order to progress unconditionally from the first to the second year of MRes registration, students are required to achieve pass marks of 50% or higher in Papers 1, 2 and 3. With the permission of the MRes Programme Director, students missing the overall progression requirement by one paper may proceed to the second year, but will subsequently need to re-sit and pass the paper to the necessary standard for the award of the MRes degree and for progression to PhD registration at the end of year 2. Note, that students are restricted to sitting a maximum of four exams, including resits and EC599 in Year 2. Students missing the progression requirement by more than one paper are required to pass those papers to the necessary standard before progression to the second year can be permitted.

### **Timing of Paper 7**

While Paper 7 will generally be taken after progression to the PhD, students who have successfully progressed to Year 2 of the MRes programme may be permitted, with the approval of the Doctoral Programme Director, to take Paper 7 in their second year.

For students who have taken Paper 7 in their second year the progression and award regulations are adjusted as follows:

**MRes award** - Students are required to achieve a pass mark of 50% in Papers 1, 2, 3, 4 and at least one mark of 50% in Papers 5-7. One failed paper (but not a bad fail of 29% or less) can be compensated by a mark of 60% or higher in another paper.

**Progression to PhD registration** - For PhD registration students are required to achieve four marks of 60% or higher and two marks of 50% or higher in MRes Papers 1, 2, 3, 4, 5, 6 and 7, with at least two of the 60% marks achieved in the MRes core Papers 1, 2, and 3.

**Progression to PhD to Year 2 of PhD** - In order to progress to the second year of PhD students are required to pass all the PhD qualifying field (Papers 5-7) with a mark of 50% or higher.

### **Award of the MRes in Economics**

The award and classification of the MRes degree is

consistent with the School's Scheme for the Award of a five-unit Taught Master's Degree. Students are required to achieve a pass mark of 50% in Papers 1, 2, 3, 4 and in one of the Papers 5 or 6.

The marks for Papers 1 - 4 and the highest mark from Papers 5 or 6 will be used to determine the degree classification. A fail in one of these five classification papers (but not a bad fail of 29% or less) can be compensated by a mark of 60% or higher in another paper, or an aggregate mark of 220 in the non-failed papers. If compensated, a fail shall result in a drop in the overall award classification where a Distinction or Merit would otherwise have been awarded. It shall have no further impact where a Pass is to be awarded.

### **Progression to PhD registration**

For PhD registration students are required to achieve four marks of 60% or higher and two marks of 50% or higher in MRes Papers 1, 2, 3, 4, 5 and 6, with at least two of the 60% marks achieved in the MRes core Papers 1, 2, and 3.

### **Condoning marks:**

A mark between 55 - 59% in one of the Papers 1, 2 or 3 can be condoned by a mark of +70% in another from Papers 1, 2 or 3. A mark between 50 - 59% in one of the Papers 1, 2 or 3 can be condoned by a mark of +70% in the EC599 research paper.

Students missing the overall progression requirement by one paper are permitted to progress to PhD registration, but will subsequently need to re-sit and pass the paper to the necessary standard to continue their PhD registration.

Students missing the progression requirement by more than one paper are required to pass those papers to the necessary standard before PhD registration can be permitted.

Students failing a paper or missing a progression mark will have to retake that paper within one year of the original examination. In exceptional circumstances, the Graduate Studies Sub-Committee can grant permission to a candidate to resit a paper at the next available opportunity. Students can resit each paper only once. Students registered for the PhD remain subject to the relevant MRes regulations for any courses or examinations they are completing. Students who have been permitted to progress onto the PhD without satisfying the complete progression standard will have their PhD registration discontinued if they fail to reach this standard at re-sit.

A student can appeal against the Department's decision on progression to PhD according to the Appeals Regulations for Research Students <https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/AppealsRegulationsForResearchStudents.pdf>.

### **Progression to Year 2 of PhD**

In order to progress to the second year of PhD registration students are required to pass the PhD qualifying field (Paper 7) with a mark of 50% or higher.

### **Award of the PhD in Economics**

Award of the PhD is contingent on progression requirements within the PhD and on the completion and defence of an original research thesis, in accordance with LSE regulations.

### **Special provisions for students who have completed an MSc degree within the Economics Department at LSE**

Students who have completed EC484 to the required standard as part of their MSc do not have to take the course again. To substitute for EC484, students will take one course from the Field Selection List. The EC484 mark will be carried forward to count as the Paper 3 mark for progression to PhD registration. It will not count towards the award of the MRes degree.



With the approval of the Doctoral Programme Director, students who have completed an MSc degree within the Economics department at LSE will exceptionally be permitted to take their PhD qualifying field course (Paper 5) in the first year of the MRes.

## MRes/PhD in Economics and Management

### Programme Structure - MRes

**Programme code:** TMRESECMG

**Department:** Management

For students starting this programme of study in 2022/23

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and can be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

#### Year 1

##### Pre-sessional

EC400 Introductory Course in Mathematics and Statistics (0.0) #

MG5A1 A Social Sciences Perspective of Academic Research in Management (0.0)

##### Research Practicums

Students will be required to attend the Managerial Economics and Strategy Faculty Research Seminars.

Paper 1 EC441 Microeconomics for MRes students (1.0) #

Paper 2 EC442 Macroeconomics for MRes students (1.0)

Paper 3 EC443 Econometrics for MRes students (1.0) # **or**

EC484 Econometric Analysis (1.0) #

#### Year 2

##### Research Practicums

Students will participate in Research Practicums with different members of the MES Faculty Research Group.

Seminar MG523 Work in Progress Seminar in Organisational and Institutional Economics (0.0) (not available 2022/23)

Paper 4 MG598 Research Paper in Management (MRes PhD Programmes) (1.0)

Paper 5 MG524 The Economics of Organisations and Institutions (1.0) # (not available 2022/23)

Paper 6 One course from the following field selection list:

##### Field Selection List

EC518 Topics in Advanced Econometrics for Research Students (1.0)

EC532 International Economics for Research Students (1.0)

EC533 Labour Economics for Research Students (1.0)

EC534 Public Economics for Research Students (1.0)

EC535 Development Economics for Research Students (1.0)

EC536 Economics of Industry for Research Students (1.0)

EC537 Microeconomic Theory for Research Students (1.0) #

EC539 Macroeconomics for Research Students (1.0)

EC540 Political Economy for Research Students (1.0) #

##### Prerequisite Requirements and Mutually Exclusive Options

# means there may be prerequisites for this course. Please view the course guide for more information.

### Programme Structure - PhD

**Programme code:** RPECMG2

#### Year 1

Seminar MG523 Work in Progress Seminar in Organisational and Institutional Economics (0.0) (not available 2022/23)

Paper 7 One unit (1.0) course (if not already taken in year 2 of the MRes) from the following field selection list:

##### Field Selection List

#### Years 2, 3, 4

Seminar MG523 Work in Progress Seminar in Organisational and Institutional Economics (0.0) (not available 2022/23)

##### Field Selection List

EC518 Topics in Advanced Econometrics for Research Students (1.0)

EC532 International Economics for Research Students (1.0)

EC533 Labour Economics for Research Students (1.0)

EC534 Public Economics for Research Students (1.0)

EC535 Development Economics for Research Students (1.0)

EC536 Economics of Industry for Research Students (1.0)

EC537 Microeconomic Theory for Research Students (1.0) #

EC539 Macroeconomics for Research Students (1.0)

EC540 Political Economy for Research Students (1.0) #

##### Prerequisite Requirements and Mutually Exclusive Options

# means there may be prerequisites for this course. Please view the course guide for more information.

##### Progression

To progress unconditionally to registration on the Year 2 of MRes in Economics and Management students are required to achieve pass marks of 50% or higher in Papers 1, 2 and 3. With the agreement of the Department of Economics and the Programme Director, a student missing this requirement by one paper may be allowed to resit. Students are restricted to sitting a maximum of four exams, including resits and MG599 in Year 2. Students missing the progression requirement by more than one paper are required to pass those papers to the necessary standard before progression to the second year can be permitted.

##### Award (students take 6 units of papers but the award is calculated on papers 1-5):

At the end of the second year of the MRes, students may be awarded the classification of the MRes degree consistent with the School's Scheme for the Award of a five-unit Taught Master's Degree. This mirrors the requirements of an award of MRes in Economics, that is students are required to achieve a pass mark of 50% in Papers 1, 2, 3, 4 and Paper 5. The marks in these papers will be used to calculate the overall award.

A fail in one of these five classification papers (but not a bad fail of 29% or less) can be compensated by a mark of 60% or higher in another paper, or an aggregate mark of 440 in the non-failed papers. If compensated, a fail shall result in a drop in the overall award classification where a Distinction or Merit would otherwise have been awarded. It shall have no further impact where a Pass is to be awarded.

##### Progression to PhD registration

To progress to PhD registration, students are required to achieve four marks of 60% or higher and two marks of 50% or higher in MRes Papers 1, 2, 3, 4, 5, 6 with at least two of the 60% or higher marks achieved in the MRes core Papers 1, 2 and 3.

**Condoning marks:** A mark between 55-59% in one of the Papers 1, 2 or 3 can be condoned by a mark of +70% in either Papers 1, 2 or 3. A mark between 50 - 59% in one of the Papers 1, 2 or 3 can be condoned by a mark of +70% in the MG598 research paper.

Students missing the overall progression requirement by one paper are permitted to progress to PhD registration, but will subsequently need to re-sit and pass the paper to the necessary standard to continue their PhD registration within one year of the original examination. In exceptional circumstances, the Graduate Studies Sub-Committee

can grant permission to a candidate to resit a paper at the next available opportunity. Students can resit each paper only once.

At the end of Year 2 there will be an Annual Progress Review to confirm the successful completion of second year course work with marks meeting the required standards, the quality and contribution of MG598 paper and satisfaction with progress and participation in the programme. Recommendation for registration to the PhD programme by the DoM PhD Committee for the following year will be based on the successful completion of the previous year, and on the expectation of the student will achieve the marks required in any resit exams.

#### PhD Progression

In the first year of the PhD programme (Year 3 of registration) students must complete 1.0 unit of courses in either Economics or Management (Paper 7). They must achieve a grade of 50% in this 1 unit or both 0.5 units.

Students must also pass the PhD Review, during Year 3 of registration and defend their research design in viva voce. The students submit a research proposal that includes:

- 1) the research question(s);
- 2) a concise literature review through which the significance of the proposed research is articulated;
- 3) a discussion of research methodology;
- 4) a draft timeline of activity;
- 5) preliminary data collection and analysis or a 'pilot' study; and
- 6) discussion of research ethics and risks.

This material is evaluated by the academic assessors in two independently written reports submitted prior to a viva voce with the supervisor(s). The outcome of the review will be reported to the Department's PhD Committee at the next opportunity.

#### PhD progression, completion and submission

After passing the PhD Review students are expected to focus on the research and writing of their thesis, the continued development of research ideas for publication, participation in relevant training courses and career development activities. Each year the PhD progression will be on the recommendation of the annual review panel and agreed by the Department's PhD committee.

#### Award of the PhD in Economics and Management

Award of the PhD is contingent on progression requirements within the PhD and on the completion and defence of an original research thesis, in accordance with LSE regulations.

## MRes/PhD in Finance

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

#### Programme Structure - MRes

**Programme code:** TMRESF1

**Department:** Finance

For students starting this programme of study in 2022/23

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and can be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

#### Year 1

##### Introductory course

Students are required to attend the following before commencing the MRes/PhD programme:

EC400 Introductory Course in Mathematics and Statistics (0.0) #

##### Training courses

#### Compulsory (examined):

- Paper 1 EC441 Microeconomics for MRes students (1.0) #  
 Paper 2 EC442 Macroeconomics for MRes students (1.0)  
 Paper 3 EC443 Econometrics for MRes students (1.0) #

#### Transferable skills courses

##### Compulsory (not examined):

- A. FM436 Financial Economics (1.0) #  
 B. Capital Markets Workshop

##### Optional (not examined):

- C. Workshop in Information Literacy: finding, managing and organising published research and data  
 D. Any relevant seminars in related areas.

#### Year 2

##### Training courses

##### Compulsory (examined):

- Paper 4 FM502 Corporate Finance for Research Students (1.0)  
 Paper 5 FM503 Asset Pricing for Research Students (1.0)  
 Paper 6 FM482 Research paper in Finance (1.0) A

#### Transferable skills courses

##### Compulsory (not examined):

- A. FM505 PhD Seminar in Finance (1.0) B  
 B. Capital Markets Workshop

##### Optional (not examined):

- C. Any relevant seminars in related areas.

#### Prerequisite Requirements and Mutually Exclusive Options

# means there may be prerequisites for this course. Please view the course guide for more information.

#### Footnotes

A: The FM482 Research Paper must be 6,000 - 8,000 words in length.

B: Presentation requirements: Students are required to do an FM505 seminar presentation in the second year.

#### Programme Structure - PhD

**Programme code:** RPF12

#### Year 3

(if upgraded to PhD)

##### Training courses

##### Compulsory (examined):

- Paper 7 FM505 PhD Seminar in Finance (1.0) A

#### Transferable skills courses

##### Compulsory (not examined):

- A. Capital Markets Workshop

#### Footnotes

A: Students need to pass Paper 7 with a mark of 65% or higher.

#### Progression and upgrade requirements

In order to progress unconditionally from the first to the second year of MRes registration students are required to achieve pass marks of 50% or higher in papers 1, 2 and 3. Students who do not attain this standard may proceed to the second year with up to two resit papers, only with the permission of the MRes Programme Director, with the restriction that they can sit a maximum of four exams in year 2, which must be the two resits, either paper 4 or 5, and paper 6.

#### Award of the MRes in Finance

The award and classification of the MRes degree is consistent with the School's Scheme for the Award of a five-unit Taught Masters Degree. Students are required to achieve a pass mark of 50% in 5 of full-unit papers, which must include Paper 6 (Research paper) and four papers from Papers 1, 2, 3, 4, and 5. One failed paper (but not a bad fail of 29% or less) can be compensated by a mark of 55% or higher in another paper.

#### Progression to PhD registration

For PhD registration students are required to achieve marks of 50% or higher in Papers 1, 2, and 3, marks of 60% or higher in papers 4 and 5 and a mark of 65% or higher in Paper 6.

Students missing the overall progression requirement

by one paper are permitted to progress to PhD registration, but will subsequently need to re-sit and pass the paper to the necessary standard to continue their PhD registration. Students missing the progression requirement by more than one paper are required to pass those papers to the necessary standard before PhD registration can be permitted.

Throughout the coursework portion of the MRes or MRes/PhD programme, students failing a paper or missing a progression mark will have to retake that paper within one year of the original examination. Students can resit each paper only once. Students registered for the PhD remain subject to the relevant MRes regulations for any courses or examinations they are completing. Students who have been permitted to progress onto the PhD without satisfying the complete progression standard will have their PhD registration discontinued if they fail to reach this standard at re-sit.

## MRes/PhD in International Development

### Programme Structure - MRes

**Programme code:** TMRESDV

**Department:** International Development

For students starting this programme of study in 2022/23

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and can be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

### Year 1

#### Compulsory courses

- DV501 Development History, Theory and Policy for Research Students (0.5)
- DV502 Research Design in International Development (1.0)
- Methodology course choice to the value of one full unit (at the 400 and 500 level). Course choices must be approved by the supervisor and Doctoral Programme Director.
- Methodology or Theory course choice to the value of 0.5 units (at the 400 and 500 level). Courses may be chosen from the list of optional courses below or an unlisted course. Course choices must be approved by the supervisor and Doctoral Programme Director.
- DV510 Research Design and Proposal in International Development (1.0)

#### Optional courses

- The following courses are recommended options under Paper 3 above:
  - DV507 Poverty (0.5)
  - DV513 Environmental Problems and Development Interventions (0.5)
  - DV515 Global Environmental Governance (0.5)
  - DV518 African Development (0.5)
  - DV520 Complex Emergencies (0.5)
  - DV524 International Institutions and Late Development (0.5) (not available 2022/23)
  - DV528 Managing Humanitarianism (0.5)
  - DV532 China in Developmental Perspective (0.5) (not available 2022/23)
  - DV533 The Informal Economy and Development (0.5) (not available 2022/23)
  - DV545 Research Themes in International Development (0.5)
  - DV560 Bayesian Reasoning for Qualitative Social Science: A modern approach to case study inference (0.5) (not available 2022/23)
  - DV590 Economic Development Policy I (0.5)
  - DV591 Economic Development Policy II (0.5)
  - DV592 Economic Development Policy III: Government Policy Analysis (0.5) #

GV517 Comparative Political Economy: New Approaches and Issues in CPE (0.5)

The following course is a prerequisite for 400 and 500 level EC courses for students planning to take advanced Economics courses for their PhD research:

EC400 Introductory Course in Mathematics and Statistics (0.0) #

### Prerequisite Requirements and Mutually Exclusive Options

# means there may be prerequisites for this course. Please view the course guide for more information.

### Award of the MRes in International Development

The award and classification of the MRes degree is consistent with the School's Scheme for the Award of a four-unit Taught Master's Degree.

### Programme Structure - PhD

**Programme code:** RPDV2

#### Upgrade to PhD

Upgrade to PhD is dependent upon:

- Achieving an average of 65 in MRes taught courses.
- Achieving a minimum of 65 in the Research Proposal. The Research Proposal Examiners will offer constructive advice and make one of four decisions:

- Unconditional approval
- Conditional approval
- Revise and resubmit
- Fail

Students who are required to Revise and Resubmit are usually expected to resubmit the proposal within three months. These students will obtain a conditional upgrade, with the approval of the Chair of the Research Degrees Subcommittee, dependent on any revised submission(s) meeting the departmental upgrade requirements by a fixed deadline set by the department.. Students who are successful will be unconditionally upgraded to PhD.

The progress of each student will be reviewed at the end of each subsequent year.

## MRes/PhD in Management (Employment Relations and Human Resources)

### Programme Structure - MRes

**Programme code:** TMRESMGERH

**Department:** Management

For students starting this programme of study in 2022/23

### Year 1

#### Research Practicum

Throughout the first 2 years of their programme students will be required to participate in Research Practicums where they are assigned to a member of Faculty to jointly explore research collaborations. These interactions are intended to allow students to explore in-depth research topics and shape research projects **besides** their main dissertation (MG598) in Year 2.

#### Research proposal

At the end of Year 1 students submit an initial "research proposal". Students will be expected to start work on developing this proposal over the summer period.

#### Training Course

##### Compulsory (not examined)

	MG5A1	A Social Sciences Perspective of Academic Research in Management (0.0)
Paper 1	MG518	Employment Relations and Human Resource Management Seminar I (0.5) <b>or</b>
	MG519	Employment Relations and Human Resource Management Seminar II (0.5) (not available 2022/23)
Paper 2	MY500	Fundamentals of Social Science Research

## Design (0.5)

If an MRes student enters the programme with a previous research design training; alternative, advanced research design courses can be taken, such as MY556 Survey Methodology (0.5) with supervisor ad PhD Programme Director permission, timetable permitting.

- Paper 3 MY521L Qualitative Research Methods (0.5) **or**  
MY521M Qualitative Research Methods (0.5)  
If an MRes student enters the programme with previous qualitative methods training; alternative advanced qualitative methods courses such as: MY526 Doing Ethnography (0.5); MY527 Qualitative Research with Non-Traditional Data (0.5); MY528 Qualitative Text Analysis (0.5), can be taken with Supervisor permission, timetable permitting

Paper 4 **One course to the value of 0.5 units from the following:**

- MY551L Introduction to Quantitative Analysis (0.5)  
MY551M Introduction to Quantitative Analysis (0.5)  
MY552L Applied Regression Analysis (0.5) #  
MY552M Applied Regression Analysis (0.5) #  
MY555 Multivariate Analysis and Measurement (0.5) #

**Or**

If an MRes student enters the programme with previous quantitative methods training; alternative, advanced quantitative methods courses can be taken, with Supervisor permission, timetable permitting. Some examples are as follows:

- MY557 Causal Inference for Observational and Experimental Studies (0.5) #  
MY559 Quantitative Text Analysis (0.5) #  
MY561 Social Network Analysis (0.5)  
ST452 Probability and Mathematical Statistics I (0.5)  
ST501 Multilevel Modelling (0.5) #

Paper 5 **One course to the value of 0.5 units from the following list:**

- EU443 European Models of Capitalism (0.5)  
EU477 Labour Markets and the Political Economy of Employment in Europe (0.5) #  
GI409 Gender, Globalisation and Development: An Introduction (0.5)  
GI418 Feminist Economics and Policy: An Introduction (0.5) #  
GV517 Comparative Political Economy: New Approaches and Issues in CPE (0.5)  
LL4H8 Employment Law (0.5)  
LL4H9 Human Rights in the Workplace (0.5)  
MG475 Organisational Theory (0.5)  
MG476 Corporate Social Responsibility and International Labour Standards (0.5) #  
MG4B7 Leading Organisational Change (0.5)  
MG4C2 Organisational Behaviour (0.5)  
MG4D2 International Employment Relations (0.5) #  
MG4D3 The Dark Side of the Organisation (0.5) # (not available 2022/23)  
MG4D4 Cross Cultural Management (0.5) #  
MG515 Social Organisation (0.5) #  
MY523 Interview Methods for Social Science Research (0.5) #

Given the ER/HR domain is multidisciplinary, the student can take an equivalent, appropriate MSc or PhD level course that is aligned with the student's dissertation and research interest from within the Department of Management or from another department, with Supervisor permission, timetable permitting.

**Year 2**

- Paper 6 MG518 Employment Relations and Human Resource Management Seminar I (0.5) **or**  
MG519 Employment Relations and Human Resource Management Seminar II (0.5) (not available 2022/23)

Paper 7 **Courses to the value of 1.0 unit(s) from the elective course list for Paper 5.**

For Paper 7, students may also take appropriate MSc or PhD level courses from within the Department of Management or from another department as agreed with their Supervisor and subject to timetabling constraints. For example, the supervisor and student may determine that the student requires further, advanced methods courses to successfully analyse dissertation data. Or, the supervisor and student may determine that theoretically based courses are required for the student.

**Paper 5 elective list**

- Paper 8 MG598 Research Paper in Management (MRes PhD Programmes) (1.0)

**Annual Progress Reviews**

In order to progress unconditionally from the first to the second year of MRes registration students are required to achieve pass marks of 60% in 2.5 units (5 classifications marks). Students that do not attain this standard may still be able to progress as follows, subject to approval by the Department of Management (DoM) PhD Committee: Students may fall short of this requirement by up to 1 unit of marks; which may consist of up to a maximum of 0.5 unit mark of fail and/or a 0.5 unit mark of between 50-59. Students will resit at the next available opportunity. Where a student is resitting a course they have passed in order to meet the progression requirements the new mark will not show on the transcript or be used to calculate the award of the degree. There will be regular student progress reviews each term by the DoM PhD committee. An Annual Progress review for Years 1 and 2 of the MRes/PhD programme will take place between May and July. The review will monitor academic progress and include feedback from the Programme Director, Faculty group and student. All final progression decisions are reviewed and approved by the DoM PhD Committee. End of Year 1: The APR in Year 1 will consider attendance in MY5A1, participation in the Research Practicums, supervision attendance, supervisor(s) progress reports and available scores on the MRes papers. Re-registration for the following year will be approved by the DoM PhD Committee, and on the expectation of the student will achieve the marks required in any resit exams. End of Year 2: The APR in Year 2 will review the successful completion of second year course work with marks meeting the required standards, the quality and contribution of MG598 paper and satisfaction with progress and participation in the programme. Recommendation for registration to the PhD Programme by the DoM PhD Committee for the following year, will be based on the successful completion of the previous year, and on the expectation the student will achieve the marks required in any resit exams. End of Year 3: Recommendation for registration in year 4 by the DoM PhD Committee will be based on students achieving the required grades in any resit exams and successfully passing the PhD review process. For the PhD Review the student submits a research proposal that includes:

- 1) the research question(s);
- 2) a concise literature review through which the significance of the proposed research is articulated;
- 3) a discussion of research methodology;
- 4) a draft timeline of activity;
- 5) preliminary data collection and analysis or a 'pilot' study; and
- 6) discussion of research ethics and risks. This material is evaluated by the academic assessors in two independently written reports submitted prior to a viva voce with the supervisor(s). The outcome of the review will be reported to the Department's PhD Committee at the next opportunity. Year 4: Re-registration in year 5 will be based on continued satisfactory progress and the approval by the Programme Director and the DoM PhD



Committee.

### **Award of the MRes in Management – Employment Relations and Human Relations**

The award and classification of the MRes degree will be subject to the normal application of the School's Scheme for the Award of a five-unit Taught Master's Degree.

### **Progression to PhD registration**

In order to progress and upgrade to PhD registration students must have taken and passed all 5 units (10 classification marks) with a grade of 60% or higher by the end of the programme. Students can compensate by achieving an aggregate of 300 marks (with no failed papers) which must include a grade of 60% in their core seminar. Students registered for the PhD remain subject to the relevant MRes regulations for any courses or examinations they are completing. Students missing the overall progression requirement by 0.5 paper are permitted to progress to PhD registration, but will subsequently need to re-sit and pass the paper to the necessary standard to continue their PhD registration. Students failing to meet this standard will have their PhD registration discontinued. The final decision to register to the PhD Programme is taken by the DoM PhD Committee and is based on successful completion of the MRes requirements as specified above as well as satisfactory progress in their research activities and approval of the MG598 Research Proposal. In Year 3 students must also pass the PhD Review process by the end of the ST. This will be reported on to the DoM PhD Committee at the end of Year 3 along with any results from resits taken in that year.

Students will have the opportunity to submit and defend their PhD Review proposal in the MT and the LT during year 3. If the student does not pass the PhD Review by the end of the ST, they will be given the opportunity to revise and resubmit their proposal by the following September on a specific date before registration for the progression to year 4.

### **Paper 5 elective list**

EU443	European Models of Capitalism (0.5)
EU477	Labour Markets and the Political Economy of Employment in Europe (0.5) #
GI409	Gender, Globalisation and Development: An Introduction (0.5)
GI418	Feminist Economics and Policy: An Introduction (0.5) #
GV517	Comparative Political Economy: New Approaches and Issues in CPE (0.5)
LL4H8	Employment Law (0.5)
LL4H9	Human Rights in the Workplace (0.5)
MG475	Organisational Theory (0.5)
MG476	Corporate Social Responsibility and International Labour Standards (0.5) #
MG4B7	Leading Organisational Change (0.5)
MG4C2	Organisational Behaviour (0.5)
MG4D2	International Employment Relations (0.5) #
MG4D3	The Dark Side of the Organisation (0.5) # (not available 2022/23)
MG4D4	Cross Cultural Management (0.5) #
MG515	Social Organisation (0.5) #
MY523	Interview Methods for Social Science Research (0.5) #

# means there may be prerequisites for this course. Please view the course guide for more information.

### **Programme Structure - PhD**

**Programme code:** RPMGERHR

Years 3,5 If upgraded to PhD

### **Years 3-5**

From Year 3, students are expected to meet regularly with their Supervisor(s) each term throughout Year 3-5. After their PhD Review, students are expected to

focus on the research and writing of their thesis, the continued development of research ideas for publication, participation in relevant training courses and career development activities.

### **Award of the PhD**

The PhD is awarded according to the rules of LSE.

## **MRes/PhD in Management (Marketing)**

### **Programme Structure - MRes**

**Programme code:** TMRESMGMK

**Department:** Management

For students starting this programme of study in 2022/23

### **Year 1**

#### **Research practicums**

Throughout the first 2 years of their programme students will be required to participate in Research Practicums where they are assigned to a member of Faculty to jointly explore research collaborations. These interactions are intended to allow students to explore in-depth research topics and shape research projects besides their main dissertation (MG598) in Year 2.

#### **Research proposal**

At the end of Year 1 students submit an initial "research proposal". Students will be expected to start work on developing this proposal over the summer period.

#### **Training Course**

##### **Compulsory (not examined):**

	MG5A1	A Social Sciences Perspective of Academic Research in Management (0.0)
Paper 1	MG512	Marketing I: Consumer Behaviour and Quantitative Modelling (0.5) <b>or</b>
	MG520	Marketing II: Consumer Behaviour and Quantitative Modelling (0.5) (not available 2022/23)
Paper 2		Students on the Quantitative Modelling Marketing research track should choose between:
	EC411	Microeconomics (1.0) # <b>or</b>
	ST425	Statistical Inference: Principles, Methods and Computation (1.0) #

\*EC411 includes a non credit bearing pre-session course EC400 which must be attended as a prerequisite. EC400 applications must be made by the end of June 2021.

#### **Or**

Students on the Consumer Behaviour Marketing research track take:

MY551L Introduction to Quantitative Analysis (0.5)  
or  
MY551M Introduction to Quantitative Analysis (0.5)

#### **and**

MY555 Multivariate Analysis and Measurement (0.5) #

If the student enters the programme with previous quantitative methods training; alternative, advanced quantitative methods courses can be taken, with Supervisor permission, timetable permitting and approval of the course leader.

Paper 3	EC443	Econometrics for MRes students (1.0) #
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#### **Or**

courses to the value of 1.0 unit from the following:

MY555 Multivariate Analysis and Measurement (0.5) #  
MY557 Causal Inference for Observational and Experimental Studies (0.5) #

MY552L Applied Regression Analysis (0.5) #1**or**

MY552M Applied Regression Analysis (0.5) #

If EC443 is chosen please note the following prerequisite: Students should have completed an undergraduate level course in econometrics and statistical theory. Linear algebra and multivariate calculus will be used frequently.

### **Year 2**

#### **Note**

- From the start of MT in Year 2 students continue to shape their research proposal and will be given ongoing feedback, and the opportunity to develop ideas.
- Paper 4 MG512 Marketing I: Consumer Behaviour and Quantitative Modelling (0.5) **or**  
MG520 Marketing II: Consumer Behaviour and Quantitative Modelling (0.5) (not available 2022/23)
- Paper 5 Courses to the value of 1.0 unit from the following:  
EC533 Labour Economics for Research Students (1.0)  
MY552L Applied Regression Analysis (0.5) #  
MY552M Applied Regression Analysis (0.5) #2  
MY555 Multivariate Analysis and Measurement (0.5) #  
MY557 Causal Inference for Observational and Experimental Studies (0.5) #
- Students may also take alternative courses below if agreed with their supervisor and programme director and subject to timetabling constraints:  
EC411 Microeconomics (1.0) #  
EC427 The Economics of Industry (1.0) #  
EC484 Econometric Analysis (1.0) #3  
MY555 Multivariate Analysis and Measurement (0.5) #  
PP454 Development Economics (1.0) #  
ST405 Multivariate Methods (0.5) #  
ST411 Generalised Linear Modelling and Survival Analysis (0.5) #  
ST442 Longitudinal Data Analysis (0.5) # (not available 2022/23)  
ST443 Machine Learning and Data Mining (0.5) #  
\*EC411 may be taken if not chosen during the first year of MRes. EC411 includes a non credit bearing pre-session course EC400 which must be attended as a prerequisite, EC400 applications must be made by the end of June 2021. Before taking EC484 you must take EC451, Introductory course. EC451 is taught in September. It consists of 45 hours of lectures and an additional 22 hours of classes, across a 3-week period.
- Paper 6 MG598 Research Paper in Management (MRes PhD Programmes) (1.0)

### Annual Progress Reviews

In order to progress unconditionally from the first to the second year of MRes registration students are required to achieve pass marks of 60% in 2.5 units (5 classifications marks). Students that do not attain this standard may still be able to progress as follows, subject to approval by the Department of Management (DoM) PhD Committee: Students may fall short of this requirement by up to 1 unit of marks; which may consist of up to a maximum of 0.5 unit mark of fail and/or a 0.5 unit mark of between 50-59. Students will resit at the next available opportunity. Where a student is resitting a course they have passed in order to meet the progression requirements the new mark will not show on the transcript or be used to calculate the award of the degree. There will be regular student progress reviews each term by the DoM PhD committee. An Annual Progress review for Years 1 and 2 of the MRes/PhD programme will take place between May and July. The review will monitor academic progress and include feedback from the Programme Director, Faculty group and student. All final progression decisions are reviewed and approved by the DoM PhD Committee. End of Year 1: The APR in Year 1 will consider attendance in MY5A1, participation in the Research Practicums, supervision attendance, supervisor(s) progress reports and the available scores on the MRes papers. Re-registration for the following year will be approved by the DoM PhD Committee, and on the expectation of the student will achieve the marks required in any resit exams. End of Year 2: The APR in Year 2 will review the successful completion of second year course work with marks meeting the required standards, the quality

and contribution of MG598 paper and satisfaction with progress and participation in the programme. Recommendation for registration to the PhD programme by the DoM PhD Committee for the following year will be based on the successful completion of the previous year, and on the expectation the student will achieve the marks required in any resit exams.

End of Year 3 Recommendation to re-register in year 4 by the DoM PhD committee will be based on students achieving the required grades in any resit exams and passing the PhD Review process.

For the PhD Review the student submits a research proposal that includes:

- 1) the research question(s)
- 2) a concise literature review through which the significance of the proposed research is articulated
- 3) a discussion of research methodology
- 4) a draft timeline of activity
- 5) preliminary data collection and analysis or a 'pilot' study
- 6) discussion of research ethics and risks

This material is evaluated by the academic assessors in two independently written reports submitted prior to a viva voce with the supervisor(s). The outcome of the review will be reported to the Department's PhD Committee at the next opportunity. Year 4: Re-registration in year 5 will be based on continued satisfactory progress and the approval by the DoM PhD Committee.

### Award of the MRes in Management – Marketing

The award and classification of the MRes degree will be subject to the normal application of the School's Scheme for the Award of a five-unit Taught Masters Degree.

### Progression to PhD registration

In order to progress and upgrade to PhD registration students must have taken and passed all 5 units (10 classification marks) with a grade of 60% or higher by the end of the programme. Students can compensate by achieving an aggregate of 300 marks (with no failed papers) which must include a grade of 60% in their core seminar. Students registered for the PhD remain subject to the relevant MRes regulations for any courses or examinations they are completing. Students missing the overall progression requirement by 0.5 paper are permitted to progress to PhD registration, but will subsequently need to re-sit and pass the paper to the necessary standard to continue their PhD registration. Students failing to meet this standard will have their PhD registration discontinued. The decision to register to the PhD programme is taken by the DoM PhD committee and is based on successful completion of the MRes requirements as specified above as well as satisfactory progress in their research activities and the MG598 Research paper. In Year 3 students must also pass the PhD Review by the end of the ST. This will be reported on to the DoM PhD committee at the end of Year 3, along with any results from resits taken in that year. Students will have the opportunity to submit and defend their PhD Review proposal in the MT and the LT during year 3. If the student does not pass the PhD Review by the end of the ST, they will be given the opportunity to revise and resubmit their proposal by the following September on a specific date before registration for the progression to year 4.

### Prerequisite Requirements and Mutually Exclusive Options

- 1: MY552L can not be taken with MY552M
  - 2: MY552M can not be taken with MY552L
  - 3: Before taking EC484 you must take EC451
- # means there may be prerequisites for this course. Please view the course guide for more information.

**Programme code:** RPMGMK

Years 3,5 If upgraded to PhD

**Years 3-5**

Year 3 students are expected to meet regularly with their Supervisor(s) each term throughout Years 3-5. After the PhD Review, students are expected to focus on the research and writing of their thesis, the continued development of research ideas for publication, participation in relevant training courses and career development activities.

**Award of the PhD**

The PhD is awarded according to the rules of LSE.

## MRes/PhD in Management (Organisational Behaviour)

**Programme Structure - MRes****Programme code:** TMRESMGOB**Department:** Management

For students starting this programme of study in 2022/23

**Year 1****Research Practicum**

Throughout the first 2 years of their programme students will be required to participate in Research Practicums where they are assigned to a member of Faculty to jointly explore research collaborations. These interactions are intended to allow students to explore in-depth research topics and shape research projects *besides* their main dissertation (MG598) in Year 2.

**Research proposal**

At the end of Year 1 students submit an initial "research proposal". Students will be expected to start work on developing this proposal over the summer period.

**Training Course****Compulsory (not examined):**

MG5A1 A Social Sciences Perspective of Academic Research in Management (0.0)

Paper 1 MG505 Research in Organisational Behaviour Seminar I (0.5) **or**

MG525 Research in Organisational Behaviour Seminar II (0.5) (not available 2022/23)

Paper 2 MG4C2 Organisational Behaviour (0.5) **or**

PB431 Social Psychology of Economic Life: Advanced Topics (0.5)

or equivalent to be agreed with their supervisor and programme director.

Paper 3 MY500 Fundamentals of Social Science Research Design (0.5)

If an MRes student enters the programme with a previous research design training; alternative, advanced research design courses can be taken, such as MY556 Survey Methodology (0.5) with supervisor permission, timetable permitting

Paper 4 MY521L Qualitative Research Methods (0.5) **or**

MY521M Qualitative Research Methods (0.5)

If an MRes student enters the programme with previous qualitative methods training; alternative advanced qualitative methods courses such as: MY526 Doing Ethnography (0.5); MY527 Qualitative Research with Non-Traditional Data (0.5); MY528 Qualitative Text Analysis (0.5), can be taken with supervisor permission, timetable permitting.

Paper 5 **Courses to the value of 0.5 units from the following:**

MY551L Introduction to Quantitative Analysis (0.5)

MY551M Introduction to Quantitative Analysis (0.5)

MY552L Applied Regression Analysis (0.5) #

MY552M Applied Regression Analysis (0.5) #

MY555 Multivariate Analysis and Measurement (0.5) #

If an MRes student enters the programme with previous quantitative methods training; alternative, advanced

quantitative methods courses can be taken, with supervisor permission, timetable permitting. Some examples are as follows:

MY557 Causal Inference for Observational and Experimental Studies (0.5) #

MY559 Quantitative Text Analysis (0.5) #

MY561 Social Network Analysis (0.5)

ST452 Probability and Mathematical Statistics I (0.5)

ST501 Multilevel Modelling (0.5) #

Given the Organisational Behaviour domain is multidisciplinary, the student can take an equivalent, appropriate MSc or PhD level course that is aligned with the student's dissertation and research interest from within the Department of Management or from another department, with supervisor permission, timetable permitting.

**Year 2****Note:**

From the start of MT in Year 2 students continue to shape their research proposal and will be given ongoing feedback, and the opportunity to develop ideas.

Paper 6 MG505 Research in Organisational Behaviour Seminar I (0.5) **or**

MG525 Research in Organisational Behaviour Seminar II (0.5) (not available 2022/23)

Paper 7 **Courses to the value of 1.0 units from the following:**

MG475 Organisational Theory (0.5)

MG476 Corporate Social Responsibility and International Labour Standards (0.5) #

MG512 Marketing I: Consumer Behaviour and Quantitative Modelling (0.5)

MG515 Social Organisation (0.5) #

MY528 Qualitative Text and Discourse Analysis (0.5) #

MY530 Advanced Qualitative Research Workshops (0.0) #

MY551L Introduction to Quantitative Analysis (0.5) 1

MY551M Introduction to Quantitative Analysis (0.5)

MY552L Applied Regression Analysis (0.5) #

MY552M Applied Regression Analysis (0.5) #2

MY555 Multivariate Analysis and Measurement (0.5) #

Paper 8 MG598 Research Paper in Management (MRes PhD Programmes) (1.0)

**Annual Progress Review**

In order to progress unconditionally from the first to the second year of MRes registration students are required to achieve pass marks of 60% in 2.5 units (4 classifications marks). Students that do not attain this standard may still be able to progress as follows, subject to approval by the Department of Management (DoM) PhD Committee: Students may fall short of this requirement by up to 1 unit of marks; which may consist of up to a maximum of 0.5 unit mark of fail and/or a 0.5 unit mark of between 50-59. Students will resit at the next available opportunity. Where a student is resitting a course they have passed in order to meet the progression requirements the new mark will not show on the transcript or be used to calculate the award of the degree. There will be regular student progress reviews each term by the DoM PhD committee. An Annual Progress review for Years 1 and 2 of the MRes/PhD programme will take place between May and July. The review will monitor academic progress and include feedback from the Programme Director Faculty group and student. All final progression decisions are reviewed and approved by the DoM PhD Committee. End of Year 1: The APR in Year 1 will consider attendance in MY5A1, participation in the Research Practicums, supervision attendance, supervisor(s) progress reports and available scores on the MRes papers. Re-registration for the following year will be approved by the DoM PhD Committee, and on the expectation of the student will achieve the marks required in any resit

exams. End of Year 2: The APR in Year 2 will review the successful completion of second year course work with marks meeting the required standards, the quality and contribution of MG598 paper and satisfaction with progress and participation in the programme. Recommendation for registration to the PhD Programme by the DoM PhD Committee in the following year will be based on the successful completion of the previous year, and on the expectation the student will achieve the marks required in any resit exams. End of Year 3: Recommendation to re-register in year 4 by the DoM PhD Committee will be based on students achieving the required grades in any resit exams and successfully passing the PhD Review.

For the PhD Review, the student submits a research proposal that includes: 1) the research question(s); 2) a concise literature review through which the significance of the proposed research is articulated; 3) a discussion of research methodology; 4) a draft timeline of activity; 5) preliminary data collection and analysis or a 'pilot' study; and 6) discussion of research ethics and risks. This material is evaluated by the academic assessors in two independently written reports submitted prior to a viva voce with the supervisor(s). The outcome of the review will be reported to the Department's PhD Committee at the next opportunity. Year 4: Re-registration in year 5 will be based on continued satisfactory progress and the approval by the DoM PhD Committee.

#### **Award of the MRes in Management – Organisational Behaviour**

The award and classification of the MRes degree will be subject to the normal application of the School's Scheme for the Award of a five-unit Taught Master's Degree.

#### **Progression to PhD registration**

In order to progress and upgrade to PhD registration students must have taken and passed all 5 units (10 classification marks) with a grade of 60% or higher by the end of the programme. Students can compensate by achieving an aggregate of 300 marks (with no failed papers) which must include a grade of 60% in their core seminar.

Students registered for the PhD remain subject to the relevant MRes regulations for any courses or examinations they are completing. Students missing the overall progression requirement by 0.5 paper are permitted to progress to PhD registration but will subsequently need to re-sit and pass the paper to the necessary standard to continue their PhD registration. Students failing to meet this standard will have their PhD registration discontinued.

The decision to register to the PhD programme is taken by the DoM PhD committee and is based on successful completion of the MRes requirements as specified above as well as satisfactory progress in their research activities and the MG598 Research paper. In Year 3 students must also pass the PhD Review by the end of the ST. This will be reported to the DoM PhD committee at the end of Year 3 along with any results from resits taken in that year. Students will have the opportunity to submit and defend their PhD Review proposal in the MT and the LT during year 3. If the student does not pass the PhD Review by the end of the ST, they will be given the opportunity to revise and resubmit their proposal by the following September on a specific date before registration for the progression to year 4.

#### **Prerequisite Requirements and Mutually Exclusive Options**

1: MY551L can not be taken with MY551M

2: MY552M can not be taken with MY552L

# means there may be prerequisites for this course.

Please view the course guide for more information.

#### **Programme Structure - PhD**

**Programme code:** RPMGOB

Years 3,5 If upgraded to PhD

#### **Years 3-5**

From year 3, students are expected to meet regularly with their Supervisor(s) each term. After their PhD Review, students are expected to focus on the research and writing of their thesis, the continued development of research ideas for publication, participation in relevant training courses and career development activities.

#### **Award of the PhD**

The PhD is awarded according to the rules of LSE.

### **MRes/PhD in Political Science**

#### **Programme Structure - MRes**

**Programme code:** TMRESPOLSC

**Department:** Government

For students starting this programme of study in 2022/23

Students complete and are examined in courses to the value of four full units.

**Please note that places are limited on some optional courses.**

**Admission onto any particular course is not guaranteed and can be subject to timetabling constraints and/or students meeting specific prerequisite requirements.**

#### **Year 1**

##### **Paper 1 Research Design**

GV5X1 Research Design in the Social Sciences (1.0)

##### **Paper 2 Methods courses**

Students take courses under A, B or C to the value of one unit:

A) Quantitative research topics

MY552L Applied Regression Analysis (0.5) #1

MY552M Applied Regression Analysis (0.5) #

MY557 Causal Inference for Observational and Experimental Studies (0.5) #

GV481 Quantitative Analysis for Political Science (0.5)

GV4G1 Applied Quantitative Methods for Public Policy and Political Science (0.5) #

GV4J6 Game Theory for Research (0.5) # (not available 2022/23)

B) Qualitative research topics

GV513 Qualitative Methods in the Study of Politics (0.5) (not available 2022/23)

MY551L Introduction to Quantitative Analysis (0.5)

MY551M Introduction to Quantitative Analysis (0.5) 2

C) Political theory research topics

GV504 Research Methods in Political Theory (1.0)

If these courses have already been taken, other methods courses may be substituted with the approval of the Doctoral Programme Director.

##### **Paper 3 Field seminars**

Courses to the value of 1.0 unit from the following:

GV517 Comparative Political Economy: New Approaches and Issues in CPE (0.5)

GV5X2 Research Paper in Comparative Politics (1.0)

GV5XA Research Paper in Comparative Politics (0.5)

GV5XB Research Paper in Comparative Politics (0.5)

GV5X3 Research Paper in European Politics and Policy (1.0)

GV5XC Research Paper in European Politics and Policy (0.5)

GV5XD Research Paper in European Politics and Policy (0.5)

GV5X4 Research Paper in Global Politics (1.0)

GV5XE Research Paper in Global Politics (0.5)

GV5XF Research Paper in Global Politics (0.5)

GV5X5 Research Paper in Political Science and Political Economy (1.0)



GV5XG	Research Paper in Political Science and Political Economy (0.5)
GV5XH	Research Paper in Political Science and Political Economy (0.5)
GV5X6	Research Paper in Political Theory (1.0)
GV5XJ	Research Paper in Political Theory (0.5)
GV5XK	Research Paper in Political Theory (0.5)
GV5X7	Research Paper in Public Policy and Administration (1.0)
GV5XL	Research Paper in Public Policy and Administration (0.5)
GV5XM	Research Paper in Public Policy and Administration (0.5)

Any research methods course taught anywhere in the School, with the approval of the Course Convenor and the Doctoral Programme Director, or any course from the following if not already taken under Paper 2 above:

#### **Paper 2 options list**

#### Paper 4 **Research Prospectus**

GV599 Research Prospectus in Political Science (1.0)

#### **Paper 2 options list**

GV481 Quantitative Analysis for Political Science (0.5)

GV4G1 Applied Quantitative Methods for Public Policy and Political Science (0.5) #

GV4J6 Game Theory for Research (0.5) # (not available 2022/23)

GV504 Research Methods in Political Theory (1.0)

GV513 Qualitative Methods in the Study of Politics (0.5) (not available 2022/23)

MY551L Introduction to Quantitative Analysis (0.5) 3

MY551M Introduction to Quantitative Analysis (0.5)

MY552L Applied Regression Analysis (0.5) #

MY552M Applied Regression Analysis (0.5) #4

MY557 Causal Inference for Observational and Experimental Studies (0.5) #

#### **Prerequisite Requirements and Mutually Exclusive Options**

# means there may be prerequisites for this course.

Please view the course guide for more information.

1: MY552L can not be taken with MY552M

2: MY551M can not be taken with MY551L

3: MY551L can not be taken with MY551M

4: MY552M can not be taken with MY552L

#### **Programme Structure - PhD**

**Programme code:** RPPOLSCI

#### **Years 1, 2, 3, 4**

A) Research and write a dissertation

B) Participate in at least one Doctoral Workshop in the Government Department or elsewhere in the School in each year. For example:

GV501 Doctoral Workshop: Political Theory (0.0)

GV503 Political Philosophy Research Seminar (0.0)

GV514 Political Science and Political Economy Doctoral Workshop (0.0)

C) Second year students have the option of taking the following course. Permission to attend is at the discretion of the course convenor:

EC540 Political Economy for Research Students (1.0) #

#### **Prerequisite Requirements and Mutually Exclusive Options**

# means there may be prerequisites for this course.

Please view the course guide for more information.

#### **Award of the MRes**

The award and classification of the MRes is consistent with the School's Scheme for the Award of a four-unit Taught Master's Degree

#### **Conditions for progression to PhD**

1. Award of the MRes with at least a Merit;

#### **And**

2. Award of GV599 with at least a Merit;

#### **And**

3. Successfully passing an oral hearing, consisting of a short presentation by the student and questions from the Research Prospectus Approval Committee.

The Research Prospectus Approval Committee will look for: a clear explanation of the research question(s) and motivation(s); an account of relevant related scholarly work; a discussion of methods, approaches, or challenges; and a plan to conduct the work within four years. The Department will publish more detailed guidance on assessment criteria.

The Research Prospectus Approval Committee normally consists of one supervisor or advisor of the student, at least one member of the Department's Doctoral Programme Committee, and an external assessor (usually the External Examiner for the MRes in Political Science). The Doctoral Programme Director chairs the Research Prospectus Approval Committee.

The Research Prospectus Approval Committee will make one of four decisions: Unconditional Approval, Conditional Approval, Revise and Resubmit, and Fail. Students with Conditional Approval have to submit a revised Research Prospectus to their Supervisor, normally within four weeks. The Doctoral Programme Director decides whether the conditions have been met, in consultation with the supervisor. Students who are required to Revise and Resubmit are usually expected to resubmit within three months. Resubmitted work is assessed by at least two members of the Research Prospectus Approval Committee. The Committee has discretion to conduct a second oral hearing if this is deemed necessary for the upgrade decision. If a second hearing is conducted, at least two members of the committee take part. Students who fail to pass, either at the first oral hearing or after Revise and Resubmit, will not be upgraded to PhD status.

In exceptional circumstances, the Research Prospectus Approval Committee can recommend to the Research Degrees Subcommittee to upgrade students who do not meet progression condition 1 (Award of MRes degree with at least a Merit). Such a recommendation must be based on very strong performance in certain subjects that offset weaknesses in others and an exceptionally strong Research Prospectus. Personal circumstances affecting assessment performance may also be taken into account.

#### **Award of the PhD**

The PhD is awarded according to the rules of LSE.

# **MPhil/PhD Programme Regulations**



**Key to MPhil/PhD Regulations**  
**(H) means a half-unit course**  
**(C) means this course is capped**  
**(n/a 22/23) means not available in the 2022/23 academic year**  
**(MT) means Michaelmas Term**  
**(LT) means Lent Term**  
**(ST) means Summer Term**

## MPhil/PhD in Cities Programme

**Programme Code:** RPCP

**Department:** Sociology

For students starting this programme of study in 2022/23

The MPhil/PhD in Cities is an interdisciplinary degree offered through the Sociology Department. Research within this programme addresses not only works within the discipline of sociology but also other fields that comprise urban studies, such as architecture, design, urban geography, urban history, and planning. A Cities PhD thesis should assume a scholarly audience that includes sociologists as well as other urbanists. Through theory, empirical focus and/or methods, students must engage with urban space as a conceptual category, significant contextual feature, or object of analysis.

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

### Paper Course number, title (unit value) Year 1

#### Training courses

##### Compulsory (examined):

SO500 Aims and Methods Research Class for MPhil Students (1.0)

Students may also be asked to attend and pass the assessment for up to one further course unit (or two half units) chosen with their supervisor on the basis of an assessment of their research training needs.

##### Optional (examined):

MY500 Fundamentals of Social Science Research Design (0.5)

MY521L Qualitative Research Methods (0.5)

MY521M Qualitative Research Methods (0.5)

MY524 Advanced qualitative field methods for researching space and place (0.5) # (not available 2022/23)

MY551L Introduction to Quantitative Analysis (0.5)

MY551M Introduction to Quantitative Analysis (0.5)

MY552L Applied Regression Analysis (0.5) #

MY552M Applied Regression Analysis (0.5) #

Other courses from Sociology master's programmes  
Specialist research courses:

SO491 Quantitative Social Research Methods (0.5)

SO492 Qualitative Social Research Methods (0.5)

SO511 Research Seminar in Political Sociology (0.0)

SO521 Research Seminar on Cities and Space (0.0) (not available 2022/23)

##### Transferable skills course

Workshop in Information Literacy: finding, managing and organising published research and data

### Year 2 and/or Year 3

#### Training courses

##### Compulsory (not examined):

SO501 Data Analysis Workshop (0.0) A

### Year 3 and/or Year 4

#### Training courses

##### Optional (not examined):

SO505 Becoming a Professional Sociologist (0.0) #

## Footnotes

A: SO501 is required.

# means there may be prerequisites for this course. Please view the course guide for more information.

### Progression and upgrade requirements

In the Summer term of each year the progress of each student registered in the Department is discussed at the MPhil/PhD Board, which is a general meeting of all research student supervisors. This Board decides whether to recommend to the School that students be permitted to proceed to the next year of study. If progress is unsatisfactory, a course of action to assist students to reach performance standards deemed appropriate by supervisors may be required, or a recommendation may be made that the student not be allowed to re-register. The following benchmarks are used by the MPhil/PhD Board to determine if students are progressing appropriately:

By Summer Term Year 1 for Full Time Students:

Submission of Formative Essay for SO500, including approvals from the Ethics Committee and Health and Safety

By Summer Term Year 2 for Full Time Students: Upgrade from MPhil to PhD Student

By Summer Term Year 3 for Full Time Students:

Successful completion of the Third Year Progression Package

In addition, students are expected to have completed requirements as laid out by the supervisory team. The PhD is an individual project and will require research and writing tailored to that project.

Full time students are required to have submitted their Upgrade materials in Week 6 of the Michaelmas Term of Year 2, and to have successfully defended their research design in viva voce by the end of the Michaelmas Term of Year 2. Upon successful completion, the student will upgrade from MPhil to PhD student. All full-time research students are required to have made the transition from MPhil to PhD (upgrading) student within two years of first registration and to have submitted their PhD thesis within four years. Part-time students are expected to be upgraded to PhD student by the end of their third year, and to submit their thesis within eight years.

The decision to upgrade a student from MPhil to PhD is taken by a panel consisting of two academics from the Department. For upgrade, students submit a 10,000 word research proposal that includes: 1) the research question(s); 2) a concise literature review through which the significance of the proposed research is articulated; 3) a discussion of research methodology; 4) preliminary data collection and analysis or a 'pilot' study; and 5) discussion of research ethics and risks. This material is then assessed by viva voce, with the supervisor(s) in attendance and available to be consulted by the panel. A written report is made by the panel on the basis of both the written upgrade submission and the viva. Students should aim to have a complete a first draft of their thesis in years three to four and allow three to six months for revision and submission. To facilitate this, students are required to submit a Third Year Progression Package no later than Week 6 of the Lent Term in the 3rd Year for full time students. The decision to progress a student from the third to the fourth year is taken by a panel consisting of two academics from the LSE with at least one being from the Sociology Department. Students are to submit: a) two draft chapters (an introduction and a substantive chapter) totalling no more than 20,000 words; b) a thesis outline; c) a timeline for completion and d) a bibliography. This material is then assessed by viva voce, with the supervisor(s) in attendance and available to be consulted by the panel.



## MPhil/PhD in Data, Networks and Society

**Programme Code:** RPDNS

**Department:** Media and Communications

For students starting this programme of study in 2022/23 These regulations apply to students entering in or after the 2017/18 academic year.

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

### Paper Course number, title (unit value)

#### Year 1

##### Training courses

##### Compulsory (examined):

Any two of the following:

- MC402 The Audience in Media and Communications (0.5)
- MC408 Theories and Concepts in Media and Communications (0.5)
- MC409 Media, Technology and Everyday Life (0.5)
- MC418 Communication: Cultures and Approaches (0.5)
- MC424 Media and Communication Governance (0.5)
- MC425 Interpersonal Mediated Communication (0.5)
- MC430 Data in Communication and Society (0.5)
- MC433 Technology and Justice (0.5) #
- MC434 Digital Platforms and Media Infrastructures (0.5) #

##### Plus:

One of the following full-unit courses:

- MC5M2 Advanced Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (1.0)

Or for students who already have a grounding in quantitative methods: A

- MC5M8 Advanced Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (1.0)

##### Optional (examined/not examined):

Other graduate courses relevant to research subject and agreed with supervisor.

##### Transferable skills courses

##### Compulsory (not examined):

- MC500 Research Seminar for Media, Communications & Culture (0.0)

##### Optional (not examined):

- LN988 Thesis Writing (0.0) #

Modern Foreign Language courses offered by the Language Centre or other graduate seminars of relevance to research subject.

##### Presentation requirements:

At least one presentation annually in the following:

- MC500 Research Seminar for Media, Communications & Culture (0.0)

#### Year 2

##### Training courses

##### Optional (examined/not examined):

Students can take either another qualitative or quantitative analysis course offered by the Department of Methodology. Courses must be approved by the supervisor and discussed with the MC5M2/MC5M8 convenor.

##### Transferable skills courses

##### Compulsory (not examined):

- MC500 Research Seminar for Media, Communications & Culture (0.0)

Annual Joint PhD Symposium for Second Years and above, at Goldsmiths, Westminster and City

##### Optional (not examined):

Other graduate seminars of relevance to research

subject.

#### Year 3

##### Transferable skills courses

##### Optional (not examined):

- MC501 Advanced Doctoral Workshop in Media and Communications (0.0) #

#### Year 4

##### Transferable skills courses

##### Optional (not examined):

- MC501 Advanced Doctoral Workshop in Media and Communications (0.0) #

Research Students are expected to complete their research.

##### Footnotes

A: Students wishing to select this option must seek approval from the Programme Director. Approval is subject to timetabling constraints.

# means there may be prerequisites for this course. Please view the course guide for more information.

##### Progression and upgrade requirements

Students will be required to submit a full Thesis Proposal of 10,000 words to their Thesis Committee by week 5 of Summer Term in their first year (part-time students can submit their Proposal by 1 March in their second year). This paper will include a substantive statement of the aims, theories and methods proposed for the thesis, a tentative chapter outline, an indicative bibliography and a timetable for its completion. Together with any examination/s for quantitative methodological courses, the thesis proposal will form part of the evaluation process, and, together with an upgrade viva, will determine whether students are permitted to upgrade from MPhil to PhD and continue into their second year. In the Summer term of each year the progress of each student registered in the Department is assessed and a decision made as to whether students can proceed to the next academic session. If progress is unsatisfactory, a course of action to assist students to reach performance standards deemed appropriate by supervisors may be required, or a recommendation may be made that the student not be allowed to re-register.

## MPhil/PhD in Demography (Social/Formal)

**Programme Code:** RPDES F

**Department:** Methodology

For students starting this programme of study in 2022/23

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

### Paper Course number, title (unit value)

#### Year 1

##### Training courses

##### Optional (not examined):

In their first year, a student may be required to take specified courses in demography and/or research methodology which are most relevant to their PhD project. The courses most commonly required are:

- DV476 Population Analysis: Methods and Models (0.5) #

- MY500 Fundamentals of Social Science Research Design (0.5)

- MY521L Qualitative Research Methods (0.5) 1

- MY521M Qualitative Research Methods (0.5)

- MY552L Applied Regression Analysis (0.5) #2

- MY552M Applied Regression Analysis (0.5) #

Students will discuss with their supervisors any other methodological training that may be relevant for the successful completion of the MPhil/PhD programme.

**Year 2****Training courses****Optional (not examined):**

Students are encouraged to audit or take for credit courses which are useful to them, with the agreement of their supervisors.

**Year 3****Training courses****Optional (not examined):**

Students are encouraged to audit or take for credit courses which are useful to them, with the agreement of their supervisors.

**Year 4****Training courses****Optional (not examined):**

Students are encouraged to audit or take for credit courses which are useful to them, with the agreement of their supervisors.

**Prerequisite Requirements and Mutually Exclusive Options**

1: MY521L can not be taken with MY521M

2: MY552L can not be taken with MY552M

# means there may be prerequisites for this course.

Please view the course guide for more information.

**Progression and Upgrade requirements:**

In the Summer Term of their first year, candidates will produce a 10,000 word 'first year review' that outlines the aims and methods of their thesis: this means summarising the key literature(s), motivating their specific research questions, and highlighting the planned contributions of their work. A first-year review document typically includes a general introduction, a comprehensive literature review (covering relevant empirical and theoretical work), a motivation of the research questions and hypotheses, and an indication of the literature(s) that the candidate is seeking to contribute to (i.e. the gaps in knowledge that will be addressed). Candidates will also give an oral presentation of their proposal at the Department of Methodology PhD day where all PhD students present their work, and which takes place in June each year. Written and oral work will be assessed by two academics (not members the supervisory team), normally members of Department of Methodology staff, although sometimes from other Departments in the School. This work has to reach an acceptable standard to enable students to progress to the second year. It is particularly important that the first-year review clearly states the objectives of the doctoral research and indicates how the empirical work will be carried out. If the panel deems the first-year review to be not suitably clear, they can choose not to accept the submitted document and give the candidate up to a month to implement clarifications to the document. This decision will be taken maximum one week after the Department of Methodology PhD Day. Examples of unclear work might include (but not be limited to):

- A first-year review that does not state clear research questions.
- A first-year review that does not adequately review the specific literatures that the empirical work is contributing to;
- A first-year review that does not give enough methodological detail, showing how the design will produce data that allows the candidate to address the theoretical issues at stake in a systematic and rigorous way.

After the first-year candidates will spend more time on independent study under the guidance of their supervisor(s). This will involve the collection, organization and analysis of data, and writing up the results. During their second year of registration, they will typically submit

three (minimum) draft chapters of their thesis plus a short introduction and a detailed plan for its completion. The three draft chapters will typically include a detailed literature review, specification of research problem(s) and two empirical chapters. If candidates are pursuing a paper-based thesis, their upgrading documents will typically include a short introduction, a literature review and at least two empirical papers. Whether a traditional or paper-based thesis, the material will be evaluated by an upgrading committee (two academics, not necessarily of the Department of Methodology or even the LSE) who will recommend transferral to PhD registration if their work is judged to be of sufficient quality and quantity. Throughout the MPhil/PhD and PhD, candidates will attend the Institute's research seminar and other specialist workshops and seminars related to their interests. The student must present at every Department of Methodology PhD day.

**MPhil/PhD in Economic Geography**

**Programme Code:** RPECGY

**Department:** Geography & Environment

For students starting this programme of study in 2022/23

In addition to progressing with their research, students are expected to take the courses listed below. Students may take courses other than those listed but must discuss this with their supervisor.

**Paper Course number, title (unit value)**

**Year 1**

**Training courses****Compulsory (not examined):**

GY502 Staff / Research Students Seminars (0.0)

**Compulsory (examined):**

1. Relevant subject-specific training courses to the value of 1.0 unit:

GY400 The Economics of Urbanisation (0.5) #

GY404 Inclusive Growth (0.5) #

GY409 Globalisation and territorial development: Theory, Evidence and Policy (0.5)

GY410 Economics of Local and Regional Development (0.5)

GY413 Regional Development and Policy (0.5) #

GY447 The Economics of Regional and Urban Planning (0.5) #

GY457 Applied Urban and Real Estate Economics (1.0) #

EC411 Microeconomics (1.0) #

Other relevant subject-specific training courses can be chosen subject to supervisor and course manager approval.

Students who select EC411 are also required to take the following introductory course:

EC400 Introductory Course in Mathematics and Statistics (0.0) #

**Note:** Students who join the PhD programme after having completed either MSc in Local Economic Development or MSc in Real Estate Economics and Finance cannot retake the same courses or be waived the one unit of subject-specific training.

2. Relevant advanced research methods courses to the value of 1.0 unit:

GY428 Applied Quantitative Methods (0.5) #

GY460 Techniques of Spatial Economic Analysis (0.5) #

MY500 Fundamentals of Social Science Research Design (0.5)

MY521L Qualitative Research Methods (0.5)

MY521M Qualitative Research Methods (0.5)

MY526 Doing Ethnography (0.5) #

MY556 Survey Methodology (0.5) #  
 MY557 Causal Inference for Observational and  
 Experimental Studies (0.5) #  
 MY559 Quantitative Text Analysis (0.5) #  
 Other relevant advanced research methods courses can  
 be chosen subject to supervisor and course manager  
 approval.

**Transferable skills courses****Compulsory (not examined):**

GY500 Research Project Seminar (0.0)

**Year 2****Training courses****Compulsory (not examined):**

GY502 Staff / Research Students Seminars (0.0)

**Transferable skills courses****Compulsory (not examined):**

GY500 Research Project Seminar (0.0)

**Year 3****Training courses****Compulsory (not examined):**

GY502 Staff / Research Students Seminars (0.0)

**Transferable skills courses****Compulsory (not examined):**

GY500 Research Project Seminar (0.0)

**Year 4****Training courses****Optional (not examined):**

GY502 Staff / Research Students Seminars (0.0)

**Transferable skills courses****Optional (not examined):**

GY500 Research Project Seminar (0.0)

# means there may be prerequisites for this course.  
 Please view the course guide for more information.

**Progression and upgrade requirements:**

Once on the MPhil/PhD programme students will go  
 through a First Year Progress Review, taking place in the  
 Summer Term of the first year.

For the First Year Progress Review, students must  
 submit a written progress report containing an extensive  
 and updated research proposal (typically including an  
 introduction to the topic and motivation for the research;  
 aims and objectives/research questions; contribution to  
 knowledge; summary of methods to be used; and outline  
 of the work to be done) and either a comprehensive  
 literature review or a substantive draft of a chapter/paper  
 as evidence of progress made during the year.

Normally, there will be a progress review meeting  
 between the student and the supervisors (main  
 supervisor and review supervisor) to discuss the written  
 material presented. The work has to reach an acceptable  
 standard to enable the student to progress. There is  
 provision for a second Supplementary Review in cases  
 where there are doubts as to whether progress has  
 been sufficient to allow the student to enter the second  
 year. Progression to the second year (third year of the  
 1+3 programme) is also dependent on students having  
 passed all required examinations and obtained at least  
 one merit, and having presented their work satisfactorily  
 in the doctoral presentation workshops.

All research students are initially registered for an MPhil  
 and have to be upgraded to PhD status. The upgrade  
 from MPhil to PhD usually occurs during the second year  
 of full-time registration. The exact timing depends on the  
 student's progress. Students are required to submit a  
 formal written upgrade report consisting of an extensive  
 revised research proposal, two substantive draft papers/  
 chapters, of which one can be a literature review, and  
 a detailed plan for completion. Students are asked to  
 discuss their research paper/thesis outline during an  
 Upgrade Meeting in front of an Upgrading Committee  
 normally formed by main supervisor, review supervisor  
 and a third member of staff with relevant expertise. The

material is evaluated by the Upgrading Committee, who  
 will recommend transferral to PhD registration if the  
 work is judged to be of sufficient quality and quantity.  
 The upgrade is also dependent on students having  
 completed all required training courses and having made  
 a satisfactory research presentation in their doctoral  
 presentation workshop.

In addition to these formal arrangements, each year  
 during the Summer Term and throughout the course of  
 their studies, all PhD students and their supervisors have  
 to complete a yearly Progress Report Form, detailing  
 progress made, problems arising and plan/timeline  
 for completion. The forms are sent to the Director of  
 Postgraduate Studies for approval before students are  
 able to re-register for the following session. If perceived  
 lack of progress is identified, it can trigger a more formal  
 annual review of progress in which the student is asked  
 to produce specific written documents to be evaluated by  
 a review panel.

**MPhil/PhD in Economic History**

**Programme Code:** RPEH

**Department:** Economic History

For students starting this programme of study in 2022/23

In addition to progressing with their research, students are  
 expected to take the listed training and transferable skills courses.  
 Students may take courses in addition to those listed, and should  
 discuss this with their supervisor.

**Paper Course number, title (unit value)****Year 1****Training courses****Compulsory (examined):**

Unless already taken as part of the master's degree:

EH401 Historical Analysis of Economic Change (0.5)

EH402 Quantitative Analysis in Economic History I  
(0.5)

EH520 Approaches to Economic and Social History  
(0.0)

And, where appropriate, a pre-sessional statistics course.

**Optional (not examined):**

Supervisors may require students in their first or  
 subsequent years of study to take other relevant  
 economic history courses, methodological courses  
 provided by the Department of Methodology or the  
 Institute of Historical Research or skills training courses  
 as required for their thesis topic.

**Transferable skills courses****Compulsory (not examined):**

EH590 Thesis Workshop in Economic History (0.0)

**Year 2****Training courses****Compulsory (not examined):**

EH590 Thesis Workshop in Economic History (0.0)

**Year 3****Training courses****Compulsory (not examined):**

EH590 Thesis Workshop in Economic History (0.0)

**Year 4****Training courses****Compulsory (not examined):**

EH590 Thesis Workshop in Economic History (0.0)

**Progression and upgrade requirements**

During the Summer Term students are required to submit  
 at least one draft thesis chapter and a 3-5 page thesis  
 outline to the department's Graduate Review Committee.  
 Students taking one or more MSc examination may,  
 with the support of their supervisor, apply to defer their  
 submission of work to no later than the start of the  
 7th week of the Summer Term. The Committee will

interview all students during the Summer Term, and re-registration for a second year will be conditional on the work presented being of a satisfactory standard. All students are expected to gain broad knowledge of the subject from graduate level course work in their first year and active participation in workshops, seminars and conferences to complement the expertise gained from intense thesis research.

By the Summer Term of the second year the Graduate Review Committee will normally expect to see about half the thesis in draft. The Committee will interview students, and if the submitted work is of an acceptable standard, students will be upgraded from MPhil to PhD. Students may defer the upgrade decision until their third year for fieldwork or other reasons, but only with the support of their supervisor.

## MPhil/PhD in Environmental Economics

**Programme Code:** RPENEC

**Department:** Geography & Environment

For students starting this programme of study in 2022/23

In addition to progressing with their research, students are expected to take the courses listed below to the value of 3 examined units. Students may take courses other than those listed, but must discuss this with their supervisor and seek the approval of the Programme Director.

**Paper**    **Course number, title (unit value)**

**Year 1**

### Training courses

#### Compulsory (not examined):

GY502    Staff / Research Students Seminars (0.0)

#### Compulsory (examined):

Students cannot repeat courses which they have already taken. Where such courses are compulsory for this programme, students may take alternative courses, subject to agreement with supervisors and approval from the Programme Director.

3 units in total:

1. EC411    Microeconomics (1.0) #

Students must also take the following introductory course:

EC400    Introductory Course in Mathematics and Statistics (0.0) #

Note: Students who have previously successfully completed this course, or an equivalent course at another institution, may ask for the requirement to take EC400 and EC411 to be waived.

2. GY426    Environmental and Resource Economics (1.0) #

3. Advanced research methods courses(s) to the value of 1.0 unit. Typical course choices include:

GY428    Applied Quantitative Methods (0.5) #A

EC402    Econometrics (1.0) #

EC426    Public Economics (1.0) #

MY555    Multivariate Analysis and Measurement (0.5) #

MY556    Survey Methodology (0.5) #

MY557    Causal Inference for Observational and Experimental Studies (0.5) #

MY559    Quantitative Text Analysis (0.5) #

Students may also audit the following course:

GY520    Environmental Regulation: Implementing Policy (1.0)

Students may take courses other than those listed, subject to agreement with supervisors and approval from the Programme Director.

### Transferable skills courses

#### Compulsory (not examined):

GY500    Research Project Seminar (0.0)

**Year 2**

### Training courses

#### Compulsory (not examined):

GY502    Staff / Research Students Seminars (0.0)

#### Transferable skills courses

#### Compulsory (not examined):

GY500    Research Project Seminar (0.0)

**Year 3**

### Training courses

#### Compulsory (not examined):

GY502    Staff / Research Students Seminars (0.0)

#### Transferable skills courses

#### Compulsory (not examined):

GY500    Research Project Seminar (0.0)

**Year 4**

### Training courses

#### Optional (not examined):

GY502    Staff / Research Students Seminars (0.0)

#### Transferable skills courses

#### Optional (not examined):

GY500    Research Project Seminar (0.0)

### Footnotes

A: Students who have graduated from the MSc in Environmental Economics and Climate Change cannot repeat courses taken as part of their master's programme and therefore cannot take GY428 from the list above.

# means there may be prerequisites for this course.

Please view the course guide for more information.

### Progression and Upgrade requirements for Routes 1 and 2

Once on the MPhil/PhD programme, students will go through a First Year Progress Review taking place in the Summer Term of their first year.

For the First Year Progress Review, students must submit a written progress report containing an extensive and updated research proposal (typically including an introduction to the topic and motivation for the research; aims and objectives/research questions; contribution to knowledge; summary of methods to be used; and outline of the work to be done) and either a comprehensive literature review or a substantive draft of a chapter/paper as evidence of progress made during the year.

There will be a progress review meeting between the student and the supervisor(s) to discuss the written material presented. The work has to reach an acceptable standard to enable the student to progress. There is provision for a second Supplementary Review in cases where there are doubts as to whether progress has been sufficient to allow the student to enter the second year. Importantly, progression is also dependent on students having **passed all** required examinations and obtained **at least one merit**, and having **presented their work satisfactorily** in the doctoral presentation workshops.

All research students are initially registered for an MPhil and have to be upgraded to PhD status. The upgrade from MPhil to PhD usually occurs during the second year of full-time registration. The exact timing depends on the student's progress. Students are required to submit a formal written upgrade report consisting of an extensive revised research proposal, two substantive draft papers/chapters, of which one can be a literature review, and a detailed plan for completion. The material is evaluated by an upgrading committee that will recommend transferral to PhD registration if the work is judged to be of sufficient quality and quantity. The upgrading committee is normally formed by the student's supervisor(s), and a third member of staff with relevant expertise. The upgrade is also dependent on students having completed all required training courses and having made a satisfactory research presentation in their doctoral presentation workshop.

In addition to these formal arrangements, each year



during the Summer Term and throughout the course of their studies, all PhD students and their supervisors have to complete a yearly Progress Report Form, detailing progress made, problems arising and plan/timeline for completion. The forms are sent to the Director of Post-Graduate Studies for approval before students are able to re-register for the following session. If perceived lack of progress is identified, it can trigger a more formal annual review of progress in which the student is asked to produce specific written documents to be evaluated by a review panel.

## MPhil/PhD in Environmental Policy and Development

**Programme Code:** RPENPD

**Department:** Geography & Environment

For students starting this programme of study in 2022/23

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

### Paper Course number, title (unit value)

#### Year 1

##### Training courses

##### Compulsory (not examined):

GY502 Staff / Research Students Seminars (0.0)

Relevant subject-specific training to the value of one unit.

##### Compulsory (examined):

GY473 Economic Development and the Environment (0.5) # and GY574 Politics of Environment and Development (0.5)

OR

GY520 Environmental Regulation: Implementing Policy (1.0)

##### Compulsory (examined):

Relevant advanced research methods course(s) to the value of 1.0 unit from the following::

MY500 Fundamentals of Social Science Research Design (0.5)

MY526 Doing Ethnography (0.5) #

MY528 Qualitative Text and Discourse Analysis (0.5) #

MY521L Qualitative Research Methods (0.5) or

MY521M Qualitative Research Methods (0.5)

##### Transferable skills courses

##### Compulsory (not examined):

GY500 Research Project Seminar (0.0)

#### Year 2

##### Training courses

##### Compulsory (not examined):

GY502 Staff / Research Students Seminars (0.0)

##### Transferable skills courses

##### Compulsory (not examined):

GY500 Research Project Seminar (0.0)

#### Year 3

##### Training courses

##### Compulsory (not examined):

GY502 Staff / Research Students Seminars (0.0)

##### Transferable skills courses

##### Compulsory (not examined):

GY500 Research Project Seminar (0.0)

#### Year 4

##### Training courses

##### Compulsory (not examined):

GY502 Staff / Research Students Seminars (0.0)

##### Transferable skills courses

##### Compulsory (not examined):

GY500 Research Project Seminar (0.0)

# means there may be prerequisites for this course.

Please view the course guide for more information.

### Progression and Upgrade requirements

Once on the MPhil/PhD programme, students will go through a First Year Progress Review taking place in the Summer Term of their first year. For the First Year Progress Review, students must submit a written progress report containing an extensive and updated research proposal (typically including an introduction to the topic and justification for the research; aims and objectives/research questions; contribution to knowledge; summary of methods to be used; and outline of the work to be done) and either a comprehensive literature review or a substantive draft of a chapter/paper as evidence of progress made during the year.

Normally, there will be a progress review meeting between the student and the supervisors (main supervisor and review supervisor) to discuss the written material presented. The work has to reach an acceptable standard to enable the student to progress. There is provision for a second Supplementary Review in cases where there are doubts as to whether progress has been sufficient to allow the student to enter the second year. Progression to the second year is also dependent on students having passed all required examinations and obtained at least one merit, and having presented their work satisfactorily in the doctoral presentation workshops.

All research students are initially registered for an MPhil and have to be upgraded to PhD status. The upgrade from MPhil to PhD usually occurs during the second year of full-time registration. The exact timing depends on the student's progress. Students are required to submit a formal written upgrade report consisting of an extensive revised research proposal, two substantive draft papers/chapters, of which one can be a literature review, and a detailed plan for completion. The material is evaluated by an upgrade committee that will recommend transferral to PhD registration if the work is judged to be of sufficient quality and quantity. The upgrading committee is normally formed by the student's main supervisor, review supervisor and a third member of staff with relevant expertise. The committee will recommend transfer to PhD registration if the work is judged to be of sufficient quality and quantity. The upgrade is also dependent on students having completed all required training courses and having made a satisfactory research presentation in their doctoral presentation workshop.

In addition to these formal arrangements, each year during the Summer Term and throughout the course of their studies, all PhD students and their supervisors have to complete a yearly Progress Report Form, detailing progress made, problems arising and plan/timeline for completion. The forms are sent to the Director of Post-Graduate Studies Director for approval before students are able to re-register for the following session. If perceived lack of progress is identified, it can trigger a more formal annual review of progress in which the student is asked to produce specific written documents to be evaluated by a review panel.

## MPhil/PhD in European Studies

**Programme Code:** RPEU

**Department:** European Institute

For students starting this programme of study in 2022/23

In addition to progressing with their research, students are expected to take the listed research training and transferable skills courses. Students may take courses in addition to those listed and should discuss this with their supervisor. For a complete list of courses please refer to the Handbook for Research Degree Students.

Paper	Course number, title (unit value)
Year 1	<p><b>Training courses</b></p> <p><b>Compulsory (not examined):</b> EU550 Research Workshop in European Studies (0.0)</p> <p><b>Optional (examined):</b> MY552L Applied Regression Analysis (0.5) # or MY552M Applied Regression Analysis (0.5) # Further training courses provided by the Department of Methodology and agreed with their supervisors.</p> <p><b>Transferable skills courses</b></p> <p><b>Optional (not examined):</b> EU455 Concepts in Political Economy (0.5) Relevant courses provided by the Library, Teaching and Learning Centre and Methodology Institute.</p>
Year 2	<p><b>Training courses</b></p> <p><b>Compulsory (not examined):</b> EU550 Research Workshop in European Studies (0.0) Students expected to take relevant course(s) in the Department of Methodology or in other departments as agreed with their supervisors.</p> <p><b>Transferable skills courses</b></p> <p><b>Optional (not examined):</b> EU455 Concepts in Political Economy (0.5)</p>
Year 3	<p><b>Training courses</b></p> <p><b>Compulsory (not examined):</b> EU550 Research Workshop in European Studies (0.0)</p> <p><b>Optional (not examined):</b> GV517 Comparative Political Economy: New Approaches and Issues in CPE (0.5) IR555 International Political Economy Research Workshop (0.0)</p> <p><b>Transferable skills courses</b></p> <p><b>Optional (not examined):</b> EU455 Concepts in Political Economy (0.5)</p>
Year 4	<p><b>Transferable skills courses</b></p> <p><b>Optional (not examined):</b> EU550 Research Workshop in European Studies (0.0) # means there may be prerequisites for this course. Please view the course guide for more information.</p> <p><b>Upgrading to PhD/Targets for Progress</b></p> <p><b>Year 1</b> - For a standard thesis: a research proposal (approximately 2,500 words) and abstract of the whole thesis (one page); a sample chapter (approximately 8,000 words); a chapter synopsis, and a timetable for completion. For a thesis as a series of publishable papers: a research proposal (approximately 2,500 words) and an abstract covering the three prospective papers; a full draft of the introduction or a full draft of one of the papers (approximately 8,000 words); and a timetable for completion.</p> <p><b>Year 2</b> - For a standard thesis: at least two further substantive chapters (of approximately 5,000-7,000 words each). For a thesis as a series of publishable papers: at least one fully written paper (approximately 10,000 words); and outlines of the other two papers (approximately 2,000 words).</p> <p><b>Year 3</b> - For a standard thesis: a full draft of all core chapters and agreed timetable for completion. For a thesis as a series of publishable papers: full drafts of all three papers and agreed timetable for completion of the thesis.</p>

## MPhil/PhD in Gender

**Programme Code:** RPGE

**Department:** Gender Studies

For students starting this programme of study in 2022/23 In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Paper	Course number, title (unit value)
Year 1	<p><b>Training courses</b></p> <p><b>Compulsory (examined):</b> Upgrade (first year programme)</p> <p><b>Compulsory (not examined):</b></p> <p><b>Lectures only:</b> GI424 Gender Theories: An Interdisciplinary Approach (0.5) Lectures, seminars and workshops: GI402 Gender, Knowledge and Research Practice (0.5)</p> <p><b>Optional (not examined):</b> GI499 Dissertation - Independent Research Project (1.0) Quantitative and/or qualitative training courses provided in the Department of Methodology, as agreed with supervisor. Audit any course from the Department of Gender Studies menu: GI403 Gender and Media Representation (0.5) GI407 Globalisation, Gender and Development (1.0) (not available 2022/23) GI409 Gender, Globalisation and Development: An Introduction (0.5) GI410 Screening the 21st Century: Cinema and Cultural Critique (0.5) # GI411 Gender, Post/coloniality and Development: Critical Perspectives and New Directions (0.5) # (not available 2022/23) GI413 Gender, Race and Militarisation (0.5) GI499 Dissertation - Independent Research Project (1.0) GV4H3 Feminist Political Theory (0.5) Audit of relevant courses on other master's programmes with agreement of the supervisor</p> <p><b>Transferable skills courses</b></p> <p><b>Compulsory (not examined):</b> GI500 Doctoral Workshop: Department of Gender Studies (0.0) Relevant courses provided by the Library, Teaching and Learning Centre and Department of Methodology.</p>
Year 2	<p><b>Training courses</b></p> <p><b>Optional (students should agree with their supervisor whether the courses taken will also be examined):</b> Quantitative and/or qualitative training courses provided in the Department of Methodology as agreed with supervisor. Audit any course from the Department of Gender Studies menu as above. Audit of relevant courses on other master's programmes with agreement of the supervisor.</p> <p><b>Transferable skills courses</b></p> <p><b>Compulsory (not examined):</b> GI500 Doctoral Workshop: Department of Gender Studies (0.0)</p>
Year 3	<p><b>Training courses</b></p> <p><b>Optional (students should agree with their supervisor whether the courses taken will also be examined):</b> Quantitative and/or qualitative training courses provided</p>

in the Department of Methodology and/or Department of Gender Studies as agreed with supervisor.

Audit any course from the Department of Gender Studies menu as above.

Audit of relevant courses on other master's programmes with agreement of the supervisor.

#### Transferable skills courses

##### Compulsory (not examined):

GI500 Doctoral Workshop: Department of Gender Studies (0.0)

#### Year 4

##### Training courses

##### Optional (examined/not examined):

Quantitative and/or qualitative training courses provided in the Department of Methodology, as agreed with supervisor.

Audit any course from the Department of Gender Studies menu as above.

Audit of relevant courses on other master's programmes with agreement of the supervisor.

#### Transferable skills courses

##### Compulsory (not examined):

GI500 Doctoral Workshop: Department of Gender Studies (0.0)

# means there may be prerequisites for this course. Please view the course guide for more information.

##### Progression and upgrade requirements

In the first year students will go through their Upgrade Viva. This is held in the summer term and materials should be submitted by the given date in the handbook. Students submit a draft chapter and a research proposal for consideration by a panel of their supervisor and advisor (and one other person with appropriate expertise). The research proposal follows:

- a draft chapter of up to 10,000 words, normally a literature review which situates the research and intended contribution in the relevant literature;
- a research design document of 4-5 pages outlining the research rationale, research question and objectives, and the ethical, epistemological and methodological issues relevant to the research;
- a 2 page chapter outline of the thesis with an indication of chapter contents;
- a timeline for completion.

The nature of the chapter should be agreed with the supervisor. Both parts of the assessment focus on the student's own research and draw on material and debates engaged in GI424 and GI402 where relevant. Students must the viva before progressing to their second year. If unsuccessful at first sit, students have the opportunity to retake once more at the end of September. Part-time student submissions are calculated pro-rata for Upgrading.

Expectations for successful Upgrading:

- GI402 participation;
- MSc core course GI424 attendance;
- GI500 training seminars participation;
- additional relevant course(s) attendance;
- regular supervision meetings participation;
- Events: Research Seminars, Public Lectures, Third Year Presentations attendance.

Having successfully Upgraded, all students will have an annual review with their supervisor and advisor to ensure satisfactory progress.

## MPhil/PhD in Health Policy and Health Economics

**Programme Code:** RPHPHE

**Department:** Health Policy

For students starting this programme of study in 2022/23

In addition to progressing with their research, students are expected to take training, research methodology, and transferable skills courses.

#### Paper Course number, title (unit value)

##### Year 1

##### Training courses

##### Compulsory (examined):

HP500 Advanced Health Policy and Health Economics (1.0)

##### Optional (examined):

Students are expected to take two relevant half-unit courses, as agreed with their Supervisors. The options include those listed below:

Graduate-level courses offered by the Department of Health Policy

##### Or

MY405 Research Design for Policy and Programme Evaluation (0.5)

MY500 Fundamentals of Social Science Research Design (0.5)

MY521L Qualitative Research Methods (0.5) 1

MY521M Qualitative Research Methods (0.5)

MY551L Introduction to Quantitative Analysis (0.5) 2

MY551M Introduction to Quantitative Analysis (0.5)

MY552L Applied Regression Analysis (0.5) # 3

MY552M Applied Regression Analysis (0.5) #

MY565 Intermediate Quantitative Analysis (0.5) #

ST501 Multilevel Modelling (0.5) #

ST542 Longitudinal Data Analysis (0.5) # (not available 2022/23)

##### Or

Where regulations permit and subject to Supervisor and Doctoral Programme Director approval, students may take courses instead of those listed above.

##### Year 2

##### Training courses

##### Compulsory (not examined):

HP500 Advanced Health Policy and Health Economics (1.0)

##### Optional (examined / not examined):

Audit of relevant courses from those offered in the Department of Health Policy, as agreed with Supervisors. Audit of relevant courses on other MSc programmes, where regulations permit and as agreed with Supervisors.

##### Year 3

##### Training courses

##### Compulsory (not examined):

HP500 Advanced Health Policy and Health Economics (1.0)

##### Transferable skills courses

##### Optional (not examined):

Attendance and participation at Research Seminars held across the Department, details to be made available to student by email and on website.

Departmental and research seminar series

Training offered by the PhD Academy, Teaching and Learning Centre, and LSE LIFE.

##### Year 4

##### Training courses

##### Compulsory (not examined):

HP500 Advanced Health Policy and Health Economics (1.0)

##### Optional (examined/not examined):

Audit of relevant courses from those offered in the

Department of Health Policy, as agreed with Supervisors. Audit of relevant courses on other MSc programmes, where regulations permit and as agreed with Supervisors.

#### **Transferable skills courses**

##### **Optional (not examined):**

Departmental and research seminar series  
Training offered by the PhD Academy, Teaching and Learning Centre, and LSE LIFE.

##### **Prerequisite Requirements and Mutually Exclusive Options**

1: MY521L can not be taken with MY521M  
2: MY551L can not be taken with MY551M  
3: MY552L can not be taken with MY552M  
# means there may be prerequisites for this course. Please view the course guide for more information. The Department encourages students throughout their PhD programme to attend, and where appropriate, present at conferences in relation to their particular research topic.

##### **Progression rules**

Students are initially registered as MPhil, and will be able to upgrade to PhD registration following their first year of full-time enrolment, subject to successful completion of the Major Review. Progress is assessed by the student's Supervisors in consultation with the Doctoral Programme Director.

In the ST of every academic year, the progress of each student registered in the Department is discussed with the Supervisory Panel. The Panel decides whether to recommend to the School that students be permitted to proceed to the next year of study.

If progress is unsatisfactory, a course of action to assist students to reach performance standards deemed appropriate by Supervisors may be required, or a recommendation may be made that the student not be allowed to re-register.

##### **Upgrade requirements**

Each student is required to undergo Major Review (also known as Upgrade) at the end of their first year of full-time study. In order to earn the Upgrade, the candidate –  
(1) Must have attended a minimum of 80% of the compulsory course in Advanced Health Policy and Health Economics (based on their time at LSE);  
(2) Must have achieved a minimum average grade of 60% across the two half unit taught courses;  
(3) Must have submitted a 5,000-word thesis proposal including a research question, literature review, description of methodology, plans for data collection, and a timetable through to completion. Where relevant, there will be assessment of any ethics review required for the student's research undertaken in accordance with the School's research ethics policies.

Candidates are subject to a viva voce and marking of their thesis proposal by two non-supervisory members of the Department, where students will be required to earn a minimum grade of 60%. Following Major Review, a decision is taken whether to upgrade the student from MPhil to the PhD programme.

##### **Targets for progress**

For students who successfully upgrade to PhD enrolment there will be another review in the second and third years of full-time study. Progression will be conditional upon fulfilling the requirements agreed and approved by the Supervisors and the Doctoral Programme Director.

##### **Year 2**

Progression to Year 3 will be conditional upon students having achieved a pass (50%) in both the two taught courses, taken within their first two years of FT registration;

For a thesis as a monograph: submission of a thesis document, including an abstract of the whole thesis, a

chapter synopsis, and a substantive first chapter (approx. 10,000 words), and an updated timetable through to completion.

For a thesis as a series of publishable papers: submission of an abstract for each of the three prospective papers, a full draft of the introduction or a full draft of one of the papers (approx. 10,000 words), and an updated timetable through to completion.

##### **Year 3**

For a thesis as a monograph: submission of full draft with all core chapters, and agreed timetable through to completion of the thesis.

For a thesis as a series of publishable papers: full drafts of all three papers and agreed timetable for the completion of the thesis.

##### **Teaching opportunities**

The Department employs Graduate Teaching Assistants (GTAs) to teach and lead seminars on a number of postgraduate courses. First-year MPhil/PhD students are normally not permitted to teach. Research students are encouraged to undertake some teaching following successful Major Review. Students who undertake teaching are offered the opportunity to pursue a Postgraduate Certificate in Higher Education.

## **MPhil/PhD in Human Geography and Urban Studies**

**Programme Code:** RPHUGY

**Department:** Geography & Environment

For students starting this programme of study in 2022/23 In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

### **Paper Course number, title (unit value)**

**Year 1**

#### **Training courses**

##### **Compulsory (not examined):**

GY502 Staff / Research Students Seminars (0.0)

##### **Compulsory (examined):**

1. The following core course:

GY403 Contemporary Debates in Human Geography (0.5)

Note: Students who have graduated from MSc Human in Geography and Urban Studies cannot repeat courses taken as part of their master's programme. In order to fulfil their obligation to sit for one full unit of subject-specific training, students who have already taken GY403 must instead take courses to the value of one unit from the list of options on the relevant MSc degrees.

2. Course(s) to the value of a half unit from the list of options available on MSc in Human Geography and Urban Studies (Research). Other relevant courses can be chosen subject to supervisor and course manager approval.

3. Relevant advanced qualitative research methods course(s) to the value of 1.0 unit from the following:  
MY500 Fundamentals of Social Science Research Design (0.5)

MY526 Doing Ethnography (0.5) #

MY528 Qualitative Text and Discourse Analysis (0.5) #

MY521L Qualitative Research Methods (0.5) **or**

MY521M Qualitative Research Methods (0.5)

Other relevant advanced research methods courses can be chosen subject to supervisor and course manager approval.

##### **Transferable skills courses**

##### **Compulsory (not examined):**



GY500 Research Project Seminar (0.0)

**And**

GY503 Writing the World (0.0)

**Year 2****Training courses****Compulsory (not examined):**

GY502 Staff / Research Students Seminars (0.0)

**Transferable skills courses****Compulsory (not examined):**

GY500 Research Project Seminar (0.0)

GY503 Writing the World (0.0)

**Year 3****Training courses****Compulsory (not examined):**

GY502 Staff / Research Students Seminars (0.0)

**Transferable skills courses****Compulsory (not examined):**

GY500 Research Project Seminar (0.0)

GY503 Writing the World (0.0)

**Year 4****Training courses****Optional (not examined):**

GY502 Staff / Research Students Seminars (0.0)

**Transferable skills courses****Compulsory (not examined):**

GY500 Research Project Seminar (0.0)

GY503 Writing the World (0.0)

# means there may be prerequisites for this course.

Please view the course guide for more information.

**Progression and Upgrade requirements**

Once on the MPhil/PhD programme, students will go through a First Year Progress Review taking place in the Summer Term of their first research year.

For the First Year Progress Review, students must submit a written progress report containing an extensive and updated research proposal (typically including an introduction to the topic and motivation for the research; aims and objectives/research questions; contribution to knowledge; summary of methods to be used; and outline of the work to be done) and either a comprehensive literature review or a substantive draft of a chapter/paper as evidence of progress made during the year.

Normally, there will be a progress review meeting between the student and the supervisor(s) to discuss the written material presented. The work has to reach an acceptable standard to enable the student to progress to the second year. There is provision for a second Supplementary Review in cases where there are doubts as to whether progress has been sufficient to allow the student to enter the second year. Progression is also dependent on students having passed all required examinations and obtained at least one merit, and having presented their work satisfactorily in the doctoral presentation workshops.

All research students are initially registered for an MPhil and have to be upgraded to PhD status. The upgrade from MPhil to PhD usually occurs during the second year of full-time registration. The exact timing depends on the student's progress. Students are required to submit a formal written upgrade report consisting of an extensive revised research proposal, two substantive draft papers/chapters, of which one can be a literature review, and a detailed plan for completion. The material is evaluated by an upgrading committee that will recommend transferral to PhD registration if the work is judged to be of sufficient quality and quantity. The upgrading committee is normally formed by the student's supervisors and a third member of staff with relevant expertise. The upgrade is also dependent on students having completed all required training courses and having made a satisfactory research presentation in their doctoral presentation workshop.

In addition to these formal arrangements, each year during the Summer Term and throughout the course of their studies, all PhD students and their supervisors have to complete a yearly Progress Report Form, detailing progress made, problems arising and plan/timeline for completion. The forms are sent to the Director of Post-Graduate Studies for approval before students are able to re-register for the following session. If perceived lack of progress is identified, it can trigger a more formal annual review of progress in which the student is asked to produce specific written documents to be evaluated by a review panel.

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## MPhil/PhD in International History

**Programme Code:** RPIH

**Department:** International History

For students starting this programme of study in 2022/23

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

<b>Paper</b>	<b>Course number, title (unit value)</b>
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**Year 1****Training courses****Compulsory (not examined):**

HY501 International History Research Student Workshop (0.0)

**Year 2****Training courses****Optional (not examined):**

HY509 International History Research Seminar (0.0) #  
HY510 Cold War History Research Seminar (0.0)

**Year 3****Training courses****Optional (not examined):**

HY509 International History Research Seminar (0.0) #  
HY510 Cold War History Research Seminar (0.0)

**Year 4****Training courses****Optional (not examined):**

HY509 International History Research Seminar (0.0) #  
HY510 Cold War History Research Seminar (0.0)

# means there may be prerequisites for this course. Please view the course guide for more information.

**Progression and upgrade requirements**

On being admitted, all students are formally registered for an MPhil. By 13 June (Week 8 Summer Term) of their first year (1 March of their second year for part-time students) they are required to submit three hardcopies of their dossier containing (1) the provisional title of their thesis, together with the provisional titles of their chapters; (2) a bibliography, setting out as comprehensively as possible the primary published and unpublished sources they intend to use, along with the books, articles, unpublished theses and other sources they will consult; (3) an historiographical essay, evaluating the contributions of other scholars to their subject, and indicating clearly how their own thesis will contribute to it; and (4) a draft chapter of approximately 10,000 words based largely upon primary sources. The dossier will be read by three members of the Department, and students will be required to undergo a 20-30 minute viva. After the viva you will be informed of the outcome and will receive a joint report from the panel. If the Committee deems the dossier/viva satisfactory, the Department will recommend the student for transfer of registration from MPhil to PhD status. If it is less than satisfactory it will be examined by the Committee who will determine whether the student should be allowed

to resubmit revised upgrade materials, which may be permitted once. The review and viva process is designed to determine whether the student is likely to meet the requirements of a PhD, and whether the chosen topic is suitable for a doctoral dissertation.

## MPhil/PhD in International Relations

**Programme Code:** RPIR

**Department:** International Relations

For students starting this programme of study in 2022/23 In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

**Paper**      **Course number, title (unit value)**

**Year 1**

### Training courses

#### Compulsory (not examined):

IR501      Methods in International Relations Research (0.0)

#### Compulsory (examined):

#### Research Methods Training

Students are required to take compulsory assessed courses to the combined value of one unit from the range of quantitative and qualitative research methods topics listed below.

Student selection of research methods should be agreed in consultation with student's supervisor. Students could take a different research methods course from those listed below, if this was better suited to their topic but this would need to be approved by their supervisor first.

DV560      Bayesian Reasoning for Qualitative Social Science: A modern approach to case study inference (0.5) (not available 2022/23)

GV513      Qualitative Methods in the Study of Politics (0.5) (not available 2022/23)

MY500      Fundamentals of Social Science Research Design (0.5)

MY521L      Qualitative Research Methods (0.5) 1

MY521M      Qualitative Research Methods (0.5)

MY525      Case Studies and Comparative Methods for Qualitative Research (0.5)

MY526      Doing Ethnography (0.5) #

MY528      Qualitative Text and Discourse Analysis (0.5) #

MY551L      Introduction to Quantitative Analysis (0.5) 2

MY551M      Introduction to Quantitative Analysis (0.5)

MY552L      Applied Regression Analysis (0.5) #3

MY552M      Applied Regression Analysis (0.5) #

MY555      Multivariate Analysis and Measurement (0.5) #

MY556      Survey Methodology (0.5) #

MY557      Causal Inference for Observational and Experimental Studies (0.5) #

MY559      Quantitative Text Analysis (0.5) #

MY561      Social Network Analysis (0.5)

MY565      Intermediate Quantitative Analysis (0.5) #

MY570      Computer Programming (0.5)

MY574      Applied Machine Learning for Social Science (0.5) #

MY599      Department of Methodology Seminar (0.0)

#### Compulsory (not examined): Research Cluster Workshops

Students are required to attend one of the following International Relations Research Cluster Workshops:

IR502      International Relations Theory/Area/History Research Workshop (0.0)

IR504      Security and Statecraft Research Workshop (0.0)

IR507      International Institutions, Law and Ethics Research Workshop (0.0)

IR555      International Political Economy Research Workshop (0.0)

#### Transferable skills courses

MY530      Advanced Qualitative Research Workshops (0.0) #

MY560      Workshop in Advanced Quantitative Analysis (0.0)

**Year 2**

### Training courses

#### Compulsory (not examined)

#### Research Cluster Workshops

Students are required to attend one of the following International Relations Research Cluster Workshops:

IR502      International Relations Theory/Area/History Research Workshop (0.0)

IR504      Security and Statecraft Research Workshop (0.0)

IR507      International Institutions, Law and Ethics Research Workshop (0.0)

IR555      International Political Economy Research Workshop (0.0)

**Year 3**

### Research Cluster Workshop

#### Compulsory (not examined)

#### Research Cluster Workshops

Students are required to attend one of the following International Relations Research Cluster Workshops:

IR502      International Relations Theory/Area/History Research Workshop (0.0)

IR504      Security and Statecraft Research Workshop (0.0)

IR507      International Institutions, Law and Ethics Research Workshop (0.0)

IR555      International Political Economy Research Workshop (0.0)

**Year 4**

### Research Cluster Workshop

#### Compulsory (not examined)

#### Research Cluster Workshops

Students are required to attend one of the following International Relations Research Cluster Workshops:

IR502      International Relations Theory/Area/History Research Workshop (0.0)

IR504      Security and Statecraft Research Workshop (0.0)

IR507      International Institutions, Law and Ethics Research Workshop (0.0)

IR555      International Political Economy Research Workshop (0.0)

#### Prerequisite Requirements and Mutually Exclusive Options

1: MY521L can not be taken with MY521M

2: MY551L can not be taken with MY551M

3: MY552L can not be taken with MY552M

# means there may be prerequisites for this course. Please view the course guide for more information.

#### Progression and upgrade requirements

All MPhil/PhD students at LSE are initially registered with MPhil status. Continued re-registration and upgrade are dependent on satisfactory progress being made. Upgrade to PhD registration will normally happen at the end of the first academic year and no later than within 18 months of initial registration in line with Research Degrees Regulations.

#### Upgrade:

In order to progress to PhD registration, students must normally have met the progression requirements outlined below:

- Achieved a mark of at least 50% in each of the required examined graduate-level course units in Research Methods training
- Have made satisfactory progress in their research:

this will be assessed by a face to face Review panel involving two academic staff members and including the views of the supervisor. Review panels will be formed in consultation with the supervisor.

Material to be submitted to the Review panel for upgrade must include: a research outline and one draft chapter of no more than 10,000 words. The proposal, which should illustrate the student's command of the theoretical and empirical literature related to their topic, will be a clear statement of the theoretical and methodological approach they will take. This should demonstrate the coherence and feasibility of the proposed research and thesis. The submission will also include a timetable to completion, which should identify any periods of fieldwork necessary to the research.

The material submitted will be also discussed and commented upon at IR501 lab sessions.

Regular attendance at IR501 and the IR Research Cluster Workshop will be taken into account for progression: at least 80% attendance is expected. In the unlikely event where a student is successful at passing the upgrade panel but requires a second attempt at completing the Research Methods Courses, they may be authorised to be upgraded but would be required to pass the course by the end of their Second Year in order to re-register.

#### Progress review:

After the first year Review panel, progress will be reviewed annually as per Regulations for Research Degrees. Continued re-registration will be dependent on satisfactory progress being made.

In Year 2, students will be expected to submit two additional draft chapters and a timetable to completion which will be reviewed by the same panellists as in Year 1. The two chapters should be substantially new work, but may include revised material from Year 1. A virtual panel meeting will be scheduled and make recommendations on further progression based on progress made and quality of work submitted, as well as attendance at a Cluster Workshop. Students in their third year of registration will be required to submit an annual progress report at the end of June, including a timetable to completion clearly setting out the work completed and remaining on the student's research, as well as their commitment to a Research Cluster. These will need to be approved by the supervisor and reviewed by the Doctoral Programme Director in order to authorise re-registration.

## MPhil/PhD in Law

**Programme Code:** RPLL

**Department:** Law School

For students starting this programme of study in 2022/23 In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

**Paper Year 1**      **Course number, title (unit value)**

#### Training courses

##### Compulsory:

- The following core course:  
LL500 Doctoral Research Seminar series (0.0)
- PhD seminar series:  
Staff seminar series
- One other relevant course offered by any department or other unit within the School

**Year 2**

#### Training courses

##### Optional (not examined):

LL500 Doctoral Research Seminar series (0.0)  
PhD Seminar Series  
Staff Seminar Series

**Year 3**

#### Training courses

##### Optional (not examined):

LL500 Doctoral Research Seminar series (0.0)  
PhD Seminar Series (compulsory for Year three students - not examined)  
Staff Seminar Series

**Year 4**

#### Transferable skills courses

##### Optional (not examined):

LL500 Doctoral Research Seminar series (0.0)  
PhD Seminar Series  
Staff Seminar Series

#### Progression and upgrade requirements

Upgrade to PhD takes place at the end of the first year, progression being conditional on submission of a satisfactory statement of the research question and a satisfactory sample chapter towards the end of the Summer Term.

## MPhil/PhD in Management - Information Systems and Innovation

**Programme Code:** RPMGIS

**Department:** Management

For students starting this programme of study in 2022/23

**Paper Year 1**      **Course number, title (unit value)**

#### Transferable skills course

##### Compulsory (not examined)

MG500 Information Systems PhD Seminar Series and Workshops (0.0)

Research Practicums

Throughout the first year students will be required to participate in Research Practicums where they are assigned to a member of Faculty to jointly explore research collaborations.

Training Course

##### Compulsory (not examined)

MG5A1 A Social Sciences Perspective of Academic Research in Management (0.0)

Paper 1 MG522 Research Design for Information Systems and Digital Innovation (1.0)

Paper 2 MY521L Qualitative Research Methods (0.5)

or

MY521M Qualitative Research Methods (0.5)

#### And

MY551L Introduction to Quantitative Analysis (0.5)

or

MY551M Introduction to Quantitative Analysis (0.5)

Paper 3 MG509 Managing Digital Platform Innovation (0.5)  
Plus courses to the value of 0.5 unit(s) from the following options:

MY526 Doing Ethnography (0.5) #

MY528 Qualitative Text and Discourse Analysis (0.5) #

MY530 Advanced Qualitative Research Workshops (0.0) #

MY552L Applied Regression Analysis (0.5) #

MY552M Applied Regression Analysis (0.5) #

MY555 Multivariate Analysis and Measurement (0.5) #

MY561 Social Network Analysis (0.5)

**Year 2**

Paper 4 MG599 Research Proposal Paper in Management (1.0)  
# means there may be prerequisites for this course. Please view the course guide for more information.

#### Progression and upgrade requirements

All students are expected to gain broad knowledge of the subject from graduate level course work in their first year and active participation in workshops, seminars and conferences to complement the expertise gained from intense thesis research.

In the Summer term of each year the progress of each student is discussed at the MPhil/PhD Board, which is a general meeting of all ISI research student supervisors, the ISI PhD Programme Director, and the ISI Faculty Group Lead. Students who are deemed not to have made satisfactory progress will either be refused permission to re-register or will be required to produce written work over the summer as a condition for re-registration in the autumn. Student supervisors will attend the MPhil/PhD Board and provide reports on progress.

End of Year 1: Re-registration for the following year if approved by the Department of Management (DoM) PhD Committee.

Year 2: Michaelmas Term by Week 6: Students submit their Research Proposal\* for upgrade to PhD (MG599). The Research Proposal for upgrade to PhD includes: 1) the research question(s); 2) a concise literature review through which the significance of the proposed research is articulated; 3) a discussion of research methodology; 4) preliminary data collection and analysis or a 'pilot' study; 5) indication of the expected contribution to existing research and 6) discussion of research ethics and risks.

Year 2: Michaelmas Term by Week 11: The Upgrade Panel, which for each student will consist of two ISI faculty and the student's two supervisors, will interview students. If the submitted work is of an acceptable standard, students will be upgraded from MPhil to PhD. Should the submitted work fall short of an acceptable standard, then the Upgrade Panel can decide either to ask for further work to be submitted no later than at the end of the Lent Term, or that the student should not be allowed to continue the studies.

By the end of Year 2: Students must have progressed to PhD registration to continue their studies.

All progression and upgrade decisions must be approved at the next appropriate DoM PhD Committee meeting.

Year 3: Lent Term by Week 6: Students who have upgraded to PhD must have submitted their Progression Package: a) two draft chapters (an introduction and a substantive chapter) totalling no more than 20,000 words; b) a thesis outline; c) a timeline for completion and d) a bibliography. The material is then assessed in a viva voce by the PhD panel consisting of two assessors from the ISI Faculty Group, the PhD supervisors, the PhD Programme Director, and the Faculty Group Lead.

End of Year 3: Re-registration for the final year 4 will be based on satisfactory progress reports and research activity and approved by the DoM PhD Committee in close consultation with Supervisors and with the approval of the Programme Director.

#### **Progression to PhD registration**

For PhD registration students are required to achieve marks of 60% in 3 units/papers with no failed papers and pass the upgrade (MG599). Students that achieve 50-59 in half a unit (1 classification mark) can only progress if approved by the DoM PhD Committee and will be required to resit. The recommendation to allow resits are at the discretion of the PhD Programme Director and not an automatic right as the general progress of the student will be taken into consideration when deciding to allow such resit. Resits should be taken at the next available opportunity. Any exceptions to this are unlikely to be allowed and must be approved by the DoM PhD committee.

The final decision to recommend a student upgraded from MPhil to PhD is taken by the Department's PhD

Committee at their next appropriate meeting.

Students who have not made sufficient progress to be converted from MPhil to PhD registration by the end of their second year will normally have re-registration made conditional on further progress (details to be decided by the PhD Committee) or will be prohibited from re-registering.

#### **Programme Structure - PhD**

Students should aim to have a complete first draft of their thesis in years three to four and allow three to six months for revision and submission. The submission of the Third Year Progression Package by Week 6 of the Lent Term in the 3rd Year is an important step to achieving this demanding time frame. Students will meet regularly with their Supervisor(s) each term throughout the programme. They are expected to focus on the research and writing of their thesis, the continued development of research ideas for publication, participation in relevant training courses and career development activities.

#### **Award of the PhD**

The PhD is awarded according to the rules of LSE.

## **MPhil/PhD in Mathematics**

**Programme Code:** RPMA

**Department:** Mathematics

For students starting this programme of study in 2022/23

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

### **Paper Course number, title (unit value)**

#### **Year 1**

#### **Training courses**

##### **Compulsory (not examined):**

Courses designed for research students in Mathematics, chosen in consultation with their lead supervisor.

Discrete Mathematics and Algorithms and Game Theory students will attend four courses organised by the London Taught Course Centre ([www.ltcc.ac.uk](http://www.ltcc.ac.uk)), but there are separate arrangements for students in Financial Mathematics, where courses are provided by the London Graduate School in Mathematical Finance ([www.londonmathfinance.org.uk](http://www.londonmathfinance.org.uk)).

Students also have the option of attending or auditing LSE Taught Masters modules, where appropriate.

##### **Transferable skills courses**

##### **Compulsory (not examined):**

MA500 Mathematics: Seminar on Combinatorics, Games and Optimisation (0.0)

MA501 Research Student Seminar (0.0)

##### **Optional (not examined):**

MA422 Research Topics in Financial Mathematics (0.0)

#### **Year 2**

#### **Training courses**

##### **Optional (not examined):**

Students have the option of attending advanced courses organized by the London Taught Course Centre or the London Graduate School in Mathematical Finance.

##### **Transferable skills courses**

##### **Compulsory (not examined):**

MA500 Mathematics: Seminar on Combinatorics, Games and Optimisation (0.0)

MA501 Research Student Seminar (0.0)

##### **Optional (not examined):**

MA422 Research Topics in Financial Mathematics (0.0)

#### **Year 3**



**Training courses****Optional (not examined):**

Students have the option of attending advanced courses organized by the London Taught Course Centre or the London Graduate School in Mathematical Finance.

**Transferable skills courses****Compulsory (not examined):**

MA500 Mathematics: Seminar on Combinatorics, Games and Optimisation (0.0)

MA501 Research Student Seminar (0.0)

**Optional (not examined):**

MA422 Research Topics in Financial Mathematics (0.0)

**Year 4****Training courses****Optional (not examined):**

Students have the option of attending advanced courses organized by the London Taught Course Centre or the London Graduate School in Mathematical Finance.

**Transferable skills courses****Compulsory (not examined):**

MA500 Mathematics: Seminar on Combinatorics, Games and Optimisation (0.0)

MA501 Research Student Seminar (0.0)

**Optional (not examined):**

MA422 Research Topics in Financial Mathematics (0.0)

**Teaching opportunities:**

All students are offered the opportunity to teach for the department, subject to a successful interview and language requirements.

**Progression and upgrade requirements**

Students are initially registered for the MPhil, and will be able to upgrade to PhD registration during their second year, dependent on satisfactory progress. Progress is assessed regularly by the student's supervisors, in consultation with the Doctoral Programme Director, on the basis of the extent to which the agreed research goals have been achieved. Any upgrade is dependent on the successful completion of a Major Review, the date of which is determined by the Doctoral Programme Director in consultation with the lead supervisor.

**MPhil/PhD in Media and Communications**

**Programme Code:** RPME

**Department:** Media and Communications

For students starting this programme of study in 2022/23

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses.

Students may take courses in addition to those listed, and should discuss this with their supervisor.

**Paper Course number, title (unit value)****Year 1****Training courses****Compulsory (examined):**

MC408 Theories and Concepts in Media and Communications (0.5) **and** MC418 Communication: Cultures and Approaches (0.5) A

**And**

One of the following full-unit courses:

MC5M2 Advanced Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (1.0)

Or for students who already have a grounding in quantitative methods:

MC5M8 Advanced Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (1.0) B

**Optional (examined/not examined):**

Other graduate courses relevant to research subject and agreed with supervisor.

**Transferable skills courses****Compulsory (not examined):**

MC500 Research Seminar for Media, Communications & Culture (0.0)

**Optional (not examined):**

LN988 Thesis Writing (0.0) #

Modern Foreign Language courses offered by the Language Centre.

Other graduate seminars of relevance to research subject.

**Presentation requirements:**

At least one presentation annually at the following:

MC500 Research Seminar for Media, Communications & Culture (0.0)

**Year 2****Training courses****Optional (examined/ not examined):**

Students can take either another qualitative or quantitative analysis course offered by the Department of Methodology. Courses must be approved by the supervisor and discussed with the MC5M2/MC5M8 convenor.

**Transferable skills courses****Compulsory (not examined):**

MC500 Research Seminar for Media, Communications & Culture (0.0)

Annual Joint PhD Symposium for Second Years and above, at Goldsmiths, Westminster and City.

**Optional (not examined):**

Other graduate seminars of relevance to research subject.

**Year 3****Transferable skills courses****Optional (not examined):**

MC501 Advanced Doctoral Workshop in Media and Communications (0.0) #

**Year 4****Transferable skills courses****Optional (not examined):**

MC501 Advanced Doctoral Workshop in Media and Communications (0.0) #

Research Students are expected to complete their research.

**Footnotes**

A: For students without the appropriate background.

B: Students wishing to select this option must seek approval from the Programme Director. Approval is subject to timetabling constraints.

# means there may be prerequisites for this course.

Please view the course guide for more information.

**Progression and upgrade requirements**

Students will be required to submit a full Thesis Proposal of 10,000 words to their Thesis Committee by week 5 of Summer Term in their first year (part-time students can submit their Proposal by 1 March in their second year). This paper will include a substantive statement of the aims, theories and methods proposed for the thesis, a tentative chapter outline, an indicative bibliography and a timetable for its completion. Together with any examination/s for quantitative methodological courses, the thesis proposal will form part of the evaluation process, and, together with an upgrade viva, will determine whether students are permitted to upgrade from MPhil to PhD and continue into their second year. In the Summer term of each year the progress of each student registered in the Department is assessed and a decision made as to whether students can proceed to the next academic session. If progress is unsatisfactory, a course of action to assist students to

reach performance standards deemed appropriate by supervisors may be required, or a recommendation may be made that the student not be allowed to re-register.

## MPhil/PhD in Philosophy

**Programme Code:** RPPH

**Department:** Philosophy, Logic & Scientific Method

For students starting this programme of study in 2022/23

=In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor. All programmes of study should be agreed with the supervisor at the start of the year.

### Paper Course number, title (unit value)

#### Year 1

##### Training courses

##### Compulsory (examined/ not examined):

PH501 Philosophical Problems Seminar (0.0)

Students who have never taken a paper in formal logic at degree must take the following (examined):

PH502 Logic and Probability (1.0)

Students who have already taken a formal logic course should choose one further MSc course not already taken as part of an MSc degree. Students have three options regarding assessment for this course: (i) they can take the examination for the course, (ii) they can choose to write two assessed essays, one at the end of each of the first two terms, or (iii) they can (with the course teacher's approval) choose to write a single, more substantial assessed essay at the end of the second term, producing a first draft of the essay at the end of the first term.

##### Either

A further MSc course (again one not taken as part of the MSc course) plus one term unit of PhD level seminars.

The seminars on offer are:

PH500 Research Methods in Philosophy (0.0)

PH551 Research Seminar in the Philosophy of Natural Sciences (0.0)

PH555 Research Seminar in the Philosophy of Economics and Social Sciences (0.0)

If students choose to take a further MSc course, they can either decide to be examined or instead choose to write two assessed essays, one at the end of each of the first two terms. PhD level seminars are not examined and assessment is solely based on essays.

##### Or

Three term units of PhD level seminars with associated coursework. Taking three term units means that students can either take all three terms of one of these seminars or 'mix and match' by taking different seminars in different terms. Seminars must be taken with associated course work.

##### Transferable skills courses

##### Optional (not examined):

Transferable skills courses offered by the Teaching and Learning Centre or the Department of Methodology.

#### Year 2

##### Training courses

##### Optional (not examined):

PH500 Research Methods in Philosophy (0.0)

PH551 Research Seminar in the Philosophy of Natural Sciences (0.0)

PH555 Research Seminar in the Philosophy of Economics and Social Sciences (0.0)

##### Optional (examined/not examined):

Transferable skills courses offered by the Teaching and Learning Centre or the Department of Methodology.

#### Year 3

##### Training courses

##### Optional (not examined):

PH500 Research Methods in Philosophy (0.0)

PH551 Research Seminar in the Philosophy of Natural Sciences (0.0)

PH555 Research Seminar in the Philosophy of Economics and Social Sciences (0.0)

##### Optional (examined/not examined):

Transferable skills courses offered by the Teaching and Learning Centre or the Department of Methodology.

#### Year 4

##### Training courses

##### Optional (not examined):

PH500 Research Methods in Philosophy (0.0)

PH551 Research Seminar in the Philosophy of Natural Sciences (0.0)

PH555 Research Seminar in the Philosophy of Economics and Social Sciences (0.0)

##### Optional (examined/not examined):

Transferable skills courses offered by the Teaching and Learning Centre or the Department of Methodology.

##### Progression and upgrade requirements

Successful completion of work required for each year is a necessary condition for re-registration in the following year; and for upgrading from MPhil to PhD status.

During the first year students must write a first chapter of the thesis as well as an outline (research plan) of the rest of the thesis. The chapter should be around 40 pages and **needs to be submitted on 1 September**; the research plan should be around 10 pages and needs to be submitted at the end of Summer Term, the exact date to be confirmed at the start of the academic year. This upgrading will normally take place after the successful completion of Year 1 requirements in Case A, and after the successful completion of Year 2 requirements in Case B. In both cases once you are registered for the PhD that registration will be backdated to the start of your MPhil/PhD studies.

## MPhil/PhD in Psychological and Behavioural Science

**Programme Code:** RPPB

**Department:** Psychological and Behavioural Science

For students starting this programme of study in 2022/23

The MPhil/PhD programme includes taught courses on both methodology and theory. The precise courses students are required to attend varies and exemptions may apply depending on prior experience and qualifications. These matters should be discussed and agreed with the supervisor in the first formal supervision meeting.

### Paper Course number, title (unit value)

#### Years 1-4

##### Training courses

Students are asked to complete 10 hours of research training in each year of study, which should be agreed with your supervisor according to your needs. Taught classes can be accessed within the Department of Psychological and Behavioural Science, as well as in departments across LSE including Methodology. Methodology courses available include Qualitative Research Methods, Survey Methodology, Applied Regression Analysis and Multivariate Analysis and Measurement. Training courses are offered through our PhD academy and with affiliate institutions. Access is subject to agreement with the relevant course convenors (e.g. according to space considerations).

##### Transferable skills courses

##### Compulsory (not examined):

PB500 Current Research in Psychological and

Behavioural Science (0.0)

Weekly seminars including plenary and specialist sessions in Michaelmas Term, Lent Term and Summer Term.

#### Progression and upgrade requirements

The first year Extended Essay and the second year Upgrade chapters (see below) are examined by a three-person thesis committee, which includes the student's supervisor, as well as two other academic colleagues.

#### Targets for progress

**Year 1** - Extended Essay of 6,000 words, submitted on first day of Lent Term.

**Year 2** - Upgrade viva. Two draft chapters of 10,000 words each (total of 20,000 words), submitted on first day of Lent Term. These chapters form the basis of an oral examination by three person thesis committee usually four to six weeks after submission. Success in this examination results in upgrade from MPhil to PhD status.

**Year 3** - Completed first draft by end of three years.

#### Teaching experience

Graduates will usually gain some teaching experience and have had the opportunity to develop teaching skills.

## MPhil/PhD in Regional and Urban Planning Studies

**Programme Code:** RPRP

**Department:** Geography & Environment

For students starting this programme of study in 2022/23

In addition to progressing with your research, you are expected to take the courses listed below. You may take courses other to those listed but must discuss this with your supervisor.

### Paper Course number, title (unit value)

#### Year 1

#### Training courses

#### Compulsory (not examined):

GY502 Staff / Research Students Seminars (0.0)

#### Compulsory (examined):

1. Courses to the value of one unit from the relevant MSc degrees

2. Relevant subject-specific training courses to the value of 1.0 unit:

GY428 Applied Quantitative Methods (0.5) #

GY460 Techniques of Spatial Economic Analysis (0.5) #

MY500 Fundamentals of Social Science Research Design (0.5)

MY521L Qualitative Research Methods (0.5) 1

MY521M Qualitative Research Methods (0.5)

MY526 Doing Ethnography (0.5) #

MY528 Qualitative Text and Discourse Analysis (0.5) #

MY556 Survey Methodology (0.5) #

MY557 Causal Inference for Observational and Experimental Studies (0.5) #

MY559 Quantitative Text Analysis (0.5) #

Methods courses: other relevant subject-specific training courses can be chosen subject to supervisor and course manager approval

NOTE: Students who join the PhD programme after having completed an MSc Regional and Urban Planning Studies or another Department of Geography MSc cannot retake the same courses or be waived the one unit of subject-specific training.

#### Transferable skills courses

#### Compulsory (not examined):

GY500 Research Project Seminar (0.0)

#### Year 2

#### Training courses

#### Compulsory (not examined):

GY502 Staff / Research Students Seminars (0.0)

#### Transferable skills courses

#### Compulsory (not examined):

GY500 Research Project Seminar (0.0)

#### Year 3

#### Training courses

#### Compulsory (not examined):

GY502 Staff / Research Students Seminars (0.0)

#### Transferable skills courses

#### Compulsory (not examined):

GY500 Research Project Seminar (0.0)

#### Prerequisite Requirements and Mutually Exclusive Options

1: MY521L can not be taken with MY521M

# means there may be prerequisites for this course.

Please view the course guide for more information.

#### Progression and upgrade requirements:

Once on the MPhil/PhD programme you will go through a First Year Progress Review, taking place in the Summer Term of your first year.

For the First Year Progress Review, students must submit a written progress report containing an extensive and updated research proposal (typically including an introduction to the topic and motivation for the research; aims and objectives/research questions; contribution to knowledge; summary of methods to be used; and outline of the work to be done) and either a comprehensive literature review or a substantive draft of a chapter/paper as evidence of progress made during the year.

Normally, there will be a progress review meeting between the student and the supervisors (main supervisor and review supervisor) to discuss the written material presented. The work has to reach an acceptable standard to enable the student to progress. There is provision for a second Supplementary Review in cases where there are doubts as to whether progress has been sufficient to allow the student to enter the second year. Progression to the second year (third year of the 1+3 programme) is also dependent on students having passed all required examinations and obtained at least one merit, and having presented their work satisfactorily in the doctoral presentation workshops.

All research students are initially registered for an MPhil and have to be upgraded to PhD status. The upgrade from MPhil to PhD usually occurs during the second year of full-time registration. The exact timing depends on the student's progress. Students are required to submit a formal written upgrade report consisting of an extensive revised research proposal, two substantive draft papers/chapters, of which one can be a literature review, and a detailed plan for completion. Students are asked to discuss their research paper/thesis outline during an Upgrade Meeting in front of an Upgrading Committee normally formed by main supervisor, review supervisor and a third member of staff with relevant expertise. The material is evaluated by the Upgrading Committee, who will recommend transferal to PhD registration if the work is judged to be of sufficient quality and quantity. The upgrade is also dependent on students having completed all required training courses and having made a satisfactory research presentation in their doctoral presentation workshop.

In addition to these formal arrangements, each year during the Summer Term and throughout the course of their studies, all PhD students and their supervisors have to complete a yearly Progress Report Form, detailing progress made, problems arising and plan/timeline for completion. The forms are sent to the the Director of Post-Graduate Studies for approval before students are able to re-register for the following session. If perceived lack of progress is identified, it can trigger a more formal

annual review of progress in which the student is asked to produce specific written documents to be evaluated by a review panel.

## MPhil/PhD in Social Policy

**Programme Code:** RPSA

**Department:** Social Policy

For students starting this programme of study in 2022/23

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

### Paper Course number, title (unit value)

#### Year 1

##### Training courses

SP420 Understanding Policy Research (Advanced) (0.5) #

##### Optional (not examined):

If not already taken previously:

MY500 Fundamentals of Social Science Research Design (0.5)

MY521L Qualitative Research Methods (0.5) 1

MY521M Qualitative Research Methods (0.5)

MY525 Case Studies and Comparative Methods for Qualitative Research (0.5)

MY551L Introduction to Quantitative Analysis (0.5) 2

MY551M Introduction to Quantitative Analysis (0.5)

Students will discuss with their supervisors any other methodological training that may be relevant for the successful completion of the MPhil/PhD programme.

##### Transferable skills courses

##### Compulsory (not examined):

SP501 Research Student Seminar (0.0)

##### Optional (not examined):

Relevant courses provided by the Library, Teaching and Learning Centre and Department of Methodology.

#### Year 2

##### Training courses

##### Optional (not examined):

MY552L Applied Regression Analysis (0.5) #3

MY552M Applied Regression Analysis (0.5) #

MY555 Multivariate Analysis and Measurement (0.5) #

##### Transferable skills courses

##### Optional (not examined):

SP501 Research Student Seminar (0.0)

#### Year 3

##### Transferable skills courses

##### Optional (not examined):

SP501 Research Student Seminar (0.0)

#### Year 4

##### Transferable skills courses

##### Optional (not examined):

SP501 Research Student Seminar (0.0)

##### Prerequisite Requirements and Mutually Exclusive Options

1: MY521L can not be taken with MY521M

2: MY551L can not be taken with MY551M

3: MY552L can not be taken with MY552M

# means there may be prerequisites for this course.

Please view the course guide for more information.

##### Progression and upgrade requirements

Each student is required to undertake Major Review in the summer term of their first year (second year for part-time students). For Major Review they must submit a 10,000 word document with a detailed thesis proposal, their research question, a literature review, a description of their methodology, their plans for data collection and a timetable through to completion. They are interviewed on this document by senior staff who make the decision on

upgrading.

Each year post-Major Review, every student is expected to submit a 1,000 to 2,000 word progress report, approved by supervisors, to the Doctoral Programme Director(s).

Each pre-Major Review student is expected to make a presentation on their proposed research to the SP501 seminar prior to the submission of their major review document and to address issues raised by the Doctoral Programme Director(s).

## MPhil/PhD in Social Research Methods

**Programme Code:** RPMI

**Department:** Methodology

For students starting this programme of study in 2022/23

### Paper Course number, title (unit value)

#### Year 1

##### Training courses

##### Optional (examined):

In the first year, students will typically spend a portion of their time taking some methodological and/or substantive courses. These are selected in discussion with the supervisors dependent on assessed needs. The courses will normally be some of the research courses taught by the Department of Methodology (any courses with course codes MY5\*\*) but they may also include courses from other LSE departments.

The supervisors may require that a student be formally assessed for some such courses, and that the results of these assessments be included as part of the conditions for progression to the second year. Any such conditions will be communicated to the student in writing early in the Michaelmas term of Year 1.

Courses that are not formally required for progression can be either assessed (taken for credit) or audited. Students should agree with their supervisors which courses they will take for credit and which courses they will audit.

##### Optional (not examined):

Courses that are not formally required for progression can be either assessed (taken for credit) or audited. Students should agree with their supervisors which courses they will take for credit and which courses they will audit.

#### Year 2

##### Training courses

##### Optional (not examined):

Students are encouraged to audit or take for credit further courses which are useful to them, with the agreement of their supervisors.

#### Year 3

##### Training courses

##### Optional (not examined):

Students are encouraged to audit or take for credit further courses which are useful to them, with the agreement of their supervisors.

#### Year 4

##### Training courses

##### Optional (not examined):

Students are encouraged to audit or take for credit further courses which are useful to them, with the agreement of their supervisors.

##### Progression and upgrade requirements

The major milestones and targets for progress during the programme are the following:

- **Year 1:** First-year progress review and presentation at the PhD day
- **Year 2:** Upgrade from MPhil to PhD status
- **Year 3:** Third-year progress review



• **Year 4:** Completion and submission of the PhD thesis. In the Summer Term of their first year of registration (full-time equivalent), students will submit a 10,000-word first-year review document that outlines the aims, methods and theoretical motivation of their thesis, and provides a plan for the programme of work leading to the final thesis. In essence, this document is the extended, in-depth research proposal for the PhD research, in a form which takes into account the student's work in the first year. Students will also give an oral presentation of this document at the PhD Day. The written review document and oral presentation will be assessed by a review panel of two academics who are not on the supervisory team. This work has to reach an acceptable standard to enable the student to progress to the second year.

In the Summer Term of their second year, students will submit a document for consideration for upgrade from the MPhil to the PhD programme. This document should consist of a minimum of three draft chapters of the thesis, plus a detailed plan and timetable for the completion of the remainder of the PhD and a short introduction which links together the other parts of the document. The upgrade materials will be evaluated by an upgrade panel which will consist of two academics, not necessarily from the Department of Methodology. The panel will conduct an oral examination where the student will have an opportunity to defend the upgrade materials. The panel will then recommend transfer to PhD registration if in their judgement the student's progress and plans for the remaining work are of a sufficient quality and quantity that the work can reasonably be expected to lead, by the end of the student's fourth year of registration, to a thesis which will meet the requirements of a PhD thesis as stated in the LSE Regulations.

In the Summer Term of their third year of registration, students will submit a progress report. The focus of the third-year progress review is whether the student is making timely progress towards the goal of finishing the work and submitting the PhD thesis within the normal maximum of four years of registration. The report will be assessed by a review panel who will also conduct an interview with the student.

Throughout their MPhil/PhD studies, students will attend the Department's research seminar and other specialist workshops and seminars related to their interests. Each student must give a presentation of their work at every Department of Methodology PhD day.

#### Teaching opportunities

The Department strongly encourages MPhil/PhD students to engage in teaching and offers a number of opportunities as Graduate Teaching Assistants (GTAs) on its methodology courses. A Postgraduate Certificate in Higher Education is offered to those who wish to pursue it.

## MPhil/PhD in Sociology

**Programme Code:** RPSO

**Department:** Sociology

For students starting this programme of study in 2022/23. In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

**Paper**    **Course number, title (unit value)**  
**Year 1**

#### Training courses

##### Compulsory (examined):

SO500    Aims and Methods Research Class for MPhil

Students (1.0)

Students may also be asked to attend and pass the assessment for up to one further course unit (or two half units) chosen with their supervisor on the basis of an assessment of their research training needs.

##### Optional (examined):

MY500    Fundamentals of Social Science Research Design (0.5)  
MY521L    Qualitative Research Methods (0.5) 1  
MY521M    Qualitative Research Methods (0.5) 2  
MY551L    Introduction to Quantitative Analysis (0.5) 3  
MY551M    Introduction to Quantitative Analysis (0.5) 4  
MY552L    Applied Regression Analysis (0.5) # 5  
MY552M    Applied Regression Analysis (0.5) # 6  
Other courses from Sociology Masters programmes  
Specialist research courses:  
SO491    Quantitative Social Research Methods (0.5)  
SO492    Qualitative Social Research Methods (0.5)  
SO511    Research Seminar in Political Sociology (0.0)  
SO521    Research Seminar on Cities and Space (0.0)  
(not available 2022/23)

##### Transferable skills courses

##### Optional (not examined):

Methods software training workshop

##### And

Workshop in Information Literacy: finding, managing and organising published research and data

##### Year 2 and/or Year 3

##### Training courses

##### Compulsory (not examined):

SO501    Data Analysis Workshop (0.0) A

##### Year 3 and/or Year 4

##### Training courses

##### Optional (not examined):

SO505    Becoming a Professional Sociologist (0.0) #

##### Prerequisite Requirements and Mutually Exclusive Options

1: MY521L can not be taken with MY521M

2: MY521M can not be taken with MY521L

3: MY551L can not be taken with MY551M

4: MY551M can not be taken with MY551L

5: MY552L can not be taken with MY552M

6: MY552M can not be taken with MY552L

##### Footnotes

A: SO501 is required.

# means there may be prerequisites for this course.

Please view the course guide for more information.

##### Progression and upgrade requirements

In the Summer term of each year the progress of each student registered in the Department is discussed at the MPhil/PhD Board, which is a general meeting of all research student supervisors. This Board decides whether to recommend to the School that students be permitted to proceed to the next year of study. If progress is unsatisfactory, a course of action to assist students to reach performance standards deemed appropriate by supervisors may be required, or a recommendation may be made that the student not be allowed to re-register. The following benchmarks are used by the MPhil/PhD Board to determine if students are progressing appropriately:

By Summer Term Year 1 for Full Time Students:

Submission of Formative Essay for SO500, including approvals from the Ethics Committee and Health and Safety

By Summer Term Year 2 for Full Time Students: Upgrade from MPhil to PhD Student

By Summer Term Year 3 for Full Time Students:

Successful completion of the Third Year Progression Package

In addition, students are expected to have completed requirements as laid out by the supervisory team. The

PhD is an individual project and will require research and writing tailored to that project.

Full time students are required to have submitted their Upgrade materials in Week 6 of the Michaelmas Term of Year 2, and to have successfully defended their research design in viva voce by the end of the Michaelmas Term of Year 2. Upon successful completion, the student will upgrade from MPhil to PhD student. All full-time research students are required to have made the transition from MPhil to PhD (upgrading) student within two years of first registration and to have submitted their PhD thesis within four years. Part-time students are expected to be upgraded to PhD student by the end of their third year, and to submit their thesis within eight years.

The decision to upgrade a student from MPhil to PhD is taken by a panel consisting of two academics from the Department. For upgrade, students submit a 10,000 word research proposal that includes: 1) the research question(s); 2) a concise literature review through which the significance of the proposed research is articulated; 3) a discussion of research methodology; 4) preliminary data collection and analysis or a 'pilot' study; and 5) discussion of research ethics and risks. This material is then assessed by viva voce, with the supervisor(s) in attendance and available to be consulted by the panel. A written report is made by the panel on the basis of both the written upgrade submission and the viva.

Students should aim to have a complete a first draft of their thesis in years three to four and allow three to six months for revision and submission. To facilitate this, students are required to submit a Third Year Progression Package no later than Week 6 of the Lent Term in the 3rd Year for full time students. The decision to progress a student from the third to the fourth year is taken by a panel consisting of two academics from the LSE with at least one being from the Sociology Department. Students are to submit: a) two draft chapters (an introduction and a substantive chapter) totalling no more than 20,000 words; b) a thesis outline; c) a timeline for completion and d) a bibliography. This material is then assessed by viva voce, with the supervisor(s) in attendance and available to be consulted by the panel.

## MPhil/PhD in Statistics

**Programme Code:** RPST

**Department:** Statistics

For students starting this programme of study in 2022/23

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

**Paper**      **Course number, title (unit value)**

**Year 1**

### Training courses

#### Compulsory (examined)

ST505      Statistical Modelling and Data Analysis (0.5) #  
ST552      Probability and Mathematical Statistics I (0.5)

#### and one of:

ST510      Foundations of Machine Learning (0.5) #  
ST553      Probability and Mathematical Statistics II (0.5)  
#

Students may take a different course option with the agreement of both the supervisor and PhD Programme Director.

#### Optional (not examined):

Courses offered by the London Graduate School in Mathematical Finance.

Courses offered by the London Taught Course Centre.

#### Optional (examined):

Masters level courses relevant to research and agreed by supervisor in department, the School or University of London College.

#### Transferable skills courses

##### Compulsory (not examined):

One presentation.

Attendance of departmental seminars appropriate to the student's field of study, e.g. Statistics Seminar Series; Joint Statistics and Econometrics Seminar Series; Joint Risk and Stochastics and Financial Mathematics Seminar Series; Theory of Machine Learning Study Group; Social Statistics Meetings

##### Optional (not examined):

London Graduate School in Mathematical Finance Seminar Day.

Poster Presentations.

The department encourages students to attend and, where the opportunity arises, present a paper or poster at conferences during their PhD programme in relation to their particular research topic.

##### Optional (examined):

Courses provided by the Department of Methodology.

## Year 2

### Training courses

#### Optional (not examined):

Courses offered by the London Graduate School in Mathematical Finance.

Courses offered by the London Taught Course Centre.

#### Optional (examined):

Masters or PhD level courses relevant to research and agreed by supervisor in department, the School or University of London College.

#### Transferable skills courses

##### Compulsory (not examined)

Two presentations.

Attendance of departmental seminars appropriate to the student's field of study, e.g. Statistics Seminar Series; Joint Statistics and Econometrics Seminar Series; Joint Risk and Stochastics and Financial Mathematics Seminar Series; Theory of Machine Learning Study Group; Social Statistics Meetings

##### Optional (not examined):

London Graduate School in Mathematical Finance Seminar Day.

Poster Presentations.

The department encourages students to attend and, where the opportunity arises, present a paper or poster at conferences during their PhD programme in relation to their particular research topic.

##### Optional (examined):

Courses provided by the Department of Methodology.

## Year 3

### Training courses

#### Optional (not examined):

Courses offered by the London Graduate School in Mathematical Finance.

Courses offered by the London Taught Course Centre.

#### Optional (examined):

Masters or PhD level courses relevant to research and agreed by supervisor in department, the School or University of London College.

#### Transferable skills courses

##### Compulsory (not examined):

Two presentations.

Attendance of departmental seminars appropriate to the student's field of study, e.g. Statistics Seminar Series; Joint Statistics and Econometrics Seminar Series; Joint Risk and Stochastics and Financial Mathematics Seminar Series; Theory of Machine Learning Study Group; Social Statistics Meetings

##### Optional (not examined):

London Graduate School in Mathematical Finance

Seminar Day.  
Poster Presentations.

The department encourages students to attend and, where the opportunity arises, present a paper or poster at conferences during their PhD programme in relation to their particular research topic.

**Optional (examined):**

Courses provided by the Department of Methodology.

**Year 4**

**Training courses**

**Optional (not examined):**

Courses offered by the London Graduate School in Mathematical Finance.

Courses offered by the London Taught Course Centre.

**Optional (examined):**

Masters or PhD level courses relevant to research and agreed by supervisor in department, the School or University of London College.

**Transferable skills courses**

**Compulsory (not examined)**

Attendance of departmental seminars appropriate to the student's field of study, e.g. Statistics Seminar Series; Joint Statistics and Econometrics Seminar Series; Joint Risk and Stochastics and Financial Mathematics Seminar Series; Theory of Machine Learning Study Group; Social Statistics Meetings

**Optional (not examined):**

London Graduate School in Mathematical Finance Seminar Day.

Poster Presentations.

The department encourages students to attend and, where the opportunity arises, present a paper or poster at conferences during their PhD programme in relation to their particular research topic.

**Optional (examined):**

Courses provided by the Department of Methodology.

# means there may be prerequisites for this course.

Please view the course guide for more information.

**Progression and upgrade requirements**

Formal assessment is made towards the end of each Summer Term. This assessment is based on a combination of course evaluation, the evaluation of a preliminary research project, and on statements made by the student and the supervisors in the progress report form. Performance in the compulsory taught courses will contribute to the decision on a student's progression to the next year. Students are also required to complete a supplementary report, providing in more detail an outline of their current research.

The MPhil/PhD Evaluation Committee will meet during the Summer Term in order to oversee the progress of students and to decide on whether to recommend to the School that students be permitted to proceed to the next year of study. The outcome of this progress review may be progression, progression to the next year with conditions, or de-registration from the programme.

The following benchmarks are used by the MPhil/PhD Evaluation Committee to determine if students are progressing appropriately:

- By Summer Term Year 1 (full-time students): Pass compulsory courses and present their research topic at the annual presentation events
- By Summer Term Year 2 (full-time students): Upgrade from MPhil to PhD status and present their research findings at the annual presentation events
- By Summer Term Year 3 (full-time students): Submit a plan for completion and present their research findings at the annual presentation events

In addition, students are expected to have completed requirements as directed by the supervisory team, according to the needs of their individual PhD project. All full-time students are required to have made the

transition from MPhil to PhD status within two years of first registration and to have submitted their PhD within four years.

It is expected that the student is assessed for upgrade within the first 18 months of registration. The student is required to submit a written report of literature searches, research findings and related work, together with a written research plan. The student presents her/his work to date and findings to a panel (comprised of the first and/or second supervisor and another expert in the field of the research undertaken by the student) and answers questions from the panel. If satisfactory progress has been made, the programme director will recommend that registration be upgraded to PhD status. The department's research committee also monitors the progress of PhD students. Successful completion of all compulsory elements listed under year 1 is required for an upgrade.

**Teaching opportunities**

The department employs Graduate Teaching Assistants (GTAs) to teach a number of its undergraduate and postgraduate courses. In particular ST102, Elementary Statistical theory, and ST107, Quantitative Methods, are taught to a large number of students across the School and require a significant number of classes. Research students are encouraged to undertake some teaching from year two onwards. First year MPhil/PhD students are normally not permitted to teach, although some marking may be available during the year or for the external degree at the end of the year. A Postgraduate Certificate in Higher Education is offered to those who wish to pursue this.

# **Research Course guide**





## AC500

### Topics in Accounting Research (AOI)

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Andrea Mennicken MAR 3.24

**Availability:** This course is compulsory on the MRes/PhD in Accounting (AOI) (Accounting, Organisations and Institutions Track). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This is an advanced course for doctoral and postdoctoral students focusing on the institutional and organisational context of accounting practices in their broadest sense. The seminars are generally based on key readings at the interface between accounting, organisation studies, regulation and management. Discussions will be focused on the analysis of accounting and calculative practices in context drawing on a wide range of approaches. The course provides students also with training in qualitative methods in accounting research, including document analysis; interviewing techniques and transcript analysis; ethnographic methods in accounting; and theory building from data.

**Teaching:** 20 hours of seminars in the MT. 20 hours of seminars in the LT.

This year, some or all of this teaching may be delivered using virtual classes as an alternative to face-to-face teaching.

There will be a reading week in week 6 of both MT and LT.

**Indicative reading:** There is no single text for this course and the seminars will be based on pre-distributed readings.

**Assessment:** First year MRes/PhD students in Accounting (Accounting, Organisations and Institutions Track) will not normally be formally assessed but they will receive formative feedback on written work as agreed with the Course Director.

Second year MRes/PhD students in Accounting (Accounting, Organisations and Institutions Track) are formally assessed by:

- (i) A referee report of a current working paper (25% weighting). This will normally be assigned in week 5 of Lent term to be worked on during the following week (6) when there is no class meeting.
- (ii) A take-home examination (75% weighting). This will cover a selection of key areas/papers studied in AC500 and AC504. It will be designed to be completed within a three-day (72 hour) period in the summer.

In addition, all students participating in the course are expected to present and discuss their own work in progress as well as other published works discussed in this course. Students will receive feedback on their presentations, so that they can develop and improve their presentation skills.

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## AC501

### Topics in Accounting Research (EoA)

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Alexander Nezlobin MAR 3.42

**Availability:** This course is compulsory on the MRes/PhD in Accounting (Economics of Accounting Track). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This is a readings based course dealing with advanced issues in accounting research methods. Its primary focus is to study accounting and financial reporting issues from an economics perspective. While much research studied in the course will be empirical archival in nature, the course also emphasises the importance of theory and research design in developing high quality research. The course covers a wide range of accounting issues including the design of and choices between alternative accounting methods, the use of accounting numbers in economic decision making, assessment of financial reporting quality, the economic consequences of financial reporting, and the interactions between financial reporting, legal and economic institutions, and corporate governance.

**Teaching:** 20 hours of lectures in the MT. 20 hours of lectures in the LT.

There will be a reading week in week 6 of both MT and LT.

**Assessment:** Report (25%) and take-home assessment (75%). Second year MRes/PhD students in Accounting (Economics of Accounting Track) are formally assessed by:

- (i) A referee report of a current working paper (25% weighting). This will normally be assigned in Week 5 of Lent term to be worked on during the following week (6) when there is no class meeting.
- (ii) A take-home examination (75% weighting). This will cover a selection of key areas/papers studied in AC501 and AC506. It will be designed to be completed within a three-day (72 hour) period in the summer.

First year MRes/PhD students in Accounting (Economics of Accounting Track) will not normally be formally assessed but they will receive feedback in the form of formative assessments. In addition, all students participating in the course are expected to present research papers being studied and will receive feedback on their presentations aimed at developing and improving their presentation skills.

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## AC502 Half Unit

### Foundations of Accounting, Organisations and Institutions

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Andrea Mennicken MAR 3.24

**Availability:** This course is compulsory on the MRes/PhD in Accounting (AOI) (Accounting, Organisations and Institutions Track). This course is available with permission as an outside option to students on other programmes where regulations permit. This course is also offered for students from other MPhil/PhD or MRes/PhD programmes, with the approval and written permission of the PhD in Accounting Programme Director (Accounting, Organisations and Institutions Track).

**Course content:** The object of the course is to provide students with exposure to advanced analyses of the accounting process within and between organisations, both public and private, and across societies more generally. Students will be required to engage with studies of accounting practices to understand how they are shaped by their institutional contexts, have behavioural consequences and can represent different values. The course will focus on how efforts to design internal and external accounting practices are both a function of specific economic and political interests, but are also shaped by social and political aspirations. The role of accountants and other agents of accounting processes will be addressed.

Overall, the course is intended to cultivate an understanding of the inter-relations between technical, organisational and institutional issues. While some technical accounting knowledge will be helpful, it is not essential and each seminar will provide the necessary technical foundations.

Indicative topics include:

Foundations of Reporting, Calculation and Disclosure; Transnational Regulation and Standardisation; Accounting and the Notion of "Entity"; Audit and Assurance: The Audit Society; Organisational Boundaries, Structure and Control; Performance, Accountability Incentives; Accounting for Sustainability; Organisational Failure as a Process.

**Teaching:** 10, 3-hour seminars in weeks 1-10 of MT and a 2-hour essay workshop in week 11 of MT.

This course has a reading week in Week 6 of MT.

**Formative coursework:** Students will be required to produce two pieces of written work. This may take the form of either an essay, or the analysis of a case, and may also include in-class presentations and team-based work. This work will be assessed, but the grades will not count towards the overall course assessment.

**Indicative reading:** Chapman, Cooper & Miller (eds), *Accounting, Organizations and Institutions* (Oxford, 2009); Hopwood & Miller

(eds), *Accounting as Social and Institutional Practice*, (Cambridge, 1994); Power, *The Audit Society*, (Oxford, 1999); Mennicken & Espeland, "What's new with numbers" *Annual Review of Sociology* (2019); Power, "Modelling the microfoundations of the audit society: Organizations and the logic of the audit trail". *Academy of Management Review* (2021); Mennicken & Salais (eds), *The New Politics of Numbers* (Cham, 2022).

**Assessment:** Essay (100%, 6000 words) in the ST.

## AC504

### Topics in Accounting Research (AOI)

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Andrea Mennicken MAR 3.24 and Prof Michael Power MAR 3.43

**Availability:** This course is compulsory on the MRes/PhD in Accounting (AOI) (Accounting, Organisations and Institutions Track). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This is an advanced course for doctoral and postdoctoral students focusing on the institutional and organisational context of accounting practices in their broadest sense. The seminars are generally based on key readings at the interface between accounting, organisation studies, regulation and management. Discussions will be focused on the analysis of accounting and calculative practices in context drawing on a wide range of approaches. The course provides students also with training in qualitative methods in accounting research, including document analysis; interviewing techniques and transcript analysis; ethnographic methods in accounting; and theory building from data.

**Teaching:** 20 hours of seminars in the MT. 20 hours of seminars in the LT.

There will be a reading week in week 6 of both MT and LT.

**Indicative reading:** There is no single text for this course and the seminars will be based on pre-distributed readings.

**Assessment:** Report (25%) and take-home assessment (75%).

Second year MRes/PhD students in Accounting (Accounting, Organisations and Institutions Track) are formally assessed by:

- (i) A referee report of a current working paper (25% weighting). This will normally be assigned in week 5 of Lent term to be worked on during the following week (6) when there is no class meeting.
- (ii) A take-home examination (75% weighting). This will cover a selection of key areas/papers studied in AC500 and AC504. It will be designed to be completed within a three-day (72 hour) period in the summer.

First year MRes/PhD students in Accounting (Accounting, Organisations and Institutions Track) will not normally be formally assessed but they will receive formative feedback on written work as agreed with the Course Director. In addition, all students participating in the course are expected to present and discuss their own work in progress as well as other published works discussed in this course. Students will receive feedback on their presentations, so that they can develop and improve their presentation skills.

## AC506

### Topics in Accounting Research (EoA)

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Maria Correia MAR 3.38, Prof Alexander Nezlobin MAR 3.42 and Dr Aneesh Raghunandan MAR 3.39.

**Availability:** This course is compulsory on the MRes/PhD in Accounting (EoA) (Economics of Accounting Track). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This is a readings based course dealing with

advanced issues in accounting research methods. Its primary focus is to study accounting and financial reporting issues from an economics perspective. While much research studied in the course will be empirical archival in nature, the course also emphasises the importance of theory and research design in developing high quality research. The course covers a wide range of accounting issues including the design of and choices between alternative accounting methods, the use of accounting numbers in economic decision making, assessment of financial reporting quality, the economic consequences of financial reporting, and the interactions between financial reporting, legal and economic institutions, and corporate governance.

**Teaching:** 20 hours of lectures in the MT. 20 hours of lectures in the LT.

There will be a reading week in week 6 of both MT and LT.

**Assessment:** First year MRes/PhD students in Accounting (Economics of Accounting Track) will not normally be formally assessed but they will receive feedback in the form of formative assessments.

Second year MRes/PhD students in Accounting (Economics of Accounting Track) are formally assessed by:

- (i) A referee report of a current working paper (25% weighting). This will normally be assigned in Week 5 of Lent term to be worked on during the following week (6) when there is no class meeting.
- (ii) A take-home examination (75% weighting). This will cover a selection of key areas/papers studied in AC501 and AC506. It will be designed to be completed within a three-day (72 hour) period in the summer.

In addition, all students participating in the course are expected to present research papers being studied and will receive feedback on their presentations aimed at developing and improving their presentation skills.

## AC507

### Accounting Work in Progress Seminars

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Maria Manuel Correia MAR 3.38 and Dr Andrea Mennicken MAR 3.24

**Availability:** This course is compulsory on the MRes/PhD in Accounting (AOI) (Accounting, Organisations and Institutions Track) and MRes/PhD in Accounting (EoA) (Economics of Accounting Track). This course is not available as an outside option.

**Course content:** Research students present their work in progress to faculty and peers. Outside speakers may also be invited from time to time.

**Teaching:** The frequency of meetings to be determined according to the number of students, but the group will meet regularly (e.g. fortnightly) throughout the session.

**Assessment:** This course is not examinable.

## AC599

### Research Paper in Accounting

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Maria Manuel Correia MAR 3.38 and Dr Andrea Mennicken MAR 3.24

**Availability:** This course is compulsory on the MRes/PhD in Accounting (AOI) (Accounting, Organisations and Institutions Track) and MRes/PhD in Accounting (EoA) (Economics of Accounting Track). This course is not available as an outside option.

**Course content:** Students produce a research paper, between 6,000 and 8,000 words, related to the student's designated major field, to be submitted at the end of August.

**Teaching:** There are no direct teaching hours.

**Formative coursework:** Feedback on progress will be provided by the student's MRes/PhD supervisor/supervisory team.

Students will be asked to prepare and submit a detailed outline of their research paper, on which they will receive feedback. They will meet regularly with their supervisor/supervisory team throughout the year to develop their research question, receive feedback on the proposed research design, data collection and analysis (if applicable), and writing up.

**Assessment:** Research paper (100%) in August.

A research paper of 6-8,000 words in length (100%).

## AN500

### Seminar on Anthropological Research

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Fenella Cannell, Dr Harry Walker and Dr Clara Devlieger

**Availability:** This course is compulsory on the MRes/PhD in Anthropology. This course is not available as an outside option.

**Course content:** Seminar on Anthropological Research

**Teaching:** 20 hours of seminars in the MT. 20 hours of seminars in the LT. 14 hours of seminars in the ST.

There is a reading week in Week 6 of the MT and LT.

**Assessment:** This course is not assessed.

## AN503

### Thesis Writing Seminar

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Catherine Allerton, Dr Johannes Steinmuller and Dr Mukulika Banerjee

**Availability:** This course is compulsory on the MRes/PhD in Anthropology. This course is not available as an outside option. This seminar is for 3rd and 4th year post-fieldwork students.

**Course content:** Students present draft dissertation chapters to their cohort.

**Teaching:** 20 hours of seminars in the MT. 20 hours of seminars in the LT. 14 hours of seminars in the ST.

The contact hours listed above are the minimum expected. This course has reading week in Week 6 of the MT and LT.

**Assessment:** This course is not assessed.

## AN505

### Advanced Professional Development in Anthropology

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Gisa Wieszkalnys, Prof Katherine Gardner and Prof Michael Scott

**Availability:** This course is compulsory on the MRes/PhD in Anthropology. This course is not available as an outside option.

**Course content:** This seminar course has two main aims. First, it examines key theoretical concepts and approaches in Anthropology at an advanced level that may be relevant to post-fieldwork doctoral candidates. It may focus on widely ranging thematic areas, e.g. recent developments in cognitive anthropology and/or in material culture studies and/or in anthropological studies of ontology. The aim is to enhance the ability of students to engage with such debates at an advanced level. Second, the course aims to enhance the professional development of doctoral students by providing them with advice and support in relation to their career progression.

**Teaching:** 14 hours of seminars in the MT. 14 hours of seminars in the LT. 12 hours of seminars in the ST.

The contact hours listed above are the minimum expected.

**Assessment:** This course is not assessed.

## DV501 Half Unit

### Development History, Theory and Policy for Research Students

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Kathleen Meagher

**Availability:** This course is compulsory on the MRes/PhD in International Development. This course is available on the MRes/PhD in Management (Employment Relations and Human Resources) and MRes/PhD in Management (Organisational Behaviour). This course is available with permission as an outside option to students on other programmes where regulations permit. Available with the permission of the teacher responsible.

**Course content:** The course integrates the concepts and perspectives of a range of disciplines to consider: major trends of development and change in modern history and interpretations of them in the social sciences and contemporary economic and social theory and their bearing on the policy and practice of development. During Michaelmas Term the course critically discusses concepts of 'development' and the historical evolution of paradigms of development thinking and policy. With reference to comparative historical experience, we explore the role of states and markets in development and/underdevelopment, colonial legacies and path dependencies, and developmental states in comparative perspective. We examine the impact of pro-market reforms, globalisation and financialisation, as well the role of non-governmental organisations, social movements and challenges to the reigning development paradigm.

**Teaching:** 20 hours of lectures and 15 hours of seminars in the MT.

This course is delivered through a combination of lectures and seminars in the MT. Student on this course will have a reading week in Week 6.

**Formative coursework:** Students will be expected to produce 2 presentations in the MT.

**Indicative reading:** The following are recommended basic readings for the course:

A Kohli, State-Directed Development: Political Power and Industrialization in the Global Periphery (Cambridge, 2004).

A Sen, Development as Freedom (Anchor, 1999).

HJ Chang, Kicking Away the Ladder: Development Strategy in Historical Perspective (Anthem, 2002).

HJ Chang, Economics: The User's Guide (Penguin, 2014)

K Gardner and D Lewis, Anthropology and Development: Challenges for the Twenty-First Century (Pluto, 2015)

D Rodrik, One Economics, Many Recipes: Globalization, Institutions, and Economic Growth (Princeton University Press, 2008)

J Ferguson, The Anti-Politics Machine: 'Development', Depoliticisation and Bureaucratic Power in Lesotho (Cambridge, 1990).

M Jerven, Poor Numbers: How we are misled about African development statistics and what to do about it (Cornell, 2013).

United Nations, "Transforming Our world: the 2030 Agenda for Sustainable Development" (SDGs) A/RES/70/1 (25 September 2015).

**Assessment:** Essay (100%, 5000 words) in January.

## DV502

### Research Design in International Development

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Kate Meagher

**Availability:** This course is compulsory on the MRes/PhD in International Development. This course is not available as an



outside option.

**Course content:** This course is designed for engagement with methodological and research design issues in International Development research. Sessions are organized around methodological research design and practical issues (eg. case studies, inference, fieldwork, and ethics), and presentations of research projects. The aim of this course is to help PhD students engage with research design in development contexts. Students will learn how to develop their research question, choose a feasible strategy for engaging with data, and match data collection and analytic methods to the aims of the PhD project. Students will also reflect on the relation of their project to wider development theory. The course will help students turn research ideas into well-structured projects that make a valuable contribution to knowledge.

Students will have opportunities to present their own research proposals and get feedback from peers and teaching staff. In making their presentations students are asked to provide (a) background material about the particular issue at hand, (b) a clear statement of the research questions and/or hypotheses that are being addressed, and (c) discussion of the research methods to be employed. Students should inform their supervisor(s) of the date when they are scheduled to make a presentation.

**Teaching:** 15 hours of seminars in the MT. 15 hours of seminars in the LT.

Up to 10 hours of proposal workshops in the ST

**Indicative reading:** Borgman, C. L. (2015). *Big data, little data, no data: Scholarship in the networked world*. MIT press.

Brady, Henry E., and David Collier. (Eds.) 2010. *Rethinking Social Inquiry: Diverse Tools, Shared Standards*. New York: Rowman & Littlefield. 2nd edition.

Crawford, G., Jaspersen, L. J., Kruckenberg, L., Loubere, N., & Morgan, R. (Eds.). (2017). *Understanding global development research: fieldwork issues, experiences and reflections*. Sage.

Geddes, Barbara. 2003. *Paradigms and Sand Castles: Theory Building and Research Design in Comparative Politics*. Ann Arbor, MI: University of Michigan Press.

Merry, S. E., Davis, K. E., & Kingsbury, B. (Eds.). (2015). *The quiet power of indicators: measuring governance, corruption, and rule of law*. Cambridge University Press.

Mkandawire, T. (2005). *African intellectuals: Rethinking politics, language, gender and development*. Zed Books.

Rubin, H. J., & Rubin, I. S. (2011). *Qualitative interviewing: The art of hearing data*. sage.

Schensul, J and LeCompte, M. (2016) *The Ethnographer's Toolkit (Ethnographer's Toolkit, Second Edition), 7 Volumes (paperback)*, AltaMira Press.

**Assessment:** Essay (30%) in January.

Research design (70%) in the ST.

This is a PhD level research design course. Students submit two summative pieces of work: a methodology essay (2500 words), and an analysis of their research design (3000 words). They will also give presentations and receive extensive feedback on their work in progress. The presentations are part of formative rather than summative work and are an important part of professional development. The main learning outcomes are to help the PhD students develop a high-quality research design.

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## DV507 Half Unit Poverty

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Sohini Kar

**Availability:** This course is available on the MRes/PhD in International Development. This course is not available as an outside option.

**Course content:** The course is an interdisciplinary analysis of poverty. With attention to both the macro-level political economy of poverty and the micro-level lived experiences of the poor, we will examine how and why poverty persists in developing

countries and analyse policy interventions and their outcomes.

The course is interdisciplinary in focus, drawing on a range of methodological approaches to poverty, and does not require any prior mathematical or statistical qualification.

The course begins with an examination of the definition and measurement of poverty. We will then consider social mobility, followed by the spatial dimensions of poverty, including urban and rural poverty. We will then turn to issues of work and employment, social protection, and the politics of poverty, followed by weeks on environmental poverty, and private sector involvement, including the question of financial inclusion. The course will end with focus on successful cases of pro-poor development.

**Teaching:** 15 hours of lectures and 15 hours of seminars in the MT.

This course is delivered through a combination of lectures and seminars in the MT.

Student on this course will have a reading week in Week 6.

**Formative coursework:** Students will give at least one class presentation, and submit one formative essay of 1500 words.

**Indicative reading:**

- Javier Auyero, *Patients of the State: The Politics of Waiting in Argentina* (Duke University Press 2012)
- Abhijit Banerjee and Esther Duflo, *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty* (Public Affairs/Penguin 2011)
- Anirudh Krishna, *Broken Ladder: The Paradox and Potential of India's One Billion* (Cambridge University Press 2017)
- Tania Li *Land's End: Capitalist Relations on an Indigenous Frontier* (Duke University Press 2014)
- Rob Nixon, *Slow Violence and the Environmentalism of the Poor* (Harvard University Press Ananya Roy, 2011)
- *Poverty Capital: Microfinance and the Making of Development* (Routledge 2010)

**Assessment:** Essay (100%, 5000 words) in the ST.

Assessment will be 100% on final 5,000 word essay. The topic of the essay will be related to the course, but the specific question will be developed with each student prior to the end of term. The research-based essay will enable students to develop a literature review that will complement their research interests, while the course syllabus will provide a key set of resources for students to consult in developing their research topic.

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## DV510

### Research Design and Proposal in International Development

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Kate Meagher

**Availability:** This course is compulsory on the MRes/PhD in International Development. This course is not available as an outside option.

**Course content:** Students will work with their academic supervisors to structure a doctoral research proposal that has the potential to make a significant contribution to knowledge and that reflects a sophisticated mastery of advanced theoretical and methodological tools from one or more academic disciplines related to international development. They will learn how to identify good research questions that are embedded in the current academic literature, and how to apply recognisable, defensible and academically sophisticated methodologies to address those questions. The doctoral research proposal itself will identify a key research question(s) for investigation, a justification well embedded in existing academic literature for why the topic is theoretically and empirically important, and a well-developed theoretical and methodological framework for researching the question(s).

**Teaching:** Students will meet their supervisors three times a term during their first year of study in accordance with the LSE's regulations for Research Degrees. Their proposals will be developed over the course of these meetings. There will be one

DV510 proposal writing workshop in the Summer Term at which students will present their draft proposals and receive feedback.

**Formative coursework:** Students will submit at least one full draft of their proposal to their supervisors, for detailed feedback. Partial drafts may also be submitted, along with preparatory work that the supervisor may assign in the course of MT, LT and ST, all of which will receive detailed feedback.

**Indicative reading:** The reading list for each student will be determined by the research they propose undertaking.

**Assessment:** Research proposal (100%) in August.

A research proposal of 10,000 words to be submitted in August.

## DV513 Half Unit

### Environmental Problems and Development Interventions

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Hannah Fair and Prof Jamie Lorimer

**Availability:** This course is available on the MRes/PhD in International Development. This course is not available as an outside option.

**Course content:** This course is for students who wish to study social and political aspects of environmental change and its implications for international development. The aim is to summarise the key current debates about 'environment and development' from perspectives of social and political theory with special reference to institutional theory, livelihoods, and inclusive policy interventions.

The course is structured to analyse the challenges of making well-informed environmental interventions in the face of poverty and vulnerability, and then seeking practical solutions to these dilemmas. The course first considers the nature of environmental problems within a 'development' context, and what this means for environmental science and norms as applied in developing countries. Themes include assessing environmental science and expertise in concerning adaptation to population growth, resource scarcity, deforestation, desertification, vulnerability to 'natural' disasters, and risks associated with climate change, including questions of gender and environment. As the course progresses, it considers debates about policy interventions such as common property regime theory; theories of the state and environment (including resistance and social movements); community-based natural resource management and Sustainable Livelihoods; adaptation to climate change; forests; and urban environmental policy (these latter themes involve debates on multi-level, multi-actor governance involving the connections of local development and global climate change policy).

**Teaching:** 15 hours of lectures and 10 hours of seminars in the MT.

This course is delivered through a combination of lectures and seminars in the MT.

Student on this course will have a reading week in Week 6.

**Formative coursework:** Students will have the opportunity to produce 1 essay in MT

**Indicative reading:** A detailed weekly reading list will be provided at the first course meeting. Students are not advised to buy a single textbook for this course but to read selectively and critically from various sources. The following books might be useful introductions:

- Adams, W.M. 2019. Green Development: environment and sustainability in a developing world. 4th edition. London: Routledge.
- Forsyth, T. 2003. Critical Political Ecology: the politics of environmental science, London, Routledge
- Jones, S. and Carswell, G. 2004. The Earthscan reader in environment, development and rural livelihoods. London; Sterling, VA : Earthscan.
- Kohler, P. (2019) Science Advice and Global Environmental Governance: Expert Institutions and the Implementation of

International Environmental Treaties, London and New York: Anthem Press.

- Neumann, R. 2005. Making Political Ecology, London: Hodder Arnold.
- Nightingale, A. (ed) 2019. Environment and Sustainability in a Globalizing World, London: Routledge.
- Ostrom, E., Stern P.C., Diet, T., Dulsak, N. and Stonich, S. (eds.) 2002 The Drama of the Commons: Understanding Common Pool Resource Management. Washington, D.C.: National Academy Press.
- L Schipper and I Burton (eds) (2008) The Earthscan Reader on Adaptation to Climate Change, London: Earthscan.

**Assessment:** Essay (100%, 5000 words) in the LT.

## DV515 Half Unit

### Global Environmental Governance

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Kathryn Hochstetler

Dr Tasha Fairfield

**Availability:** This course is available on the MRes/PhD in International Development. This course is not available as an outside option.

**Course content:** This course is for a MRes/PhD student who wishes to study the politics of global environmental policy from the perspective of environmental governance and international development. The aim is to summarise debates about 'global' environmental problems and to review the contributions of debates about 'governance' to political solutions. The main theoretical focus of the course is on understanding the evolution of environmental policy regimes at multiple scales and with multiple actors. The guiding empirical focus is on the role of developing countries in global environmental governance and the effects of environmental policy regimes on their development strategies and outcomes. Some of this draws upon debates within International Relations, but this course also considers other theoretical literatures about environmental politics. Only part of global environmental governance takes place in formal spheres specifically devoted to environmental topics. Thus, while about half the course focuses on global efforts to solve environmental problems, especially in international negotiations, the other half examines economic institutions like trade and financial institutions and their intersections with environment and development concerns. Non-state actors including business actors and civil society actors are also considered.

To make the course focused, it considers primarily anthropogenic climate change, biodiversity and forests, and human movement in response to environmental change.

**Teaching:** 15 hours of lectures and 10 hours of seminars in the LT.

This course is delivered through a combination of lectures and seminars in the LT.

Student on this course will have a reading week in Week 6.

**Formative coursework:** Students will be expected to produce 1 essay in the LT.

**Indicative reading:** A detailed reading list will be presented at the beginning of the term. There is no single textbook for this course, but we recommend the following as a basic background reading list:

- Betsill, M. and Corell, E. (eds). 2007. NGO Diplomacy: The Influence of Nongovernmental Organizations in International Environmental Negotiations, MIT Press.
- Biermann, F, Pattberg, P. and Zelli, F. (eds). 2010. Global Climate Governance Beyond 2012: Architecture, Agency and Adaptation, Cambridge University Press.
- Ciple, D., J.T. Roberts, and M.R. Khan. 2015. Power in a Warming World: The New Global Politics of Climate Change and the Remaking of Environmental Inequality. MIT Press.
- Kopinski, D. and Q. Sun. 2014. New Friends, Old Friends? The World Bank and Africa When the Chinese Are Coming. Global Governance: A Review of Multilateralism and International

- Organizations 20(4): 601-623.
- Najam, A. 2005. Developing Countries and Global Environmental Governance: From Contestation to Participation to Engagement. *International Environmental Agreements* 5: 303-321.
  - Newell, P. and J.T. Roberts (eds). 2016. *The Globalization and Environment Reader*. Wiley.
  - Neilson, T.D. 2014. The Role of Discourses in Governing Forests to Combat Climate Change. *International Environmental Agreements: Politics, Law and Economics* 14(3): 265-280.
  - Raustiala, K. and D. Victor. 2004. The Regime Complex for Plant Genetic Resources. *International Organization* 58(2): 277-309.
  - Warner, K. 2018. Coordinated Approaches to Large-scale Movements of People: Contributions of the Paris Agreement and the Global Compacts for Migration and on Refugees. *Populations and Environment* 39(4): 384-401.

**Assessment:** Essay (100%, 5000 words) in the ST.

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## DV518 Half Unit African Development

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Laura Mann, CON.7.10

**Availability:** This course is available on the MRes/PhD in International Development. This course is not available as an outside option.

**Course content:** Taking the work of the Thandika Mkandawire as its inspiration, DV518: African Development applies a critical political economy approach to questions of economic and social development in African countries. It provides critical analysis of key development interventions and processes. It seeks to combine general theoretical overviews with country case studies illustrating the variety of experiences and trajectories. It does not aim to provide a comprehensive coverage of development issues or of regions. Course content will vary from year to year, depending on the specialities of staff.

At its foundation, DV418 engages with the challenge of structural transformation (rather than just economic growth) and on tracing inter-connections between local, domestic and international forces shaping African countries' knowledge production and developmental prospects. In particular, it focuses on the role that knowledge and technology play in development, and how power shapes who benefits from that knowledge. The first half of the course lays a foundation in understanding the challenge of structural transformation in African countries while the second half looks at the contemporary technological changes reshaping that challenge, including topics on social policy, digitization, China in Africa and new technologies transforming agriculture.

**Teaching:** 15 hours of lectures and 15 hours of seminars in the LT. Student on this course will have a reading week in Week 6.

**Formative coursework:** Students will be expected to produce 1 piece of coursework in the LT.

A plan for the research paper (1500-2000 words) on which the student will receive feedback and topic approval

**Indicative reading:** A detailed weekly reading list will be provided at the first course meeting. The following readings provide an introduction to the course:

1. Thandika Mkandawire and Charles Soludo, (1999) *Our Continent, Our Future: African Perspectives on Structural Adjustment*. Dakar/Trenton, NJ: CODESRIA / African World Publications.
2. Mkandawire, T. (2001) "Thinking About Developmental States in Africa." *Cambridge Journal of Economics*, 25(3): 289-313.
3. Mkandawire, T. (2005) "Targeting and Universalism in Poverty Reduction" Geneva: UNRISD. Available electronically here. Pages 7-23.
4. Mkandawire, T. (2010) "On Tax Efforts and Colonial Heritage in Africa" *Journal of Development Studies* 46(10): 1647-69.
5. Mkandawire, Thandika (2014) "The Spread of Economic Doctrines and Policymaking in Postcolonial Africa." *African Studies Review* 57(01):171-98.
6. Mkandawire, Thandika (2015) "Neopatrimonialism and the

Political Economy of Economic Performance in Africa: Critical Reflections." *World Politics*:1-50.

7. Mkandawire, Thandika. (2017) "State Capacity, History, Structure, and Political Contestation in Africa." In M. A. Centeno, A. Kohli, D. J. Yashar, & D. Mistree (Eds.), (pp. 184-216).
8. Mann, L. (2014) "Wasta! The long-term implications of education expansion and economic liberalisation on politics in Sudan" *Review of African Political Economy* 41(142): 561-578.
9. Mann, L. (2017) 'Left to Other Peoples' Devices? A Political Economy Perspective on the Big Data Revolution in Development' *Development and Change* 49(1): 3-36.
10. Mann, L. and G. Iazzolino (2019) "See, nudge, control and profit: Digital platforms as privatized epistemic infrastructures" *Platform Politick, A Series, ITforChange*, March 2019. Available electronically here.
11. Khan, M. H. (2000) "Chapter Two: Rents, efficiency and growth" In *Rents, rent-seeking and economic development: Theory and evidence in Asia*, 21-68.
12. Oqubay, A. (2015) *Made in Africa: Industrial Policy in Ethiopia* Oxford: Oxford University Press.
13. Young, A. (2018) *Transforming Sudan: Decolonization, Economic Development, and State Formation*. Cambridge: Cambridge University Press.
14. Mamdani, M. (2007) *Scholars in the Marketplace: The Dilemmas of Neo-Liberal Reform at Makerere University, 1989-2005*. Dakar, Senegal: CODESRIA.
15. Gray, H. (2018) *Turbulence and Order in Economic Development: Economic Transformation in Tanzania and Vietnam*. Oxford: OUP.
16. Nyabola, N. (2018) *Digital Democracy, Analogue Politics: How the Internet is Transforming Kenya* London: Zed Books.
17. UNCTAD. *Economic Development in Africa: From Adjustment to Poverty Reduction: What is New?* Geneva: United Nations, 2002.
18. Vishnu Padayachee (ed), *The Political Economy of Africa*. London: Routledge, 2010.
19. Whitfield, L., et al. (2015). *The Politics of African Industrial Policy: A Comparative Perspective*. Cambridge, Cambridge Univ Press.
20. Obamba, M. O. (2013) "Uncommon knowledge: World Bank policy and the unmaking of the knowledge economy in Africa" *Higher Education Policy* 26(1): 83-108.
21. Naidu, V. (2019) "Knowledge Production in International Trade Negotiations is a High Stakes Game" *Africa at LSE Blogpost*, June 14th 2019. Available electronically here.
22. Cramer, C. and Johnston, D., Oya, C. and J. Sender (2015) "Fairtrade Cooperatives in Ethiopia and Uganda: Uncensored" *Review of African Political Economy* 41 (1): 115-S127. (9 pages)
23. Perez, C. (2009) "Technological revolutions and techno-economic paradigms" *Cambridge Journal of Economics*, 34(1): 185-202.
24. Murphy, J. T., Carmody, P. P. and B.B. Surborg (2014) 'Industrial transformation or business as usual? Information and communication technologies and Africa's place in the global information economy', *Review of African Political Economy*, 41(140): 264-283.
25. UNCTAD (2007) "Reclaiming Policy Space: Domestic Resource Mobilisation and Developmental States" Geneva: UNCTAD. Available electronically here. Pages 6-54.
26. Di John, J. (2005) "The Political Economy of Taxation and Resource mobilisation in sub-Saharan Africa," in Padayachee (Ed.) *The Political Economy of Africa*. London: Routledge. Pages 110-131.
27. Ndikumana, L. and J. K. Boyce (2003) "Public debts and private assets: explaining capital flight from sub-Saharan African countries" *World Development* 31(1): 107-130.
28. Usman, Z. (2018) "The 'Resource Curse' and Constraints to Reforming Nigeria's Oil Sector" In Levan and Ukata (Eds.) *The Oxford Handbook of Nigerian Politics* Oxford: Oxford University Press. Pages 520-545.
29. Selolwane, M. D. (2007) "Statecraft in Botswana: Renegotiating Development, Legitimacy and Authority," In Agbese and Ge Kieh Jr. (Eds.) *Reconstituting the State in Africa* Basingstoke: Palgrave.



Pages 33-47.

30. Clapham, C. (2018) "The Ethiopian developmental state" *Third World Quarterly* 39(6): 1151-65.
31. Saunders, R. and A. Caramento (2018) "An extractive developmental state in Southern Africa? The cases of Zambia and Zimbabwe." *Third World Quarterly* 39(6): 1166-90.
32. Hickey, S. (2008) "Conceptualising the Politics of Social Protection in Africa," in *Social Protection for the Poor and the Poorest: Concepts, Policies and Politics* Barrientos, A. and D. Hulme (Eds.) Houndmills: Palgrave Macmillan. Pages 247-263.
33. Ouma, M. and J. Adesina (2019) "Solutions, exclusion and influence: Exploring Power Relations in the Adoption of Social Protection Policies in Kenya" *Critical Social Policy* 39(3): 376–395.
34. Ulriksen, M. S. (2012). "Welfare Policy Expansion in Botswana and Mauritius: Explaining the Causes of Different Welfare Regime Paths." *Comparative political studies* 45(12): 1483-1509.
35. Gabor, D. and S. Brooks (2016) "The digital revolution in financial inclusion: international development in the fintech era" *New Political Economy* 22(4): 423-436.
36. Dafe, F. (2019/2020) "Ambiguity in international finance and the spread of financial norms: the localization of financial inclusion in Kenya and Nigeria" *Review of International Political Economy*. In press.
37. Suri, T. and W. Jack (2016) "The long-run poverty and gender impacts of mobile money" *Science* 354(6317): 4–9.
38. Bateman, M. Duvendack, M. and N. Loubere (2019) "Is fintech the new panacea for poverty alleviation and local development? Contesting Suri and Jack's M-Pesa findings published in *Science*" *Review of African Political Economy*. In press.
39. Breckenridge, K. (2005) "The Biometric State: The Promise and Peril of Digital Government in the new South Africa," *Journal of Southern African Studies* 31(2): 267-282.
40. Murphy, J. T., Carmody, P., and Surborg, B. (2014) "Industrial transformation or business as usual? Information and communication technologies and Africa's place in the global information economy" *Review of African Political Economy* 41(140): 264-283.

**Assessment:** Essay (100%, 5000 words) in the ST.

## DV520 Half Unit Complex Emergencies

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof David Keen CON 6.06

**Availability:** This course is available on the MRes/PhD in International Development. This course is not available as an outside option.

**Course content:** When genocides, civil wars and famines are reported on television in countries such as Syria, Sudan or Yemen, we are often left with a sense of confusion. Why is this happening? Why do these disasters keep recurring? And which actors are driving the process? This course looks behind the headlines to get a deeper understanding of the causes and functions of humanitarian disasters.

By re-thinking common conceptions of conflict (such as the idea that war is a contest between two or more sides aiming to 'win'), the course offers new ways of thinking about war, humanitarian intervention and peacebuilding. Who benefits from conflict? Who benefits from famine? How do these benefits shape the information we receive? How is the 'enemy' defined, and whose interests do these changing definitions serve? And how can one make peace a peace that doesn't propel society back into war? The course offers an understanding of the complex fault-lines that lie behind oversimplistic news coverage. It also expands our understanding of disasters to take account of the fact that many disasters (from climate change to 'migration crisis', from Covid to democratic crisis) are now 'coming home' as far as Western democracies are concerned.

The course draws on detailed empirical case-studies – including the course-leader's own fieldwork in Sudan, Sierra Leone, Sri Lanka,

Iraq, Guatemala, France and on the Syria/Turkey border. The course makes use of the political thought of Hannah Arendt and Michel Foucault, showing how they can help us to deconstruct the interests and the language that muddle our understanding of the causes and functions of contemporary disasters – in whichever part of the world they are found.

The course is interdisciplinary and looks at the political, economic and psychological functions of violence, though it requires no specialist knowledge of any particular discipline.

**Teaching:** 15 hours of lectures and 15 hours of seminars in the LT. This course is delivered through a combination of lectures and seminars in the LT.

Student on this course will have a reading week in Week 6.

**Formative coursework:** Students will be expected to produce 1 piece of coursework in the LT.

A plan for the research paper (1500-2000 words) on which the student will receive feedback and topic approval

**Indicative reading:** A detailed weekly reading list will be provided at the first course meeting. A useful text, which is designed in large part around the course, is David Keen, *Complex Emergencies* (Polity, 2008).

Other texts of interest include:

- David Keen, *The Functions and Legitimization of Suffering in Calais*, *International Migration* (2020), <https://onlinelibrary.wiley.com/doi/epdf/10.1111/imig.12800>
- Ruben Andersson and David Keen. 2019. *Partners in Crime? The impacts of Europe's outsourced migration control on peace, stability and rights*. Saferworld: London, July, <https://www.saferworld.org.uk/resources/publications/1217-partners-in-crime-the-impacts-of-europeas-outsourced-migration-controls-on-peace-stability-and-rights> ;
- Arlie Russell Hochschild, *Strangers in their Own Land* (The New Press, 2016), Ruben Andersson, *Illegality Inc.: Clandestine Migration and the Business of Bordering Europe*. Oakland: University of California Press.
- David Keen, *Useful Enemies: When Waging Wars is More Important than Winning Them* (Yale University Press, 2012);
- Stathis Kalyvas, *The Logic of Violence in Civil War* (Cambridge University Press, 2006);
- Michael Mann, *The Dark Side of Democracy: Explaining Ethnic Cleansing* (Cambridge University Press, 2005);
- Amartya Sen, *Poverty and Famines* (Oxford University Press, 1981);
- Frances Stewart and Valpy FitzGerald (eds.), *War and Underdevelopment*, Volumes 1 and 2 (Oxford University Press, 2001);
- Jeremy Weinstein, *Inside Violence: The Politics of Insurgent Violence* (Cambridge University Press, 2007);
- Tim Allen, *Trial Justice: The International Criminal Court and the Lord's Resistance Army* (Zed Press, 2006);
- Chris Dolan, *Social Torture: The Case of Northern Uganda, 1986-2006* (Berghahn, 2009);
- Zoe Marriage, *Not Breaking the Rules, Not Playing the Game: International Assistance to Countries in Conflict* (Hurst and Co., 2006);
- David Keen, *Conflict and Collusion in Sierra Leone* (James Currey, 2005);
- David Keen, *Endless War? Hidden Functions of the 'War on Terror'* (Pluto, 2006);
- Christopher Cramer, *Civil War is Not a Stupid Thing: Accounting for Violence in Developing Countries* (Hurst and Co., 2006);
- Mats Berdal and David Malone, *Greed and Grievance: Economic Agendas in Civil Wars* (Lynne Rienner, 2000);
- Hugo Slim, *Killing Civilians: Method, Madness and Morality in War* (Hurst and Co., 2008).

**Assessment:** Essay (100%, 5000 words) in the ST.



## DV524 Half Unit Not available in 2022/23 International Institutions and Late Development

This information is for the 2022/23 session.

**Teacher responsible:** Prof Kenneth Shadlen CON.6.07

**Availability:** This course is available on the MRes/PhD in International Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Please note all students are asked to submit a brief statement of 150 words (max) on why they want to take the course.

2/3 of the spaces should go to ID and joint degree students, distributed on a random basis.

1/3 go to non-ID/joint students, distributed on a random basis.

Everyone else goes on the waitlist, and as spots open the course leader will allocate these, without regard to degree/dept, on the basis of the brief statements.

**Course content:** This course examines the politics of the international economy. We analyse the overarching rules and regulations that structure the international economy, and thereby provide context for development policy, and we assess the role of a range of actors (e.g. governments, firms, non-state actors) in shaping and reshaping the international economic order. We are particularly interested in understanding the ways that developing countries respond to and participate in international regimes and organisations, and how changes in global economic governance affect opportunities for economic development. The first week, which synthesises a variety of explanations of the role that international organisations play in global politics, establishes the theoretical spine for the course. We then examine governance in international sovereign debt and finance, public and private. We analyse the politics of debt relief for the poorest and most heavily-indebted countries, where most of the debt is owed to public creditors; and we analyse the politics of debt restructuring for middle-income countries where significant shares of the debt is owed to private/commercial creditors. The course then turns to the politics of international trade, investment, and intellectual property. This cluster of five sessions is organised around a dialogue between multilateral and regional frameworks for integration into the global economy, with the World Trade Organisation (WTO) serving as our principal point of reference. We examine the emergence of the WTO, both in terms of the substance of the Uruguay Round agreements and as an inter-governmental organisation with its own set of procedures for agenda-setting, rule-making, and dispute-settlement. We then examine emerging arrangements for global governance in the areas of foreign investment and intellectual property. And, then we focus explicitly on the resurgence of new, North-South, bilateral and regional trade agreements, considering the implications of such agreements for development and the factors that contribute to their proliferation. In concluding the course, taking a step back and reviewing the term's material from a "birds-eye view," we analyse contrasting trajectories of change in two development regimes, one regarding "industrial transformation" and mobility in the international division of labour, and another regarding "humanitarianism" and poverty reduction.

**Teaching:** 20 hours of lectures and 13 hours and 30 minutes of seminars in the LT. 2 hours of lectures in the ST.

There will be a reading week in Week 6.

**Indicative reading:**

A detailed reading list is presented at the beginning of term.

**Assessment:** Exam (50%, duration: 2 hours) in the summer exam period.

Essay (50%, 4000 words) in the ST.

## DV528 Half Unit Managing Humanitarianism

This information is for the 2022/23 session.

**Teacher responsible:** Dr Stuart Gordon, CON 8.10

**Availability:** This course is available on the MRes/PhD in

International Development. This course is not available as an outside option.

**Course content:** The course looks at international, national and local responses to conflict and natural disasters. Building on an analysis of the causes, construction and consequences of humanitarian disasters, this course focuses on humanitarian actors (including aid workers, journalists, medics, government officials, soldiers, politicians and peace negotiators). It considers the principles and the politics of humanitarian action, exploring the overlaps and tensions between practices of humanitarian assistance and humanitarian intervention and how humanitarian institutions shape and are shaped by global governance and state power. It asks how humanitarianism relates to ideas about human rights and justice, and the politics of securitisation. It considers why humanitarian organisations and governments respond to some crises and not to others as well as the critique of humanitarian assistance and the ways in which the UN and NGO communities have sought to professionalise their activities. The course also looks at how recipients of humanitarian aid respond to these programmes, and in some cases subvert or transform them into quite different projects. Case studies will be drawn primarily from Africa, Central and South Asia and Latin America. However, there is also likely to be discussion of ongoing humanitarian emergencies, wherever they are located.

**Teaching:** 20 hours of lectures and 15 hours of seminars in the MT.

This course is delivered through a combination of lectures and seminars in the MT.

Students on this course will have a reading week in Week 6.

**Formative coursework:** Students will be expected to produce 1 piece of coursework in the MT.

This will be a formative plan for the research paper (1000 words) on which the student will receive feedback.

**Indicative reading:** Stuart Gordon and Antonio Donini 'Romancing Principles and Human Rights - Are Humanitarian Principles Salvageable?' *International Review of the Red Cross* / Volume 97 / Issue 897-898 / June 2015, pp 77-109;

M. Barnett, (2011). *Empire of Humanity: A History of Humanitarianism*, Ithaca: Cornell University Press;

M. Barnett, M. Barnett & T. G. Weiss (Eds.), 2008. *Humanitarianism in Question Politics Power and Ethics*, Ithaca: Cornell University Press;

A. De Waal, 1997. *Famine Crimes: Politics and the Disaster Relief Industry in Africa*. Oxford:James Currey;

G. Loescher, (2001). *The UNHCR and World Politics*, Oxford University Press;

D. Rieff, (2002). *A Bed for the Night: Humanitarianism in Crisis*, Vintage/Random House.

**Assessment:** Essay (100%, 4000 words) in the MT.

## DV531 Development Management

This information is for the 2022/23 session.

**Teacher responsible:** Dr Mahvish Shami

**Availability:** This course is available on the MRes/PhD in International Development. This course is not available as an outside option.

This course is available to students in Year 2 or above of the MRes/PhD in International Development only. It is also available to students in Year 1 of the MRes/PhD in International Development, in lieu of DV501, with permission.

**Course content:** Why are some countries rich and others poor? Why are some governed well and others badly? This course employs a political economy approach to examine the causes of development, identify the underlying obstacles to development, and evaluate potential solutions. It focuses on the principles governing the institutions, politics, and organisations through which policies, programmes and projects are produced and implemented. Attention is given to the different kinds of

authority, incentives and accountability mechanisms that govern the relationships between leaders, managers and recipients. It reviews ongoing debates about the best ways of designing state agencies, private firms and NGOs, by showing how centralised bureaucracies, markets, participatory and solidaristic agencies operate to provide services in practice. It explores the dynamics of different forms of democratic and authoritarian states, the determinants of good and poor governance, and how social, political and economic forces interact to drive change and stability. In order to enable students to make practical judgments about institutional reform programmes in various contexts, competing approaches to development are critically and constructively analyzed in light of case studies. The course is divided into several parts: Analytical Assumptions, Government and Governance, Private Sector, and Civil Society. On completing the course students should be able to: (i) use theory to identify the causes of actual development challenges, (ii) identify and assess relevant case study material to inform development practice; and (iii) employ the insights developed throughout the course to formulate policy recommendations and plans of action for improving development.

**Teaching:** This course is delivered through a combination of lectures and seminars in the MT & LT. Seminars will be at or upwards of 45 minutes duration and lectures will be at or above 60 minutes duration. There will be a revision session in early ST. There will additionally be an introductory workshop at the start of MT. Students are expected to attend all these sessions. Lectures will focus on the theoretical debates driving current policy practice in the development community, while seminars will relate these to practical problems of implementation, drawing on case studies, class exercises, and the personal experience of participants. Seminars will discuss topics covered in the lecture, and will be conducted on the basis either of a student presentation or a class exercise.

**Formative coursework:** Students will be expected to produce 1 piece of coursework in the LT.

A plan for the research paper (1500-2000 words) on which the student will receive feedback and topic approval

**Indicative reading:** A detailed weekly reading list is provided at the first course meeting. Background readings include: Brett, E.A. (2009) *Reconstructing Development Theory*; Faguet, JP. 2012. *Decentralization and Popular Democracy: Governance from Below in Bolivia*. Ann Arbor: University of Michigan Press; Chang, H. 2003, *Rethinking development economics*, Anthem Press; London, *Intermediate Technology*; Kohli, A. 2004 *State-directed development: political power and industrialization in the global periphery*, Cambridge, Cambridge University Press; Linz, J. & A. Stepan, *Problems of democratic transition and consolidation*, Johns Hopkins; Olson, M. 1982 *The rise and decline of nations*, Yale University Press; North, D. 1990. *Institutions, Institutional Change and Economic Performance*. Cambridge University Press. Putnam, R. D. 1993. *Making Democracy Work: Civic Traditions in Modern Italy*. Princeton: Princeton University Press; Rodrik, D. (Ed.). 2003. *In Search of Prosperity: Analytical Narratives on Economic Growth*: Princeton University Press; Sen. A., 1999 *Development as Freedom*. Oxford University Press; Stiglitz, J. 2002 *Globalization and its discontents*, Allen Lane, 2002; World Bank, *World Development Report, 2004, Making services work for poor people*, Washington, World Bank.

**Assessment:** Assessment path 1  
Essay (100%, 10000 words) in the ST.  
Assessment path 2

Exam (60%, duration: 3 hours) in the summer exam period.  
Essay (40%, 5000 words) in the ST.

The research paper will be co-marked by the course convenor and the student's PhD supervisor.

## DV532 Half Unit Not available in 2022/23 China in Developmental Perspective

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Jude Howell CON. 8.02

**Availability:** This course is available on the MRes/PhD in International Development. This course is not available as an outside option.

**Course content:** This course looks at China from a comparative developmental perspective, locating the discussion of China within the interdisciplinary field of development studies. It examines China's developmental trajectory since 1949, explaining the fundamental shift in developmental path from late 1978 onwards. It considers China's role in low-income countries, as a model of innovation, as a voice for developing country concerns and as an important aid donor. It reflects on China's recent achievements in reducing poverty and places these in comparative context. The course considers the governance challenges posed by rapid economic reform, the attempts to reform the Party-state and to manage social tensions. It examines the social dimensions of rapid economic reform and the implications for social policies. It looks at the emergence of NGOs and other forms of civil society organising and considers changing state-society relations. Finally it considers China's role as aid donor and its emergence as a global economic and political power. The course will enable students to obtain an understanding of key developmental issues and discussions about China and to link these discussions to broader debates and theories in development studies.

**Teaching:** This course is delivered through a combination of lectures and seminars in the MT. Seminars will be at or upwards of 45 minutes duration and lectures will be at or above 60 minutes duration.

In addition, one introductory seminar session in MT and one essay preparation session in MT.

Students on this course will have a reading week in Week 6.

**Formative coursework:** Students have the opportunity to receive feedback on a formative essay of 1,500 words. Students will also receive feedback on their seminar performance. Students are welcome to come to course convenor's office hours to discuss any issues.

**Indicative reading:**

- Ang Yuen Yuen, 2016, *How China Escaped the Poverty Trap*, Cornell University
- Friedman, Eli 2014, *Insurgency Trap. Labour Politics in Post-Socialist China*. Cornell University Press.
- Harneit-Sievers, A., Marks, S., and Naidu, S., 2010, *Chinese and African perspectives on China in Africa*, Pambazuka Press;
- Howell, Jude, 2003, *Governance in China*. Rowman and Littlefield Inc., Lanham;
- Heilmann, Sebastian and Elizabeth Perry, 2011, *Mao's Invisible Hand: The Political Foundations of Adaptive Governance in China*, Harvard University Press
- Hung, Ho-fung (ed) (2009) *China and the Transformation of Global Capitalism*. Baltimore, John Hopkins University Press;
- Lardy, Nicolas, 2014, *Markets Over Mao. The Rise of Private Business in China*, Washington, Peter Institute for International Economics;
- Leung, Joe C.B. and Yuebin Xu, 2015, *China's Social Welfare*. Polity Press, Cambridge.
- Yao Shujie, 2005, *Economic Growth, Income Distribution and Poverty Reduction in Contemporary China*, RoutledgeCurzon, London and New York;
- White, Gordon, Jude Howell and Shang Xiaoyuan, 1996, *In Search of Civil Society. Market Reform and Social Change in Contemporary China*. Oxford University Press, Oxford;
- M.H. Whyte (ed), 2009, *One Country, Two Societies. Rural/Urban Inequality in China*.

**Assessment:** Essay (100%, 5000 words) in the LT.

## DV533 Half Unit Not available in 2022/23 The Informal Economy and Development

This information is for the 2022/23 session.

**Teacher responsible:** Dr Kate Meagher CON 7.11

**Availability:** This course is available on the MRes/PhD in International Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

The course is only available to research students in other departments with permission from the course convener (space permitting).

**Course content:** The expansion of the informal economy, which now employs more than 60% of the world's workers, represents a central paradox of contemporary economic development. COVID-19 has further exposed the pervasive role of informal employment across the globe. Practitioners, policy makers and academics seek a clearer understanding of its impact on poverty, employment, governance and inclusive development. In a globalising environment, are large informal economies a poverty trap or an engine of growth? Do they stimulate entrepreneurship and popular empowerment, or promote criminality and exploitation? How does a greater understanding of the size and organization of informal economies affect policy on urban service provision, social protection or taxation? What are the implications of the informal economy for social cohesion and popular politics in developing countries?

This course will explore how high levels of informality in developing countries are shaping processes of growth and governance in the Global South. The effect of informality on new policy narratives of inclusive growth will be a central theme in the course. Using a comparative institutional approach, we will examine informal economies in a range of regional contexts, including Africa, the Middle East, South and East Asia, and Latin America, highlighting variations in activities, relations with the state, global integration and development outcomes. Key issues covered in the course include the impact of the informal economy on labour markets, weak states, gender empowerment, urban services, social enterprise, social protection, taxation, and popular politics. Attention will be focused on the potential as well as risks of large informal economies in the face of contemporary development challenges, drawing on empirical evidence and comparative case studies from across the developing world.

**Teaching:** This course is delivered through a combination of lectures and seminars in the LT. Seminars will be at or upwards of 45 minutes duration and lectures will be at or above 60 minutes duration.

Student on this course will have a reading week in Week 6.

**Formative coursework:** Formative coursework will involve a 2,000 word essay during the term and at least one presentation.

**Indicative reading:** 1. Portes, Alejandro, Manuel Castells and Lauren A. Benton, eds. (1989) *The Informal Economy: Studies in Advanced and Less Developed Countries*. Baltimore: John Hopkins University Press.

2. Perry et al. (2007) *Informality: Exit and Exclusion*, World Bank (available on Google Books).

3. ILO (2018) *Women and men in the informal economy: a statistical picture (third edition)* / International Labour Office – Geneva: ILO.

4. Brehman, J. (2013). *At work in the informal economy of India: a perspective from the bottom up*. OUP Catalogue.

5. Chen, M., & Carré, F. (2020). *The Informal Economy Revisited: Examining the Past, Envisioning the Future* (p. 326). Taylor & Francis.

6. Cooper, Neil and Michael Pugh, with Jonathan Goodhand (2004) *War Economies in a Regional Context: The Challenges of Transformation*. Boulder: Lynne Rienner.

7. Fernandez-Kelly, P. and J. Shefner, eds. (2006) *Out of the Shadows: Political Action and the Informal Economy in Latin America*. Philadelphia: Penn State University Press.

8. Kabeer, Naila (2008) *Mainstreaming Gender in Social Protection for the Informal Economy*. London: Commonwealth Secretariat.

9. Kinyanjui, Mary Njeri (2014) *Women in the Informal Economy in Urban Africa: From the Margins to the Centre*. London: Zed Books.

10. Kraemer-Mbula, E., and Wunsch-Vincent, S. eds. (2016) *The Informal Economy in Developing Nations: Hidden Engine of Innovation?* Cambridge UP.

11. Kuruvilla, S., Lee, C. K., & Gallagher, M. (2011). *From iron rice bowl to informalization: Markets, workers, and the state in a changing China*. Cornell University Press.

12. Levy, Santiago (2008) *Good Intentions, Bad Outcomes: Social Policy, Informality and Economic Growth in Mexico*. Brookings Institution.

13. Lindell, I. (2010) *Africa's Informal Workers: Collective Agency, Alliances and Transnational Organizing in Urban Africa*. London: Zed Books.

14. Meagher, K. (2010) *Identity Economics: Social Networks and the Informal Economy in Nigeria*, Oxford: James Currey.

**Assessment:** Essay (100%, 5000 words) in the ST.

## DV545 Half Unit Research Themes in International Development

This information is for the 2022/23 session.

**Teacher responsible:** Dr Kate Meagher

**Availability:** This course is available on the MRes/PhD in International Development. This course is not available as an outside option.

This course is available as an option for students enrolled on the MRes/PhD in International Development only.

**Course content:** The objectives of the course are: a) to introduce students to specialized dimensions of development which will facilitate their career paths by engaging with new issues not covered in standard courses; and/or b) to facilitate student engagement with novel dimensions of the interface between policy practice and development academe.

Students enrolled on DV545 follow an independent course of study on an approved topic. They will be matched with an adviser (any member of staff in the department who is not their primary supervisor), who will support them in producing the final research paper. There are no set lectures or seminars for this course, though students will be encouraged to make good use of the weekly lectures in the ID Cutting Edge Issues in Development Thinking & Practice seminar series, which feature speakers from different development organisations and research institutes.

**Formative coursework:** Students will be expected to produce 1 piece of coursework in the LT. This will involve a plan for the summative research paper (1500-2000 words) on which the student will receive feedback and topic approval.

**Indicative reading:** Boone, C. (2014). *Property and political order in Africa: Land rights and the structure of politics*. Cambridge University Press

Faguet, Jean-Paul (2012) *Governance from below: decentralization and popular democracy in Bolivia*. University of Michigan Press, Ann Arbor, USA.

Getachew, A. (2019). *Worldmaking after empire: The rise and fall of self-determination*. Princeton University Press.

Kar, S. (2018). *Financializing Poverty*. Stanford University Press.

Keen, David (2012). *Useful Enemies*, Yale University Press.

Meagher, K., Mann, L., & Bolt, M. (eds.). (2016). "Making the Right Connections: Globalization, Economic Inclusion and African Workers". Routledge.

McDonald, D. A. (ed.). (2016). *Making public in a privatized world: The struggle for essential services*. Zed Books Ltd.

Mkandawire, T. (ed.) (2004). *Social policy in a development context: Introduction. In Social policy in a development context* (pp. 1-33).

Palgrave Macmillan, London.

Shadlen, Kenneth C (with Sebastian Hauss) (eds) (2011). *Politics of Intellectual Property: Contestation over the Ownership, Use and Control of Information* Edward Elgar.

Venugopal, R. (2018). *Nationalism, development and ethnic conflict in Sri Lanka* (Vol. 5). Cambridge University Press.



**Assessment:** Essay (100%, 5000 words) in the ST.

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## DV560 Half Unit Not available in 2022/23

### Bayesian Reasoning for Qualitative Social Science: A modern approach to case study inference

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Tasha Fairfield CON 6.02

**Availability:** This course is available on the MPhil/PhD in International Relations and MRes/PhD in International Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Students will be selected for DV560 based on a written statement of interest (max 150 words). Priority will be given to students on the programs listed above, if demand exceeds places.

**Course content:** The way we intuitively approach qualitative case research is similar to how we read detective novels. We consider various different hypotheses to explain what occurred—whether the emergence of democracy in South Africa, or the death of Samuel Ratchett on the Orient Express—drawing on the literature we have read (e.g. theories of regime change, or other Agatha Christie mysteries) and any salient previous experiences we have had. As we gather evidence and discover new clues, we continually update our beliefs about which hypothesis provides the best explanation—or we may introduce a new alternative that occurs to us along the way.

Bayesianism provides a natural framework that is both logically rigorous and grounded in common sense, that governs how we should revise our degree of belief in the truth of a hypothesis—e.g., “mobilisation from below drove democratization in South Africa by altering economic elites’ regime preferences,” (Wood 2001), or “a lone gangster sneaked onboard the train and killed Ratchett as revenge for being swindled”—given our relevant prior knowledge and new information that we obtain during our investigation. Bayesianism is enjoying a revival across many fields, and it offers a powerful tool for improving inference and analytic transparency in qualitative research.

This course introduces basic principles of Bayesian reasoning with the goal of helping us leverage our common-sense understandings of inference and hone our intuition when conducting causal analysis with qualitative evidence. We will examine the foundations of Bayesian probability as well as concrete applications to single case studies, comparative case studies, comparative historical analysis, and multi-methods research. Students will practice applying Bayesian reasoning to assess the strength and quality of inferences in published studies, drawing on exemplars of qualitative research from various fields of socio-political analysis including development studies, comparative politics, international relations, and policy analysis. Students will also apply Bayesian principles to various aspects of their own dissertation research in progress—e.g., generating or revising hypotheses, selecting cases, identifying weaknesses in salient background literature, and assessing the inferential weight of available evidence.

Upon completing the course, students will be equipped with a concrete set of Bayesian-inspired best practices to deploy in their own research, as well as widely-applicable analytic skills that will help them to better evaluate and critique socio-political analysis.

**Teaching:** This course is delivered through a combination of lectures and seminars in the LT. Seminars will be at or upwards of 45 minutes duration and lectures will be at or above 60 minutes duration.

Students will attend DV460 lectures and seminars in LT. Additional teaching and learning support in writing the final project will be agreed between the instructor and the student’s PhD supervisor. Students on this course will have a reading week in Week 6.

**Formative coursework:** Students will be expected to produce 1

exercise and 1 project in the LT.

Students will receive written and oral formative assessment on in-class exercises, which will ask them to explain key Bayesian concepts (e.g., the “weight of evidence”) in their own words and apply them to concrete examples (e.g. use Bayes’ rule to derive an inference from several pieces of evidence).

In addition, students will receive oral feedback on the first section of their final project, which will set up rival hypotheses to be compared in light of case evidence.

**Indicative reading:** Methodological foundations:

Tasha Fairfield and Andrew Charman, “A Dialogue with the Data: The Bayesian Foundations of Iterative Research in Qualitative Social Science,” *Perspectives on Politics* 17(1):154-167, 2019; Andrew Bennett, “Disciplining Our Conjectures: Systematizing Process Tracing with Bayesian Analysis,” in Andrew Bennett and Jeffrey Checkel, eds, *Process Tracing in the Social Sciences: From Metaphor to Analytic Tool*, Cambridge University Press, 276–98, 2015; Tasha Fairfield and Andrew Charman, “Explicit Bayesian Analysis for Process Tracing,” *Political Analysis* 25(363-380), 2017; Macartan Humphreys and Alan Jacobs, “Mixing Methods: A Bayesian Approach,” *American Political Science Review* 109(4):653-673, 2015; Timothy McKeown, “Case Studies and the Statistical Worldview,” *International Organization* 53(1):161-190, 1999.

Qualitative research exemplars:

Alan Jacobs, “How Do Ideas Matter? Mental Models and Attention in German Pension Politics,” *Comparative Political Studies* 42 (2) 2008; Tasha Fairfield and Candelaria Garay, “Redistribution under the Right in Latin America: Electoral Competition and Organized Actors in Policymaking,” *Comparative Political Studies* 50 (14) 1871-1906, 2017; Kenneth Schultz, “Fashoda Revisited” (Chapter 6) in *Democracy and Coercive Diplomacy*, Cambridge, 2001; Dan Slater, “Revolutions, Crackdowns, and Quiescence: Communal Elites and Democratic Mobilization in Southeast Asia,” *American Journal of Sociology* 115 (1) 203-254, 2009; Elisabeth Wood, “An Insurgent Path to Democracy: Popular Mobilization, Economic Interests, and Regime Transition in South Africa and El Salvador,” *Comparative Political Studies* 34 (8) 862-888, 2001.

**Assessment:** Project (100%, 5000 words) in the ST.

Students can choose from two options in consultation with the course instructor and the PhD supervisor, taking into account how far along they are in the research process:

- Conduct a full Bayesian scrutiny of a published work relevant to their dissertation topic, preferably one that analyses more than a single case. Students will be asked to pay attention to some nuanced aspects of Bayesian inference, including logical dependence among multiple pieces of evidence, and they will provide quantified assessments of priors, weight of evidence, and their posterior degree of confidence in the author’s argument relative to rival explanations in light of the evidence.
- Directly apply Bayesian reasoning to their own dissertation research in progress. Students will devise at least two rival hypotheses to compare (preferably three), assess and justify priors in light of salient background literature they have read, and assess the weight of any available evidence they possess from their preliminary research and/or provide a Bayesian rationale for case selection. Students will be asked to pay attention to some nuanced aspects of Bayesian inference, including logical dependence among multiple pieces of evidence, and they will provide quantified assessments of the weight of evidence and their degree of confidence in each hypothesis relative to the rivals in light of their background information and preliminary evidence.

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## DV590 Half Unit

### Economic Development Policy I

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Diana Weinhold CON 7.10

**Availability:** This course is available on the MRes/PhD in International Development. This course is not available as an outside option.



Enrolment will be controlled through the use of a pre-quiz (see DV490 Moodle page for details).

**Course content:** This course explores the foundations of applied macroeconomic policy analysis by combining a rigorous but intuitive introduction to advanced econometric methods with applications to the theory and empirics of long-run growth in developing countries. Throughout the course, lectures provide analytical but non-technical overviews of broad themes in long-run growth and development policy, including growth theory, institutions and history, economic geography, globalization, inequality, balance of payments and financial crises, debt, environmental policy and international aid. There is a strong emphasis on how the body of knowledge has evolved over time via the synthesis of theoretical advances and rigorous empirical testing.

Seminars in the first half of term will introduce students to the statistical foundations of econometric analysis and build analytical skills to read, interpret, and critique econometric approaches to causal identification commonly used in the academic development literature. We engage directly with quantitative methodology and regression analysis, developing rigorous intuition rather than learning technical formulas, with the focus on teaching students from a broad range of backgrounds to understand and critically consume high-level applied research in a sophisticated manner. The seminars in the second half of term give students an opportunity to repeatedly practice and improve their analytical skills by working through methodologically-focussed problem sets based on top academic journal articles addressing issues from the lectures on macroeconomic development.

While some background in economics and/or statistics is helpful, the course is designed to be engaging and challenging for students from a broad variety of backgrounds, from those with no economics and statistics to those with more advanced skills in either one or both areas. Strong analytical skills (whether quantitative or not) and a sturdy work ethic are the best predictors of success.

**Teaching:** 20 hours of lectures and 15 hours of seminars in the MT.

This course is delivered through a combination of lectures and seminars in the MT.

Student on this course will have a reading week in Week 6.

**Formative coursework:** Students will be expected to produce 1 piece of coursework in the LT.

A plan for the research paper (1500-2000 words) on which the student will receive feedback and topic approval

**Indicative reading:** The bulk of the course will be taught using journal articles. A reading list will be handed out by the lecturers at the beginning of their sessions. Useful reference texts include Mastering 'Metrics: the Path from Cause to Effect, by Angrist & Pischke, Princeton University Press (2014); and The Quest for Growth by W. Easterly, MIT Press (2001)

**Assessment:** Essay (100%, 5000 words) in the ST.

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## DV591 Half Unit

### Economic Development Policy II

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Sandra Sequeira CON.6.05

**Availability:** This course is available on the MRes/PhD in International Development. This course is not available as an outside option.

This course is available as an option for students enrolled in the MRes/PhD in International Development only.

**Course content:** This course examines the microeconomic foundations of economic policy-making in developing countries. Classes will combine economic theory and rigorous empirical analysis to better understand the impact of economic development policy on development goals. We will focus on specific examples chosen from development cases worldwide to learn which policies have worked, which ones have not, and how a rigorous analysis

of these experiences can inform the design of better economic development policies in the future.

The course is structured around three main themes:

(i) Human Development: health policy, education policy and intra-household dynamics

(ii) Institutions and Markets: labour markets, state capacity for public service delivery and private sector development

(iii) Behavioural Economics and Development Policy Design: the importance of psychology in explaining economic behaviour and how it can inform better development policy design

**Teaching:** 20 hours of lectures and 15 hours of seminars in the LT.

This course is delivered through a combination of lectures and seminars in the LT.

Student on this course will have a reading week in Week 6.

**Formative coursework:** Students will be expected to produce 1 piece of coursework in the LT.

A plan for the research paper (1500-2000 words) on which the student will receive feedback and topic approval

**Indicative reading:** Indicative reading: The bulk of the course will be taught using journal articles. A reading list will be handed out by the lecturers at the beginning of their sessions. Useful reference texts include D Ray, Development Economics (1998) which will serve as the course text, and W Easterly, The Quest for Growth.

**Assessment:** Essay (100%, 5000 words) in the ST.

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## DV592 Half Unit

### Economic Development Policy III: Government Policy Analysis

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Joana Naritomi CON.6.12

**Availability:** This course is available on the MRes/PhD in International Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

Entry onto the course might be limited at the discretion of the instructor.

**Pre-requisites:** DV490 Economic Development Policy I: Applied Policy Analysis for Macroeconomic Development' or equivalent.

**Course content:** This course explores key issues in government policies in developing countries. The course will draw on specific examples chosen from development cases worldwide to learn which policies have worked, which ones have not, and how a rigorous analysis of these experiences can inform the design of better economic development policies in the future. It begins introducing concepts from public economics to discuss the scope and impacts of government interventions. In particular, the course will cover issues related to market failures, redistribution, public goods and externalities. The course will also discuss theoretical and empirical work on the economic consequences of government interventions, with particular focus economic incidence, efficiency trade-offs and unintended consequences of policies. In the second part, it focuses on challenges in raising government revenue and delivering public service in the developing world context, where limited state and fiscal capacity impose important constraints in policymaking. Beyond these topics, the course will provide background on relevant analytical tools in quantitative research, and develop skills to interpret empirical evidence in development economics.

Coursework will include a combination of class discussions, problem sets, presentations and computer-lab based sessions for students to explore programming and statistical skills.

Students are strongly encouraged to take DV491/591, as a highly complementary course that will also apply the empirical methods taught in DV490/590 to topics in Human Development, Institutions and Markets, Social Networks, Economic History and Cultural Economics, and Behavioural Economics and Development Policy Design.

**Teaching:** 20 hours of lectures and 15 hours of seminars in the LT.

This course is delivered through a combination of lectures and seminars in the LT.

Student on this course will have a reading week in Week 6.

**Formative coursework:** Students will be expected to produce 1 piece of coursework in the LT.

Students will be expected to produce 1 referee report.

**Indicative reading:** 1 Bandiera, O., Prat, A. and Valletti, T. 2009.

"Active and Passive Waste in Government Spending: Evidence from a Policy Experiment." *American Economic Review*, 99(4): 1278-1308.

2 Besley, T. and Ghatak. 2004. "Public Goods and Economic Development". in *Policies for Poverty Alleviation* (ed.) Abhijit Banerjee, Roland Benabou, and Dilip Mookherjee.

3 Cohen, J, Dupas, P and Schaner, S. 2015. "Price Subsidies, Diagnostic Tests, and Targeting of Malaria Treatment: Evidence from a Randomized Controlled Trial" *American Economic Review*, 105(2): 609–645.

4 Duflo, E, Hanna, R and Ryan, S. 2012. "Incentives Work: Getting Teachers to Come to School." *American Economic Review*, vol. 102(4), pp. 1241 –78.

5 Chetty, R and Looney, A (2005) "Income Risk and the Benefits of Social Insurance: Evidence from Indonesia and the United States" in Ito, T and Rose, A K, *Fiscal Policy and Management in East Asia*, NBER-EASE, Volume 16, University of Chicago Press.

6 Gordon, R. and Li, W. 2009. "Tax structures in developing countries: Many puzzles and a possible explanation," *Journal of Public Economics*, 93(7), pp.855-866.

7 Gruber. J. 1994. "The Incidence of Mandated Maternity Benefits," *American Economic Review*, 84(3), 622-641.

8 Miguel, Edward, and Michael Kremer. 2004. "Worms: identifying impacts on education and health in the presence of treatment externalities." *Econometrica* 72.1: 159-217.

9 Pomeranz, Dina. 2015. "No Taxation without Information: Deterrence and Self-Enforcement in the Value Added Tax." *American Economic Review*, 105(8): 2539-69.

10 Singhal, M and Luttmer, Erzo F.P. 2011. "Culture, Context, and the Taste for Redistribution" *American Economic Journal: Economic Policy*, 3(1):157-79.

**Assessment:** Essay (100%, 5000 words) in the ST.

## EC501

### Work in Progress Seminars

**This information is for the 2022/23 session.**

**Teacher responsible:** Various.

**Availability:** This course is compulsory on the MRes/PhD in Economics. This course is not available as an outside option.

**Course content:** Research students present their work to faculty and peers in the designated field. Outside speakers are also invited from time to time.

**Teaching:** Seminars EC501: seminar groups covering the major PhD field options, i.e. Capital Markets, Development and Growth, Econometric Theory, Industrial Economics, International Economics, Labour Economics, Macroeconomics/Monetary Economics, Microeconomic Theory, Political Theory, Public Economics. The frequency of meetings to be determined according to the number of students in each specialism, but generally each group will meet weekly throughout the session.

**Assessment:** This course is not examinable.

## EC518

### Topics in Advanced Econometrics for Research Students

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Francisco Hidalgo 32L.4.20 and Prof Taisuke Otsu 32L.4.25

**Availability:** This course is available on the MRes/PhD in

Economics and MRes/PhD in Economics and Management. This course is not available as an outside option.

**Course content:** See course content for EC485. Additionally, this course will examine more advanced theories and applications in Econometric Theory. Recent developments in the field will be discussed, giving students an insight into the process by which research is conducted, and suggesting fruitful areas for research.

**Teaching:** 20 hours of EC485 Topics in Advanced Econometrics lectures and 10 hours of EC518 lectures in each of the MT and the LT.

This course is delivered through lectures totalling a minimum of 60 hours across Michaelmas Term and Lent Term. There are no classes. Attendance at lectures is compulsory.

**Indicative reading:** See reading list for EC485. Additional readings will be recommended at the start of the course.

**Assessment:** Assessment path 1

Exam (50%, duration: 2 hours, reading time: 15 minutes) in the January exam period.

Exam (50%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

Assessment path 2

Exam (50%, duration: 2 hours, reading time: 15 minutes) in the January exam period.

Exam (25%, duration: 1 hour, reading time: 15 minutes) in the summer exam period.

Essay (25%, 2000 words) in the ST.

## EC532

### International Economics for Research Students

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Thomas Sampson 32L.2.34, Prof Daniel Sturm 32L.2.35, Ms Isabela Manelici 32L.2.29, Dr Catherine Thomas MAR.6.29 and Mr Dmitry Mukhin 32L.1.24

**Availability:** This course is available on the MRes/PhD in Economics and MRes/PhD in Economics and Management. This course is not available as an outside option.

**Course content:** This course is concerned with the latest developments in international economics. The course builds on techniques introduced in MSc International Economics (EC421) to take students to the research frontier. One term covers international trade and the other term covers international macroeconomics.

The course is based around research papers. Topics covered vary from year as the research frontier expands. A list of representative topics in international trade includes micro-econometric studies of international trade (in developed and developing countries alike), theories of heterogeneous firms and trade, theories of incomplete contracts and trade, and the political economy of trade policy. In addition, the course will also cover topics in economic geography and urban economics. A list of representative topics in international macroeconomics includes international business cycles, determinants of international capital flows, portfolio choice and risk sharing, monetary and fiscal policy in open economies, theoretical and empirical work on the real exchange rate and international financial crises (e.g., currency attacks and sovereign defaults).

**Teaching:** 30 hours of lectures in the MT. 30 hours of lectures in the LT.

This course is delivered through lectures totalling a minimum of 60 hours across Michaelmas Term and Lent Term. Attendance is compulsory.

**Indicative reading:** Readings will be from journal articles; a list will be supplied at the start of term.

**Assessment:** Coursework (50%) in the MT.

Coursework (50%) in the LT.

Two take-home assignments, one in MT and one in LT. Each assignment will carry equal weight. Take-home assignments may require students to analyse data, empirically solve a computational

exercise, solve theoretical models, or assess recent research.

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## EC533

### Labour Economics for Research Students

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Yona Rubinstein NAB.5.32, Prof John Van Reenen 32L.2.27A, Prof Alan Manning 32L.2.36 and Prof Stephen Machin 32L.2.06A

**Availability:** This course is available on the MRes/PhD in Economics, MRes/PhD in Economics and Management and MRes/PhD in Management (Marketing). This course is not available as an outside option.

**Course content:** The aim of the course is to familiarise students with main theoretical and empirical issues in current labour economics, to provide them with the tools for carrying out independent research in the field, and to provide a perspective on areas of ongoing research. The course has a strong applied focus. For each major topic covered we will investigate the main available theories in light of their testable implications, and discuss the advantages and limitations of existing empirical work and assess policy options.

Topics include:

- Labour supply, household behaviour, and the allocation of time
- Labour demand and monopsony
- Search, matching, labour market frictions, unions, and unemployment
- Wage determination, compensating differentials, race and gender gaps, and wage inequality
- Human capital, returns to schooling, and training
- Contracts and incentives in the labour market
- Minimum wages, trade and labour, alternative work arrangements, crime, covid and the labour market.

**Teaching:** 30 hours of lectures in the MT. 30 hours of lectures in the LT.

30 hours of lectures in the MT. 30 hours of lectures in the LT. This course is delivered through lectures totalling a minimum of 60 hours across Michaelmas Term and Lent Term. Attendance is compulsory.

**Formative coursework:** Students will discuss papers in lectures.

**Indicative reading:** Readings will be mainly from journal articles; a list will be supplied at the start of term.

**Assessment:** Take-home assessment (100%) in the ST.

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## EC534

### Public Economics for Research Students

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Johannes Spinnewijn 32L.3.24 and Dr Xavier Jaravel 32L.3.14  
Dr Kate Smith 32L.3.16

**Availability:** This course is available on the MRes/PhD in Economics and MRes/PhD in Economics and Management. This course is not available as an outside option.

**Course content:** The course will cover the economics of the public sector, including material on taxation, public expenditures and political economics. The course, which covers both theory and empirics, aims to give students a broad overview of this growing field and bring them to the research frontier.

The specific topics covered may vary from year to year, but the following general areas would typically be included:

- Income and wealth inequality
- Behavioural responses to taxes and transfers
- Optimal taxation
- Dynamic taxation
- Behavioural public economics
- Social insurance
- Optimal public good provision

**Teaching:** 30 hours of lectures in the MT. 30 hours of lectures in the LT.

30 hours of lectures in the MT. 30 hours of lectures in the LT. This course is delivered through lectures totalling a minimum of 60 hours across Michaelmas Term and Lent Term. Attendance is compulsory.

**Formative coursework:** Students will discuss papers in lectures.

**Indicative reading:** Readings will be mainly from journal articles; a list will be supplied at the start of the term. Although the course will not be based on a textbook as such, it will make extensive use of:

- Handbook of Public Economics Vol. 1-4 (A.J. Auerbach and M. Feldstein, eds.)
- Lectures in Public Economics, A.B. Atkinson and J.E. Stiglitz, Princeton University Press, 2015.

**Assessment:** Problem sets (40%) and exercise (30%) in the MT and LT.

Take-home assessment (30%) in the ST.

The assessment for this course is as follows:

- 1) Four problem sets due throughout the MT and LT terms (40%)
- 2) An "extended replication exercise" (30%), consisting of:
  - a written referee report on that paper (MT)
  - a replication of a paper (empirical paper or paper based on simulations), (beginning of LT)
  - an extension of that paper (which requires developing a research design, positioning the question of the extension in the literature, etc.), (end of LT, start of ST)
- 3) A take-home exam in the ST (30%)

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## EC535

### Development Economics for Research Students

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Maitreesh Ghatak 32L.3.08A, Prof Nava Ashraf 32L.3.17, Dr Gharad Bryan 32L.3.10 and Prof Robin Burgess 32L.3.03

**Availability:** This course is available on the MRes/PhD in Economics and MRes/PhD in Economics and Management. This course is not available as an outside option.

**Course content:** The course will cover advanced topics in development economics where current research is active. It is intended to introduce research students in economics to the latest research in development economics and to serve as an input into the research work of these students.

**Teaching:** 30 hours of lectures in the MT. 30 hours of lectures in the LT.

30 hours of lectures in the MT. 30 hours of lectures in the LT. This course is delivered through lectures totalling a minimum of 60 hours across Michaelmas Term and Lent Term. Attendance is compulsory.

**Formative coursework:** Student will discuss papers in lectures.

**Indicative reading:** Readings will be mainly from journal articles; a list will be supplied at the start of term.

**Assessment:** Problem sets (100%) in the MT and LT.

There will be six take home problem sets, three in MT and three in LT. Problem set questions may include an empirical exercise analysing data, a computation exercise, solving a theoretical exercise, or evaluating a recent unpublished working paper. Each problem set will carry equal weight.

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## EC536

### Economics of Industry for Research Students

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Pasquale Schiraldi 32L.4.22, Prof Alessandro Gavazza 32L.4.21 and Prof Martin Pesendorfer 32L.4.19

**Availability:** This course is available on the MRes/PhD in

Economics and MRes/PhD in Economics and Management. This course is not available as an outside option.

**Course content:** The main goal is to familiarize students with selected theoretical and empirical topics in industrial organization and to put students in a position to do their own research. Classical IO theory, well established empirical techniques including estimation of demand, production and models of strategic interaction and topics at the forefront of current IO research will be covered.

**Teaching:** 30 hours of lectures in the MT. 30 hours of lectures in the LT.

30 hours of lectures in the MT. 30 hours of lectures in the LT.

This course is delivered through lectures totalling a minimum of 60 hours across Michaelmas Term and Lent Term. Attendance is compulsory.

**Formative coursework:** Students will discuss papers in lectures.

**Indicative reading:** Readings will be mainly from journal articles; a list will be supplied at the start of term.

**Assessment:** Problem sets (100%) in the MT and LT.

8 take home problem sets (two for each part - four in MT and four in LT). Each problem set will carry equal weight. Problem set questions may include an empirical exercise analysing data, a computation exercise, solving an analytical problem or evaluating a recent unpublished working paper.

## EC537

### Microeconomic Theory for Research Students

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Matthew Levy 32L.3.21, Prof Balazs Szentes 32L.4.05 and Dr Andrew Ellis 32L.3.09

**Availability:** This course is available on the MRes/PhD in Economics and MRes/PhD in Economics and Management. This course is not available as an outside option.

**Pre-requisites:** Students must have completed Microeconomics for MRes students (EC441).

**Course content:** The objective of this course is to provide students with a graduate level introduction to advanced topics and contemporary developments in Microeconomic Theory. Topics may include:

- Classic static and dynamic game theory
- Contract theory
- Decision theory
- Bounded rationality
- Psychology and economics.

**Teaching:** 30 hours of lectures in the MT. 30 hours of lectures in the LT.

30 hours of lectures in the MT. 30 hours of lectures in the LT.

This course is delivered through lectures totalling a minimum of 60 hours across Michaelmas Term and Lent Term. Attendance is compulsory.

**Formative coursework:** Students will discuss papers in lectures.

**Indicative reading:** Osborne M, and Rubinstein A, A Course in Game Theory, MIT Press, 1994. Fudenberg D, and Tirole J, Game Theory, MIT Press, 1991.

**Assessment:** Exam (100%, duration: 3 hours, reading time: 15 minutes) in the summer exam period.

## EC539

### Macroeconomics for Research Students

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Matthias Doepke (office TBA) Prof Philippe Aghion 32L.2.30 Dr Maarten De Ridder 32L.11 Dr Jonathan Hazell 32L.1.10

**Availability:** This course is available on the MRes/PhD in Economics and MRes/PhD in Economics and Management. This

course is not available as an outside option.

**Course content:** Surveys the most recent development in macroeconomics, with an emphasis on technical detail and directions for further research opened up by the material. The goal is to put the students on the research path by bringing them to the research frontier.

**Teaching:** 30 hours of lectures in the MT. 30 hours of lectures in the LT.

30 hours of lectures in the MT. 30 hours of lectures in the LT.

This course is delivered through lectures totalling a minimum of 60 hours across Michaelmas Term and Lent Term. Attendance is compulsory.

**Formative coursework:** Students will discuss papers in lectures.

**Indicative reading:** Readings will be mainly from journal articles; a list will be supplied at the start of term.

**Assessment:** Assignment (100%) in the ST.

## EC540

### Political Economy for Research Students

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Torsten Persson TBA, Prof Gilat Levy 32L.4.31, Prof Valentino Larcinese CON.5.02 and Dr Ethan Ilzetzki 32L.1.11

**Availability:** This course is available on the MRes/PhD in Economics, MRes/PhD in Economics and Management, MRes/PhD in Management (Organisational Behaviour) and MRes/PhD in Political Science. This course is available as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** MRes Economics first year core courses for Economics students, EC400 and adviser's approval for Government students. EC400, EC411 (or equivalent) and course convener's approval for all other students.

**Course content:** The course will provide students with the economic methodology and tools for the analysis of political decision making and its effect on public policy – e.g., how institutions such as elections, legislative bargaining, political parties or non-democratic regimes shape redistributive policies, fiscal policies, and the size of government. We will also consider different aspects of selection in politics: who is selected to be a politician or a political leader, and how those selected use their political power. In addition, we will study how political attitudes, beliefs, and norms shape policies. The course will focus on analytical models, their testable implications, and on empirical work relying on micro data.

**Teaching:** 30 hours of lectures in the MT. 30 hours of lectures in the LT.

30 hours of lectures in the MT. 30 hours of lectures in the LT.

The course is delivered through lectures totalling a minimum of 60 hours across Michaelmas Term and Lent Term. Attendance is compulsory.

**Formative coursework:** Students will discuss papers in lectures.

**Indicative reading:** Political Economics by T. Persson and G. Tabellini, MIT Press 2002; Special Interest Politics by G. Grossman and E. Helpman, MIT Press 2001; Positive Political Theory 1, Collective Preference, by D. Austen-Smith and J. Banks, Michigan, 2000; Positive Political Theory 2, Strategy and Structure, by D. Austen-Smith and J. Banks, Michigan, 2005; Who Becomes a Politician?, by E. Dal Bo, F. Finan, O. Folke, and J. Rickne, QJE 2017; Gender Quotas and the Mediocre Man, by T. Besley, O. Folke, T. Persson, and J. Rickne, AER 2017; Economic and Social Insiders, but Political Insiders, by E. Dal Bo, F. Finan, O. Folke, and J. Rickne, RE Stud (forthcoming); Identity, Beliefs, and Political Conflict, G. Bonomi, N. Gennaioli and G. Tabellini, QJE, 2021. Alesina, Alberto, and Andrea Passalacqua, 2016. "The Political Economy of Government Debt." Chap. 33 in Handbook of Macroeconomics, vol. 2, edited by John B. Taylor and Harald Uhlig. Amsterdam: Elsevier.

**Assessment:** Essay (100%, 2000 words) in the ST.



**EC599****Research Paper in Economics**

**This information is for the 2022/23 session.**

**Teacher responsible:** Various.

**Availability:** This course is compulsory on the MRes/PhD in Economics. This course is not available as an outside option.

**Course content:** A research paper, between 5,000 and 10,000 words, related to the student's designated major field, to be submitted in Summer term.

**Assessment:** Dissertation (100%, 10000 words) in the ST.

**EH510****Seminar on Modern Economic History**

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Sara Horrell SAR 603

**Availability:** This course is available on the MPhil/PhD in Economic History. This course is available as an outside option to students on other programmes where regulations permit.

For research students. Also open to other EH graduate students and attended by LSE and other faculty.

**Course content:** The seminar provides a context in which research students can discuss with a range of seminar presenters from inside and outside LSE presentations of different aspects of economic development during the modern period.

**Teaching:** 10 hours of seminars in the MT. 10 hours of seminars in the LT. 8 hours of seminars in the ST.

**EH518 Not available in 2022/23****The Economic History of Firms & Industries Seminar**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Gerben Bakker SAR 604

**Availability:** This course is available on the MRes/PhD in Management (Organisational Behaviour). This course is available as an outside option to students on other programmes where regulations permit.

For research students. Also open to other EH graduate students and attended by LSE and other faculty.

**Course content:** The seminar provides a context in which research students can discuss with a range of seminar presenters from inside and outside LSE presentations of different aspects of economic development. Presentations in this seminar relate particularly to economic development issues beyond the N American-European area, including aspects of global economic history.

**Teaching:** 6 hours of seminars in the MT. 6 hours of seminars in the LT. 6 hours of seminars in the ST.

**EH520****Approaches to Economic and Social History**

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Mary Morgan SAR 609 and Prof Sara Horrell SAR 603

**Availability:** This course is available on the MPhil/PhD in Economic History. This course is not available as an outside option.

This course is primarily structured for 1st year MPhil students in the Department of Economic History, for whom attendance is compulsory.

**Course content:** Approaches to Economic and Social History

**Teaching:** 20 hours of seminars in the MT. 20 hours of seminars in the LT. 8 hours of seminars in the ST.

**Formative coursework:** Written work and presentations as

required by the Doctoral Programmes Director.

**Indicative reading:** There is no indicative reading list for this course as readings are updated annually to reflect student's interests.

**Assessment:** This course has no summative assessment.

**EH590****Thesis Workshop in Economic History**

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Sara Horrell SAR 603

**Availability:** This course is compulsory on the MPhil/PhD in Economic History. This course is not available as an outside option.

**Course content:** Thesis workshop in Economic History.

**Teaching:** 22 hours of seminars in the MT. 22 hours of seminars in the LT. 14 hours of seminars in the ST.

**Assessment:** This course is not examined.

**EU550****Research Workshop in European Studies**

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Simon Glendinning CBG.7.01, Prof Christopher Anderson CBG.6.05, Prof Paul De Grauwe CBG.6.12 and Dr Vassilis Monastiriotis CBG.5.05

**Availability:** This course is compulsory on the MPhil/PhD in European Studies. This course is available with permission as an outside option to students on other programmes where regulations permit.

The course is recommended for those second and third year PhD students in the Government Department whose research focuses on European topics.

**Course content:** Presentation and detailed discussion of PhD related research, outlines and progression. Discussion of thesis chapters and related doctoral research, with an emphasis on research design and methodology. Practice conference panel sessions. A detailed syllabus is fixed at the start of each term.

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 30 hours across the Michaelmas and Lent Terms. It will be delivered through online and/or in-person seminars.

**Assessment:** There is no examination for this course. Regular attendance and active participation is required. All students are required: to present at least one substantial chapter/paper draft; to act as a discussant on another paper; and to read papers in advance of the seminar in which they are discussed.

**FM502****Corporate Finance for Research Students**

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Mike Burkart, Dr Ashwini Agrawal, Prof Martin Oehmke and Prof Vicente Cunat

**Availability:** This course is compulsory on the MRes/PhD in Finance. This course is available with permission as an outside option to students on other programmes where regulations permit. Doctoral students in the Departments of Finance and Economics, and other students with the permission of the PhD Finance Programme Director

**Course content:** The first half of this course focuses on the theory of corporate finance. The theory half of the course can, in turn, be subdivided into two parts. The first part reviews some of the classical concepts in corporate finance, using tools from game and contract theory to study incentive and information problems

at the level of the firm, examining how financial contracts can be designed to mitigate these problems. This part of the course also considers how takeovers and ownership concentration can help to mitigate conflict of interests among insiders and investors in firms. The second part focuses on the theory of financial intermediation. This component reviews classic theories of financial intermediation and will introduce students to some recent work in this field.

The second half of the course will consider empirical research in corporate finance. Several lectures will be devoted to understanding and applying commonly used research methodologies, such as randomized control trials, instrumental variables in linear regressions, regression discontinuity designs, event studies, and structural estimation techniques. There will also be extensive discussion of subtopics within empirical corporate finance, such as firm financial policy, investment behaviour, control transactions, corporate governance, financial intermediation, household finance, consumer finance, and overlapping topics with industrial organization and labour economics. For each topic, time will be devoted to assessing current levels of active research and open questions for further work. A significant portion of time will also be spent critically evaluating empirical papers through referee reports and discussions. Students will also have the opportunity to consider various processes that different researchers follow to generate ideas, collect data, write papers, and manage the publication process.

**Teaching:** 30 hours of lectures in the MT. 30 hours of lectures in the LT.

**Indicative reading:** Readings will be mainly based on books and journal articles including:

Tirole, Jean, *The Theory of Corporate Finance*, 2006, Princeton University Press.

Freixas, X. and Rochet, J.C., *The Microeconomics of Banking*, 1997, MIT Press.

J. Wooldridge, *Econometric Analysis of Cross-Section and Panel Data*, Cambridge: The MIT Press, 2002.

M. Roberts and T. Whited: "Endogeneity in Empirical Corporate Finance," *Handbook of the Economics of Finance*, vol. 2.

**Assessment:** Continuous assessment (100%).

## FM503

### Asset Pricing for Research Students

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Dimitri Vayanos, Prof Ian Martin, Dr Michela Verardo, Dr Cameron Peng, Prof Christopher Polk.

**Availability:** This course is compulsory on the MRes/PhD in Finance. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** The course is divided into two parts relating to theoretical and empirical asset pricing. The theoretical half of the course covers dynamic models of frictionless markets, both in discrete and in continuous time, and models with frictions, such as asymmetric information, costs of search and market participation, leverage constraints and delegated asset management. The empirical half of the course is dedicated to an empirical evaluation of asset-pricing models. Representative-agent models (with power, habit and recursive preferences) and their application to the valuation of equities are covered. Next, no-arbitrage term-structure and option-pricing models are discussed. The class concludes with equilibrium and reduced-form models of currencies.

**Teaching:** 30 hours of lectures in the MT. 30 hours of lectures in the LT.

**Indicative reading:**

- John Campbell, 1999, Asset prices, consumption, and the business cycle, in J. B. Taylor and M. Woodford, Eds., *Handbook of Macroeconomics*, Volume 1C, Elsevier Science B.V
- John Campbell, 2017, *Financial Decisions and Markets: A Course in Asset Pricing*, Princeton University Press
- John Cochrane, 2004, *Asset Pricing*, Princeton University Press
- David Kreps, 2020, *The Black-Scholes-Merton Model as an*

*Idealization of Discrete-Time Economies*, Econometric Society Monograph, Cambridge University Press.

• Andrei Shleifer, 2000, *Inefficient Markets: An Introduction to Behavioral Finance*, Clarendon Lectures in Economics, Oxford University Press.

• Kenneth Singleton, 2006, *Empirical Dynamic Asset Pricing*, Princeton University Press

**Assessment:** Continuous assessment (100%).

## FM505

### PhD Seminar in Finance

**This information is for the 2022/23 session.**

**Availability:** This course is compulsory on the MRes/PhD in Finance. This course is not available as an outside option.

**Course content:** This is a seminar course for PhD students in the early stages of their research to present their work in progress. Outside speakers may also be invited from time to time.

**Teaching:** 10 hours of seminars in the MT. 10 hours of seminars in the LT. 6 hours of seminars in the ST.

Other meetings to be arranged as necessary.

**Assessment:** Essay (100%, 10000 words) in August.

A 10,000 word essay on a topic to be agreed with the student's supervisor. This essay is to be submitted by the end of August.

## GI500

### Doctoral Workshop: Department of Gender Studies

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Marsha Henry and Dr Anouk Patel-Campillo

**Availability:** This course is compulsory on the MPhil/PhD in Gender. This course is not available as an outside option.

**Course content:** The first aim of the workshop is to give students experience and practice in critically assessing and providing feedback on one another's work. Students typically submit thesis chapter drafts (or draft articles if PhD by publication) for workshoping and build skills of critique and receiving feedback as they go forward. First year students are expected to present their work in progress towards their upgrade. Second and third year students (unless away on fieldwork) are expected to share some part of their dissertation research at least once per year.

The second aim of the workshop is to enhance professional training and personal development for PhD students. These have included 'attending conferences', 'writing for publication', 'taking effective notes', 'monograph proposal process' and so on. These are typically spread through the year, but are concentrated in ST. These also include early career researchers and faculty where appropriate.

**Teaching:** The seminar will run on a fortnightly basis in MT, LT, and ST, with occasional additional longer workshops without outsider researchers.

**Indicative reading:** PhD chapters and articles suggested by students relevant to their topic.

**Assessment:** No summative assessment, but attendance and participation is considered part of the overall formal assessment of progress, including upgrade at the end of the first year and annually thereafter. Students are normally expected to attend GI500 until the end of their third year. Students should refer to the PhD handbook for advice on milestones.

## GV501 Doctoral Workshop: Political Theory

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Katrin Flikschuh

**Availability:** This course is available on the MRes/PhD in Political Science. This course is not available as an outside option.

Compulsory for PhD students in the Government Department specialising in political theory.

**Course content:** An opportunity for students to present chapters or papers related to their current research for critical discussion.

**Teaching:** There are typically 5 sessions in MT and 5 sessions in LT, and a variable number of sessions in ST, totalling around 18 hours of workshops across the terms. The precise schedule will be made available at the start of each term. There will be a reading week in Week 6 of both the MT and LT.

## GV503 Political Philosophy Research Seminar

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Katrin Flikschuh

**Availability:** This course is available on the MRes/PhD in Political Science. This course is available with permission as an outside option to students on other programmes where regulations permit. Compulsory for all PhD students in the Government Department specialising in political theory. Other interested students are welcome to attend, if numbers permit.

**Course content:** Guest speakers present papers and initiate discussion at seminars.

**Teaching:** There are typically 5 sessions in MT and 5 sessions in LT, and a variable number of sessions in ST, totalling around 18 hours of workshops across the terms. The precise schedule will be made available at the start of each term. There will be a reading week in Week 6 of both the MT and LT.

**Assessment:** No assessment

## GV504 Research Methods in Political Theory

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Kai Spiekermann

**Availability:** This course is available on the MRes/PhD in Political Science. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This course provides an introduction to the philosophical and methodological foundations of political theory. It aims to give doctoral students a comprehensive conceptual toolbox that can be brought to bear on many different substantive problems and research questions in political theory and neighbouring fields and will prepare doctoral students for choosing and reflecting on their methodological approach. The course runs in concurrence with the Political Philosophy Research Seminar and the Doctoral Workshop in Political Theory, complemented by a reading group in the Lent Term on methodological questions in political theory.

**Teaching:** This course is made up of seminars totalling 10 hours in the Lent Term. There will be a reading week in LT Week 6.

The seminars run in concurrence with GV501 and GV503, for which attendance is compulsory if students are taking GV504. These courses are made up of 18 hours of workshops/seminars each, which run throughout the Michaelmas, Lent and Summer Terms.

**Formative coursework:** Regular presentations in the reading group.

**Indicative reading:** Possible readings will be discussed during a preparatory meeting in the MT.

**Assessment:** Essay (50%, 4000 words) in the LT.

Essay (50%, 4000 words) in the ST.

The essay topics will be chosen in consultation with the course convenor, but typically, one will reflect on a paper given by a visiting speaker in the Doctoral Research Seminar, and the other on one or more of the books read for the Lent term Reading Group.

## GV513 Half Unit Not available in 2022/23 Qualitative Methods in the Study of Politics

**This information is for the 2022/23 session.**

**Teacher responsible:** TBC

**Availability:** This course is available on the MRes/PhD in Political Science. This course is available with permission as an outside option to students on other programmes where regulations permit. Other PhD students must request permission from the class teacher, which is routinely granted subject to capacity.

**Course content:** This course introduces and critically evaluates a range of qualitative techniques and methods in political science. It builds students' capability to select, reject, and deploy them in research design and practice.

The course begins with debates over the place of qualitative methods in political science, and the question of how to match ideas to methods. The rest of the course is devoted to exploring a range of qualitative techniques, including case selection, case studies and process tracing, comparisons, interviews and field research, qualitative comparative analysis, and "mixed methods". The content of each week will be integrated as closely as possible with participants' own research projects (even if qualitative work constitutes only a small part thereof). The course is relevant for political scientists, but also students of development and international relations.

**Teaching:** 20 hours of seminars in the Lent Term, complemented by small-group work outside of the seminars. This course includes a reading week in LT Week 6. This year, some or all of this teaching may be delivered through a combination of online and on-campus seminars.

**Indicative reading:** G. King, R. Keohane, and S. Verba, *Designing Social Inquiry: Scientific inference in qualitative research* (Princeton, 1994). Antoinette Burton ed., *Archive Stories: Facts, Fictions, and the Writing of History* (Duke University Press, 2006); David Collier and Henry Brady, *Rethinking Social Inquiry* (Rowman and Littlefield 2010); John Gerring, *Case Study Research: Principles and Practices* (Cambridge University Press 2007).

**Assessment:** Essay (30%, 2500 words) in the LT.

Project (70%, 3000 words) in the ST.

Students are assessed by two pieces of work:

(1) An essay answering one question from a list to be provided in Lent Term (up to 2500 words)

The deadline for this work will fall into Week 9 of Lent Term. It will be worth 30% of the final mark.

(2) A thorough critique of an article applying one or more of the methods discussed in this course, focused on its research design and execution (3000 words).

The deadline for this work will fall into the first week of Summer Term. It will be worth 70% of the final mark.

## GV514 Political Science and Political Economy Doctoral Workshop

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Mathilde Emeriau

**Availability:** This course is available on the MRes/PhD in Political Science. This course is available as an outside option to students on other programmes where regulations permit.

Mainly for second and subsequent year research students and

staff in the Department of Government and elsewhere in the School involved in research in political science and/or political economy. First year MRes and research students are welcome to attend.

**Course content:** The PSPE Doctoral Workshop/Work in Progress Seminar is intended as a setting in which Research Students from the Department of Government present and receive feedback on early stage and ongoing research projects. In weeks when research students do not present, LSE PhD students, LSE staff, and visiting scholars from other departments will present. The Seminar aims to foster a strong and lively research community and as such, welcome empirical or theoretical work linked in any way to politics or political economy.

**Teaching:** The workshop will meet every week, totalling a minimum of 40 hours' meeting time across the Michaelmas, Lent and Summer Terms.

**Assessment:** Not assessed.

## GV517 Half Unit

### Comparative Political Economy: New Approaches and Issues in CPE

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Catherine Boone and Prof David Soskice

**Availability:** This course is available on the MPhil/PhD in European Studies, MRes/PhD in International Development, MRes/PhD in Management (Employment Relations and Human Resources) and MRes/PhD in Political Science. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is open to research students (MRes and PhD) from any of the LSE departments.

**Course content:** This half-unit reading seminar will survey a set of major topics in the Comparative Political Economy (CPE) of advanced capitalist and developing countries. We will consider different analytic strategies for conceptualizing variation in national economic structure, explaining change in economic structure, and understanding the political causes and effects thereof.

The seminar is designed for MRes and PhD students (research students) across the School wanting to familiarize themselves with some of the major themes, controversies, and research frontiers in CPE. Our goal is to nurture innovation in doctoral-level CPE research at the LSE.

While situating our analyses in the context of a changing global economy, our focus will be on describing and explaining transformation at the level of nation states. Drivers of change can be found in the locus and organization of political power, in technological change, and/or in the dynamics of capital. Our seminar will explore both productive connections and tensions that emerge across these explanatory models.

Course materials are organized around three major topic areas (though like most else in CPE they are interrelated): redistribution, accumulation, and domestic regimes. A great many questions fit into these areas and our idea is that the seminars should enable students to raise issues related to their research.

**Teaching:** This course provides a minimum of 30 hours of seminars in the Lent Term. There will be a reading week in LT Week 6.

**Formative coursework:** For formative work, feedback will be provided on a dissertation proposal or chapter.

**Indicative reading:** Pablo Beramendi, Silja Hausermann, Herbert Kitschelt, and Hanspeter Kriesi, "Introduction," in Beramendi et al, *The Politics of Advanced Capitalism* (Cambridge U. Press/ CUP, 2015).

Torben Iversen and David Soskice, *Democracy and Prosperity: Reinventing capitalism through a turbulent century* (CUP 2019).  
Carles Boix, *Democratic Capitalism at the Crossroads: Technological Change and the Future of Politics* (Princeton 2020).  
Kay Schlozman, Henry Brady and Sidney Verba, *Unequal and Unrepresented: Political Inequality and the People's Voice in the*

*New Gilded Age* (Princeton University Press, 2018).

Charles Stafford, *Economic Life in the Real World* (Cambridge, 2020).

Jonathan Rodden, *Why Cities Lose: The Deep Roots of the Urban-Rural Divide*, (Basic, 2019).

Richard Baldwin, *The Globotics Upheaval: Globalization, Robotics, and the Future of Work* (London: W&N, 2019), Chs. 4, 7.

Melissa Zeigler Rogers, *The Politics of Place and the Limits to Redistribution* (Routledge 2016).

Gary Gereffi, *Global Value Chains and Development: Redefining the contours of 21st century capitalism* (CUP 2018).

Rina Agrawala, *Informal Labor, Formal Politics, and Dignified Discontent in India* (CUP 2014).

Julia Lynch, *Regimes of Inequality: The Political Economy of Health and Wealth* (CUP 2019).

L-E Cederman, K. Gleditsch, and H. Buhaug, *Inequality, Grievances and Civil War* (CUP 2013).

**Assessment:** Coursework (100%, 10000 words) in the ST.

Each student will submit a 20-25 page (double spaced) research paper, dissertation proposal, or draft dissertation chapter as the basis of assessment for this course.

## GV599

### Research Prospectus in Political Science

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Steffen Hertog

**Availability:** This course is compulsory on the MRes/PhD in Political Science. This course is not available as an outside option. For MRes/PhD students in Political Science only.

**Course content:** A research paper, not to exceed 10,000 words, related to the student's designated major field, to be submitted in August.

**Assessment:** Research project (100%, 10000 words) in August.

## GV5X1

### Research Design in the Social Sciences

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Steffen Hertog (Convener)

Dr Daniel Berliner, Prof Torun Dewan, and Prof Kai Spiekermann

**Availability:** This course is compulsory on the MRes/PhD in Political Science. This course is available as an outside option to students on other programmes where regulations permit.

**Course content:** The aim of this course is to help PhD students develop a research design. Students will learn how to find their research questions, choose a feasible data collection or modelling strategy, and match data collection and analytic methods to the aims of the PhD project. We also consider the relation of political theory and political science. This course is therefore designed to be a primer in asking the right questions, exploring the options available to us and understanding the consequences of the design decisions that we make. Accordingly, this course is ultimately about turning good research questions into systematic projects that deliver interesting and worthwhile results. We also debate issues in research ethics and provide advice on publication strategies, peer review and academic careers. Students will have opportunities to present their own research designs and get feedback from peers and teachers.

**Teaching:** This course is delivered through seminars (20 hours in Michaelmas and 20 hours in Lent Terms). This course includes reading weeks in Week 6 of MT and LT.

**Formative coursework:** This is a PhD level Research Design course. Students submit two summative pieces of work: a referee report as well as their research design. They will also give presentations and receive extensive feedback on their work in progress. These are part of formative rather than



summative assessment and are an important part of professional development. The main learning outcomes are to help the PhD students develop professional research designs.

**Indicative reading:** King, G., R. Keohane & S. Verba (1994) *Designing Social Inquiry*. Princeton UP.  
Box-Steffensmeier, J., H. Brady & D. Collier (eds) (2008) *The Oxford Handbook of Political Methodology*. OUP.  
Dunning, T. (2012) *Natural Experiments in the Social Sciences: A Design-Based Approach*. CUP.  
Dryzek, J., B. Honig & A. Phillips (eds.) (2008) *The Oxford Handbook of Political Theory*. OUP.  
**Assessment:** Essay (25%, 2500 words) in the MT.  
Research project (75%) in the ST.

## GV5X2

### Research Paper in Comparative Politics

**This information is for the 2022/23 session.**

**Teacher responsible:** MRes/PhD Political Science Programme Director

**Availability:** This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.

**Course content:** Attend a GV-prefixed course from the relevant MSc programme and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.

**Teaching:** Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.

**Formative coursework:** A plan for the research paper (1,500 words) on which the students receive feedback and topic approval.

**Assessment:** Research paper (100%).

A 10,000 word research paper to be submitted on Tuesday Week 1 of the Summer term. The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

## GV5X3

### Research Paper in European Politics and Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** MRes/PhD Political Science Programme Director

**Availability:** This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.

**Course content:** Attend a GV-prefixed course from the relevant MSc programme and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.

**Teaching:** Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.

**Formative coursework:** A plan for the research paper (1,500 words) on which the students receive feedback and topic approval.

**Assessment:** Research paper (100%).

A 10,000 word research paper to be submitted on Tuesday Week 1 of the Summer term. The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

## GV5X4

### Research Paper in Global Politics

**This information is for the 2022/23 session.**

**Teacher responsible:** MRes/PhD Political Science Programme Director

**Availability:** This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.

**Course content:** Attend a GV-prefixed course from the relevant MSc programme and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.

**Teaching:** Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.

**Formative coursework:** A plan for the research paper (1,500 words) on which the students receive feedback and topic approval.

**Assessment:** Research paper (100%).

A 10,000 word research paper to be submitted on Tuesday Week 1 of the Summer term. The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

## GV5X5

### Research Paper in Political Science and Political Economy

**This information is for the 2022/23 session.**

**Teacher responsible:** MRes/PhD Political Science Programme Director

**Availability:** This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.

**Course content:** Attend a GV-prefixed course from the relevant MSc programme and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.

**Teaching:** Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.

**Formative coursework:**

A plan for the research paper (1,500 words) on which the students receive feedback and topic approval where applicable.

**Assessment:** Research paper (100%).

A 10,000 word research paper to be submitted on Tuesday Week 1 of the Summer term. The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

## GV5X6

### Research Paper in Political Theory

**This information is for the 2022/23 session.**

**Teacher responsible:** MRes/PhD Political Science Programme Director

**Availability:** This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.

**Course content:** Attend a GV-prefixed course from the relevant MSc programme and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option.

Regular attendance and active contributions to the seminars are required.

**Teaching:** Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.

**Formative coursework:** A plan for the research paper (1,500 words) on which the students receive feedback and topic approval.

**Assessment:** Research paper (100%).

A 10,000 word research paper to be submitted on Tuesday Week 1 of the Summer term. The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

## GV5X7

### Research Paper in Public Policy and Administration

**This information is for the 2022/23 session.**

**Teacher responsible:** MRes/PhD Political Science Programme Director

**Availability:** This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.

**Course content:** Attend a GV-prefixed course from the relevant MSc programme and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.

**Teaching:** Attend the lectures seminars and reading week activities (if applicable) of the relevant MSc course.

**Formative coursework:** A plan for the research paper (1,500 words) on which the students receive feedback and topic approval.

**Assessment:** Research paper (100%).

A 10,000 word research paper to be submitted on Tuesday Week 1 of the Summer term. The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

## GV5XA Half Unit

### Research Paper in Comparative Politics

**This information is for the 2022/23 session.**

**Teacher responsible:** MRes/PhD Political Science Programme Director

**Availability:** This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.

**Course content:** Attend a GV-prefixed course from the relevant MSc programme and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.

**Teaching:** Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.

**Formative coursework:** A plan for the research paper on which the students receive feedback and topic approval.

**Assessment:** Research paper (100%).

A 5,000 word research paper to be submitted on Tuesday Week 1 of the subsequent term (i.e., modules taken in the Michaelmas term submit in Week 1 of the Lent term; modules taken in the Lent term submit in Week 1 of the Summer term). The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

## GV5XB Half Unit

### Research Paper in Comparative Politics

**This information is for the 2022/23 session.**

**Teacher responsible:** MRes/PhD Political Science Programme Director

**Availability:** This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.

**Course content:** Attend a GV-prefixed course from the relevant MSc programme and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.

**Teaching:** Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.

**Formative coursework:** A plan for the research paper on which the students receive feedback and topic approval.

**Assessment:** Research paper (100%).

A 5,000 word research paper to be submitted on Tuesday Week 1 of the subsequent term (i.e., modules taken in the Michaelmas term submit in Week 1 of the Lent term; modules taken in the Lent term submit in Week 1 of the Summer term). The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

## GV5XC Half Unit

### Research Paper in European Politics and Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** MRes/PhD Political Science Programme Director

**Availability:** This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.

**Course content:** Attend a GV-prefixed course from the relevant MSc programme and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.

**Teaching:** Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.

**Formative coursework:** A plan for the research paper on which the students receive feedback and topic approval.

**Assessment:** Research paper (100%).

A 5,000 word research paper to be submitted on Tuesday Week 1 of the subsequent term (i.e., modules taken in the Michaelmas term submit in Week 1 of the Lent term; modules taken in the Lent term submit in Week 1 of the Summer term). The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

## GV5XD Half Unit

### Research Paper in European Politics and Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** MRes/PhD Political Science Programme Director

**Availability:** This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.

**Course content:** Attend a GV-prefixed course from the relevant MSc programme and write a research paper on a topic agreed by

the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.

**Teaching:** Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.

**Formative coursework:** A plan for the research paper on which the students receive feedback and topic approval.

**Assessment:** Research paper (100%).

A 5,000 word research paper to be submitted on Tuesday Week 1 of the subsequent term (i.e., modules taken in the Michaelmas term submit in Week 1 of the Lent term; modules taken in the Lent term submit in Week 1 of the Summer term). The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

### GV5XE Half Unit

#### Research Paper in Global Politics

**This information is for the 2022/23 session.**

**Teacher responsible:** MRes/PhD Political Science Programme Director

**Availability:** This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.

**Course content:** Attend a GV-prefixed course from the relevant MSc programme and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.

**Teaching:** Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.

**Formative coursework:** A plan for the research paper on which the students receive feedback and topic approval.

**Assessment:** Research paper (100%).

A 5,000 word research paper to be submitted on Tuesday Week 1 of the subsequent term (i.e., modules taken in the Michaelmas term submit in Week 1 of the Lent term; modules taken in the Lent term submit in Week 1 of the Summer term). The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

### GV5XF Half Unit

#### Research Paper in Global Politics

**This information is for the 2022/23 session.**

**Teacher responsible:** MRes/PhD Political Science Programme Director

**Availability:** This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.

**Course content:** Attend a GV-prefixed course from the relevant MSc programme and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.

**Teaching:** Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.

**Formative coursework:** A plan for the research paper on which the students receive feedback and topic approval.

**Assessment:** Research paper (100%).

A 5,000 word research paper to be submitted on Tuesday Week

1 of the subsequent term (i.e., modules taken in the Michaelmas term submit in Week 1 of the Lent term; modules taken in the Lent term submit in Week 1 of the Summer term). The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

### GV5XG Half Unit

#### Research Paper in Political Science and Political Economy

**This information is for the 2022/23 session.**

**Teacher responsible:** MRes/PhD Political Science Programme Director

**Availability:** This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.

**Course content:** Attend a GV-prefixed course from the relevant MSc programme and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.

**Teaching:** Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.

**Formative coursework:**

A plan for the research paper on which the students receive feedback and topic approval.

**Assessment:** Research paper (100%).

A 5,000 word research paper to be submitted on Tuesday Week 1 of the subsequent term (i.e., modules taken in the Michaelmas term submit in Week 1 of the Lent term; modules taken in the Lent term submit in Week 1 of the Summer term). The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

### GV5XH Half Unit

#### Research Paper in Political Science and Political Economy

**This information is for the 2022/23 session.**

**Teacher responsible:** MRes/PhD Political Science Programme Director

**Availability:** This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.

**Course content:** Attend a GV-prefixed course from the relevant MSc programme and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.

**Teaching:** Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.

**Formative coursework:** A plan for the research paper on which the students receive feedback and topic approval.

**Assessment:** Research paper (100%).

A 5,000 word research paper to be submitted on Tuesday Week 1 of the subsequent term (i.e., modules taken in the Michaelmas term submit in Week 1 of the Lent term; modules taken in the Lent term submit in Week 1 of the Summer term). The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

## GV5XJ Half Unit Research Paper in Political Theory

**This information is for the 2022/23 session.**

**Teacher responsible:** MRes/PhD Political Science Programme Director

**Availability:** This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.

**Course content:** Attend a GV-prefixed course from the relevant MSc programme and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.

**Teaching:** Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.

**Formative coursework:** A plan for the research paper on which the students receive feedback and topic approval.

**Assessment:** Research paper (100%).

A 5,000 word research paper to be submitted on Tuesday Week 1 of the subsequent term (i.e., modules taken in the Michaelmas term submit in Week 1 of the Lent term; modules taken in the Lent term submit in Week 1 of the Summer term). The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

## GV5XK Half Unit Research Paper in Political Theory

**This information is for the 2022/23 session.**

**Teacher responsible:** MRes/PhD Political Science Programme Director

**Availability:** This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.

**Course content:** Attend a GV-prefixed course from the relevant MSc programme and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.

**Teaching:** Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.

**Formative coursework:**

A plan for the research paper on which the students receive feedback and topic approval.

**Assessment:** Research paper (100%).

A 5,000 word research paper to be submitted on Tuesday Week 1 of the subsequent term (i.e., modules taken in the Michaelmas term submit in Week 1 of the Lent term; modules taken in the Lent term submit in Week 1 of the Summer term). The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

## GV5XL Half Unit Research Paper in Public Policy and Administration

**This information is for the 2022/23 session.**

**Teacher responsible:** MRes/PhD Political Science Programme Director

**Availability:** This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.

**Course content:** Attend a GV-prefixed course from the relevant MSc programme and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.

**Teaching:** Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.

**Formative coursework:** A plan for the research paper on which the students receive feedback and topic approval.

**Assessment:** Research paper (100%).

A 5,000 word research paper to be submitted on Tuesday Week 1 of the subsequent term (i.e., modules taken in the Michaelmas term submit in Week 1 of the Lent term; modules taken in the Lent term submit in Week 1 of the Summer term). The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

## GV5XM Half Unit Research Paper in Public Policy and Administration

**This information is for the 2022/23 session.**

**Teacher responsible:** MRes/PhD Political Science Programme Director

**Availability:** This course is available on the MRes/PhD in Political Science. This course is not available as an outside option. Students on the MRes/PhD in Political Science only.

**Course content:** Attend a GV-prefixed course from the relevant MSc programme and write a research paper on a topic agreed by the convenor of the MSc course and the student's PhD supervisor. Students must obtain permission from the relevant MSc course convenor to attend the course concerned under this option. Regular attendance and active contributions to the seminars are required.

**Teaching:** Attend the lectures, seminars and reading week activities (if applicable) of the relevant MSc course.

**Formative coursework:**

A plan for the research paper on which the students receive feedback and topic approval.

**Assessment:** Research paper (100%).

A 5,000 word research paper to be submitted on Tuesday Week 1 of the subsequent term (i.e., modules taken in the Michaelmas term submit in Week 1 of the Lent term; modules taken in the Lent term submit in Week 1 of the Summer term). The research paper will be co-marked by the convenor of the relevant MSc course and the PhD supervisor of the student.

## GY500 Research Project Seminar

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Olmo Silva STC 5.06A, Prof Simon Dietz, Dr Kasia Paprocki and Dr Austin Zeiderman

**Availability:** This course is compulsory on the MPhil/PhD in Economic Geography, MPhil/PhD in Environmental Economics, MPhil/PhD in Environmental Policy and Development, MPhil/PhD in Human Geography and Urban Studies and MPhil/PhD in Regional and Urban Planning Studies. This course is not available as an outside option.

Attendance is compulsory for all MPhil/PhD students in the Department of Geography and Environment, unless a student is conducting approved fieldwork.

**Course content:** Presentations by research students of aspects of their own research, stressing problems of theory, methodology and techniques. These will either be scheduled in person, on campus; or in live online meetings.



**Teaching:** A series of workshops, running throughout the year, organised by each of the three research clusters in the Department of Geography & Environment (Economic Geography; Environmental Economics & Policy; Urbanisation, Planning and Development).

**Formative coursework:** All students attending this course will be required to present their own research once each year.

**Assessment:** This course is not intended as preparation for any particular examination.

## GY502

### Staff / Research Students Seminars

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Sefi Roth STC4.21a, Dr Ryan Centner STC 6.01c and Dr Felipe Carozzi, STC 4.16

**Availability:** This course is compulsory on the MPhil/PhD in Economic Geography, MPhil/PhD in Environmental Economics, MPhil/PhD in Environmental Policy and Development, MPhil/PhD in Human Geography and Urban Studies and MPhil/PhD in Regional and Urban Planning Studies. This course is available on the MPhil/PhD in Economic Geography, MPhil/PhD in Environmental Economics and MPhil/PhD in Human Geography and Urban Studies. This course is available with permission as an outside option to students on other programmes where regulations permit. For all MPhil/PhD students registered in the Department of Geography and Environment and staff. Other interested students may attend.

**Course content:** Topical seminar series involving presentations by speakers from both inside and outside the Department on aspects of their own research.

**Teaching:** There are three different seminar series taking place regularly throughout the year, organised by each of the three research clusters in the Department of Geography & Environment. The Economic Geography cluster seminar series is organized in conjunction with the Spatial Economics Research Centre (SERC); the Environmental Economics & Policy cluster seminar series is organized together with the Grantham Research Institute on Climate Change and the Environment; and the Urbanisation, Planning and Development seminar series. The timing and length of each seminar series vary across research clusters and schedules and format are subject to change depending on the availability of speakers.

**Assessment:** This course is not intended as preparation for any particular examination. But, students will find it useful in increasing their awareness of current research and the application of research methods across the discipline.

## GY503

### Writing the World

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Austin Zeiderman and Dr Megan Ryburn

**Availability:** This course is compulsory on the MPhil/PhD in Human Geography and Urban Studies. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** The word "geography" derives from a Greek term whose literal translation is "earth description" or "writing the world." At a basic level, it refers to the art of producing written accounts of people and their environments based on first-hand knowledge. The institutionalization of geography in the nineteenth century paralleled the professionalization of academic disciplines in the service of empire and capital. This course provides a space for reengaging with the practice of "writing the world" as a shared intellectual pursuit.

GY503 has two main objectives, both of which are designed to support the intellectual and career development of doctoral

students in human geography, planning, urban studies, and related disciplines. The first objective is to provide advanced training in research-based writing. The second objective is to foster critical engagement with classic and current texts of a geographical nature. Both objectives are to be achieved collectively by bringing together doctoral students and academic staff to meet regularly throughout the year.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities.

This course is delivered through a series of workshops across Michaelmas, Lent and Summer Terms.

This course includes a reading week in Week 6 of Michaelmas Term and Week 6 of Lent Term.

The core participants in GY503 are doctoral students at all stages. Academic staff and postdoctoral fellows from the Department of Geography & Environment are also strongly encouraged to participate.

**Formative coursework:** Students will be expected to produce 1 essay.

Doctoral students participating in this course will have the opportunity to workshop a draft of their written work (approximately 10,000 words) once during the year. Example of suitable submissions include working drafts of thesis chapters, journal articles, and research proposals. Participants are expected to attend all meetings and to have read the specified materials beforehand.

## GY520

### Environmental Regulation: Implementing Policy

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Richard Perkins, Dr Eugenie Dugoua, Dr Michael Mason and Dr Meredith Whitten

**Availability:** This course is available on the MPhil/PhD in Environmental Economics and MPhil/PhD in Environmental Policy and Development. This course is available with permission as an outside option to students on other programmes where regulations permit.

The number of students that can be accommodated is limited. If the course is over-subscribed, places will be allocated at the Department's discretion and a waiting list may be created. For further details, please contact your relevant Programme Coordinator.

This course cannot be taken with GY465 Concepts in Environmental Regulation or GY475 Issues in Environmental Governance or GY420 Environmental Regulation: Implementing Policy.

**Course content:** This course provides critical insights into the characteristics, processes and evolving dynamics of environmental policy, regulation and governance. In MT, the course considers the rationale for public policy intervention, and the factors that shape the influence of different interest groups over government policy making. It proceeds to examine the nature, design and performance of different policy instruments, together with the various influences governing policy implementation processes. In LT, the course highlights key themes in environmental regulation informed by the concept of multi-level governance. This concept suggests new alignments and forms of regulation within and across state borders: the themes chosen to explore this concept include governing technological change, international negotiations, governance beyond the state, and different rationalities of regulation (science, ethics and justice).

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities.

This course is delivered through a combination of seminars and lectures across both Michaelmas Term and Lent Term.

This course includes a reading week in Week 6 of Michaelmas Term and Lent Term.

**Formative coursework:** Students are expected to prepare one formative piece of coursework in the MT: feedback will be provided. In the LT, students are required to give one presentation on an agreed topic: feedback will be provided.

**Indicative reading:** While there is no one single text that covers all aspects of the course, you are strongly advised to consult the following:

Core reading, MT: D Fiorino (2006) *The New Environmental Regulation*, London: MIT Press; J Holder and M Lee (2007) *Environmental Protection Law and Policy* (2nd edition), Cambridge: Cambridge University Press; S Bell, D McGillivray, O Pedersen, E Lees and E Stokes (2017) *Environmental Law* (9th edition), Oxford: Oxford University Press.

Core reading, LT: S Barrett (2005) *Environment and Statecraft: The Strategy of Environmental Treaty-Making*, Oxford: Oxford University Press; A Gupta and M Mason (eds.) (2014) *Transparency in Global Environmental Governance*, Cambridge, MA: MIT Press; S Piattoni (2010) *The Theory of Multi-level Governance*, Oxford: Oxford University Press; A Randall (2011) *Risk and Precaution*, Cambridge: Cambridge University Press.

**Assessment:** Essay (100%, 6000 words) in the ST.

## GY574 Half Unit

### Politics of Environment and Development

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Kasia Paprocki STC 4.21b and Dr Julia Corwin STC 4.14

**Availability:** This course is compulsory on the MPhil/PhD in Environmental Policy and Development. This course is not available as an outside option.

**Course content:** This course explores key themes at the intersection of development and environmental politics. Specifically, the course is centred on the applications of political ecology, critical development studies, and materialist human geography to topics in environment and development. In exploring the complex relationships between historical dynamics of development, inequality, and the environment, it covers a range of important natural resource and environmental issues, such as climate change, conservation, waste, and environmental social movements.

**Teaching:** In the Department of Geography and Environment, teaching will be delivered through a combination of classes/seminars, pre-recorded lectures, live online lectures, in-person lectures and other supplementary interactive live activities. This course is delivered through a combination of seminars and lectures across Lent Term.

This course includes a reading week in Week 6 of Lent Term.

**Indicative reading:**

- Robbins, P (2012), *Political Ecology: A Critical Introduction*, Oxford: Wiley-Blackwell
- West, P (2006) *Conservation is Our Government Now: The Politics of Ecology in Papua New Guinea*. Durham: Duke University Press.
- Sasser, JS (2018) *On Infertile Ground: Population Control and Women's Rights in the Era of Climate Change*. New York: NYU Press.
- Curley, A (2021) "Resources is just another word for colonialism." In M. Himley, E. Havice, & G. Valdivia (Eds.), *The Routledge Handbook of Critical Resource Geography* (pp. 79-89). London: Routledge.
- Sealey-Huggins, L (2018) "The Climate Crisis is a Racist Crisis: Structural Racism, Inequality and Climate Change." In A. Johnson, R. Joseph-Salisbury, & B. Kamunge (Eds.), *The Fire Now: Anti-Racist Scholarship in Times of Explicit Racial Violence* (pp. 99-113). London: Zed Books.

**Assessment:** Essay (100%, 6000 words) in the ST.

## HP500

### Advanced Health Policy and Health Economics

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Andrew Street COW 1.02, Dr Justin Parkhurst COW 2.12 and Dr Huseyin Naci COW 3.01

**Availability:** This course is compulsory on the MPhil/PhD in Health Policy and Health Economics. This course is not available as an outside option.

**Course content:** The PhD programme is centred around this core course and all students registered in their 1st, 2nd or 3rd year are expected to attend.

Alongside a set of bespoke lectures, the course includes a journal club where key articles are critically appraised and a series of seminars given by faculty in the Department of Health Policy and external speakers, thereby guaranteeing exposure to different materials, research areas, and theoretical perspectives and analytical techniques.

Students will be required to participate in work-in-progress seminars where students present work relating to their theses and contribute fully to discussions on their colleagues' work. The course will provide students with insights into the breadth of work in the areas of health and social care policy and health economics, and will act as a supportive critical forum for discussion of each PhD student's work-in-progress.

**Teaching:** Over the course of the academic year, 24 hours of lectures 24 hours of seminars will take place.

Students on the course will have reading weeks in Week 6 of both Michaelmas and Lent Terms.

**Formative coursework:** Students will be expected to produce two one-hour presentations over the course of the academic year. In one of these, the student is to contribute to the course's journal club by critically appraising an important contribution to the health policy or health economics literature. In the other instance, students will present work-in-progress, thereby showing understanding of the concepts of the course and its application in designing their PhD thesis.

**Indicative reading:** Tim Bhattacharya, Timothy Hyde, and Peter Tu: *Health Economics* (Palgrave Macmillan 2014)

Robert H. Blank and Viola Desidera Bureau: *Comparative Health Policy*, 3rd edition (Palgrave Macmillan 2013)

Peter Burnham: *Research Methods in Politics*, 2nd edition (Palgrave Macmillan 2008)

Michael F Drummond et al.: *Methods for the Economic Evaluation of Health Care Programmes* (Oxford University Press 2015)

Sherry Glied and Peter Smith: *The Oxford Handbook of Health Economics* (Oxford University Press 2013)

Andrew M Jones ed.: *The Elgar Companion to Health Economics*, 2nd edition (Edward Elgar 2013)

Stephen Morris et al.: *Economic Analysis in Health Care*, 2nd edition (Wiley 2013)

**Assessment:** Oral examination (100%).

Summative assessment in the first year of full-time PhD enrolment will consist of a 5,000 word thesis document detailing students' thesis proposal, including research question, a literature review, a description of their methodology, their plans for data collection and a timetable through to completion. Students are subject to a viva voce and marking of this document by the two non-supervisory members of the department who make the decision on upgrading. Students will be required to achieve a minimum grade of 60%.

## HY501

### International History Research Student Workshop

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Matthew Jones SAR 3.09

**Availability:** This course is compulsory on the MPhil/PhD in International History. This course is not available as an outside

option.

**Course content:** The workshop aims to introduce students to effective archival research, issues in the preparation of a thesis and means of launching a career in academic or related fields; and the opportunity to present research in progress.

Students yet to pass their upgrade from MPhil to PhD attend the Introductory Workshop, which meets weekly in the Michaelmas term. Meetings are devoted to research and interviewing techniques and mainly practical issues of historical research. Students due to be upgraded attend the Advanced Workshop held in the Lent and Summer terms, the frequency of meetings depending upon the number of participants. The meetings are intended primarily as a forum for reviewing research in progress, with a view to enabling students to pass their upgrade.

**Teaching:** The School aims to run in-person seminars, subject to circumstances, with some online provision if and where necessary.

**Assessment:** This course is not assessed.

## HY509

### International History Research Seminar

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Matthew Jones SAR 3.09

**Availability:** This course is available on the MPhil/PhD in International History. This course is not available as an outside option.

MA/MSc students are welcome to attend.

**Pre-requisites:** There are no pre-requisites for attending but students wanting to present their research need to have passed their upgrades to PhD status.

**Course content:** This research seminar is convened by PhD students in International History and offers the opportunity for second, third and fourth year PhD students to present their research for discussion in conversation with others. Staff from within the department as well as invited guests from beyond the LSE will participate as discussants and presenters.

**Teaching:** The School aims to run in-person seminars, subject to circumstances, with some online provision if and where necessary.

**Assessment:** This course is not assessed.

## HY510

### Cold War History Research Seminar

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Elizabeth Ingleson SAR 2.06

**Availability:** This course is available on the MPhil/PhD in International History, as well as to PhD students from other departments.

**Course content:** Second and third year PhD students will present their research for discussion. There will also be seminars by staff from within and outside the department on their own research with relevance for PhD students either in terms of subject and/or methodology.

**Teaching:** The School aims to run in-person seminars, subject to circumstances, with some online provision if and where necessary.

**Indicative reading:**

See the webpage for the course for further details.

**Assessment:** The course is not assessed.

## IR501

### Methods in International Relations Research

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Milli Lake CBG.8.03 and Prof Benjamin Dodge CBG.9.02

**Availability:** This course is compulsory on the MPhil/PhD in International Relations. This course is not available as an outside option.

**Course content:** The main objective of this course is to offer students an introduction to and route map through the principal approaches to contemporary research in the main branches of International Relations and to help students identify the appropriate methods for their own thesis. The course will investigate the relationship between theory and method in the conduct of research. It will encourage students to think about the trade-offs and tensions involved in choosing specific methods and research designs. Our aim is to facilitate student learning so that each research student can comprehend, critically interrogate and engage with scholarship employing diverse methodological toolkits. The end result aimed for is well-rounded and professional academics that are familiar and hence intellectually at ease with the plurality of methodological and theoretical approaches available to those conducting cutting edge research in International Relations.

The course therefore aims to expose students to, and generate awareness of, a variety of research methods in the discipline irrespective of the particular approach students employ in their doctoral work, and at the same time help them develop a detailed research plan for their own research. The course will aim to promote an environment of mutual support and encouragement amongst first year research students, maximising the potential for cross fertilization between different projects. The course will also develop students' presentational skills in a group setting.

**Teaching:** 14 hours of seminars and 9 hours of workshops in the MT. 14 hours of seminars and 9 hours of workshops in the LT.

**Formative coursework:** Students will be expected to draft and present sections of their research plan in the Michaelmas Term and to prepare and present a full research plan at the end of the Lent Term.

**Indicative reading:**

- Calerco, Jessica McCrory. 2020. *The Field Guide to Grad School: Uncovering the Hidden Curriculum*. Princeton University Press.
- Gerring, John. 2012. *Social Science Methodology: A Unified Framework*, 2nd edition. Cambridge: Cambridge University Press.
- Luker, Kristin. 2008. *Salsa Dancing Into the Social Sciences*. Harvard University Press.
- Schwartz-Shea, Peregrine, and Dvora Yanow. 2012. *Interpretative Research Design: Concept and Processes*. London: Routledge.
- Goertz, Gary, and James Mahoney. 2012. *A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences*. Princeton: Princeton University Press.
- Kapiscewski, Diana, Lauren MacLean, and Benjamin Read. 2015. *Field Research in Political Science: Practices and Principles*. Cambridge: Cambridge University Press.
- Yanow, Dvora, and Peregrine Schwartz-Shea (eds.). 2014. *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*, 2nd edition. New York: M E Sharpe.

**Assessment:** This course is not assessed.

## IR502

### International Relations Theory/Area/History Research Workshop

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof William Callahan CBG.9.05 and Dr Katharine Millar CBG 8.13

**Availability:** This course is open to all interested MPhil/PhD students and faculty in the Department of International Relations.

It is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** The department was present at the creation of international theory. Its scholars and research students have long played leading roles in inventing and developing the discipline's paradigms and approaches. In recent decades, international theory has moved beyond its European roots, enhanced by the theories and histories of other peoples and places. Area studies specialists, historians, and scholars from other fields increasingly situate their work in international and global contexts, creating new, interdisciplinary meeting points between IR and other fields in the humanities and social sciences. IR502 is part of the research-training programme for all research students working in the often overlapping spaces of international theory, area studies, and history. The workshop provides a forum in which faculty and research students can present their work on topics including everything from Global, Postcolonial and Feminist IR to IR's traditional paradigms. The papers are circulated in advance.

**Teaching:** A minimum of 6 hours of seminars in the MT. A minimum of 6 hours of seminars in the LT. Some of these may be delivered online.

**Assessment:** This course is not assessed.

## IR504

### Security and Statecraft Research Workshop

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Anne Getmanski CBG.8.05 and Prof Fawaz Gerges CBG.10.03

**Availability:** This course is available on the MPhil/PhD in International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

It is open to all interested research students and faculty with the Department and is available with permission to students on other programmes.

**Course content:** IR504 is part of the research-training programme for all research students working in the area of security and statecraft broadly defined. The workshop's principal objective is to foster intellectual exchange by showcasing new and innovative work from leading and emerging scholars. It provides a forum in which research students can present their work, discuss the theoretical and methodological problems involved, examine common challenges in conducting research in this area and obtain feedback on their work. Research in this area draws on diverse theoretic and methodological approaches, and ranges across levels of analysis, regions, and eras. Specific foci of research include diplomacy, foreign and security relations, foreign policy analysis, comparative strategy, identity and security, war and society, state-building, peace-building and conflict resolution, revolutions, human security and genocide.

**Teaching:** A minimum of 6 hours of seminars in the MT. A minimum of 6 hours of seminars in the LT. Some of these may be delivered online.

**Assessment:** This course is not assessed.

## IR507

### International Institutions, Law and Ethics Research Workshop

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Mathias Koenig-Archibugi, Dr Sophie Rosenberg and Dr Ulrich Sedelmeier

**Availability:** This course is available on the MPhil/PhD in International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is open to all interested research students and faculty in the Department of International Relations.

**Course content:** IR507 is part of the research-training programme for all research students working on the theory, history and/or practice of international institutions, international law and ethics. The workshop's principal objective is to foster intellectual exchange by showcasing new and innovative work from leading and emerging scholars. The workshop will provide a forum in which research students can present their work, discuss the theoretical and methodological problems involved, discuss common challenges in conducting research in this area and obtain feedback on their work. Research in this area runs from the study of intergovernmental and nongovernmental institutions and global governance, to the politics of international law, to the ethical and normative dimensions of global politics. It includes, but is not limited to, the study of international institutions such as the European Union, North Atlantic Treaty Organisation, and the International Criminal Court and international issues such as human rights, humanitarian intervention, climate change, global health and international crime.

**Teaching:** A minimum of 6 hours of seminars in the MT. A minimum of 6 hours of seminars in the LT. Some of these may be delivered online.

**Assessment:** This course is not assessed.

## IR509 Not available in 2022/23

### International Relations Research Design Workshop

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Tomila Lankina

**Availability:** This course is compulsory on the MPhil/PhD in International Relations. This course is not available as an outside option.

This workshop is compulsory for all second year International Relations Department (IRD) research students and open to other interested IRD research students.

**Course content:** This workshop will address issues concerning the formulation and design of the PhD research project. Its principal objective is to assist research students in designing a well-thought out and manageable thesis. It seeks to do so by providing a forum students discuss their research topic, the particular set of questions they intend to address and the methods they wish to use with other members of the workshop. Its aim is to provide students with constructively critical observations about their research project and the problems they may confront and preparing students for their upgrade Research Panel in the summer.

**Teaching:** 12 hours of seminars in the MT.

**Assessment:** This course is not assessed.

## IR555

### International Political Economy Research Workshop

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Jeffrey Chwieroth and Dr Victoria Paniagua

**Availability:** This course is open to all interested MPhil/PhD students and faculty in the Department of International Relations. It is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** IR555 is part of the research-training programme for all research students working in the area of international political economy: the relationship between states and markets in a global context. The workshop's principal objective is to foster intellectual exchange by showcasing new and innovative work from leading and emerging scholars. The workshop will provide



a forum in which research students can present their work, discuss the theoretical and methodological problems involved, discuss common challenges in conducting research in this area and obtain feedback on their work. Research in this area works at multiple levels of analysis and draws on an array of theoretic and methodological approaches from several disciplines. Both historical and contemporary questions are addressed across a range of issues including: trade, migration, global environmental politics, international economic organisations, economic diplomacy, international finance, foreign investment, exchange rates, and monetary relations.

**Teaching:** A minimum of 6 hours of seminars in the MT. A minimum of 6 hours of seminars in the LT. Some of these may be delivered online.

**Assessment:** This course is not assessed.

## LL500

### Doctoral Research Seminar series

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Thomas Poole

**Availability:** This course is compulsory on the MPhil/PhD in Law. This course is not available as an outside option.

**Course content:** The course aims to equip students with the skills required to undertake advanced legal research. The focus in Michaelmas Term is on methodological and theoretical issues arising in legal scholarship (with readings of Foucault, Said, Butler and others). The focus in Lent Term is on the various stages of the PhD process, and on preparation for professional life in academic law beyond the PhD. In the Summer Term an Upgrade Conference is held at which first year research students present their work-in-progress.

**Teaching:** There will be 22 hours in Michaelmas Term and 22 hours in Lent Term. There will be a Reading Week in Week 6 of Michaelmas and Lent terms.

**Assessment:** There are no examination arrangements. However, attendance is compulsory for first year research students. Research students in other years may also attend.

## MA500

### Mathematics: Seminar on Combinatorics, Games and Optimisation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Ahmad Abdi and Prof Bernhard Von Stengel

**Availability:** This course is compulsory on the MPhil/PhD in Mathematics. This course is available with permission as an outside option to students on other programmes where regulations permit.

Other members of the research community are welcome to attend.

**Course content:** The seminar ranges over many areas of pure and applied mathematics. The emphasis is on topics in discrete mathematics, operations research and game theory. The seminar is regarded as an important part of research students' formal training and they are expected to attend and contribute.

**Teaching:** 33 hours of seminars and 33 hours of seminars in the MT. 33 hours of seminars and 33 hours of seminars in the LT. 21 hours of seminars and 21 hours of seminars in the ST.

## MA501

### Research Student Seminar

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Jozef Skokan COL 3.04, Prof Julia Boettcher, Dr Ahmad Abdi and Prof Johannes Ruf

**Availability:** This course is compulsory on the MPhil/PhD in Mathematics. This course is available with permission as an outside option to students on other programmes where regulations permit.

Other members of the research community are welcome to attend.

**Course content:** The seminars range across many areas of pure, applied and financial mathematics. The emphasis is on topics in discrete mathematics, algorithms, operations research, game theory, financial mathematics and control theory. The seminars are regarded as an important part of research students' formal training and they will all be expected to attend and contribute. Throughout the academic year, students are also invited to give presentations. There are additional reading groups aimed at students working in financial mathematics and discrete mathematics. These are compulsory for students working in this area but other students of the MPhil/PhD in Mathematics are welcome to attend.

**Teaching:** PhD Seminar on Combinatorics, Games and Optimisation (MA501.1): 11 one-and-a-half-hour seminars in the MT and LT. 7 one-and-a-half-hour seminars in the ST.

LGSMF Portfolio Optimisation Seminar (MA501.2): 11 three-hour seminars in the LT. 7 three-hour seminars in the ST.

Financial Mathematics Reading Group Seminar (MA501.3): 11 three-hour seminars and 11 one-hour seminars in the MT and LT. 7 three-hour seminars and 7 one-hour seminars in the ST.

Discrete Mathematics Reading Group Seminar (MA501.4): 11 three-hour seminars in the MT and LT. 7 three-hour seminars in the ST.

Approximately 80-90 meetings of between 1 and 3 hours throughout the MT, LT and ST, dependent on speakers. See [http://www2.lse.ac.uk/math/Seminars/Research\\_Seminars.aspx](http://www2.lse.ac.uk/math/Seminars/Research_Seminars.aspx) for schedule and more details.

## MC500

### Research Seminar for Media, Communications & Culture

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Ellen Helsper

**Availability:** This course is compulsory on the MPhil/PhD in Data, Networks and Society and MPhil/PhD in Media and Communications. This course is not available as an outside option. This course is compulsory for doctoral researchers in the first and second years of the Doctoral Programmes in the Department of Media and Communications. All doctoral researchers in the Department are welcome and encouraged to attend.

**Course content:** The aim of the course is to raise awareness of theoretical, conceptual and methodological issues in the interdisciplinary field of media and communications research and to develop students skills with respect to theory building, research design and implementation. The course focuses, in particular, on the key conceptual issues and analytical strategies required in media and communication research, with special reference to the study of the changing environment of media production, dissemination and consumption, under conditions of globalization and digitization of information

**Teaching:** This course is delivered through seminars totalling a minimum of 40 hours across Michaelmas and Lent Term.

**Indicative reading:**

- Baym N. K. (2010) *Personal Connections in the Digital Age*, Polity.
- Boltanski I. and Chiapello E. (2001) *The New Spirit of Capitalism* London: Verso.
- Carey J. W. (1989) *Communication as Culture* New York, NY: Routledge.

- Chadwick A. (2017) *The Hybrid Media System: Politics and Power* – 2nd Edition. Oxford: Oxford University Press.
- Chesher C. Crawford K. and Dunne A. (2014) *Understanding the Internet. Language, Technology, Media, Power* London: MacMillan. Palgrave.
- Chouliaraki L. (2013) *The Ironic Spectator. Solidarity in the Age of Post-humanitarianism* Cambridge: Polity.
- Couldry, N. & Mejias, U. A. (2019) *The costs of connection: How data is colonizing human life and appropriating it for capitalism.* Stanford University Press.
- Lievrouw A. L. and Livingstone S. (eds.) (2006) *The Handbook of New Media* (updated edition) London: Sage
- Mansell R. (2012) *Imagining the Internet* Oxford: OUP.
- Mignolo W. (2012) *Local histories/global designs: Coloniality, subaltern knowledges, and border thinking.* Princeton University Press.
- Papacharissi Z. (2014) *Affective Publics.* Oxford: OUP.
- Wacquant L. and Bourdieu P. (1992) *Introduction to Reflexive Sociology* Chicago: University of Chicago Press.
- Silverstone R. (2006) *Media and Morality. On the Rise of Mediapolis* Cambridge: Polity.

**Assessment:** This course is based predominantly on student presentations on their work in progress.

First year doctoral researchers are expected to use MC500 seminars as a key resource towards their thesis proposal at the end of their first year of study.

## MC501

### Advanced Doctoral Workshop in Media and Communications

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Ellen Helsper

**Availability:** This course is available on the MPhil/PhD in Data, Networks and Society and MPhil/PhD in Media and Communications. This course is not available as an outside option.

**Pre-requisites:** Students must have completed Research Seminar for Media, Communications & Culture (MC500).

**Course content:** The series is intended to offer students guidance and support in the writing-up of their thesis. The approach to the series is student-centred, practice-oriented and dialogic, focusing on students' work - hence the term 'workshop'. Specifically, participants commit to submitting a draft of one of their PhD chapters and comment on others' submissions, in the course the academic term. The curriculum consists therefore of individual students' work, each week concentrating on a single student's draft (maximum 5000 words) submitted together with a relevant academic reading. Through a system of signing-up and pairing, each ninety-minute session is set up in two parts: the first part is a twenty-minute dialogue between the writer and their discussant, who introduces and comments on the writer's work; the second part is a full hour's exchange of ideas by all - the expectation being that everyone commits to reading the submitted draft. The role of the DPD is to gently guide group interaction and, when necessary, provide input as much on the submission as on subsequent discussion points. The role of the DPD is not to substitute the supervisor but to ensure that the discussion is conducted in an informal, friendly and non-intimidating way.

**Teaching:** This course will be delivered through workshops totalling a minimum of 40 hours across Michaelmas and Lent Term.

## MC5M2

### Advanced Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis)

**This information is for the 2022/23 session.**

**Teacher responsible:** Professor Ellen Helsper

**Availability:** This course is compulsory on the MPhil/PhD in Data, Networks and Society and MPhil/PhD in Media and Communications. This course is not available as an outside option.

**Course content:**

**1 Principles of Research in Media and Communications:** A series of lectures offered by Department of Media and Communications faculty in Michaelmas Term. The lectures will normally cover the following topics central to research design across the social sciences, with a specific emphasis on their application to media and communications contexts: the general nature of research as social inquiry, interviewing, discourse analysis, social network analysis, content analysis, visual analysis, survey design/questionnaires, case studies, ethnography and participant observation, as well as research ethics.

**2 Specialist research workshops:** A series of 5 three-hour workshops (comprised of two x 1.5 hour sessions) offered by media and communications staff in Lent Term. Students are required to participate in all five workshops.

**3 Principles of Social Research Analysis:** Students have to take at least one quantitative analysis course offered by the Department of Methodology (MY464 is the basic option). In addition, students are recommended to take either another quantitative or a qualitative analysis course offered by the Department of Methodology. The combination of courses must be approved by the supervisor and discussed with the MC5M2 convenor.

**Teaching:** This course is delivered through a combination of lectures, seminars and workshops totalling a minimum of 55 hours across Michaelmas and Lent Term. This course includes a reading week in Week 6 of Michaelmas and Lent Term.

This is comprised of the following:

**1 Principles of Research in Media and Communications:**

Delivered through lectures totalling a minimum of 10 hours across Michaelmas Term and 1 hour in Lent Term.

**2 Specialist workshops:** Delivered through workshops totalling a minimum of 15 hours across Lent Term.

**3 Principles of Social Research Analysis:** MY464 in Michaelmas Term: This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Michaelmas Term.

**Formative coursework:**

**1 Principles of Research in Media and Communications:** All students are expected to write a 7000 word methodology chapter for their thesis and submit it to their supervisor in ST1. This will normally include a pilot study testing one method to be used in the thesis.

**2 Principles of Social Research:** All students are expected to complete advance readings and submit workshop assignments.

**3 Principles of Social Research Analysis:** Most quantitative analysis courses require weekly assignments. The qualitative analysis courses vary in their formative assessment.

**Indicative reading:**

- Alasuutari, P. (1995). *Researching Culture: Qualitative Method and Cultural Studies.* London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Bauer, M. W., & Gaskell, G. D. (2000). *Qualitative Researching with Text, Image and Sound: A Practical Handbook for Social Research.* London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Bell, A., & Garrett, P. (1998). *Approaches To Media Discourse.* Oxford; Malden, Mass: John Wiley & Sons.
- Bertrand, I & Hughes, P. (2005) *Media Research Methods. Audiences, Institutions and Texts.* New York: Palgrave.
- Bryman, A. (2012). *Social Research Methods.* Oxford; New York: Oxford University Press.
- Deacon, D., Pickering, M., Golding, P., & Murdock, G. (1999).

Researching Communications: A Practical Guide to Methods in Media and Cultural Analysis. London: Hodder Education.

- De Vries, R. (2018) *Critical Statistics: Seeing beyond the headlines*. London, UK: MacMillan International.
- Flick, U. (1998). *An Introduction to Qualitative Research*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Hansen, A., Cottle, S., Negrine, P. R., & Newbold, C. (1998). *Mass Communication Research Methods*. Basingstoke: Palgrave Macmillan.
- Jensen, K. B., & Jankowski, N. W. (1991). *A Handbook of Qualitative Methodologies for Mass Communication Research*. London; New York: Routledge.
- Jørgensen, M. W., & Phillips, L. J. (2002). *Discourse analysis as theory and method*. London: Sage.
- Fairclough, N. (2001). *Language and power*. London: Pearson Education.
- Kent, R. (1994). *Measuring Media Audiences*. London; New York: Cengage Learning EMEA.
- Rose, G. (2012). *Visual Methodologies: An Introduction to Researching with Visual Materials*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Schroder, K., Drotner, K., Kline, S., & Murray, C. (2003). *Researching Audiences: A Practical Guide to Methods in Media Audience Analysis*. London: New York: Bloomsbury Academic.
- Silverman, D. (2013). *Doing Qualitative Research: A Practical Handbook*. London; Thousand Oaks, Calif: SAGE Publications Ltd.

**Assessment:** Exam (100%, duration: 2 hours) in the January exam period.

One exam in the January exam period relating to Quantitative Analysis (e.g. MY464) and one exam in Summer Term if another quantitative analysis course is taken (see Department of Methodology course guides).

Note: Summative assignments differ depending on the components of the methodological training taken by the students. Students must pass all components of MC5M2.

## MC5M8

### Advanced Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis)

This information is for the 2022/23 session.

**Teacher responsible:** Professor Ellen Helsper

**Availability:** This course is available on the MPhil/PhD in Data, Networks and Society and MPhil/PhD in Media and Communications. This course is not available as an outside option.

**Course content:**

1 **Principles of Research in Media and Communications:** A series of lectures offered by Department of Media and Communications faculty in Michaelmas Term. The lectures will normally cover the following topics central to research design across the social sciences, with a specific emphasis on their application to media and communications contexts: the general nature of research as social inquiry, interviewing, discourse analysis, social network analysis, content analysis, visual analysis, survey design/questionnaires, case studies, ethnography and participant observation, as well as research ethics.

2 **Specialist research workshops:** A series of 5 three-hour workshops (comprised of two x 1.5 hour sessions) offered by media and communications staff in Lent Term. Students are required to participate in all five workshops.

3 **Principles of Social Research Analysis:** Students have to take at least one quantitative analysis course offered by the Department of Methodology (MY552M is the basic option for MC5M8). In addition, students are recommended to take either another qualitative or a quantitative analysis course offered by the Department of Methodology. The combination of courses must be approved by the supervisor and discussed with the MC5M8 convenor.

**Teaching:** This course is delivered through a combination of lectures, seminars and workshops totalling a minimum of 50 hours across Michaelmas and Lent Term. This course includes a reading week in Week 6 of term. This course includes a reading week in Week 6 of term.

This is comprised of the following:

1 **Principles of Research in Media and Communications:** Delivered through lectures totalling a minimum of 10 hours across Michaelmas Term and 1 hour in Lent Term.

2 **Specialist workshops:** 160 Delivered through workshops totalling a minimum of 15 hours across Lent Term.

3 **Principles of Social Research Analysis:** 160 Quantitative analysis course MY552M is delivered through a combination of classes and lectures totalling a minimum of 25 hours across Michaelmas Term; Recommended quantitative or qualitative analysis course in Lent Term (varies depending on the course).

**Formative coursework:**

1 **Principles of Research in Media and Communications:** All students are expected to write a 7000 word methodology chapter for their thesis and submit it to their supervisor in ST1. This will normally include a pilot study testing one method to be used in the thesis.

2 **Principles of Social Research:** All students are expected to complete advance readings and submit workshop assignments.

3 **Principles of Social Research Analysis:** Most quantitative analysis courses require weekly assignments. The qualitative analysis courses vary in their formative assessment.

**Indicative reading:**

- Alasuutari, P. (1995). *Researching Culture: Qualitative Method and Cultural Studies*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Bauer, M. W., & Gaskell, G. D. (2000). *Qualitative Researching with Text, Image and Sound: A Practical Handbook for Social Research*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Bertrand, I & Hughes, P. (2005) *Media Research Methods. Audiences, Institutions and Texts*. New York: Palgrave.
- Bryman, A. (2012). *Social Research Methods*. Oxford; New York: Oxford University Press.
- Deacon, D., Pickering, M., Golding, P., & Murdock, G. (1999). *Researching Communications: A Practical Guide to Methods in Media and Cultural Analysis*. London: Hodder Education.
- De Vries, R. (2018) *Critical Statistics: Seeing beyond the headlines*. London, UK: MacMillan International.
- Flick, U. (1998). *An Introduction to Qualitative Research*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Hansen, A., Cottle, S., Negrine, P. R., & Newbold, C. (1998). *Mass Communication Research Methods*. Basingstoke: Palgrave Macmillan.
- Jensen, K. B., & Jankowski, N. W. (1991). *A Handbook of Qualitative Methodologies for Mass Communication Research*. London; New York: Routledge.
- Jørgensen, M. W., & Phillips, L. J. (2002). *Discourse analysis as theory and method*. London: Sage.
- Fairclough, N. (2001). *Language and power*. London: Pearson Education.
- Kent, R. (1994). *Measuring Media Audiences*. London; New York: Cengage Learning EMEA.
- Rose, G. (2012). *Visual Methodologies: An Introduction to Researching with Visual Materials*. London; Thousand Oaks, Calif: SAGE Publications Ltd.
- Schroder, K., Drotner, K., Kline, S., & Murray, C. (2003). *Researching Audiences: A Practical Guide to Methods in Media Audience Analysis*. London: New York: Bloomsbury Academic.
- Silverman, D. (2013). *Doing Qualitative Research: A Practical Handbook*. London; Thousand Oaks, Calif: SAGE Publications Ltd.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

One two-hour examination in Summer Term relating to Quantitative Analysis (e.g. MY552M) and one two-hour examination in Summer Term if another quantitative analysis course is taken (see Department of Methodology course guides).

Note: Summative assignments differ depending on the



components of the methodological training taken by the students. Students must pass all components of MC5M8.

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## MG500

### Information Systems PhD Seminar Series and Workshops

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Carsten Sorensen NAB 3.11  
Contributions from Chrisanthi Avgerou, Antonio Cordella, Shirin Madon, Susan Scott, and Edgar Whitley

**Availability:** This course is compulsory on the MPhil/PhD in Management - Information Systems and Innovation. This course is not available as an outside option.

**Course content:** This seminar series provides a forum for research students in management to present work in progress. Outside speakers may be invited from time to time.

**Teaching:** This course is delivered through seminars totalling a minimum of 40 hours across the Michaelmas Term and Lent Term. Note that teaching may take different formats of online or in person seminars in 2021/22.

This course includes a reading week in Week 6 of both Michaelmas and Lent Terms.

**Assessment:** There is no formal assessment, but all students are expected to attend the workshops and must email the course teacher to explain any absences. Attendance at the weekly seminars is more flexible but students should make an effort to attend as many as possible and to be involved in the organisation of at least one per year.

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## MG505 Half Unit

### Research in Organisational Behaviour Seminar I

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Lourdes Sosa MAR 5.40 and Dr Niranjana Janardhanan MAR 5.33

**Availability:** This course is compulsory on the MRes/PhD in Management (Organisational Behaviour). This course is available on the MRes/PhD in Management (Employment Relations and Human Resources). This course is not available as an outside option.

This course is available with permission as an outside option to students on other programmes.

**Course content:** This course seeks to provide PhD students with a foundational understanding of established research in Organisational Behaviour with the objective of encouraging them to design novel research that advances the field. Specifically, this course will introduce students to the evaluation of established research in micro- and macro-level Organisational Behaviour, progressing through units of analysis from psychology research to organisational theory.

**Teaching:** 30 hours of seminars in the LT.

**Formative coursework:** Formative feedback on the individual presentation and essay will be provided throughout the course. Students will be expected to review their plan for presentation in office hours beforehand, and to informally present work in progress throughout the course for continuous feedback.

**Indicative reading:**

Indicative readings include:

Barsade, S. G., & Gibson, D. E. (2007). Why does affect matter in organizations? *Academy of Management Perspectives*, 21(1), 36-59.

Hewlin, P. F. (2009). Wearing the cloak: Antecedents and consequences of creating facades of conformity. *Journal of Applied Psychology*, 94, 727-741.

Judge, T., Bono, J., Ilies, R., & Gerhardt, M. (2002). Personality and leadership: A qualitative and quantitative review. *Journal of Applied*

*Psychology*, 87, 765-780.

Mathieu, J., Maynard, M. T., Rapp, T., & Gilson, L. (2008). Team effectiveness 1997-2007: A review of recent advancements and a glimpse into the future. *Journal of Management*, 34, 410-476.

Baron, J.N., Hannan, M.T., Burton, M.D. (2001). Labor Pains: Change in Organizational Models and Employee Turnover in Young, High-Tech Firms. *American Journal of Sociology*, 106, 960-1012.

Uzzi, B. (1997). Social Structure and Competition in Interfirm Networks: The Paradox of Embeddedness. *Administrative Science Quarterly*, 42, 35-67.

Hannan, M.T., Freeman, J. (1984). Structural Inertia and Organizational Change. *American Sociological Review*, 49, 149-164.

**Assessment:** Essay (100%, 4000 words) in the ST.

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## MG509 Half Unit

### Managing Digital Platform Innovation

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Carsten Sorensen MAR 4.34

**Availability:** This course is compulsory on the MPhil/PhD in Management - Information Systems and Innovation. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** The course deals with the dynamics of large-scale digital service platforms, their associated ecosystems, blockchains and AI architectures. It is based on the extant research into modularity, platforms, boundary resources, digital ecosystem, and digital innovation governance and value creation dynamics across the fields of management, innovation, and information technology studies. The aim to ground the students in the traditional conceptualisations of IS and use this as the base for exploring the theoretical challenges brought about by a variety of digital innovations. The course further examines the components, operations, and trends of digital innovations, for example focusing on the challenges of business digitalisation and platformisation for the distributed provision of mobile apps and uses this example as a basis for a broader consideration of platform innovation dynamics. The course also addresses managerial and technological challenges associated with the search for value creation in the context of digital innovation deployments

**Teaching:** This course is delivered through seminars across Michaelmas Term. Teaching hours will be commensurate with a usual half unit taught masters course but note that teaching may take a different format and/or structure in 2021/22.

This course includes a reading week in Week 6 of Michaelmas Term

**Formative coursework:** Students will be expected to produce 1 presentation and 1 essay in the MT.

One PowerPoint presentation on a course theme to be handed in week 2 for feedback and one 1500-word essay on the same theme to be handed in for assessment by week 6

**Indicative reading:** Baldwin, C. Y. & K. B. Clark (2000): *Design Rules*, Vol. 1: The Power of Modularity. Cambridge, MA: MIT Press.  
Benkler, Y. (2006): *The Wealth of Networks*. Yale University Press  
Cennamo, C., Marchesi, C., & Meyer, T. (2020). Two sides of the same coin? Decentralized versus proprietary blockchains and the performance of digital currencies. *Academy of Management Discoveries*, 6(3), 382-405.

Chandler Jr, A. D. (1977): *The Visible Hand: The Managerial Revolution in American Business*. Cambridge MA: The Belknap Press of Harvard University Press.

Garud, R., A. Kumaraswamy, & R. Langlois, ed. (2003): *Managing in the Modular Age: Architecture, Networks and Organisations*. Blackwell.

Gawer, A., ed. (2009): *Platforms, Markets and Innovation*. Cheltenham: Edward Elgar.

Iansiti, M. & R. Levien (2004): *The Keystone Advantage*. Harvard Business Press.

Kallinikos, J. (2006): *The Consequences of Information*. Edward



Elgar

Kazan, E., Tan, C.-W., Lim, E. T. K., Sørensen, C., & Damsgaard, J. (2018). Disentangling Digital Platform Competition: The Case of UK Mobile Payment Platforms. *Journal of Management Information Systems – special issue on Financial IS, Underlying Technologies, and the FinTech Revolution*, 35(1), 180-219.

Leonardi, P. M., B. A. Nardi, & J. Kallinikos, ed. (2012): *Materiality and Organizing*. OUP.

Parker, G. G., Alstyne, M. W. and Choudary, S. P (2016): *Platform Revolution*. New York: Norton.

Pickering, A. (1995): *The Mangle of Practice: Time, Agency & Science*. Chicago: The University of Chicago Press.

Tiwana, A. (2013): *Platform ecosystems: aligning architecture, governance, and strategy*. Newnes.

Utterback, J. (1994): *Mastering the Dynamics of Innovation*. Boston, MA: Harvard University Press.

Boudreau, K. (2010): Open Platform Strategies and Innovation: Granting Access vs. Devolving Control. *Management Science*, vol. 56, no. 10, pp. 1849-1872.

Boudreau, K. J. (2012): Let a thousand flowers bloom? An early look at large numbers of software app developers and patterns of innovation. *Organization Science*, vol. 23, no. 5, pp. 1409-1427.

de Reuver, M., Sørensen, C., & Basole, R. (2018). The Digital Platform: A Research Agenda. *Journal of Information Technology*, 33(2), 124-135.

Eaton, B. D., S. Elaluf-Calderwood, C. Sørensen, & Y. Yoo (2015): Distributed Tuning of Boundary Resources: The Case of Apple's iOS Service System. *MIS Quarterly: Special Issue on Service Innovation in a Digital Age*, vol. 39, no. 1, pp. 217-243.

Eisenmann, T., G. Parker, & M. Van Alstyne (2011): Platform envelopment. *Strategic Management Journal*, vol. 32, no. 12, pp. 1270-1285.

Evans, P. C. & R. C. Basole (2016): Revealing the API Ecosystem and Enterprise Strategy using Visual Analytics. *Communications of the ACM*, vol. 59, no. 2.

Ghazawneh, A. & Henfridsson, O. (2013) Balancing Platform Control and External Contribution in Third-Party Development: The Boundary Resources Model. *Information Systems Journal*, 23(2): 173-192.

Henfridsson, O., L. Mathiassen, & F. Svahn (2014): Managing Technological Change in the Digital Age: The Role of Architectural Frames. *Journal of Information Technology*, vol. 29, pp. 27-43.

Kallinikos, J., Aaltonen, A., & Marton, A. (2013) The Ambivalent Ontology of Digital Artifacts. *MIS Quarterly*, 37(2): 357-370.

Parker, G. G. & M. W. Van Alstyne (2005): Two-Sided Network Effects: A Theory of Information Product Design. *Management Science*, vol. 51, no. 10, pp. 1494-1504.

Tiwana, A., B. Konsynsky, & A. A. Bush (2010): Platform Evolution: Coevolution of Platform Architecture, Governance, and Environmental Dynamics. *Information Systems Research*, vol. 21, no. 4, pp. 675-687.

Thomas, L., E. Autio, & D. Gann (2014): Architectural Leverage: Putting Platforms in Context. *The Academy of Management Perspectives*, vol. 28, no. 2, pp. 198-219.

Wareham, J., P. B. Fox, & J. L. Cano Giner (2014): Technology Ecosystem Governance. *Organization Science*, vol. 25, no. 4, pp. 1195-1215.

**Assessment:** Take-home assessment (100%).

The course will be assessed by a 24-hour take home exam at the start of the LT.

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## MG512 Half Unit

### Marketing I: Consumer Behaviour and Quantitative Modelling

This information is for the 2022/23 session.

**Teacher responsible:** Prof Amitav Chakravarti MAR 6.31 and Prof Om Narasimhan MAR 6.32

Dr Xiaolin Li MAR 6.20

**Availability:** This course is compulsory on the MRes/PhD in

Management (Marketing). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This course covers both consumer behaviour and quantitative modelling.

In the area of Consumer Behaviour the course objective is to familiarise students with research in cognitive psychology, social psychology, and marketing on information processing and judgment and decision making related topics to better understand and develop marketing strategies that affect consumer behavior.

There are two main aims of this course: (1) to give students a strong foundation for critical thinking in the area of consumer behavior, and (2) to enable students to conceptualize, develop and operationalize research ideas. Therefore, the focus is on understanding current theoretical and methodological approaches to various aspects of consumer behavior, as well as advancing this knowledge by developing testable hypotheses and theoretical perspectives that build on the current knowledge base. This means that students have to actively read prior research in different areas – try to understand the authors' ideas and develop the habit of constructive criticism of the research. To encourage this habit, the role of author of certain papers may be assigned to some students in the class and the role of reviewer assigned to others.

In the area of quantitative modelling the course is designed to develop the quantitative foundations for marketing decisions. Both theoretical models which help analyse marketing issues, and decision-support models will be covered. There is a requirement for students to already have some understanding of calculus, probability, statistics and matrix algebra. Features of the course include a focus all marketing decisions: product, pricing, advertising, salesforce and distribution. All necessary analysis tools from resource allocation models to NEIO (New Empirical Industrial Organization) models will be discussed. A comprehensive set of exercises will enable students to test their knowledge of models and their understanding of the material discussed in class. The course will also incorporate recent research findings in all aspects of marketing including online marketing and social media marketing.

**Teaching:** 30 hours of seminars in the MT.

**Formative coursework:** Students will be expected to produce 1 essay in the MT.

**Indicative reading:** - Higgins, E. T., & Kruglanski, A. W. (Eds.). (2007). *Social psychology: Handbook of basic principles* (2nd ed.). New York: Guilford Press.

- Cognitive Psychology: Mind and Brain, Edward E. Smith, Columbia University, Stephen M. Kosslyn, Stanford University, 2007 | Pearson
- Bazerman, Max H. (1994), *Judgment in Managerial Decision Making*, John Wiley & Sons.
- Russo, J.E. and P.J.H. Shoemaker (1989), *Decision Traps*, Doubleday.
- Thaler, Richard H. (1992), *The Winner's Curse: Paradoxes and Anomalies of Economic Life*, Princeton University Press.
- Lilien GL, Kotler Ph, Moorthy KS. *Marketing Models*. Prentice Hall: Englewood Cliffs, 1992
- Leeflang PSH, Wittink DR, Wedel M, Naert PA. *Building Models for Marketing Decisions*. Kluwer Academic Publishers: Dordrecht / Boston 2000.
- Hanssens DM, Parsons LJ, Schultz RL. *Market Response Models: Econometric and Time Serie Analysis*. Kluwer Academic Publishers, Boston 2001.
- Lilien GL, Rangaswamy A. *Marketing Engineering*, 2nd edition. Prentice Hall: Upper Saddle River, NJ, 2003.
- Little JDC. *Models and Managers: The Concept of a Decision Calculus*. Management Science 1970; 16: B466-B485.

**Assessment:** Essay (100%, 4000 words) in the LT.

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## MG515 Half Unit Social Organisation

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Harm Barkema

**Availability:** This course is available on the MRes/PhD in Management (Organisational Behaviour). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** MG506 Micro Organisational Behaviour in Organisations ('M-OB') and MG514 Macro OB: Organisation and Management Theory.

**Course content:** Management research – and more specifically, OB and OMT – in the 21st century, is broadening its focus at an increasing pace (as measured by the number of papers recently published in our top journals, and 'in press'), by also studying organizations with social goals. For instance, corporations with social goals (e.g., CSR programs, supply chains with social goals), social enterprises or entrepreneurship under broader social programs (e.g., to increase employment, or women empowerment), NGOs, charities, social movements, incubators with social goals, and – at a more micro-level – 'calling' of workers, moral contracting and ideological currency. The course helps PhD students to understand key theoretical and methodological aspects of this emerging research, including of non-Western contexts, and to develop the insights and skills to formulate their own research agenda in this domain.

**Teaching:** 15 hours of lectures and 15 hours of seminars in the MT.

**Formative coursework:** Students will be expected to produce 1 essay in the MT.

The formative assignment will be to develop an "outline" version of the conceptual paper to be written for the summative assignment (rather than a full write-up). The goal of this assignment is to enable students to begin thinking through how to formulate a research agenda in this domain. We will devote our last course session to debriefing and providing peer feedback on these outlines.

**Indicative reading:** Each faculty presenter will select his/her own reading list, which will rely heavily on journal articles (for example, *Academy of Management Journal*, *Academy of Management Review*, *Journal of Applied Psychology*). An extensive reading list is provided at the start of the course.

**Assessment:** Coursework (100%, 5000 words) in the MT.

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## MG518 Half Unit Employment Relations and Human Resource Management Seminar I

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jonathan Booth MAR 5.16

**Availability:** This course is compulsory on the MRes/PhD in Management (Employment Relations and Human Resources). This course is available on the MRes/PhD in Management (Organisational Behaviour). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** The Employment Relations and Human Resource Management PhD seminars cover micro- and macro-HRM course content.

Specifically, the MG518 Seminar familiarizes students with foundational micro-HRM topics (e.g., job search, recruitment, and selection; organisational socialization and newcomer adjustment; compensation; work arrangements; retention and turnover; training, learning, and development; performance management; careers and career management; diversity and inclusion).

This course also provides students the opportunity to get to know faculty members and their research. Further, the course incorporates comprehensive discussion of each week's academic

materials between students and faculty lead for the respective week. Seminar discussions allows students to develop their critical evaluation skills, to generate research ideas and make connections with previous studied literatures, and to learn best practice in reading and interpreting scholarly research to understand the theoretical, empirical, and other contributions. In addition to reading the required readings for each week and being prepared to engage in discussion, each student is generally asked to present and lead group discussion for at least one article. To aid students in generating research ideas, students typically are asked to identify a research gap in the respective week's literature and to bring to seminar a research proposal and/or model related to the identified gap for discussion with the larger seminar group.

**Teaching:** 30 hours of seminars in the LT.

**Indicative reading:** The seminars will follow a variety of formats, including discussing recent work of academic colleagues, and so include the following indicative reading.

Bauer, T. N., Bodner, T., Erdogan, B., Truxillo, D. M., & Tucker, J. S. (2007). Newcomer adjustment during organizational socialization: A meta-analytic review of antecedents, outcomes, and methods. *Journal of Applied Psychology*, 92, 707-721. doi: 10.1037/0021-9010.92.3.707

Bell, B. S., Tannenbaum, S. I., Ford, J. K., Noe, R. A., & Kraiger, K. (2017). 100 years of training and development research: What we know and where we should go. *Journal of Applied Psychology*, 102(3), 305-323.

Blume, B. D., Ford, J. K., Baldwin, T. T., & Huang, J. L. (2010). Transfer of training: A meta-analytic review. *Journal of Management*, 36, 1065-1105.

Cable, D. M., Gino, F., & Staats, B. R. (2013). Breaking them in or eliciting their best? Reframing socialization around newcomers' authentic self-expression. *Administrative Science Quarterly*, 58, 1-36.

Dobrow Riza, S., & Heller, D. (2015). Follow your heart or your head? A longitudinal study of the facilitating role of calling and ability in the pursuit of a challenging career. *Journal of Applied Psychology*, 100, 695-712.

Felps, W., Mitchell, T.R., Hekman, D.R., Lee, T.W., Holtom, B.C., & Harman, W.S. (2009). Turnover contagion: How coworkers' job embeddedness and job search influence quitting. *Academy of Management Journal*, 52(3), 545-561.

Hornung, S., Rousseau, D. M., & Glaser, J. (2008). Creating flexible work arrangements through idiosyncratic deals. *Journal of Applied Psychology*, 93(3), 655-664.

Jones, D. A., Willness, C. R., & Madey, S. (2014). Why are job seekers attracted by corporate social performance? Experimental and field tests of three signal-based mechanisms. *Academy of Management Journal*, 57, 383-404.

Leslie, L., Manchester, C., & Dahm, P. (2017). Why and when does the gender gap reverse? Diversity goals and the pay premium for high potential women. *Academy of Management Journal*, 60, 402-432.

McKay, P.F., Avery, D.R., & Morris, M.A. (2009). A tale of two climates: Diversity climate from subordinates' and managers' perspectives and their role in store unit sales performance. *Personnel Psychology*, 62, 767-791.

Nyberg, A., Pieper, J. R., & Trevor, C. (2016). Pay-for-performance's effect on future employee performance: Integrating psychological and economic principles toward a contingency perspective. *Journal of Management*, 42, 1753-1783.

Roberson, Q., Ryan, A. M., & Ragins, B. R. (2017). The evolution and future of diversity at work. *Journal of Applied Psychology*, 102(3), 483-499.

Rubenstein, A. L., Eberly, M. B., Lee, T. W., & Mitchell, T. R. (2018). Surveying the forest: A meta analysis, moderator investigation, and future oriented discussion of the antecedents of voluntary employee turnover. *Personnel Psychology*, 71(1), 23-65.

Seibert, S.E., Kraimer, M.L., Holtom, B.C., & Pierotti, A.J. (2013). Even the best laid plans sometimes go askew: Career self-management processes, career shocks, and the decision to pursue graduate education. *Journal of Applied Psychology*, 98(1), 169-182.

Smither, J.W., London, M. & Reilly, R.R. (2005). Does performance

improve following multisource feedback? A theoretical model, meta-analysis, and review of empirical findings. *Personnel Psychology*, 58: 33-66.

Sutton, R. I., & Staw, B. M. (1995). What theory is not. *Administrative Science Quarterly*, 40, 371-384.

Wright, P.M., & Boswell, W.R. (2002). Desegregating HRM: A review and synthesis of micro and macro human resource management research. *Journal of Management*, 28, 247-276.

Van Hoof, E.A.J., Kammeyer-Mueller, J.D., Wanberg, C.R., Kanfer, R., & Basburg (2020) Job search and employment success: A quantitative review and future research agenda. *Journal of Applied Psychology*.

**Assessment:** Essay (100%, 4000 words) in the ST.

## MG519 Half Unit Not available in 2022/23 Employment Relations and Human Resource Management Seminar II

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Jonathan Booth NAB 4.20

**Availability:** This course is compulsory on the MRes/PhD in Management (Employment Relations and Human Resources).

This course is available on the MRes/PhD in Management (Organisational Behaviour). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** The Employment Relations and Human Resource Management PhD seminars cover micro- and macro-HRM course content. The MG519 Seminar takes a macro-HRM approach, as well as discusses a future oriented HRM perspective. Topics typically covered in MG519 Seminar are as follows: strategic HRM; multilevel voice mechanisms; grass-root and social movements; unions, union alternatives, and other institutions; comparative employment relations; types of employment, precarious work, and new and emerging employment relationships (e.g., the gig economy); corporate social responsibility, labour standards, and value chains; work-nonwork interface and wellbeing; digital HRM and emerging technology (e.g., AI, machine learning, algorithms); and the future of work.

This course also provides students the opportunity to get to know faculty members and their research. Further, the course incorporates comprehensive discussion of each week's academic materials between students and faculty lead for the respective week. Seminar discussions allows students to develop their critical evaluation skills, to generate research ideas and make connections with previous studied literatures, and to learn best practice in reading and interpreting scholarly research to understand the theoretical, empirical, and other contributions. In addition to reading the required readings for each week and being prepared to engage in discussion, each student is generally asked to present and lead group discussion for at least one article each week. To aid students in generating research ideas, students typically are asked to identify a research gap in the respective week's literature and to bring to seminar a research proposal and/or model related to the identified gap for discussion with the larger seminar group.

**Teaching:** 30 hours of seminars in the LT.

Note that teaching may take different formats of online or in person seminars in 2021/22

**Indicative reading:** The seminars will follow a variety of formats, including discussing recent work of academic colleagues, and so include the following indicative reading.

- Ashwin, S., Oka, C., Schübler, E., Alexander, R., & Lohmeyer, N. (2020). Spillover effects across transnational industrial relations agreements: The potential and limits of collective action in global supply chains. *ILR Review*, 73(4), 995-1020.
- Beauregard, T. A., Arevshatian, L., Booth, J. E., & Whittle, S. (2018). Listen carefully: transgender voices in the workplace. *The International Journal of Human Resource Management*, 29(5), 857-884.
- Beigi, M., Shirmohammadi, M., & Otaye Ebeye, L. (2019). Half

a century of work-nonwork interface research: a review and taxonomy of terminologies. *Applied Psychology*, 68(3), 449-478.

- Booth, J. E., Lup, D., & Williams, M. (2017). Union membership and charitable giving in the United States. *ILR Review*, 70(4), 835-864.
- Bucher, E. L., Schou, P. K., & Waldkirch, M. (2021). Pacifying the algorithm-Anticipatory compliance in the face of algorithmic management in the gig economy. *Organization*, 1350508420961531.
- Budd, J. W., Lamare, J. R., & Timming, A. R. (2018). Learning about democracy at work: Cross-national evidence on individual employee voice influencing political participation in civil society. *ILR Review*, 71(4), 956-985.
- Chamberlin, M., Newton, D. W., & Lepine, J. A. (2017). A meta analysis of voice and its promotive and prohibitive forms: Identification of key associations, distinctions, and future research directions. *Personnel Psychology*, 70(1), 11-71.
- Cheng, M. M., & Hackett, R. D. (2021). A critical review of algorithms in HRM: definition, theory, and practice. *Human Resource Management Review*, 31(1), 100698.
- Connelly, Catherine E., Christian Fieseler, Matej Cerne, Steffen R. Giessner, and Sut I. Wong. "Working in the digitized economy: HRM theory & practice." *Human Resource Management Review* 31, no. 1 (2021): 100762.
- Edwards, J. R., & Rothbard, N. P. (2000). Mechanisms linking work and family: Clarifying the relationship between work and family constructs. *Academy of management review*, 25(1), 178-199.
- Freeman, R. B., and Medoff, J. 1984. *What Do Unions Do?* New York: Basic Books.
- Greenhaus, J. H., & Callalan, G. A. (2020). 22 Implications of the Changing Nature of Work for the Interface between Work and Nonwork Roles. *The Cambridge Handbook of the Changing Nature of Work*, 467.
- Greenhaus, J. H., & Powell, G. N. (2006). When work and family are allies: A theory of work-family enrichment. *Academy of management review*, 31(1), 72-92.
- Han, J. H., Kang, S., Oh, I. S., Kehoe, R. R., & Lepak, D. P. (2019). The goldilocks effect of strategic human resource management? Optimizing the benefits of a high-performance work system through the dual alignment of vertical and horizontal fit. *Academy of Management Journal*, 62(5), 1388-1412.
- Jiang, K., & Messersmith, J. (2018). On the shoulders of giants: A meta-review of strategic human resource management. *The International Journal of Human Resource Management*, 29(1), 6-33.
- Jiang, K., Takeuchi, R., & Lepak, D. P. (2013). Where do We Go From Here? New Perspectives on the Black Box in Strategic Human Resource Management Research. *Journal of Management Studies*, 50(8), 1448-1480.
- Kalleberg, A. L. (2009). Precarious work, insecure workers: Employment relations in transition. *American sociological review*, 74(1), 1-22.
- Karanovic, J., Berends, H., & Engel, Y. (2020). Regulated dependence: Platform workers' responses to new forms of organizing. *Journal of Management Studies*.
- Li, C. (2020). From Insurgency to Movement: An Embryonic Labor Movement Undermining Hegemony in South China. *ILR Review*.
- Li, C., & Liu, M. (2018). Overcoming collective action problems facing Chinese workers: Lessons from four protests against Walmart. *ILR Review*, 71(5), 1078-1105.
- Livne-Ofer, E., Coyle-Shapiro, J. A., & Pearce, J. L. (2019). Eyes wide open: Perceived exploitation and its consequences. *Academy of Management Journal*, 62(6), 1989-2018.
- Logg, J. M., Minson, J. A., & Moore, D. A. (2019). Algorithm appreciation: People prefer algorithmic to human judgment. *Organizational Behavior and Human Decision Processes*, 151, 90-103.
- Lup, D., & Booth, J. E. (2019). Work and volunteering: longitudinal relationships between work-related experiences and volunteering behaviour. *British Journal of Industrial Relations*, 57(3), 599-623.
- Marsden, D. (2013). Individual voice in employment relationships: A comparison under different forms of workplace representation. *Industrial relations: a journal of economy and society*, 52, 221-258.
- Norlander, P., Jukic, N., Varma, A., & Nestorov, S. (2020).



The effects of technological supervision on gig workers: organizational control and motivation of Uber, taxi, and limousine drivers. *The International Journal of Human Resource Management*, 1-25.

- Petriglieri, G., Ashford, S. J., & Wrzesniewski, A. (2019) Agony and ecstasy in the gig economy: Cultivating holding environments for precarious and personalized work identities. *Administrative Science Quarterly*, 64(1), 124-170.
- Pohler, D. M., & Luchak, A. A. (2014). Balancing efficiency, equity, and voice: The impact of unions and high-involvement work practices on work outcomes. *ILR Review*, 67(4), 1063-1094.
- Rosenfeld, J. (2014). *What unions no longer do*. Harvard University Press.
- Sajjadiani, S., Sojourner, A. J., Kammeyer-Mueller, J. D., & Mykerezi, E. (2019). Using machine learning to translate applicant work history into predictors of performance and turnover. *Journal of Applied Psychology*, 104(10), 1207–1225.
- Sherf, E. N., Parke, M. R., & Isaakyan, S. (2021). Distinguishing voice and silence at work: unique relationships with perceived impact, psychological safety, and burnout. *Academy of Management Journal*, 64(1), 114-148.
- Tambe, P., Cappelli, P., & Yakubovich, V. (2019). Artificial intelligence in human resources management: Challenges and a path forward. *California Management Review*, 61(4), 15-42.
- Thomas, J. P., Whitman, D. S., & Viswesvaran, C. (2010). Employee proactivity in organizations: A comparative meta-analysis of emergent proactive constructs. *Journal of occupational and organizational psychology*, 83(2), 275-300.
- von Krogh, G. (2018). Artificial Intelligence in Organizations: New Opportunities for Phenomenon-Based Theorizing. *Academy of Management Discoveries*, 4(4), 404-409.

**Assessment:** Essay (100%, 4000 words) in the ST.

## MG520 Half Unit Not available in 2022/23 Marketing II: Consumer Behaviour and Quantitative Modelling

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Amitav Chakravarti NAB 5.13 and Prof Om Narasimhan NAB 5.06

**Availability:** This course is compulsory on the MRes/PhD in Management (Marketing). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This course covers both consumer behaviour and quantitative modelling.

In the area of Consumer Behaviour the course objective is to familiarize students with research in cognitive psychology, social psychology, and marketing on information processing and judgment and decision making related topics to better understand and develop marketing strategies that affect consumer behavior. There are two main aims of this course: (1) to give students a strong foundation for critical thinking in the area of consumer behavior, and (2) to enable students to conceptualize, develop and operationalize research ideas. Therefore, the focus is on understanding current theoretical and methodological approaches to various aspects of consumer behavior, as well as advancing this knowledge by developing testable hypotheses and theoretical perspectives that build on the current knowledge base. This means that students have to actively read prior research in different areas – try to understand the authors' ideas and develop the habit of constructive criticism of the research. To encourage this habit, the role of author of certain papers may be assigned to some students in the class and the role of reviewer assigned to others.

In the area of quantitative modelling the course is designed to develop the quantitative foundations for marketing decisions. Both theoretical models which help analyse marketing issues, and decision-support models will be covered. There is a requirement for students to already have some understanding of calculus, probability, statistics and matrix algebra. Features

of the course include a focus all marketing decisions: product, pricing, advertising, salesforce and distribution. All necessary analysis tools from resource allocation models to NEIO (New Empirical Industrial Organization) models will be discussed. A comprehensive set of exercises will enable students to test their knowledge of models and their understanding of the material discussed in class. The course will also incorporate recent research findings in all aspects of marketing including online marketing and social media marketing.

**Teaching:** 30 hours of seminars in the MT.

Note that teaching may take different formats of online or in person seminars in 2021/22.

**Formative coursework:** Students will be expected to produce 1 essay in the MT.

**Indicative reading:**

- Higgins, E. T., & Kruglanski, A. W. (Eds.). (2007). *Social psychology: Handbook of basic principles* (2nd ed.). New York: Guilford Press.
- *Cognitive Psychology: Mind and Brain*, Edward E. Smith, Columbia University, Stephen M. Kosslyn, Stanford University, 2007 | Pearson
- Bazerman, Max H. (1994), *Judgment in Managerial Decision Making*, John Wiley & Sons.
- Russo, J.E. and P.J.H. Shoemaker (1989), *Decision Traps*, Doubleday.
- Thaler, Richard H. (1992), *The Winner's Curse: Paradoxes and Anomalies of Economic Life*, Princeton University Press.
- Lilien GL, Kotler Ph, Moorthy KS. *Marketing Models*. Prentice Hall: Englewood Cliffs, 1992
- Leeflang PSH, Wittink DR, Wedel M, Naert PA. *Building Models for Marketing Decisions*. Kluwer Academic Publishers: Dordrecht / Boston 2000.
- Hanssens DM, Parsons LJ, Schultz RL. *Market Response Models: Econometric and Time Serie Analysis*. Kluwer Academic Publishers, Boston 2001.
- Lilien GL, Rangaswamy A. *Marketing Engineering*, 2nd edition. Prentice Hall: Upper Saddle River, NJ, 2003.
- Little JDC. *Models and Managers: The Concept of a Decision Calculus*. *Management Science* 1970; 16: B466-B485.

**Assessment:** Essay (100%, 4000 words) in the LT.

## MG522 Research Design for Information Systems and Digital Innovation

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Susan Scott MAR 4.30

**Availability:** This course is compulsory on the MPhil/PhD in Management - Information Systems and Innovation. This course is available with permission as an outside option to students on other programmes where regulations permit.

Students from related PhD programmes who are interested in learning about research design may be able to join the course with the teacher's permission.

**Course content:** The course introduces students on the MPhil/PhD in Management – Information Systems and Innovation to theoretical and practical foundations of social science research design. It is concerned with core interdisciplinary principles of research design that span disciplinary and methodological traditions. Grounded in examples from Information Systems research, the course is centred on exploring principles of research design for different types of research questions. The course will provide a platform for students to consider a range of research design options and methodological approaches. It is intended to form part of the academic training of doctoral students, enabling them to become more critical producers of research, able to articulate the various rationales, strengths, weaknesses, and trade-offs entailed in research design choices. By the end of the course, students will be familiar with multiple research design options and be better equipped to embark on their own



research projects. It is not a “methods” course per se but will enable students to navigate important design considerations involved in adopting specific approaches using different forms of data in their research. By studying this course, students will understand how to produce research that will stand up to critical review as well as becoming more informed reviewers of research produced by others. The first part of the course explores core concepts of research design including an examination of knowledge claims in social science and more particularly how these have emerged in different kinds of information systems research (positivism, realism, constructivism). In each case, there will be references to information systems and digital innovation research with examples of how different epistemological stances have shaped the major contributions in our field of study.

This content is taught in the spirit of methodological pluralism with the assumption that how we do research ultimately depends on the nature of the particular research question and the type of data that are available. We treat research design as following through on a commitment to a carefully articulated methodological approach in the acknowledgement that the choices made in crafting this design bring strengths, weaknesses, and trade-offs. As the course progresses, we examine how, when, where, and why such choices emerge in the planning and doing of research with the goal of better understanding the consequence of research design decisions. At every stage, students will engage with key texts in the history of the IS field and the research designs that such texts illustrate.

**Teaching:** This course is delivered through seminars across Michaelmas Term and Lent Term. Teaching hours will be commensurate with a usual full unit taught masters course. This course includes a reading week in Week 6 of Michaelmas Term and Lent Term.

**Indicative reading:** Bijker, W., Hughes, T., and Pinch, T. (eds.). 1987. *The Social Construction of Technological Systems: New Directions in the Sociology and History of Technology*. Cambridge, MA: MIT Press.

Cecez-Kecmanovic, D., Galliers, R. D., Henfridsson, O., Newell, S., & Vidgen, R. (2014). The sociomateriality of information systems: current status, future directions, *MIS Quarterly*, 38(3), 809-830.

Crotty, M. 2003. *The Foundations of Social Research: Meaning and Perspective in the Research Process*. London: Sage. Chapter 1.

Dunleavy, P. (2011). *Authoring a PhD: How to plan, draft, write and finish a doctoral thesis or dissertation*. Houndmills: Palgrave Macmillan.

Hinings, B., Gegenhuber, T. and Greenwood, R. (2018). Digital innovation and transformation: An institutional perspective. *Information and Organization*, 28, 52-61.

Majchrzak, A., Markus, M.L., Wareham, J. (2016). Designing for Digital Transformation: Lessons for Information Systems Research from the Study of ICT and Societal Challenges. *MIS Quarterly*, 40(2): 267-277.

Nambisan, S., Lyytinen, K., Majchrzak, A., Song, M. (2017). Digital innovation management: Reinventing innovation management research in a digital world. *MIS Quarterly*, 41(1): 223-238.

Orlikowski, W. J., & Iacono, C. S. (2001). Research commentary: Desperately seeking the “IT” in IT research—A call to theorizing the IT artifact. *Information Systems Research*, 12(2), 121-134.

Yoo Y, Henfridsson O, Lyytinen K. (2010b). The new organizing logic of digital innovation: An agenda for information systems research. *Information Systems Research*, 21(4): 724–735.

Zuboff, S. (1988). *In the Age of the Smart Machine*. New York: Basic Books.

**Assessment:** Essay (100%, 7000 words) in the ST.

## MG525 Half Unit Not available in 2022/23

### Research in Organisational Behaviour Seminar II

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Lourdes Sosa and Dr Niranjana Janardhanan

**Availability:** This course is compulsory on the MRes/PhD in Management (Organisational Behaviour). This course is available on the MRes/PhD in Management (Employment Relations and Human Resources). This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** This course seeks to provide PhD students with a foundational understanding of established research in Organisational Behaviour with the objective of encouraging them to design novel research that advances the field. Specifically, this course will introduce students to the evaluation of established research in micro- and macro-level Organisational Behaviour, progressing through units of analysis from psychology research to organisational theory.

**Teaching:** 30 hours of seminars in the LT.

Note that teaching may take different formats of online or in person seminars in 2021/22.

**Formative coursework:** Formative feedback on the essay will be provided throughout the course.

**Indicative reading:**

- Barsade, S. G., & Gibson, D. E. (2007). Why does affect matter in organizations? *Academy of Management Perspectives*, 21(1), 36-59.
- Hewlin, P. F. (2009). Wearing the cloak: Antecedents and consequences of creating facades of conformity. *Journal of Applied Psychology*, 94, 727-741.
- Judge, T., Bono, J., Ilies, R., & Gerhardt, M. (2002). Personality and leadership: A qualitative and quantitative review. *Journal of Applied Psychology*, 87, 765-780.
- Mathieu, J., Maynard, M. T., Rapp, T., & Gilson, L. (2008). Team effectiveness 1997-2007: A review of recent advancements and a glimpse into the future. *Journal of Management*, 34, 410-476.
- Baron, J.N., Hannan, M.T., Burton, M.D. (2001). Labor Pains: Change in Organizational Models and Employee Turnover in Young, High-Tech Firms. *American Journal of Sociology*, 106, 960-1012.
- Uzzi, B. (1997). Social Structure and Competition in Interfirm Networks: The Paradox of Embeddedness. *Administrative Science Quarterly*, 42, 35-67.
- Hannan, M.T., Freeman, J. (1984). Structural Inertia and Organizational Change. *American Sociological Review*, 49, 149-164.

**Assessment:** Essay (100%, 4000 words) in the ST.

## MG598

### Research Paper in Management (MRes PhD Programmes)

**This information is for the 2022/23 session.**

**Teacher responsible:** The Programme Director of each MRes/PhD programme is responsible for the allocation of a supervisor depending on the interests/topic proposed by the student for their research paper.

**Availability:** This course is compulsory on the MRes/PhD in Economics and Management, MRes/PhD in Management (Employment Relations and Human Resources), MRes/PhD in Management (Marketing) and MRes/PhD in Management (Organisational Behaviour). This course is not available as an outside option.

This course is compulsory on the MRes/PhD in Management programmes. This course is not available as an outside option.

**Course content:** The Research Paper builds on the research

training provided through the core courses, optional courses and research practicums undertaken taken by students during the MRes. At the start of the MT of Year 2 of their MRes programme students will be assigned to a Faculty member as their Research Proposal supervisor. The topic area of the Research Paper is chosen by the students in consultation with their Research paper supervisor and the Programme Director.

The Research Paper must be independent work, demonstrate the ability to employ relevant concepts from their field of study and the wider social sciences effectively, show an understanding of and critical engagement with the relevant literature and an appreciation of the nature of explanation and analysis in their field. The Research Paper must demonstrate the capacity to produce original research. Apart from it being an integral core component of the MRes programme, the Research Paper may also serve as a first step towards (a) the production of a publishable journal paper, (b) one of the papers in the students' prospective paper-based PhD dissertation or (c) the basis for the development of their PhD dissertation Research Proposal, or a combination of the above. Students will be given the opportunity to present and discuss their paper within the Department.

Students work continuously on the research papers with their supervisor throughout the year and submit their paper in the Summer Term.

**Teaching:** A short Research Paper proposal should be submitted by students outlining the topic to the Programme Director by the last day of the ST in Year 1.

Students are welcome to seek advice on their Research Paper initial ideas from their Programme Director, Faculty they have worked with in their Research Practicums and their wider Faculty Research Group. The supervisor for the MG598 research paper is assigned by the Programme Director in discussion with their Faculty group. From the start of Year 2, the supervisor will provide academic support and feedback. It is the responsibility of the supervisor and student to arrange regular meetings to discuss and receive feedback on the Research Paper. There will also be regular check-ins (at least 1 per term) between the student and the Programme Director or with a designated Faculty member in cases where the Programme Director is also their Supervisor.

**Assessment:** Dissertation (100%, 10000 words) in the ST. The Research Paper should be between 7,000 - 10,000 words.

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## MG599

### Research Proposal Paper in Management

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Carsten Sorensen MAR 4.34  
MPhil/PhD in Management Programme Director

**Availability:** This course is compulsory on the MPhil/PhD in Management - Information Systems and Innovation. This course is not available as an outside option.

**Course content:** Students produce a research proposal between 7,000 and 15,000 words, related to the student's designated major field.

Students submit the research proposal by Week 6 in the MT of Year 2. The Research Proposal is for upgrade to PhD and must include: 1) the research question(s); 2) a concise literature review through which the significance of the proposed research is articulated; 3) a discussion of research methodology; 4) preliminary data collection and analysis or a 'pilot' study; 5) indication of the expected contribution to existing research and 6) discussion of research ethics and risks.

Students will be asked to defend their proposal in a review by the Upgrade Panel.

**Formative coursework:** Feedback on progress will be provided by the student's supervisors and the PhD Programme director.

**Assessment:** Coursework (100%, 15000 words) in the MT. The paper will be assessed by the Upgrade Panel by the end of the MT. The Panel will consist of two ISI faculty and the student's two supervisors. The Panel will interview the student. If the submitted

work is of an acceptable standard, students will Pass. Should the submitted work fall short of an acceptable standard, then the Upgrade Panel can decide either to ask for further work to be submitted no later than at the end of the Lent Term of the same year, or that the student should not be allowed to continue the studies

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## MG5A1

### A Social Sciences Perspective of Academic Research in Management

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Naufel Vilcassim NAB 4.38  
Head of the Doctoral Programme

**Availability:** This course is compulsory on the MPhil/PhD in Management - Information Systems and Innovation, MRes/PhD in Economics and Management, MRes/PhD in Management (Employment Relations and Human Resources), MRes/PhD in Management (Marketing) and MRes/PhD in Management (Organisational Behaviour). This course is not available as an outside option.

**Course content:** The Seminar runs across all Management PhD Programmes and is a compulsory course for all students in the first year of their MRes/PhD or MPhil/PhD programme.

Using the classic text by Kuhn, you will be introduced to the nature of scientific enquiry in the social sciences.

The seminar provides the opportunity to engage with and appreciate research in other Management subject areas in order to understand some of the major streams of research (i.e. what is Micro OB vs. Macro OB, or Consumer Behaviour vs Modelling research in Marketing, researching formal and informal rules and their effects, etc). It also provides an opportunity for the full cohort of research students across the Department of Management programmes to meet regularly to discuss and share their different perspectives on academic research in Management.

The Seminar series will also develop your skills to evaluate underlying the research philosophy and research design in academic research. You will be required to submit a paper from outside your direct area of expertise and apply the insights gained from course to discuss and evaluate the research paper.

**Alongside an overview of the different Management specialisms and research by Faculty groups the seminars will cover the following topics:**

Thomas Kuhn's The Structure of Scientific Revolutions: 50th Anniversary Edition.

Undertaking Research in Management: Research Paradigms and Research Process.

Quantitative research methods: an introduction and overview of the methodological toolkit, and their limitations.

Qualitative research methods.

Experimental data and its limitations

Theory development.

Measurement and Survey Designs in Management research.

Technology within the context of increasing sophistication of socio-technical arrangements.

Designing experiments.

**Teaching:** 20 hours of seminars in the MT.

**Formative coursework:** Students will be expected to produce 1 essay in the MT.

Submit a paper of between 1000-1500 words responding to a research paper outside your subject specialism.

**Indicative reading:**

- Thomas S Kuhn: The Structure of Scientific Revolutions: 50th Anniversary Edition

accompanied by

- John Preston: Kuhn's The Structure of Scientific Revolutions: A Reader's Guide 160

- Any readings assigned for any given session

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## MY500 Half Unit

### Fundamentals of Social Science Research Design

This information is for the 2022/23 session.

**Teacher responsible:** Dr Audrey Alejandro

**Availability:** This course is compulsory on the MRes/PhD in Accounting (AOI) (Accounting, Organisations and Institutions Track), MRes/PhD in Management (Employment Relations and Human Resources) and MRes/PhD in Management (Organisational Behaviour). This course is available on the MPhil/PhD in Cities Programme, MPhil/PhD in Economic Geography, MPhil/PhD in Environmental Policy and Development, MPhil/PhD in Health Policy and Health Economics, MPhil/PhD in Human Geography and Urban Studies, MPhil/PhD in Regional and Urban Planning Studies and MPhil/PhD in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit. This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place. The course is available to all research students.

**Course content:** Research design necessitates trade-offs between the strengths and weaknesses of different feasible options. This course aims to introduce the broad range of design options and to foster an appreciation of these alternatives for particular research objectives. Drawing on a variety of examples from the social scientific literature, this course will explore design considerations and options across quantitative, qualitative and mixed-methods research. At the end of the course, students will be able to read a wide variety of empirical social science with a critical and balanced perspective and will be better equipped to implement and make arguments defending the methods they use in their PhD theses.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours across Michaelmas Term.

This course has a reading week in Week 6 of MT.

**Formative coursework:** A project outline (1-2 pages long including in-text citations and reference list) that sets up a research question that the student will develop in their summative assignment.

**Indicative reading:** Robson, Colin and McCartan, Kieran (2015, 4th edition). *Real World Research*. London: John Wiley.

**Assessment:** Research proposal (100%) in the LT.

Students can base their research proposal (3000 words) on a dimension of their dissertation topic subject to the approval of their home department.

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## MY505 Half Unit

### Research Design for Policy and Programme Evaluation

This information is for the 2022/23 session.

**Teacher responsible:** Dr Flora Cornish

**Availability:** This course is open to any Research level student. This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

**Pre-requisites:** There are no prerequisites but some familiarity with qualitative research methods is expected. Please contact the course convenor if unsure.

**Course content:** This course aims to equip students with the methodological knowledge and research skills to be able to design and critically appraise evaluation research. In the context of the rise of evidence-based policy, the course is designed to extend students' abilities to use evaluative information carefully and critically. The course takes a mixed methods approach. It covers the major quantitative designs, including randomized experiments and observational (i.e. non-randomized) research designs such as selection on observables, difference-in-differences, and the regression discontinuity design. It covers qualitative and participatory research designs and their contribution to formative

research, process evaluation, realist evaluations, interpreting outcomes, and assessing transferability to other settings. As well as the major design issues, the course addresses practical and ethical issues of evaluation research, how to write a study protocol, and how to draw lessons from a body of evidence through reviewing and synthesising evidence. Examples from the fields of health, international development and public policy will be used throughout the lectures and seminars.

**Teaching:** This course is delivered through a combination of seminars and lectures totalling a minimum of 20 hours across Lent Term.

This course has a Reading Week in Week 6 of LT.

**Formative coursework:** Students write a critical review (1,500 words) of a published evaluation report, due in LT.

**Indicative reading:** Angrist, J. D. and Pischke, J-S. (2014) *Mastering Metrics: The Path from Cause to Effect*. Princeton University Press

Bell, S. & Aggleton, P. (2016). *Monitoring and Evaluation in Health and Social Development: Interpretive and Ethnographic perspectives*. London: Routledge.

Cartwright, N. & Hardie, J. (2012). *Evidence-Based Policy: A practical guide to doing it better*. Oxford, UK: Oxford University Press.

Glennester, R. and Takaarasha, K. (2013) *Running Randomized Evaluations: A Practical Guide*, Princeton University Press.

Patton, M. Q. (2015). *Qualitative Research and Evaluation Methods*. (4th Edition). London: Sage.

**Assessment:** Essay (50%, 3000 words) in the ST. Research design (50%) in the LT.

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## MY521L Half Unit

### Qualitative Research Methods

This information is for the 2022/23 session.

**Teacher responsible:** Dr Chana Teeger

**Availability:** This course is compulsory on the MRes/PhD in Management (Employment Relations and Human Resources) and MRes/PhD in Management (Organisational Behaviour). This course is available on the MPhil/PhD in Cities Programme, MPhil/PhD in Economic Geography, MPhil/PhD in Environmental Policy and Development, MPhil/PhD in Health Policy and Health Economics, MPhil/PhD in Human Geography and Urban Studies, MPhil/PhD in International Relations, MPhil/PhD in Regional and Urban Planning Studies, MPhil/PhD in Social Policy, MPhil/PhD in Social Research Methods, MPhil/PhD in Sociology and MRes/PhD in Accounting (AOI) (Accounting, Organisations and Institutions Track). This course is available as an outside option to students on other programmes where regulations permit.

The course is available to all research students.

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

**Course content:** This course presents the fundamentals of qualitative research methods. The course has the dual aims of equipping students with conceptual understandings of current academic debates regarding qualitative methods, and with practical skills to put those methods into practice. It prepares students to design, carry out, report, read and evaluate qualitative research projects. First, students learn how to collect data using methods including interviews, focus groups, participant observation, and selecting documents and new media data. Second, we cover analysis, using thematic and discourse analysis. Issues of research design, quality indicators and ethics are addressed.

This is a generalist, introductory course and we invite students who have little previous experience of qualitative methods. Students with prior training in qualitative methods might be interested in more specialist alternatives offered by the Department of Methodology, such as MY523 Interview Methods for Social Science Research, MY525 Case Studies and Comparative Methods for Qualitative Research, MY526 Doing Ethnography, or MY528



Qualitative Text Analysis. Lectures introduce the main conceptual and practical issues. Seminars provide practical experience with the methods.

**Teaching:** The course runs twice per year: in MT (MY521M) and again in LT (MY521L). The content of the course, and the method of assessment, is exactly the same in each term.

This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Lent Term.

This course has a reading week in Week 6 of LT.

**Formative coursework:** Students submit a portion of their practical work, with some written commentary, for formative assessment in Week 7.

**Indicative reading:**

- Maria J Mayan (2009) *Essentials in qualitative enquiry*, Walnut Creek, CA: Left Coast Press.
- M Bauer; G Gaskell, (2000). *Qualitative Researching with Text, Image and Sound*, London: Sage.
- U Flick, (2009). *An Introduction to Qualitative Research*, 4th edition, London: Sage.
- C Seale, G Gobo, JF Gubrium, & D Silverman, (2004). *Qualitative Research Practice*. London: Sage.

**Assessment:** Project (100%, 5000 words) in the ST.

One final written project of 4000-5000 words, based on seminar exercises (100%). It takes the form of a research project report, with detailed appendices documenting the methods of data collection and analysis used.

## MY521M Half Unit

### Qualitative Research Methods

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Eleanor Knott

**Availability:** This course is compulsory on the MRes/PhD in Management (Employment Relations and Human Resources) and MRes/PhD in Management (Organisational Behaviour).

This course is available on the MPhil/PhD in Cities Programme, MPhil/PhD in Economic Geography, MPhil/PhD in Environmental Policy and Development, MPhil/PhD in Health Policy and Health Economics, MPhil/PhD in Human Geography and Urban Studies, MPhil/PhD in International Relations, MPhil/PhD in Regional and Urban Planning Studies, MPhil/PhD in Social Policy, MPhil/PhD in Social Research Methods, MPhil/PhD in Sociology and MRes/PhD in Accounting (AOI) (Accounting, Organisations and Institutions Track). This course is available as an outside option to students on other programmes where regulations permit.

The course is available to all research students.

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

**Course content:** This course presents the fundamentals of qualitative research methods. The course has the dual aims of equipping students with conceptual understandings of current academic debates regarding qualitative methods, and with practical skills to put those methods into practice. It prepares students to design, carry out, report, read and evaluate qualitative research projects. First, students learn how to collect data using methods including interviews, focus groups, participant observation, and selecting documents and new media data. Second, we cover analysis, using thematic and discourse analysis. Issues of research design, quality indicators and ethics are addressed.

This is a generalist, introductory course and we invite students who have little previous experience of qualitative methods. Students with prior training in qualitative methods might be interested in more specialist alternatives offered by the Department of Methodology, such as MY523 Interview Methods for Social Science Research, MY525 Case Studies and Comparative Methods for Qualitative Research, MY526 Doing Ethnography, or MY528 Qualitative Text Analysis. Lectures introduce the main conceptual and practical issues. Seminars provide practical experience with the methods.

**Teaching:** The course runs twice per year: in MT (MY521M) and again in LT (MY521L). The content of the course, and the method of assessment, is exactly the same in each term.

This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Michaelmas Term.

This course has a reading week in Week 6 of MT.

**Formative coursework:** Students submit a portion of their practical work, with some written commentary, for formative assessment in Week 7.

**Indicative reading:**

- Maria J Mayan (2009) *Essentials in qualitative enquiry*, Walnut Creek, CA: Left Coast Press.
- M Bauer; G Gaskell, (2000). *Qualitative Researching with Text, Image and Sound*, London: Sage.
- U Flick, (2009). *An Introduction to Qualitative Research*, 4th edition, London: Sage.
- C Seale, G Gobo, JF Gubrium, & D Silverman, (2004). *Qualitative Research Practice*. London: Sage.

**Assessment:** Project (100%, 5000 words) in the LT.

One final written project of 4000-5000 words, based on seminar exercises (100%). It takes the form of a research project report, with detailed appendices documenting the methods of data collection and analysis used.

## MY523 Half Unit

### Interview Methods for Social Science Research

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr. Aliya Hamid Rao, Assistant Professor, Department of Methodology.

**Availability:** This course is available on the MRes/PhD in Management (Employment Relations and Human Resources). This course is available as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** This course focuses on the epistemological and practical dimensions of interviews as a data collection method for social science research. While it does not require any pre-requisites, the course takes a deep and narrow approach in its focus on interview methods. This course will consider sampling, recruitment, and ethical concerns that arise particular to interviews. Such considerations will be discussed throughout the course through readings, lectures, and seminars. Students seeking an introductory overview of qualitative methods are advised to see MY421/521. This course is designed to be most useful to those with some familiarity with qualitative methods broadly, and for those who come to the course with some sense of an interview study they want to conduct.

**Course content:** This course will provide students with the skills to design, carry out, and write up a primarily interview-based study. Students will start off by learning what kinds of research questions can suitably be answered by the data usually collected through interviews. They will learn about the considerations that go into designing a largely interview-based study (including: recruitment, sample parameters, and interview guides), and the epistemological debates pertaining to these considerations. The second part of the course focuses on data analysis and writing up interview-based studies, again contending with the complexities of different approaches to analysing interview data.

The course takes a "research cycle" approach to interviews in its structure. The type of interviews this course will focus on will be one-on-one interviews, however other types of interviews and related methods (such as couple interviews, group interviews, ethnography) will be referenced typically as a way to highlight how the data collected from one-on-one interview methods differs from these other related, but distinct, methods). The focus on one-on-one interviews is because when it comes to interviewing this is a predominant way of conducting interviews in the social sciences. This course is designed to give students the epistemological background and practical skills to design and complete their own, individual, interview-based studies. This course may be particularly



useful for students intending to conduct their own interview-based studies. The course is comprised of 10 lectures (of 90 mins each) which introduce the main conceptual and practical issues. 9 seminars (90 minutes each) provide a space to dive deeper into the epistemological debates in each topic as well as gain some practical experience.

The required text for this course is Annette Lareau's "Listening to People". Each week will have 2 required readings, one "method" and one "example" reading as well as several optional readings. These will be made available through the Reading List in Moodle.

An indicative structure of the course is below. Please note this is subject to being amended.

1 Introduction: What can interviews tell us? (Appropriate research questions for interview-based studies, and claims-making through interviews)

2 What kind of a sample do you need? (Picking a site, outlining sample criteria, anticipating hurdles and figuring out workarounds).

3 Ethics and reflexivity (Procedural, sensitive moments, power dynamics, issues of rapport, harassment of researchers in the field etc).

4 What, how, and when should you ask? (Designing an interview guide, interview fieldnotes; analytical and methodological memos. We will also discuss how to consider sensitive moments in interviews, especially in interviews with vulnerable populations or about topics that are likely to be distressing).

5 Conducting interviews (Lecture will be me conducting an interview. No seminars, instead, learning by doing: use that time to conduct two interviews. I will have office hours during seminar time to meet individually).

6 Reading week

7 Special groups: Interviewing Elites

8 Data Analysis I (Thematic)

9 Data Analysis I (Thematic contd)

10 Data Analysis III (Abductive)

11 Sum up: Writing up an interview-based study to compellingly answer strong research questions

**Teaching:** 15 hours of lectures and 13 hours and 30 minutes of seminars in the LT.

**Formative coursework:** The formative assessment consists of the students uploading the following in a single word document to Moodle, in this order:

- 2 Interview memos (each 1.5 pages, single-spaced, max, with a methodological and analytical component. Detailed instructions will be provided to students);
- 2 single-spaced pages of one interview transcript (consecutive pages, and ideally ones on which students want some feedback, single spaced).

**Indicative reading:** There is required book for the course: Listening to People, by Annette Lareau. The remainder of the readings will be made available to students through Reading List in Moodle.

**Assessment:** Project (100%, 4000 words) in the ST.

PhD students will conduct a small project drawing on 5 interviews that will serve as a pilot for their PhD research and also provide an opportunity to consider the role that interviews may play in the student's PhD project, and to plan for this. The project will have a max. word count of 4000.

## MY524 Half Unit Not available in 2022/23

### Advanced qualitative field methods for researching space and place

This information is for the 2022/23 session.

**Teacher responsible:** Dr Alasdair Jones Col 8.12

**Availability:** This course is available on the MPhil/PhD in Cities Programme and MPhil/PhD in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit.

This course has a limited number of places (it is controlled access). Places are allocated on a first come first served basis.

**Pre-requisites:** There are no prerequisites but some prior training

in qualitative research methods is expected (including principles of qualitative research, interview-based data collection techniques and observation-based data collection techniques). Please contact the course convenor if unsure.

**Course content:** The aim of this course is to introduce students to a range of contemporary fieldwork approaches for research concerned with the spatial, material, mobile and sensorial qualities of social settings. The course takes the different realms of social life (private, parochial and public) as a starting point, before focussing on the particular methodological challenges, features and principles of parochial and public realm research in which place is the focus (rather than the locus) of social enquiry. At its core, the course covers core data collection and analysis techniques for research oriented towards attending to the spatio-material qualities of social settings. The course will be organised thematically, and will cover topics including: observational field methods, participatory research, walking and other mobile methods, sensory methods, using visual and digital data, and observational data analysis. The course will also cover ethical issues, paying particular attention to ethics for field research conducted in public realm settings, and will introduce students to an intersectional lens (to account for the ways that cities and spaces are racialised, gendered and classed). Practically, by the end of the course students will be able to conceptualise their socio-spatial object of analysis, to articulate research questions appropriate to their interests and the data/methods available to them, to design a qualitative field research study suited to their object of analysis, and to identify field research methods appropriate to their design. Examples from a range of disciplines - including urban studies, sociology, socio-cultural geography, social policy and international development - will be used throughout the teaching on the course, and the course includes a London-based fieldwork component (should Covid-related restrictions allow) in which students will gain practical experience of some of the field methods covered.

**Teaching:** This course is delivered through a combination of classes, lectures, and workshops totalling a minimum of 28 hours across Lent Term. This year, some or all of the teaching may be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos.

This course has a reading week in Week 6.

**Formative coursework:** Students will be expected to produce 1 project in the LT.

Students will be asked to submit a research proposal for a study which derives either from the field trip undertaken as part of this course or from their proposed doctoral research, and which draws on the methodological approaches covered in the course. Up to 2,500 words.

**Indicative reading:**

- Bailey, C.A. (2018) A Guide to Qualitative Field Research [3rd edition]. London: SAGE.
- Büscher, Urry and Witchger [eds.] (2011) Mobile Methods. London: Routledge.
- Elliott, S. and Culhane, D. [eds.] (2017) A Different Kind of Ethnography: Imaginative Practices and Creative Methodologies. Toronto: University of Toronto Press.
- Lofland, J., Snow, D., Anderson, L., and Lofland, L.H. (2006) Analyzing Social Settings: A Guide to Qualitative Observation and Analysis [4th edition]. Belmont, CA: Wadsworth.
- Low, S. (2017) Spatializing Culture: The Ethnography of Space and Place. London: Routledge.
- O'Neill, M. and Roberts, B. (2020) Walking Methods: Research on the Move. London: Routledge.
- Warren, C.A.B. and Karner, T.X. (2015) Discovering Qualitative Methods: Ethnography, Interviews, Documents, and Images. Oxford: Oxford University Press.
- Bartholomew, M. and Jones, A. (forthcoming) 'Ties through place: a review and synthesis of sociomaterial network analyses,' in Neal, Z. and Rozenblat, C. [eds.] Handbook of Cities and Networks. Cheltenham: Edward Elgar.
- Bellotti, E. (2015) Qualitative Networks. London: Routledge.
- Burgess, R.G. (1984) In the Field: An Introduction to Field

Research. London: Routledge.

- Grannis, R. (2009) *From the Ground Up: Translating Geography into Community through Neighbor Networks*. Princeton: Princeton University Press.
- Hall, S.M. (2012) *City, street and citizen: the measure of the ordinary*. London: Routledge.
- Hannerz, U. (1980) *Exploring the City: Inquiries Toward an Urban Anthropology*. New York, NY: Columbia University Press.
- Irving, A. (2017) 'New York Stories: Narrating the Neighbourhood', in *Ethnos* 82(3): 437-457.
- Jones, A. (2020) 'Public realm ethnography: (Non-)participation, co-presence and the challenge of situated multiplicity,' in *Urban Studies*, <https://doi.org/10.1177/0042098020904261>.
- Kim, A.M. (2015) *Sidewalk City: Remapping Public Space in Ho Chi Minh City*. Chicago: University of Chicago Press.
- Kitchin, R., Lauriault, T.P. and Wilson, M.W. [es.] (2017) *Understanding Spatial Media*. London: Sage.
- LeCompte, M.D. and Schensul, J.J. (2013) *Analysis and Interpretation of Ethnographic Data: A Mixed Methods Approach*. Plymouth: AltaMira Press.
- Lofland, L. (1998) *The Public Realm: Exploring the City's Quintessential Social Territory*. Hawthore, NY: Aldine de Gruyter.
- Massey, D. (2005) *for space*. London: Sage.
- Morrill, C., Snow, D.A., and White, C.H. [eds.] (2005) *Together Alone: Personal Relationships in Public Space*. Berkeley, CA: University of California Press.
- Palmer, V.M. (1928) *Field Studies in Sociology*. Chicago: University of Chicago Press.
- Powell, K. (2010) 'Making Sense of Place: Mapping as a Multisensory Research Method,' in *Qualitative Inquiry* 16(7): 539-555.
- Rose, G. (2016) *Visual Methodologies* [4th ed]. London: Sage.
- Snee, H., Hine, C., Morey, Y, Roberts, S, Watson, H. (eds) (2015) *Digital Methods for Social Science: An interdisciplinary Guide to Research Innovation*. London: Palgrave Macmillan.
- Tolich, M. [ed.] (2016) *Qualitative Ethics in Practice*. Walnut Creek, CA: Left Coast Press.
- Vannini, P. [ed.] (2009) *The Cultures of Alternative Mobilities: Routes Less Travelled*. Farnham: Ashgate.

**Assessment:** Essay (90%, 5000 words) in the ST.

Group presentation (10%) in the LT.

Group presentation (10%, 10-15 minutes) to be carried out at the end of MT Week 11. All students will contribute to the presentation (in small groups) of, and engage in discussion of, a pilot piece of research they have conducted drawing on the data they collected in their groups during the field trip undertaken as part of the course.

Essay (90%, 5,000 words) to be submitted at the start of ST. Students will be required to write an essay reflecting on how the epistemological, methodological, ethical, and/or practical principles that characterise the development and use of the spatially-inflected methods (and that will have been covered in the course) inform the development of their own doctoral research.

## MY525 Half Unit

### Case Studies and Comparative Methods for Qualitative Research

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Eleanor Knott COL 7.08

**Availability:** This course is available on the MPhil/PhD in International Relations, MPhil/PhD in Social Policy and MPhil/PhD in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit. This course is freely available to any MRes or PhD student interested in case study research designs. The course is most suited to students within macro- or meso-sociological traditions (e.g. political science, IR, sociology, political sociology, policy studies, development studies) than those within a micro-sociological/individualist tradition (e.g. micro-interactionist

perspectives, psychology, psychiatry).

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

**Course content:** This course focuses on the approach and practice of designing and conducting case study and comparative research. Thinking outside of the areas of interest and specialisms and topics, students will be encouraged to develop the concepts and comparative frameworks that underpin these phenomena. In other words, students will begin to develop their research topics as cases of something.

The course will cover questions of design and methods of case study research, from single-n to small-n case studies including discussions of process tracing and Mill's methods. The course will address both the theoretical and methodological discussions that underpin research design as well as the practical questions of how to conduct case study research, including gathering, assessing and using evidence. Examples from the fields of comparative politics, IR, development studies, sociology and European studies will be used throughout the lectures and seminars.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 20 hours across Lent Term.

Lectures will provide students with the key concepts, ideas and approaches to case study and comparative research. Seminars will provide students with practical experience of assessing the approaches of case study and comparative research design, as well as opportunities to design and develop their own research projects.

This course has a reading week in Week 6 of LT.

**Formative coursework:** Students will be expected to produce 1 essay and 1 other piece of coursework in the LT.

1 formative paper: literature review and project outline (1-2 pages) due in Week 8. Students will receive written feedback on this by Week 11.

1 peer marking exercise: in-class oral peer feedback session for students to exchange ideas on formative assignment (Week 9). This in-class activity may be delivered via webinar.

**Indicative reading:** Key texts:

- Beach, D., & Pedersen, R. B. 2019. *Process-tracing methods: Foundations and guidelines*. University of Michigan Press.
  - Bennett, A. and Checkel, J.T. eds., 2014. *Process tracing: From metaphor to analytic tool*. Cambridge University Press.
  - Della Porta, D. and Keating, M. eds., 2008. *Approaches and methodologies in the social sciences: A pluralist perspective*. Cambridge University Press.
  - George, Alexander L. and Andrew Bennett. 2005. *Case Studies and Theory Development in the Social Sciences*.
  - Gerring, J. 2017. *Case study research: principles and practices*. Second edition. Cambridge University Press.
- Example readings for discussion:
- Briggs, Ryan C. 2017. "Explaining case selection in African politics research", *Journal of Contemporary African Studies*.
  - Finkel, E. (2017) *Ordinary Jews: choice and survival during the Holocaust*. Princeton University Press.
  - Lund, Christian. 2014. "Of What is This a Case? Analytical Movements in Qualitative Social Science Research." *Human Organization* 73(3): 224–234.
  - Simmons, E. (2016) *Meaningful resistance: market reforms and the roots of social protest in Latin America.*: Cambridge University Press.
  - Simmons, E. S. and Smith, N. R. (2017) 'Comparison with an Ethnographic Sensibility', *PS: Political Science & Politics*, 50(01), pp. 126–130. doi: 10.1017/S1049096516002286.
  - Slater, D. and Wong, J. (2013b) 'The Strength to Concede: Ruling Parties and Democratization in Developmental Asia', *Perspectives on Politics*, 11(03), pp. 717–733. doi: 10.1017/S1537592713002090.

**Assessment:** Class participation (10%) and research design (90%) in the LT.

It is recommended that students base the research design proposal (5000 words) on their dissertation topic (e.g. the whole dissertation project, a chapter or paper). Where students also take

MY500 (which has a similar summative assessment), students will be guided towards a modified version of the research proposal (e.g. a different research question) to avoid self-plagiarism between assignments.

Weekly participation grade (10%) preparation and active participation in seminars and group presentation.

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## MY526 Half Unit Doing Ethnography

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Chana Teeger COL7.06

**Availability:** This course is available on the MPhil/PhD in Economic Geography, MPhil/PhD in Environmental Policy and Development, MPhil/PhD in Human Geography and Urban Studies, MPhil/PhD in International Relations, MPhil/PhD in Regional and Urban Planning Studies, MPhil/PhD in Social Research Methods and MRes/PhD in Accounting (AOI) (Accounting, Organisations and Institutions Track). This course is available as an outside option to students on other programmes where regulations permit.

This course is available to all research students.

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place

**Pre-requisites:** There are no prerequisites but some prior training in qualitative research methods is expected. Please contact the course convenor if unsure.

**Course content:** Doing ethnography enables us to examine how social order is produced as people go about their everyday interactions. Multiple sources of naturally-occurring data are used to understand how communities, organisations and institutions work, informally as well as formally. Contemporary conditions of globalisation, individualisation, bureaucratisation and digitisation introduce new challenges for such fieldwork. This interdisciplinary course equips students with a practical understanding of how to do, and to think about, contemporary ethnography. Core conceptual, ethical and methodological debates are introduced through in-depth engagement with exemplar texts, and through students' experience of fieldwork. Fieldwork is a key component of the course, with students collecting data in a setting, usually one related to their PhD topic. Data collection is followed by data analysis and presentation activities. Methodological concerns regarding case selection, establishing rigour, reflexivity, representing others, and ethical issues are addressed in detail. Practical issues addressed include access to study sites, studying elite and marginalised groups, innovative sources of data, and writing field notes. Emphasising that ethnography relies on the researcher-as-research-instrument, the course aims to develop students' sensitivity and rigour as ethnographic researchers.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours in Lent Term. This course has a Reading Week in Week 6 of LT.

**Formative coursework:** An excerpt of field-notes from the field visit undertaken as part of the course (up to 2,500 words). Field-notes should record rich details of observations (the data), researcher reflections and brief interpretations of the significance of these observations. Written feedback will be provided.

**Indicative reading:** De Laine, M. (2000). *Fieldwork, participation and practice: Ethics and dilemmas in qualitative research*. Sage Publications Ltd. DeWalt, K. M., ; DeWalt, B. R. (2002). *Participant observation: A guide for fieldworkers*. AltaMira Press. Emerson, R. M., Fretz, R. I.; Shaw, L. L. (1995). *Writing ethnographic fieldnotes*. University of Chicago Press. Wacquant, L. (2004) *Body and Soul: Ethnographic Notebooks of an Apprentice Boxer*. New York: Oxford University Press. Laureau, Annette. (2011). *Unequal Childhoods: Class, Race and Family Life* (2nd Edition). Berkeley: University Press

**Assessment:** Essay (100%, 4000 words) in the ST.

## MY528 Half Unit

### Qualitative Text and Discourse Analysis

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Audrey Alejandro COL.7.10

**Availability:** This course is available on the MPhil/PhD in Environmental Policy and Development, MPhil/PhD in Human Geography and Urban Studies, MPhil/PhD in International Relations, MPhil/PhD in Management - Information Systems and Innovation, MPhil/PhD in Regional and Urban Planning Studies, MPhil/PhD in Social Research Methods, MRes/PhD in Accounting (AOI) (Accounting, Organisations and Institutions Track) and MRes/PhD in Management (Organisational Behaviour). This course is available as an outside option to students on other programmes where regulations permit.

This course is available to all research students who are permitted to take an outside option as part of their programme.

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

**Pre-requisites:** There are no prerequisites for this module but capacity to work autonomously is expected including conducting a literature review, finding one's own bibliographical resources, creating one's own research question, etc. Throughout the module, students are expected to make their own decisions and learn how to become autonomous junior researchers by constructing a research project on their own. Students not confident in their capacity to work autonomously are encouraged to familiarise themselves with these skills prior to the beginning of the module to be able to make the most out of the teaching (see for example LSE Life services and the section "Further resources" on the Moodle page of the module for resources helping you to prepare yourself for autonomous work).

**Course content:** How can we use texts and discourses to create meaning about the social world? The goal of this course is to provide students with the skills to construct and conduct social science research using text and discourse as an entry point. While acquiring these skills, students also learn how to interpret textual data by exploring the concepts and case studies developed across disciplines. The course both establishes a theoretical foundation for text/discourse analysis and takes a practical and applied approach, so that students can acquire greater independence and confidence to conduct their research project autonomously. Discourse Analysis is the overarching method that structures the content of the course. The first part of the course focuses on the application of the most common methods used to analyse texts and discourses. The second part of the course places the in-depth analysis of texts in the broader context of research design and knowledge production, to ensure students know how to critically assess their work and produce research to the highest standards. Beyond learning the skills of qualitative text/discourse analysis, this course is an invitation to produce more structured, analytical and critical research capable of grasping not only the visible but also the invisible and implicit dimensions of politics and society. In that sense, the module also represents a perfect opportunity for students with a quantitative background to harness the strengths of qualitative methods and design strong mixed-methods analysis. Examples from across the social sciences will be used throughout the lectures and seminars. More information about MY528 can be found on the Moodle page of the module (for example course structure, examples of formative and summative assignments from the previous cohorts, and detailed guidelines about the assignments). Please do not hesitate to self-enrol to the Moodle page of the module to have a better idea of the content of the module and the work required.

**Teaching:** This course is delivered through a combination of lectures and seminars totalling a minimum of 30 hours across Lent Term.

This course has a Reading Week in Week 6 of LT.

**Formative coursework:** A project proposal (c.1,000 words) focusing on the topic that the student will develop in their summative assignment. The project proposal comprises a blog post and a project outline.



**Indicative reading:** Baker, P. and Ellece, S. (2010). Key Terms in Discourse Analysis, London: Continuum.  
 Gee, JP (2011). How to do discourse analysis: a toolkit, New York: Routledge.  
 Kuckartz U. (2014). Qualitative text analysis: a guide to methods, practice & using software. Los Angeles: Sage.  
 Scheier, M. (2012). Qualitative Content Analysis. Thousand Oaks: Sage.  
 Taylor, S (2013). What is discourse analysis? London: Bloomsbury Academic.

**Assessment:** Research project (100%) in the ST.  
 The summative assignment is an exploratory project of 4000 words. Students can base their research project on a dimension/sub-question of their dissertation topic (or a related topic, e.g. a PhD proposal) subject to the approval of their home department.

## MY530

### Advanced Qualitative Research Workshops

**This information is for the 2022/23 session.**

**Availability:** This course is available on the MPhil/PhD in International Relations, MPhil/PhD in Management - Information Systems and Innovation and MRes/PhD in Management (Organisational Behaviour). This course is available as an outside option to students on other programmes where regulations permit. This course is available to MPhil/PhD students from across the LSE who are undertaking projects using qualitative methods. MY530 is not a traditional course but instead a series of one-off workshops. Places on individual workshops are limited and participants must register via LSE's Training and Development System.

**Pre-requisites:** Some prior training in qualitative methods (e.g. MY421 or equivalent) is advisable. Students who have no prior training in qualitative methods should consider taking MY521M or MY521L.

**Course content:** MY530 is a series of workshop modules that provide hands-on, in-depth and advanced training in specific qualitative methodological approaches to research design, data collection and data analysis. The workshops cover advanced theoretical, technical and practical aspects of qualitative research methodology and the topics to be covered each term will be listed on Moodle. Workshops typically consist of two sessions lasting two hours each, with the second of these sessions tending to be more practical. These interdisciplinary sessions provide a space for students to develop advanced methodological skills and exchange ideas with peers.

**Teaching:** Sessions to be held in term time throughout the year. Participants are required to sign up via LSE's Training and Development System.

Research students can sign up to as many workshops as they wish (subject to availability)

**Indicative reading:** Each session will provide its own recommended reading list, available on Moodle.

**Assessment:** This course is non-examinable.

## MY551L Half Unit

### Introduction to Quantitative Analysis

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Thomas Robinson

**Availability:** This course is compulsory on the MRes/PhD in Accounting (AOI) (Accounting, Organisations and Institutions Track) and MRes/PhD in Management (Employment Relations and Human Resources). This course is available on the MPhil/PhD in Cities Programme, MPhil/PhD in Health Policy and Health Economics, MPhil/PhD in International Relations, MPhil/PhD in Social Policy, MPhil/PhD in Social Research Methods, MPhil/PhD in

Sociology, MRes/PhD in Management (Organisational Behaviour) and MRes/PhD in Political Science. This course is available as an outside option to students on other programmes where regulations permit.

The course is available to all research students.

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place

**Course content:** An intensive introduction to quantitative data analysis in the social sciences. The course is intended for students with no previous experience of quantitative methods or statistics. It covers the foundations of descriptive statistics and statistical estimation and inference. 'At the end of the course students should be able to carry out and interpret a range of univariate and bivariate data analysis techniques from univariate descriptives to multiple linear regression. The seminars and computer exercises give 'hands-on' training in the application of statistical techniques to real social science research problems using the R computer package (no prior knowledge of R is necessary).

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Lent Term.

The course runs twice per year: in MT (MY551M) and again in LT (MY551L). The content of the course, and the method of assessment, is exactly the same in each term.

This course has a Reading Week in Week 6 of LT.

**Formative coursework:** Self-guided computer exercises to be completed before weekly classes for discussion and a weekly online quiz.

**Indicative reading:** A course pack will be available for download online. Additional reading: many introductory statistics books are available. But we particularly recommend Alan Agresti and Christine Franklin (2009) Statistics: The Art and Science of Learning from Data. Pearson Education. Or Alan Agresti and Barbara Finlay (2009, 4th edition) Statistical Methods for the Social Sciences. Pearson Education (note that the second book is more advanced and is particularly useful if you are planning to take MY551 and MY552).

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

## MY551M Half Unit

### Introduction to Quantitative Analysis

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Jonathan Jackson

**Availability:** This course is compulsory on the MRes/PhD in Accounting (AOI) (Accounting, Organisations and Institutions Track) and MRes/PhD in Management (Employment Relations and Human Resources). This course is available on the MPhil/PhD in Cities Programme, MPhil/PhD in Health Policy and Health Economics, MPhil/PhD in International Relations, MPhil/PhD in Social Policy, MPhil/PhD in Social Research Methods, MPhil/PhD in Sociology, MRes/PhD in Management (Organisational Behaviour) and MRes/PhD in Political Science. This course is available as an outside option to students on other programmes where regulations permit.

The course is available to all research students.

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place

**Course content:** An intensive introduction to quantitative data analysis in the social sciences. The course is intended for students with no previous experience of quantitative methods or statistics. It covers the foundations of descriptive statistics and statistical estimation and inference. 'At the end of the course students should be able to carry out and interpret a range of univariate and bivariate data analysis techniques from univariate descriptives to multiple linear regression. The seminars and computer exercises give 'hands-on' training in the application of statistical techniques to real social science research problems using the R computer package (no prior knowledge of R is necessary).



**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Michaelmas Term.

The course runs twice per year: in MT (MY551M) and again in LT (MY551L). The content of the course, and the method of assessment, is exactly the same in each term.

This course has a Reading Week in Week 6 of MT.

**Formative coursework:** Self-guided computer exercises to be completed before weekly classes for discussion and a weekly online quiz.

**Indicative reading:** A course pack will be available for download online. Additional reading: many introductory statistics books are available. But we particularly recommend Alan Agresti and Christine Franklin (2009) *Statistics: The Art and Science of Learning from Data*. Pearson Education. Or Alan Agresti and Barbara Finlay (2009, 4th edition) *Statistical Methods for the Social Sciences*. Pearson Education (note that the second book is more advanced and is particularly useful if you are planning to take MY551 and MY552).

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

## MY552L Half Unit Applied Regression Analysis

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Daniel De Kadt

**Availability:** This course is available on the MPhil/PhD in Cities Programme, MPhil/PhD in Data, Networks and Society, MPhil/PhD in European Studies, MPhil/PhD in Health Policy and Health Economics, MPhil/PhD in International Relations, MPhil/PhD in Media and Communications, MPhil/PhD in Social Policy, MPhil/PhD in Social Research Methods, MPhil/PhD in Sociology, MRes/PhD in Management (Employment Relations and Human Resources), MRes/PhD in Management (Marketing), MRes/PhD in Management (Organisational Behaviour) and MRes/PhD in Political Science. This course is available as an outside option to students on other programmes where regulations permit.

Research students where programme regulations allow. This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

**Pre-requisites:** Students are required to have completed MY451/ MY551 Introduction to Quantitative Analysis or an equivalent level statistics course.

**Course content:** The course is designed for students with a good working knowledge of elementary descriptive statistics; sampling distributions; one and two sample tests for means and proportions; correlation and the linear regression model with one or more predictor variables. The course is concerned with deepening the understanding of the generalized linear model and its application to social science data. The main topics covered are linear regression modelling and binary, multinomial and ordinal logistic regression.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Lent Term.

The course runs twice per year: in MT (MY552M) and again in LT (MY552L). The content of the course, and the method of assessment, is exactly the same in each term.

This course has a Reading Week in Week 6 of LT.

**Formative coursework:** Self-guided computer exercises to be completed before weekly classes for discussion.

**Indicative reading:** A Agresti & B Finlay, *Statistical Methods for the Social Sciences*. A course pack will be available for download online. Additional reading will be recommended.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

## MY552M Half Unit Applied Regression Analysis

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Thomas Robinson

**Availability:** This course is available on the MPhil/PhD in Cities Programme, MPhil/PhD in Data, Networks and Society, MPhil/PhD in European Studies, MPhil/PhD in Health Policy and Health Economics, MPhil/PhD in International Relations, MPhil/PhD in Media and Communications, MPhil/PhD in Social Policy, MPhil/PhD in Social Research Methods, MPhil/PhD in Sociology, MRes/PhD in Management (Employment Relations and Human Resources), MRes/PhD in Management (Marketing), MRes/PhD in Management (Organisational Behaviour) and MRes/PhD in Political Science. This course is available as an outside option to students on other programmes where regulations permit.

Research students where programme regulations allow. This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

**Pre-requisites:** Students are required to have completed MY451/ MY551 Introduction to Quantitative Analysis or an equivalent level statistics course.

**Course content:** The course is designed for students with a good working knowledge of elementary descriptive statistics; sampling distributions; one and two sample tests for means and proportions; correlation and the linear regression model with one or more predictor variables. The course is concerned with deepening the understanding of the generalized linear model and its application to social science data. The main topics covered are linear regression modelling and binary, multinomial and ordinal logistic regression.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Michaelmas Term.

The course runs twice per year: in MT (MY552M) and again in LT (MY552L). The content of the course, and the method of assessment, is exactly the same in each term.

This course has a Reading Week in Week 6 of MT.

**Formative coursework:** Self-guided computer exercises to be completed before weekly classes for discussion.

**Indicative reading:** A Agresti & B Finlay, *Statistical Methods for the Social Sciences*. A course pack will be available for download online. Additional reading will be recommended.

**Assessment:** Exam (100%, duration: 2 hours) in the summer exam period.

## MY555 Half Unit Multivariate Analysis and Measurement

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Gabriel Wallin

**Availability:** This course is available on the MPhil/PhD in Environmental Economics, MPhil/PhD in International Relations, MPhil/PhD in International Relations, MPhil/PhD in Social Policy, MPhil/PhD in Social Research Methods, MRes/PhD in Management (Employment Relations and Human Resources), MRes/PhD in Management (Marketing) and MRes/PhD in Management (Organisational Behaviour). This course is available as an outside option to students on other programmes where regulations permit. This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

**Pre-requisites:** The course will assume a knowledge of standard linear regression models, to the level covered in MY452/MY552 (Applied Regression Analysis)

**Course content:** An introduction to the application of modern multivariate methods used in the social sciences, with particular focus on latent variable models (including factor analysis, structural equation models, latent class models, latent trait models) and methods of data reduction such as principal

components analysis and cluster analysis. The R software will be used to apply and illustrate the methods in data analysis exercises.

**Teaching:** 20 hours of lectures and 8 hours of computer workshops in the LT. 1 hour of lectures in the ST.

This course has a Reading Week in Week 6 of LT.

**Formative coursework:** Answers to questions based on data analysis exercises can be submitted for formative feedback.

**Indicative reading:** D J Bartholomew, F Steele, I Moustaki ; J I Galbraith (2008) Analysis of Multivariate Social Science Data (Second Edition).

**Assessment:** Research project (100%).

Research paper of 25-30 pages, including tables and figures, or approximately 3,000-4,000 words, answering a set of questions by applying multivariate analyses to some data (100%).

## MY556 Half Unit Survey Methodology

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Patrick Sturgis COL.8.10

**Availability:** This course is compulsory on the MPhil/PhD in International Relations. This course is available on the MPhil/PhD in Economic Geography, MPhil/PhD in Environmental Economics, MPhil/PhD in Regional and Urban Planning Studies and MPhil/PhD in Social Research Methods. This course is available as an outside option to students on other programmes where regulations permit. This course is available to all Research students. This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

**Pre-requisites:** Knowledge of basic descriptive and inferential statistics, to the level of MY451/551 or equivalent.

**Course content:** This course provides an introduction to the methodology of the design and analysis of social surveys. It is intended both for students who plan to design and collect their own surveys, and for those who need to understand and use data from existing large-scale surveys. Topics covered include concepts of target populations, survey estimation and inference, sampling error and nonsampling error; sample design and sampling theory; modes of data collection; web surveys; survey interviewing; cognitive processes in answering survey questions; design and evaluation of survey questions; nonresponse error; survey weights; analysis of data from complex surveys; accessing, preparing and working with secondary data from existing social surveys; comparative and longitudinal surveys. The course includes computer classes, using the statistical computer package Stata; no previous knowledge of Stata is required.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 30 hours across Lent Term.

This course has a reading week in Week 6 of LT.

**Formative coursework:** Exercises from the seminars can be submitted for marking

**Indicative reading:** Groves, R M, Fowler, F J, Couper, M P, Lepkowski, J M, Singer, E, and

Tourangeau, R (2009). Survey Methodology (2nd ed.). Wiley.

**Assessment:** Research project (100%).

Research paper of 25-30 pages, including tables and figures, or approximately 3,000-4,000 words, reporting the data analysis of a given research question and data set (100%).

## MY557 Half Unit Causal Inference for Observational and Experimental Studies

**This information is for the 2022/23 session.**

**Teacher responsible:** TBC

**Availability:** This course is available on the MPhil/PhD in

Economic Geography, MPhil/PhD in Environmental Economics, MPhil/PhD in International Relations, MPhil/PhD in Regional and Urban Planning Studies, MPhil/PhD in Social Research Methods, MRes/PhD in Management (Employment Relations and Human Resources), MRes/PhD in Management (Marketing), MRes/PhD in Management (Organisational Behaviour) and MRes/PhD in Political Science. This course is available as an outside option to students on other programmes where regulations permit.

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

**Pre-requisites:** Knowledge of multiple linear regression and some familiarity with generalised linear models, to the level of MY452/ MY552 or equivalent. Familiarity with notions of research design in the social sciences, to the level of MY400/MY500 or equivalent

**Course content:** This course provides an introduction to statistical methods used for causal inference in the social sciences. Using the potential outcomes framework of causality, topics covered include research designs such as randomised experiments, observational studies, and so-called natural experiments. We explore the impact of noncompliance in randomized experiments, as well as nonignorable treatment assignment in observational studies. To analyse these research designs, the methods covered include experiments, matching, instrumental variables, difference-in-difference, and regression discontinuity. Examples are drawn from different social sciences. The course includes computer classes, where the R software is used for computation.

**Teaching:** Combined hours across lectures and classes will be equivalent to a minimum of 30 hours of face-to-face teaching across the LT.

This course has a Reading Week in Week 6 of LT.

**Formative coursework:** Exercises from the computer classes can be submitted for feedback.

**Indicative reading:**

- Imbens, G. W. and Rubin, D. B. (2015). Causal Inference for Statistics, Social, and Biomedical Sciences: An Introduction. Cambridge University Press.
- Hernán, M. A. and Robins, J. M. Causal Inference: What If.
- Angrist, J. D. and Pischke, J.-S. (2009). Mostly Harmless Econometrics. Princeton University Press.
- Rosenbaum, P.R. (2010). Design of Observational Studies. Springer.

**Assessment:** Coursework (100%, 4000 words).

## MY559 Half Unit Quantitative Text Analysis

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Blake Miller COL.7.14

**Availability:** This course is available on the MPhil/PhD in Economic Geography, MPhil/PhD in Environmental Economics, MPhil/PhD in International Relations, MPhil/PhD in International Relations, MPhil/PhD in Regional and Urban Planning Studies and MPhil/PhD in Social Research Methods. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is available as an outside option to students on other programmes where regulations permit. This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

**Pre-requisites:** The course will assume knowledge of linear and logistic regression models, to the level covered in MY452.

**Course content:** The course surveys methods for systematically extracting quantitative information from text for social scientific purposes, starting with classical content analysis and dictionary-based methods, to classification methods, and state-of-the-art scaling methods and topic models for estimating quantities from text using statistical techniques. The course lays a theoretical foundation for text analysis but mainly takes a very practical and applied approach, so that students learn how to apply these methods in actual research. The common focus across all

methods is that they can all be reduced to a three-step process: first, identifying texts and units of texts for analysis; second, extracting from the texts quantitatively measured features - such as coded content categories, word counts, word types, dictionary counts, or parts of speech - and converting these into a quantitative matrix; and third, using quantitative or statistical methods to analyse this matrix in order to generate inferences about the texts or their authors. The course systematically surveys these methods in a logical progression, with a practical, hands-on approach where each technique will be applied using appropriate software to real texts.

Lectures, class exercises and homework will be based on the use of the R statistical software package but will assume no background knowledge of that language.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Lent Term. This course has a reading week in Week 6 of LT.

**Formative coursework:** Students will be expected to produce 1 problem set in the LT.

Exercises from the computer classes can be submitted for marking.

**Indicative reading:** quanteda: An R package for quantitative text analysis. <http://kbenoit.github.io/quanteda/>  
Grimmer, Justin and Brandon M. Stewart. 2013. "Text as Data: The Promise and Pitfalls of Automatic Content Analysis Methods for Political Texts." *Political Analysis* 21(3):267–297.

Loughran, Tim and Bill McDonald. 2011. "When Is a Liability Not a Liability? Textual Analysis, Dictionaries, and 10-Ks." *The Journal of Finance* 66 (1, February): 35–65.

Evans, Michael, Wayne McIntosh, Jimmy Lin and Cynthia Cates. 2007. "Recounting the Courts? Applying Automated Content Analysis to Enhance Empirical Legal Research." *Journal of Empirical Legal Studies* 4 (4, December):1007–1039.

**Assessment:** Project (40%, 5000 words) in the ST. Problem sets (60%) in the LT.

## MY560

### Workshop in Advanced Quantitative Analysis

This information is for the 2022/23 session.

**Availability:** This course is available to MPhil/PhD students from across the LSE who are undertaking projects using quantitative methods. MY560 is not a traditional course but instead a series of one-off workshops. Places on individual workshops are limited and participants must register via LSE's Training and Development System.

**Course content:** MY560 is a series of workshop modules on advanced topics in quantitative research methodology. These workshops assume a background in quantitative methods at least covering basic statistics, linear and logistic regression. Most of the workshops are for one day, and consist of a 2-hour lecture plus 2-hour computer class in the afternoon and early evening of the same day. While many of the workshops are part of a series on related topics, each workshop is self-contained, and can be attended without attending any other workshops.

**Teaching:** Sessions to be held in term time throughout the year; participants are required to sign up via LSE's Training and Development System.

**Assessment:** This course is non-examinable.

## MY561 Half Unit

### Social Network Analysis

This information is for the 2022/23 session.

**Teacher responsible:** Dr Eleanor Power COL 8.03

**Availability:** This course is available on the MPhil/PhD in International Relations and MPhil/PhD in Social Research

Methods. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to research students only. This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

**Course content:** This course focuses on data about connections, forming structures known as networks. Networks and network data describe an increasingly vast part of the modern world, through connections on social media, communications, financial transactions, and other ties. This course covers the fundamentals of network structures, network data structures, and the analysis and presentation of network data. Students will work directly with network data and structure and analyse these data using R. Social networks have always been at the centre of human interaction, but especially with the explosive growth of the internet, network analysis has become increasingly central to all branches of the social sciences. How do people influence each other, bargain with each other, exchange information (or germs), or interact online? A diverse array of deep questions about human behaviour can only be answered by examining the social networks encompassing and shifting around us. Network analysis has emerged as a cross-disciplinary science in its own right, and has in fact proven to be of even greater generality and broader applicability than just the social, extending to ecology, physics, genetics, computer science, and other domains.

This course will examine the key papers in the development of social network analysis, and will develop the theory and methodological tools needed to model and predict social networks and use them in social sciences as diverse as sociology, political science, economics, health, psychology, history, or business. The core of the course will comprise the essential tools of network analysis, from centrality, homophily, and community detection, to random graphs, network formation, and information flow. Alongside this we will read a series of substantive and seminal papers, shaped in part by the interests of the students and their various backgrounds, with a particular focus on the difficult task of causal inference in social networks. The course will also provide an introduction to network modelling, analysis, and visualization using R.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 25 hours across Lent Term.

This course has a reading week in Week 6 of LT.

**Formative coursework:** Students will be expected to produce 2 problem sets in the LT.

Type: Structured formative problem sets in two of the weeks will build on what was covered in the staff-led lab sessions, to be completed by the student outside of class. Answers should be formatted and submitted for assessment.

**Indicative reading:** Newman, M.E.J. (2010). *Networks: An introduction*. Oxford, UK: Oxford University Press.

Scott, J. (2017). *Social Network Analysis*. Los Angeles: SAGE. 4th edition.

Easley, D., & Kleinberg, J. (2010). *Networks, Crowds, and Markets: Reasoning About a Highly Connected World*. New York: Cambridge University Press.

**Assessment:** Take-home assessment (50%) and problem sets (50%) in the LT.

Student problem sets will be marked in five of the weeks. These will constitute 50% of the final overall mark.

## MY565 Half Unit

### Intermediate Quantitative Analysis

This information is for the 2022/23 session.

**Teacher responsible:** Prof Jonathan Jackson

**Availability:** This course is available on the MPhil/PhD in Health Policy and Health Economics and MPhil/PhD in International Relations. This course is available as an outside option to students on other programmes where regulations permit.



This course is available to all research students where regulations permit. This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place

**Pre-requisites:** Participants should have studied introductory statistics or quantitative methods before, up to an introduction to descriptive statistics and basic statistical inference. Students with no previous studies in quantitative analysis should take instead Introduction to Quantitative Analysis (MY451).

Because of the overlaps between these courses, it is not possible to take both this course and either of Introduction to Quantitative Analysis (MY451) or Applied Regression Analysis (MY452) as assessed courses.

**Course content:** The course is intended for students with some (even if limited) previous experience of quantitative methods or statistics. Using examples from psychological research, it covers first a review of the foundations of descriptive statistics and statistical inference, in the context of the analysis of two-way contingency tables and comparisons of means between two groups. The main topic of the course is linear regression modelling and related methods, including scatterplots, correlation, simple and multiple linear regression, and analysis of variance and covariance. An introduction to binary logistic regression modelling is also included.

**Teaching:** Combined hours across lectures and classes will be equivalent to a minimum of 30 hours of face-to-face teaching across the MT.

This course has a Reading Week in Week 6 of MT.

**Formative coursework:** Self-guided computer exercises implementing statistics covered in the lectures with weekly online homework on the material covered in the lectures and exercises.

**Indicative reading:** A course pack will be available for download online.

Additional reading: many introductory statistics books are available. But we particularly recommend Alan Agresti and Christine Franklin (2009) *Statistics: The Art and Science of Learning from Data*, and Alan Agresti and Barbara Finlay (2009, 4th edition) *Statistical Methods for the Social Sciences*.

**Assessment:** Exam (100%, duration: 2 hours) in the January exam period.

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## MY570 Half Unit Computer Programming

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Milena Tsvetkova COL8.06

**Availability:** This course is available on the MPhil/PhD in International Relations and MPhil/PhD in Social Research Methods. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

**Course content:** This course introduces students to the fundamentals of computer programming as students design, write, and debug computer programs using the programming language Python. The course will also cover the foundations of computer languages, algorithms, functions, variables, objectorientation, scoping, and assignment. The course will rely on practical examples from computational social science and social data science. Students will learn how to design algorithms to solve problems and how to translate these algorithms into working computer programs. Students acquire skills and experience as they learn Python, through programming assignments with an approach that integrates project-based learning. This course is an introduction to the fundamental concepts of programming for students who lack a formal background in the field, but will include more advanced problem-solving skills in the later stages of the course. Topics include algorithm design and program development; data types; control structures; functions and parameter passing; recursion; computational complexity; searching and sorting; and an

introduction to the principles of object-oriented programming. The primary programming languages used in the course will be Python.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 25 hours across Michaelmas Term.

This course has a reading week in Week 6 of MT.

**Formative coursework:** Students will be expected to produce 9 problem sets in the MT.

Students will work on weekly, structured problem sets in the staff-led class sessions. Example solutions will be provided at the end of each week.

**Indicative reading:**

- Gutttag, John V. *Introduction to Computation and Programming Using Python: With Application to Understanding Data*. MIT Press, 2016.
- Gries, Paul, Jennifer Campbell, and Jason M Montojo. *Practical Programming: An Introduction to Computer Science Using Python 3*. The Pragmatic Bookshelf, 2013.
- Miller, Bradley N. and David L. Ranum. *Problem Solving with Algorithms and Data Structures Using Python*. Available online at <http://interactivepython.org/runestone/static/pythonds/index.html>.
- Python, Intermediate and advanced documentation at <https://www.python.org/doc/>.

**Assessment:** Project (50%) and problem sets (50%) in the MT.

For the individual project, students will be required to develop Python software that addresses a sufficiently complex computational social science task. Examples of possible projects include a software package that collects and analyses online data, an experimental game, or an agent-based model. Marking of this assessment will be at a level appropriate for PhD students.

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## MY572 Half Unit Data for Data Scientists

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Friedrich Geiecke

**Availability:** This course is available on the MPhil/PhD in Social Research Methods. This course is available with permission as an outside option to students on other programmes where regulations permit.

This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place

**Course content:** This course will cover the principles of digital methods for storing and structuring data, including data types, relational and nonrelational database design, and query languages.

Students will learn to build, populate, manipulate and query databases based on datasets relevant to their fields of interest.

The course will also cover workflow management for typical data transformation and cleaning projects, frequently the starting point and most time-consuming part of any data science project.

This course uses a project-based learning approach towards the study of online publishing and group-based collaboration, essential ingredients of modern data science projects.

The coverage of data sharing will include key skills in on-line publishing, including the elements of web design, the technical elements of web technologies and web programming, as well as the use of revision-control and group collaboration tools such as GitHub.

Each student will build one or more interactive website based on content relevant to his/her domain-related interests, and will use GitHub for accessing and submitting course materials and assignments.

In this course, we introduce principles and applications of the electronic storage, structuring, manipulation, transformation, extraction, and dissemination of data. This includes data types, database design, data base implementation, and data analysis through structured queries.

Through joining operations, we will also cover the challenges of data linkage and how to combine datasets from different sources. We begin by discussing concepts in fundamental data types, and how data is stored and recorded electronically. We will cover database design, especially relational



databases, using substantive examples across a variety of fields. Students are introduced to SQL through MySQL, and programming assignments in this unit of the course will be designed to insure that students learn to create, populate and query an SQL database. We will introduce NoSQL using MongoDB and the JSON data format for comparison. For both types of database, students will be encouraged to work with data relevant to their own interests as they learn to create, populate and query data. In the final section of the data section of the course, we will step through a complete workflow including data cleaning and transformation, illustrating many of the practical challenges faced at the outset of any data analysis or data science project.

Online publishing and collaboration tools forms the second part of this course, along with the tools and technologies that underlie them. Students will develop interactive, secure and powerful projects for the World Wide Web using both client and server side technologies. Collaboration and the dissemination and submission of course assignments will use GitHub, the popular code repository and version control system. The course begins with an in-depth look at the markup languages that form the foundations of building web sites with a study of HTML and CSS. Students next study basic programming in JavaScript, to provide client and server side tools including the customization of web content using Bootstrap and Jekyll to publish web pages, which will provide the basis for a class project.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Michaelmas Term.

This course has a reading week in Week 6 of MT.

**Formative coursework:** Students will be expected to produce 10 problem sets in the MT.

Students will work on weekly, structured problem sets in the staff-led class sessions. Example solutions will be provided at the end of each week.

**Indicative reading:**

- Chodorow, Kristina MongoDB: The Definitive Guide, 2nd Edition O'Reilly 2013.
- Churcher, Clare. Beginning Database Design: From Novice to Professional. Apress, 2007.
- Tahaghoghi, Seyed M. and Hugh E. Williams. Learning MySQL. O'Reilly, 2006. Karumanchi, Narasimha. Data Structures and Algorithms Made Easy: Data Structure and Algorithmic Puzzles, Second Edition. CreateSpace Independent Publishing Platform, 2011.
- Lee, Kent. Data Structures and Algorithms with Python. Springer, 2015.
- Lake, Peter. Concise Guide to Databases: A Practical Introduction. Springer, 2013.
- Nield, Thomas. Getting Started with SQL: A hands-on approach for beginners. O'Reilly, 2016.
- Byron, Angela and Addison Berry, Nathan Haug, Jeff Eaton, James Walker, Jeff Robbins Using Drupal: Choosing and Configuring Modules to Build Dynamic Websites. O'Reilly Media, 2008.
- Duckett, Jon HTML and CSS: Design and Build Websites New York: Wiley, 2011.
- Duckett, Jon JavaScript and JQuery: Interactive Front-End Web Development New York: Wiley, 2014.
- Rice, Dylan. Twitter Bootstrap In Your Pocket. CreateSpace Independent Publishing Platform, 2016.
- Sklar, David Learning PHP 5 O'Reilly, 2004. GitHub Guides at <https://guides.github.com>, including: "Understanding the GitHub Flow", "Hello World", and "Getting Started with GitHub Pages".
- Jacobson, Daniel APIs: A Strategy Guide O'Reilly: 2012.
- London, Kyle Developing Large Web Applications: Producing Code That Can Grow and Thrive O'Reilly, 2010.

**Assessment:** Take-home assessment (50%) and problem sets (50%) in the MT.

Marking of these assessments will be at a level appropriate for PhD students.

## MY574 Half Unit

### Applied Machine Learning for Social Science

This information is for the 2022/23 session.

**Teacher responsible:** Dr Blake Miller COL.7.14

**Availability:** This course is available on the MPhil/PhD in International Relations and MPhil/PhD in Social Research Methods. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is available to research students only. This course is not controlled access. If you register for a place and meet the prerequisites, if any, you are likely to be given a place.

**Pre-requisites:** Applied Regression Analysis (MY452) or equivalent is required.

**Course content:** Machine learning uses algorithms to find patterns in large datasets and make predictions based on them. This course will use prominent examples from social science research to cover major machine learning tasks including regression, classification, clustering, and dimensionality reduction. A particular emphasis will be placed on the ethical issues surrounding machine learning applications, including privacy, algorithmic bias, and informed consent. Lectures will use case studies to introduce specific machine learning algorithms including LASSO, ridge regression, logistic regression, k-nearest neighbour classification, decision trees, support vector machines, k-means clustering, hierarchical clustering, principal component analysis, and linear discriminant analysis. Students will learn to apply these algorithms to data and validate and evaluate models. Students will work directly with social data and analyse these data using Python or R.

**Teaching:** This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Lent Term.

This course has a reading week in Week 6 of LT.

**Formative coursework:** Students will be expected to produce 1 problem set in the LT.

One structured problem set will be provided in the first weeks of the course. Students will start the problem set in the first computer workshop session and complete it outside of class.

**Indicative reading:**

- Géron, A. (2017). Hands-on Machine Learning with Scikit-Learn and TensorFlow: Concepts, Tools, and Techniques to Build Intelligent Systems. O'Reilly Media, Inc.
- Müller, A. C., & Guido, S. (2016). Introduction to Machine Learning with Python: A Guide for Data Scientists. O'Reilly Media, Inc.
- Conway, D., & White, J. (2012). Machine Learning for Hackers. O'Reilly Media, Inc.
- James, G., Witten, D., Hastie, T., & Tibshirani, R. (2013). An Introduction to Statistical Learning (Vol. 112). New York: Springer.
- Cantú, F., & Saiegh, S. M. (2011). Fraudulent democracy? An analysis of Argentina's Infamous Decade using supervised machine learning. *Political Analysis*, 19(4), 409-433.
- Davidson, T., Warmesley, D., Macy, M., & Weber, I. (2017). Automated hate speech detection and the problem of offensive language. *Proceedings of the Eleventh International AAAI Conference on Web and Social Media (ICWSM 2017)*, 512-515.
- D'Orazio, V., Landis, S. T., Palmer, G., & Schrodt, P. (2014). Separating the wheat from the chaff: Applications of automated document classification using support vector machines. *Political Analysis*, 22(2), 224-242.
- Jones, Z. M., & Lupu, Y. (2018). Is There More Violence in the Middle?. *American Journal of Political Science*, 62(3), 652-667.
- Kosinski, M., Stillwell, D., & Graepel, T. (2013). Private traits and attributes are predictable from digital records of human behavior. *Proceedings of the National Academy of Sciences*, 201218772.
- Wang, Y., & Kosinski, M. (2018). Deep neural networks are more accurate than humans at detecting sexual orientation from facial images. *Journal of Personality and Social Psychology*, 114(2), 246-257.

**Assessment:** Problem sets (60%) in the LT.

Take-home assessment (40%) in the ST.

For the final project, students will be expected to submit a 3000-word paper in which they identify and contextualise a relevant

social data science problem related to their dissertation research, find suitable data to address it, plan and conduct extensive machine learning analysis on the data, and present the findings. Marking of these assessments will be at a level appropriate for PhD students.

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## MY599

### Department of Methodology Seminar

**This information is for the 2022/23 session.**

**Teacher responsible:** Academic staff in Methodology coordinate the seminar series.

**Availability:** This course is compulsory on the MPhil/PhD in Social Research Methods. This course is available on the MPhil/PhD in International Relations. This course is available as an outside option to students on other programmes where regulations permit. Department seminars take place during Michaelmas and Lent terms. For further information visit the Department of Methodology website: <https://www.lse.ac.uk/Methodology/Events>. Our seminars are free and open to all.

**Course content:** Papers on topics of methodological interest will be presented by staff and visitors.

**Teaching:** Meetings typically take place during term time and will be held in COL8.13 unless otherwise stated. Please regularly consult the Department of Methodology webpages for full details about seminar dates, times, topics and speakers.

**Assessment:** This course is non-examinable.

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## PB500

### Current Research in Psychological and Behavioural Science

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Martin Bauer

**Availability:** This course is compulsory on the MPhil/PhD in Psychological and Behavioural Science. This course is not available as an outside option.

This course is available to academic staff and research students only.

**Course content:** Weekly seminars during which PhD students present their work, and explore research skills (e.g. writing, grant preparation). The course runs through Michaelmas Term, Lent Term and Summer Term.

**Teaching:** 20 hours of seminars in the MT. 20 hours of seminars in the LT. 14 hours of seminars in the ST.

**Assessment:** Non-examinable.

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## PH500

### Research Methods in Philosophy

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Richard Bradley

**Availability:** This course is available on the MPhil/PhD in Philosophy. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Course content:** Topics in contemporary philosophy.

**Teaching:** Seminars PH500 15 x two-hour (MT, LT, ST). Different members of the department will lead the seminar in each of the three terms.

A more detailed syllabus will be posted at the beginning of each term.

**Assessment:** This course is non-examinable.

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## PH501

### Philosophical Problems Seminar

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Anna Mahtani and Mr Giacomo Giannini

**Availability:** This course is compulsory on the MPhil/PhD in Philosophy. This course is not available as an outside option.

**Course content:** In this course, we will read and carefully discuss together a range of classic papers in contemporary analytic philosophy that might not otherwise be covered in LSE Philosophy Department courses. Topics are selected from metaphysics, the philosophy of mind and action, epistemology, and the philosophy of language. This list is illustrative.

**Teaching:** 15 hours of seminars in the MT. 15 hours of seminars in the LT.

**Indicative reading:** Specific readings will be announced in a detailed syllabus at the start of the term.

**Assessment:** Two essays of 5000 words each over the course of the two terms. Either or both of these essays may be replaced by two shorter essays each of 2500 words.

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## PH502

### Logic and Probability

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Laurenz Hudetz

Dr Wesley Wrigley

**Availability:** This course is available on the MPhil/PhD in Philosophy. This course is not available as an outside option.

The course is, in general, only aimed at those students who have never taken a course in formal logic before. For such students the course is compulsory.

**Course content:** This course covers the following topics.

#### 1. Introduction to classical logic

Logic is the study of arguments and inferences. Its main task is to give an explicit characterisation of those arguments and inferences that are logically valid. Logic tells you exactly when some conclusion follows from some premises and when it does not. The skill of devising logically valid arguments is very important for philosophers. We train this and related skills based on classical theories of logical consequence. The course covers sentential or propositional logic as well as (first-order) predicate logic.

#### 2. The art of defining

The modern theory of definitions offers a precise definition of 'definition' as well as rigorous criteria for checking whether a definition is formally correct. The skill of defining in a correct way can hardly be overestimated in philosophy. It prevents misunderstandings and can drastically improve the clarity of concepts, claims and arguments. It is particularly important for philosophers because many philosophical questions require definitions as answers (e.g., 'What is knowledge?', 'What is truth?', 'What is a just society?', 'Under which conditions is an act morally wrong?').

#### 3. Set theory and model theory

Scientists often use mathematical structures to model real-world systems and to predict or explain their behaviour. Model theory is the study of mathematical structures from a logical point of view. It rests on set theory, which can be viewed as the foundation of modern mathematics. Students will be introduced to core concepts of set theory and model theory that help to better understand the formal architecture of scientific theories and models.

#### 4. Possible world semantics

Classical logic only deals with truth-functional logical connectives (e.g., 'not', 'and', 'or'). However, there are also non-truth-functional connectives which play a central role in philosophical and scientific reasoning. Prime examples are counterfactual conditionals ('if A were the case, then B would be the case') and modal notions (such as 'it is possible that A' and 'it is necessary that A'). But what exactly is the meaning of these notions? In other words: how could

a semantics for such non-truth-functional connectives look like? This course introduces students to the basic ideas of possible world semantics.

### 5. Probability theory and inductive logic

In the case of a deductively valid inference, it is utterly impossible that the conclusion is false when the premises are true. However, many inferences we draw in practice do not satisfy this ideal of validity. In many cases, the premises support the conclusion to some degree, but their truth would not guarantee the truth of the conclusion. For example, it does not follow logically from the premise that someone smokes 40 cigarettes a day (together with background medical theories and data) that they will die early from smoking-related illness -- but it is much more probable that they will than if they did not smoke. Inductive logic is the systematic study of inferences of that type. Students will be introduced to the fundamentals of inductive logic and probability theory.

**Teaching:** 15 hours of lectures in the MT. 15 hours of lectures in the LT.

Teaching in Michaelmas Term is delivered following a flipped learning approach. There are online lecture videos that students can watch in their own time; and the timetabled lecture slot is used for Q&A sessions with the lecturer.

Teaching in Lent Term is delivered following the standard approach of in-person lectures.

Appropriate back-up teaching will be arranged with individual students.

This course includes a reading week in Week 6 of both MT and LT.

**Formative coursework:** Formative coursework will take the form of problem sets and online quizzes.

**Indicative reading:** There will be comprehensive lecture slides and materials covering the entire course content. Indicative background readings include:

- Button, T. and Magnus, P.D. (2017): for all x: Cambridge, URL= <<http://www.homepages.ucl.ac.uk/~uctytbu/OERs.html>>
- Copi I.M., Cohen, C. and McMahon K. (2014): Introduction to Logic. Pearson.
- Gupta, A. (2015): "Definitions", Stanford Encyclopedia of Philosophy, URL=<<https://plato.stanford.edu/entries/definitions/>>.
- Hodges, W. and Scanlon, T. (2018): "First-order Model Theory", Stanford Encyclopedia of Philosophy, URL=<<https://plato.stanford.edu/entries/modeltheory-fo/>>.
- Papineau, D. (2012): Philosophical Devices: Proofs, Probabilities, Possibilities and Sets. OUP.
- Salmon, M.H. (2013): Introduction to Logic and Critical Thinking. Wadsworth.
- Sider, T. (2010): Logic for Philosophy. OUP.
- Skyrms, B. (2010): Choice and Chance: An Introduction to Inductive Logic. Fourth edition. Wadsworth

**Assessment:** Exam (50%, duration: 2 hours, reading time: 15 minutes) in the January exam period.

Exam (50%, duration: 2 hours, reading time: 15 minutes) in the summer exam period.

## PH551

### Research Seminar in the Philosophy of Natural Sciences

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Roman Frigg

**Availability:** This course is available on the MPhil/PhD in Philosophy. This course is not available as an outside option.

**Course content:** This is a special topics course on the philosophy of the natural sciences. The course is integrated with the meetings of the Sigma Club. Approximately 3 sessions per term are Sigma Club meeting; the remaining sessions are the research seminar. The topic will be announced at the beginning of the term.

**Teaching:** 15 hours of seminars in the MT. 15 hours of seminars in the LT. 10 hours and 30 minutes of seminars in the ST.

**Formative coursework:** Students will be expected to write one essay per term and to give a seminar presentation.

## PH555

### Research Seminar in the Philosophy of Economics and Social Sciences

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Richard Bradley

**Availability:** This course is available on the MPhil/PhD in Philosophy. This course is not available as an outside option.

**Course content:** Philosophical issues in economics and the social sciences.

**Teaching:** 10 hours of seminars in the MT. 10 hours of seminars in the LT. 10 hours of seminars in the ST.

**Formative coursework:** Students will be expected to write one essay per term.

## S0500

### Aims and Methods Research Class for MPhil Students

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Michael Savage STC S210

**Availability:** This course is compulsory on the MPhil/PhD in Cities Programme and MPhil/PhD in Sociology. This course is not available as an outside option.

**Course content:** The research seminar aims to provide students with a practical framework within which to think through planning their research. This includes devising research questions, how to do a literature review, selecting appropriate methods for research, linking theory and practices, ethical issues and writing. The course will comprise workshops and student presentations. By the end of the course students should be able to formulate clear aims and methods for their own research. All first year MPhil students must attend.

**Teaching:** 20 hours of seminars in the MT. 20 hours of seminars in the LT.

Teaching arrangements may be adjusted if online teaching is required at any point.

Reading Weeks: Students on this course will have a reading week in MT Week 6 and LT Week 6, in line with departmental policy.

**Formative coursework:** A 5,000 word formative paper is due by the first Friday in May of Year 1, to be submitted to the Course Convenor and Supervisors.

**Assessment:** Paper (100%) in the MT.

Paper due in the MT of 2nd year of study.

10,000 word Upgrade paper on the 'aims and methods' of the thesis including preliminary data collection and analysis, and a viva voce examination. For full-time students, this Upgrade paper is submitted through Moodle by Friday of Week 6 of the MT in Year 2. The viva voce examination will be conducted by the end of the MT in Year 2. Satisfactory completion of the Upgrade paper and the viva voce examination are necessary in order to Upgrade from MPhil to PhD student. Part-time students may elect to be evaluated in Year 2 or Year 3.

## S0501

### Data Analysis Workshop

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Suki Ali STC S307

**Availability:** This course is compulsory on the MPhil/PhD in Cities Programme and MPhil/PhD in Sociology. This course is not available as an outside option.

Only available to sociology research students in the second and subsequent years of their MPhil/PhD.

**Course content:** Seminars will focus on developing your doctoral studies, including going into the field, dealing with issues, and data analysis strategies. These will be student led sessions which

will act as a support network and as practical sessions to allow students to develop their research skills in the context of their specific projects.

**Teaching:** 4.5 hours of seminars in MT and 4.5 hours in LT.

**Assessment:** There is no formal assessment, but participants are asked to present papers, research materials, read other students' research materials, and contribute to discussion.

## S0505

### Becoming a Professional Sociologist

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Suki Ali STC S307

**Availability:** This course is available on the MPhil/PhD in Cities Programme and MPhil/PhD in Sociology. This course is not available as an outside option.

This course will be available for Year 3 and 4 students intending to pursue an academic career as an optional training course for 2022/23. It is not available to PhD students outside the department.

**Pre-requisites:** Students must have completed Aims and Methods Research Class for MPhil Students (S0500).

Students will have upgraded to PhD and undertaken at least one year of S0501.

**Course content:** This half-unit course will provide a workshop environment to discuss key aspects of developing a career as a Sociologist. These may include:

- 1 Writing, submitting and revising journal articles;
- 2 Networking and conference attendance;
- 3 Applying for research funding/jobs;
- 4 Using social media;
- 5 Developing CVs.

Students will:

- Gain an understanding of the different aspects involved in developing a career in academic Sociology
- Gain practical understanding of how to pursue the different elements of a sociological career in order to be in a good position in the job market and for postdoctoral funding
- Provide support for students as they are finishing their PhD and move into the next stage of their career as sociologists

**Teaching:** 4 hours of workshops in the MT. 4 hours of workshops in the LT.

Content will generally be student led.

**Formative coursework:** There is no formative assessment for this course.

**Indicative reading:** There is no reading list for this course.

**Assessment:** There is no summative assessment for this course.

## S0511

### Research Seminar in Political Sociology

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Robin Archer STC.S114a

**Availability:** This course is available on the MPhil/PhD in Cities Programme and MPhil/PhD in Sociology. This course is available as an outside option to students on other programmes where regulations permit.

MPhil/PhD students whose research is in the field of political sociology. Students from all departments are welcome.

**Course content:** Political sociologists seek to understand fundamental political phenomenon by studying them in their social context. This seminar seeks to provide a small, friendly forum in which research students can discuss important recent publications and debates in this field. It often spends a number of weeks reading recent prize-winning books and articles in the field, and sometimes examines a topical theme for part of a term. There are also occasional guest lectures. In recent years, for example,

there were lectures by Michael Mann (UCLA) on the rise and fall of neo-liberalism. Theda Skocpol (Harvard) on the future of American politics, and Andreas Wimmer (Princeton) on ethnic conflict and state formation. The seminar also provides an opportunity to develop individual research projects. In each seminar, a twenty or thirty minute presentation is followed by discussion.

**Teaching:** 8 seminars across MT, LT and ST.

**Indicative reading:** A short list of some important recent books and articles that could be discussed in the seminar will be suggested at the beginning of the year, and the seminar is always open to suggestions from participants. Readings continually change, but, for the purposes of illustration, recent seminars have discussed global anti-capitalism, conservatism and the new imperialism, Christianity and American democracy, the welfare state, the politics of free markets, labour protest in China, street politics in Egypt, comparative populism, and the crisis of social democracy.

**Assessment:** There is no formal assessment but participants are asked to present papers, contribute to discussion and read the work of selected scholars in the course of the session.

## S0521 Not available in 2022/23

### Research Seminar on Cities and Space

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Suzanne Hall STC S212 and Dr David Madden STC S209

**Availability:** This course is available on the MPhil/PhD in Cities Programme and MPhil/PhD in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.

For MPhil/PhD students doing research on urban and spatial issues in the Cities Programme/Department of Sociology. If space is available, other graduate students may apply.

**Course content:** The PhD seminar in cities and space is a graduate seminar based on discussion of key readings in the fields of urban social theory and spatial analysis. It also provides a forum for discussion of research issues relating to the study of cities and space. In the Michaelmas term we introduce a selection of writings that engage with perspectives in urban studies and critical theory, linking these to corresponding discussions in social theory. In the Lent term we explore methodological orientations to working on, in and for the urban, ranging from approaches to methods and fieldwork to policy interventions.

**Teaching:** 7 hours and 30 minutes of seminars in the MT. 7 hours and 30 minutes of seminars in the LT.

One 1.5 hour seminar every two weeks in the MT and LT.

**Assessment:** This course is not assessed

## SP501

### Research Student Seminar

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Berkay Ozcan OLD 2.32

**Availability:** This course is compulsory on the MPhil/PhD in Social Policy. This course is available on the MPhil/PhD in Social Policy. This course is not available as an outside option.

**Course content:** The course for first year students provides structured sessions for MPhil students (e.g. the MPhil/PhD process, ethics, risk). It also provides the forum in which first year full-time and second year part-time MPhil students must present their work to fellow students and staff in advance of submitting their major review (upgrade) document. The course for second and third year students provides workshops on a range of topics including career pathways, attending conferences and publishing as well as opportunities to discuss their research with fellow students.

**Teaching:** First year provision will be delivered by a series of



seminars across the teaching year.

Second and third year: Workshops will be arranged through the year.

Courses in Social Policy follow the Teaching Model outlined on the following page: <https://www.lse.ac.uk/social-policy/Current-Students/teaching-in-the-department-of-social-policy>  
All teaching will be in accordance with the LSE Academic Code (<https://info.lse.ac.uk/current-students/lse-academic-code>) which specifies a "minimum of two hours taught contact time per week when the course is running in the Michaelmas and/or Lent terms". Social Policy courses are predominantly taught through a combination of in-person Lectures and In person classes/seminars. Further information will be provided by the Course Convenor in the first lecture of the course.  
The course will be delivered in both MT and LT.

## ST501 Half Unit Multilevel Modelling

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Irini Moustaki COL 6.05

**Availability:** This course is available on the MPhil/PhD in Health Policy and Health Economics and MPhil/PhD in Statistics. This course is available as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** A knowledge of probability and basic statistical theory, including linear regression and logistic regression.

**Course content:** A practical introduction to multilevel modelling with applications in social research. This course deals with the analysis of data from hierarchically structured populations (e.g., students nested within schools, individuals nested within households or geographical areas) and longitudinal data (eg repeated measurements of individuals in a panel survey). Multilevel (random-effects) extensions of standard statistical techniques, including multiple linear regression and logistic regression, will be considered. The course will have an applied emphasis with computer sessions using appropriate software (e.g., Stata).

**Teaching:** This course will be delivered through a combination of lectures and computer classes totalling a minimum of 30 hours in Lent Term. This course includes a reading week in Week 6 of Lent Term.

**Formative coursework:** Students will be expected to produce 5 exercises in the LT.

Formative coursework is assigned fortnightly and returned to students with comments/feedback via Moodle before the lab sessions

**Indicative reading:** T. Snijders & R Bosker *Multilevel Analysis: an Introduction to Basic and Advanced Multilevel Modelling*, Sage (2011, 2nd edition)

S Rabe-Hesketh & A Skrondal, *Multilevel and Longitudinal Modeling using Stata*, (Third Edition), Volume I: Continuous responses (plus Chapter 10 from Volume II, which is available free on the publisher's website). Stata Press (2012).

Also recommended are:

A Skrondal & S Rabe-Hesketh, *Generalized Latent Variable Modeling: Multilevel, Longitudinal and Structural Equation Models*, Chapman & Hall (2004);

H Goldstein, *Multilevel Statistical Models*, Arnold (2003);

S W Raudenbush & A S Bryk, *Hierarchical Linear Models: Applications and Data Analysis Methods*, Sage (2002);

G Verbeke & G Molenberghs, *Linear Mixed Models for Longitudinal Data*, Springer (2000);

E Demidenko, *Mixed Models*, Wiley (2004).

**Assessment:** Coursework (100%, 4000 words).

Assessment is by 100% coursework given to students in week 8 of the course.

## ST505 Half Unit Statistical Modelling and Data Analysis

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Wicher Bergsma

**Availability:** This course is available on the MPhil/PhD in Statistics. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** A knowledge of probability and statistical theory to the level of ST102 and ST206, and linear regression to the level of ST211. Previous programming experience in R is not required but students who have no previous experience in R must complete an online pre-sessional R course from the Digital Skills Lab before the start of the course (<https://moodle.lse.ac.uk/course/view.php?id=7745>).

**Course content:** This course provides an overview of modern applied statistics. It will cover an introduction to quantitative research design and causal inference, exploratory data analysis and data visualisation, generalised linear models, and generalised latent variable models (including mixed effects or multilevel models, longitudinal data analysis, and structural equation models). The course will have an applied emphasis with students gaining hands-on experience in data analysis using R and practice in the interpretation of results.

**Teaching:** This course will be delivered through a combination of classes, lectures and Q&A sessions totalling a minimum of 30 hours across Michaelmas Term. This course includes a reading week in Week 6 of Michaelmas Term.

**Formative coursework:** Students will be expected to produce 1 project in the MT.

Students will be given a real dataset and asked to analyse the data to answer scientific questions and then write a report. Students' reports will be marked and feedback will be given.

**Indicative reading:** Maindonald, J., & Braun, J. (2006). *Data analysis and graphics using R: an example-based approach*. Cambridge University Press  
Gelman, A., & Hill, J. (2006). *Data analysis using regression and multilevel/hierarchical models*. Cambridge University Press.  
Skrondal, A. and Rabe-Hesketh (2004) *Generalized latent variable modeling: multilevel, longitudinal, and structural equation models*. Chapman & Hall/CRC

Imbens, G. W. and Rubin, D. B. (2015). *Causal Inference for Statistics, Social, and Biomedical Sciences: An Introduction* Cambridge University Press

**Assessment:** Project (30%, 1000 words) in the MT.

Take-home assessment (70%) in the LT.

The summative assessment will be based on one piece of coursework (30%) and one take-home exam (70%). For the coursework, students will be given a dataset in week 6 and asked to analyse the data to answer several scientific questions and submit a report in week 10. The take-home exam will be in January. The take-home exam should be no fewer than 3000 words and students will be asked to submit this within three days.

## ST510 Half Unit Foundations of Machine Learning

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Chengchun Shi, COL.5.11

**Availability:** This course is available on the MPhil/PhD in Statistics. This course is available with permission as an outside option to students on other programmes where regulations permit.

The availability as an outside option requires a demonstration of sufficient background in mathematics and statistics and is at the discretion of the instructor.

**Pre-requisites:** A knowledge of probability and statistical theory to the level of ST102 and ST206 and some parts of ST505 (e.g. linear models and generalized linear models). Some experience with computer programming will be assumed (e.g., Python, R).

**Course content:** The goal of this course is to provide students with a training in foundations of machine learning with a focus on statistical and algorithmic aspects. Students will learn fundamental statistical principles, algorithms, and how to implement and apply machine learning algorithms using the state-of-the-art Python packages such as scikit-learn, TensorFlow, and OpenAI Gym.

The course will cover the following topics:

1 **Foundations of supervised learning:** empirical risk minimisation, empirical minimisation with inductive bias, PAC learning, learning via uniform convergence

2 **Convex optimisation:** convexity, Newton-Raphson, gradient descent, stochastic gradient descent (SGD), acceleration by momentum, smoothness, strong convexity, convergence rates, alternating direction method of multipliers

3 **Non-convex optimisation:** EM algorithm, MCMC, variational Bayesian inference, optimisation landscape, local minima and saddle points

4 **Support vector machines:** margin and hard-SVM, soft-SVM and norm regularization, optimality conditions and support vectors, implementing soft-SVM using SGD

5 **Decision trees and random forests:** sample complexity, decision tree algorithms, random forests

6 **Neural networks:** feedforward neural networks, expressive power of neural networks, stochastic gradient descent and backpropagation

7 **Unsupervised learning - clustering:** linkage-based clustering algorithms, k-means and other cost minimisation clustering, spectral clustering, information bottleneck

8 **Unsupervised learning - dimension reduction:** PCA, matrix completion, autoencoder

9 **Online learning and optimisation:** online learnability, online classification, weighted majority, online convex optimization, regret minimisation

10 **Reinforcement learning:** multi-armed bandit processes, reinforcement learning problem, Markov Decision Problem, reinforcement learning solution methods

**Teaching:** This course will be delivered through a combination of classes, lectures and Q&A sessions totalling a minimum of 35 hours in Michaelmas Term. This course includes a reading week in Week 6 of Michaelmas Term.

**Formative coursework:** Students will be expected to produce 9 problem sets in the LT.

Weekly problem sets that are discussed in subsequent seminars. The coursework that will be used for summative assessment will be chosen from a subset of these problems.

**Indicative reading:** 1 Avrim Blum, John Hopcroft and Ravindran Kannan, Foundations of Data Science, Cambridge University Press, 2020; text here <https://www.cs.cornell.edu/jeh/book.pdf>

2 Stephen Boyd and Lieven Vandenberghe, Convex Optimization, Cambridge University Press, 2004; text here <http://web.stanford.edu/~boyd/cvxbook/>

3 Sebastien Bubeck, Convex optimization: algorithms and complexity, Now Publishers Inc. 2016; text here <http://sbubeck.com/Bubeck15.pdf>

4 Ian Goodfellow, Yoshua Bengio, and Aaron Courville, Deep Learning, The MIT Press, 2016

5 Aston Zhang, Zack C. Lipton, Mu Li, and Alex J. Smola, Deep Dive into Deep Learning, 2020; text here <https://d2l.ai/>

6 Trevor Hastie, Robert Tibshirani and Jerome Friedman, The Elements of Statistical Learning: Data Mining, Inference, and Prediction, Second Edition, Springer, 2017

7 Shai Shalev-Shwartz and Shai Ben-David, Understanding Machine Learning: from Theory to Algorithms, Cambridge University Press, 2014; text here <https://www.cs.huji.ac.il/~shais/UnderstandingMachineLearning/understanding-machine-learning-theory-algorithms.pdf>

8 Richard S. Sutton and Andrew G. Barto, Reinforcement Learning: An Introduction, Second Edition, MIT Press, Cambridge, MA, 2018; text here <http://www.incompleteideas.net/book/the-book-2nd.html>

**Assessment:** Project (40%, 3000 words) and take-home assessment (20%) in the LT.

Oral examination (40%) in the ST.

The summative assessment will be based on four pieces of take-home assessment assignments (20% in total; 5% each), one project assignment (40%), and one oral exam (40%).

For the take-home assessments, students will be given homework problem sets and computer programming exercises in weeks 2, 4, 7, and 9.

The project assessment will be in April. Students will be asked to submit their project reports within one month.

## ST542 Half Unit Not available in 2022/23

### Longitudinal Data Analysis

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Fiona Steele COL 7.12

**Availability:** This course is available on the MPhil/PhD in Health Policy and Health Economics and MPhil/PhD in Statistics. This course is available as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** A knowledge of probability and basic statistical theory, including linear regression and logistic regression.

**Course content:** A practical introduction to methods for the analysis of repeated measures data, including continuous and binary outcomes. Topics include: longitudinal study designs, models for two measurements, (random effects) growth curve models, marginal models, missing data, latent class models and dynamic (autoregressive) models. The course will have an applied emphasis with fortnightly computer classes using the Stata software.

**Teaching:** This course will be delivered through a combination of classes, lectures and Q&A sessions totalling a minimum of 30 hours across Lent Term. This year some of this teaching may be delivered through a combination of classes and flipped lectures delivered as short online videos. Week 6 will be used as a reading week.

**Formative coursework:** Students will be expected to produce 4 exercises in the LT.

Formative assessment is based on data analysis problems that require the use of the statistical software to apply the statistical techniques taught in the lectures and computer classes.

Coursework is given out to students every two weeks and returned with feedback and comments.

**Indicative reading:**

- Hedeker D, Gibbons RD. Longitudinal Data Analysis. Hoboken, New Jersey: John Wiley & Sons, Inc. (2006).
- Rabe-Hesketh S, Skrondal A. (2012) Multilevel and Longitudinal Modeling Using Stata, Third Edition. Volume I: Continuous Responses. College Station, Texas: Stata Press.
- Singer JD, Willett JB. Applied Longitudinal Data Analysis: Modeling Change and Event Occurrence. New York: Oxford University Press (2003). (Part I only).

**Assessment:** Coursework (100%, 4000 words) in the ST.

Assessment is by 100% coursework which is given to students in week 8

## ST552 Half Unit

### Probability and Mathematical Statistics I

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Umut Cetin

**Availability:** This course is available on the MPhil/PhD in Statistics. This course is available with permission as an outside option to students on other programmes where regulations permit.

The availability as an outside option requires a demonstration of sufficient background in mathematics and statistics and is at the discretion of the instructor.

**Course content:** This course provides theoretical and axiomatic foundations of probability and mathematical statistics, and

is intended for PhD students in the Statistics department. In particular, the following topics will be covered:

1. Measure spaces; Caratheodory extension theorem; Borel-Cantelli lemmas.
2. Random variables; monotone-class theorem; different kinds of convergence.
3. Kolmogorov's 0-1 law; construction of Lebesgue integral.
4. Monotone convergence theorem; Fatou's lemmas; dominated convergence theorem.
5. Expectation;  $L^p$  spaces; uniform integrability.
6. Characteristic functions; Levy inversion formula; Levy convergence theorem; CLT.
7. Principle and basis for statistical inference: populations and samples, decision theory, basic measures for estimators.
8. Estimation: U and V statistics, unbiased estimators, MVUE, MLE.
9. Hypothesis testing: Neyman-Pearson lemma, UMP, confidence sets.
10. Product measures; conditional expectation.

**Teaching:** This course will be delivered through a combination of classes, lectures and Q&A sessions totalling a minimum of 30 hours across Michaelmas Term. This course includes a reading week in Week 6 of Michaelmas Term.

**Formative coursework:** Students will be expected to produce 9 problem sets in the MT. Weekly problem sets that are discussed in subsequent seminars. The coursework that will be used for summative assessment will be chosen from a subset of these problems.

**Indicative reading:** 1 Williams, D. (1991). Probability with Martingales. Cambridge University Press.  
2 Durrett, R. (2019). Probability: Theory and Examples. Cambridge Series in Statistical and Probabilistic Mathematics.  
3 Shao, J. (2007). Mathematical Statistics. Springer Texts in Statistics.  
4 Keener, R. (2010). Theoretical Statistics. Springer Texts in Statistics.

**Assessment:** Exam (70%, duration: 3 hours, reading time: 10 minutes) in the summer exam period. Coursework (30%).

Three of the homework problem sets will be submitted and marked as assessed coursework.

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## ST553 Half Unit Probability and Mathematical Statistics II

**This information is for the 2022/23 session.**

**Teacher responsible:** Prof Konstantinos Kardaras

**Availability:** This course is available on the MPhil/PhD in Statistics. This course is available with permission as an outside option to students on other programmes where regulations permit.

**Pre-requisites:** Probability and Mathematical Statistics I is a pre-requisite.

**Course content:** This course provides instruction in advanced topics in probability and mathematical statistics, mainly based on martingale theory. It is a continuation of Probability and Mathematical Statistics I. The following topics will in particular be covered:

- 1 Conditional expectation revisited; linear regression; martingales and first examples.
- 2 Concentration inequalities; dimension reduction; log-Sobolev inequalities.
- 3 Martingale transforms; optional sampling theorem; convergence theorems.
- 4 Sequential testing; backwards martingales; law of large numbers; de Finetti's theorem.
- 5 Markov chains; recurrence; reversibility; foundations of MCMC.
- 6 Ergodic theory.
- 7 Brownian motion; quadratic variation; stochastic integration.
- 8 Stochastic differential equations; diffusions; filtering.
- 9 Bayesian updating; Ergodic diffusions; Langevin samplers.
- 10 Brownian bridge; empirical processes; Kolmogorov-Smirnov

statistic.

**Teaching:** This course will be delivered through a combination of classes, lectures and Q&A sessions totalling a minimum of 30 hours across Lent Term. This course includes a reading week in Week 6 of Lent Term.

**Formative coursework:** Students will be expected to produce 9 problem sets in the LT. Weekly problem sets that are discussed in subsequent seminars. The coursework that will be used for summative assessment will be chosen from a subset of these problems.

**Indicative reading:** 1 Williams, D. (1991). Probability with Martingales. Cambridge University Press.  
2 Durrett, R. (2019). Probability: Theory and Examples. Cambridge Series in Statistical and Probabilistic Mathematics.  
3 Karatzas, I, Shreve S. (1991). Brownian motion and Stochastic Calculus. Springer GTM.  
4 Shao, J. (2007). Mathematical Statistics. Springer Texts in Statistics.  
5 Keener, R. (2010). Theoretical Statistics. Springer Texts in Statistics.

**Assessment:** Exam (70%, duration: 3 hours, reading time: 10 minutes) in the summer exam period.

Coursework (30%).

Three of the homework problem sets will be submitted and marked as assessed coursework.

# **Language Centre Courses**





# Modern Foreign Language Certificate Courses

## LN701

### Arabic: Level One (Standard)

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr Nadim Ben Mohamed Mahjoub PEL.6.01

**Pre-requisites:**

- No previous knowledge of Arabic.
- Students should demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments.
- Students should dedicate at least two hours per week for coursework in addition to classes.

**Course content:**

**Course aims**

- To develop the use of Arabic at survival level.
- To raise awareness about the two Arabic varieties (formal and colloquial).
- To learn the Arabic writing system.
- To introduce students to a major dialect of Arabic.
- To establish the skills, language and attitudes required to promote and facilitate further study of Arabic.
- To bring the students to level A1- of Common European Framework.

**Communicative content:**

- Greetings
- Asking for and giving personal information
- Talking about your immediate family
- Talking about studies and jobs
- Talking about your city and country
- Talking about present actions
- Talking about hobbies

**Structural content:**

- Alphabet
- Joining letters
- Pronunciation
- Feminine and masculine words
- Roots
- Present tense
- The definitive article
- Independent pronouns and pronoun suffixes
- Nouns-adjective phrases
- Numbers 0 to 100
- Plural
- Dual
- Word order
- Demonstrative: this (masc./fem.)
- Possessive pronouns
- Interrogatives (where, when, what, in which, etc.)
- Prepositions: in, between, etc
- Countries, nationality (nisba) and languages
- Idafa (genitive construction)
- Use of "also, where, in the same, etc."
- Use of some adverbs: a lot, a bit, well, etc.

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

- This is a 40 hour-course.
- Please refer to the LSE timetable for course teaching arrangements.

**Indicative reading:** Students will be provided with a study pack.

Other useful materials

- Alif Baa: Introduction to Arabic, Letters and Sounds by Brustad et al. Georgetown Univ. Press, Second or Third Editions
- Al-Kitaab fii Ta'llum al-'Arabiyya Al-Kitaab Fii Ta Allum Al-Arabiyya: Pt. 1: A Textbook for Beginning Arabic by Brustad et al, Georgetown Univ.Press, 2011

- Arabiyyat al-Naas (Part 1). An introductory course in Arabic by Munther Younes, Routledge, 2014
- Mastering Arabic Grammar, Jane Wightwick and Mahmoud Gaafar, Palgrave Macmillan, 2005
- Arabic as one language, Mahmoud Al-Batal (ed.), Georgetown University Press, 2018

**Assessment:** Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

## LN702

### Arabic: Level One (Fast Track for Learners Familiar with Arabic Script)

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr Luay Hasan PEL.6.01

**Pre-requisites:**

- Students must have **familiarity with Arabic script**. Admission into the course upon tutor's approval during the information sessions.
- Students should demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments.
- Students should dedicate at least two hours per week for coursework in addition to classes.

**Course content:**

**Course aims**

- To develop the use of Arabic at survival level.
- To raise awareness about the two Arabic varieties (formal and colloquial).
- To further develop students' ability to use the Arabic writing system.
- To establish the skills, language and attitudes required to promote and facilitate further study of Arabic.
- To bring the students to level A1 of the Common European Framework.

**Communicative content:**

- Greetings
- Asking for and giving personal information, directions and opinions
- Talking about family
- Talking about your country
- Describing people, places and objects
- Talking about past events and experiences
- Using the dictionary (basic)
- Asking and giving the time
- Talking about present events
- Talking about future events (basic)
- Ordering in a restaurant
- Asking for and giving directions

**Structural content:**

- Roots
- The definitive article
- Independent pronouns and pronoun suffixes.
- Nouns-adjective phrases
- Numbers
- Feminine and masculine words
- Adjective-noun agreements
- Word order
- Verb-subject agreement
- Demonstratives (singular)
- Possessive pronouns
- Interrogatives (where, when, what, how many, etc)
- Prepositions: in, between

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- Nisba (nationality)
- Idafa (genitive construction)
- Past tense
- Linking words (Firstly, after, lately, etc.)
- Present tense
- Future tense (basic)
- Plural (sound, masc./fem.)
- Negative phrases (past, present, future)
- Prepositions with pronoun suffixes
- Persons of the verb (sing./pl.)

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

• This is a 40 hour-course.

• Please refer to the LSE timetable for course teaching arrangements.

### **Indicative reading:**

• Textbook: Test your Arabic. Part. I, Luay Hasan, Lightning Source, 2015 (there are some samples in the LSE library)

• Students will be also provided with a study pack.

Other materials useful for this level

• Mastering Arabic 1, Jane Wightwick and Mahmoud Gaafar, Palgrave Macmillan, 2007

• Mastering Arabic Grammar, Jane Wightwick and Mahmoud Gaafar, Palgrave Macmillan, 2005

• Al-Kitaab fii Ta'llum al-'Arabiyya Al-Kitaab Fii Ta Allum Al-Arabiyya: Pt. 1: A Textbook for Beginning Arabic by Brustad et al, Georgetown Univ.Press, 2011

• Speed up your Arabic. Strategies to avoid common errors, Sebastian Maisel, Routledge, 2015

**Assessment:** Continuous assessment (70%) in the MT and LT.

Oral examination (30%) in the LT.

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## LN703

### **Arabic: Level Two (Standard)**

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr Nadim Ben Mohamed Mahjoub PEL.6.01

#### **Pre-requisites:**

- Students should have previously learnt ... see description of "Communicative content" and "Structural Content" of Level 1 Standard (LN701) and/or Level 1 Fast Track (LN702). Admission into the course upon completion of level test and tutor's approval.
- Students should demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments.
- Students should dedicate at least two hours per week for coursework in addition to classes.

#### **Course content:**

##### **Course aims**

- To develop the use of Arabic.
- To offer an insight into one major dialect of the Arabic language.
- To establish the skills, language and attitudes required to promote and facilitate further study of Arabic.
- To bring the students to level A2- of Common European Framework.

##### **Communicative content:**

- Talking about present events and experiences
- Talking about past events and experiences
- Describing people, places and objects
- Talking about daily habits/routine
- Making comparisons
- Using both past and present
- Talking about future plans (basic)
- Expressing preferences
- Expressing likes/dislikes
- Writing a biography

##### **Structural content:**

- Revision of present tense
- Revision of Nisba (nationality)
- Revision of Idafa (genitive construction)

- Revision of possessive
- Negative phrases
- Prepositions with pronoun suffixes
- Past tense
- Comparative
- Adverbs of frequency
- Introduction to Masdar (verbal noun)
- Time expressions
- Verb Kana (To be)
- Dual and Plural (sound and broken)
- Future tense
- Numbers
- Number-noun agreement (1-10)
- Adjective-noun agreement (human/non human)
- Demonstratives
- Quantities
- Introduction to cases and declination (nominative, accusative, genitive)

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

**Indicative reading:** Study Pack will be provided.

Other useful materials for

• Mastering Arabic 1 and 2, Jane Wightwick and Mahmoud Gaafar, Palgrave Macmillan.

• Mastering Arabic Grammar, Jane Wightwick and Mahmoud Gaafar, Palgrave Macmillan, 2005

• Al-Kitaab fii Ta'llum al-'Arabiyya Al-Kitaab Fii Ta Allum Al-Arabiyya: Pt. 1: A Textbook for Beginning Arabic by Brustad et al, Georgetown Univ.Press, 2011

• Easy Arabic Reader, Jane Wightwick and Mahmoud Gaafar, Palgrave Macmillan, 2011

• Arabic as one language, Mahmoud Al-Batal (ed.), Georgetown University Press, 2018

#### **Dictionary**

• The Oxford English-Arabic Dictionary of Current Usage (edited by N S Doniach, Oxford Univ. Press, 1983)

**Assessment:** Continuous assessment (70%) in the MT and LT.

Oral examination (30%) in the LT.

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## LN704

### **Arabic: Level Two (Fast Track)**

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr Nadim Ben Mohamed Mahjoub PEL.6.01

#### **Pre-requisites:**

- Students should have previously learnt ... see description of "Communicative content" and "Structural Content" of Level 1 Fast Track (LN702) and/or Level 2 Standard (LN703). Admission into the course upon completion of level test and tutor's approval.
- Students should demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments.
- Students should dedicate at least two hours per week for coursework in addition to classes.

#### **Course content:**

##### **Course aims**

- To develop the use of Arabic.
- To offer an insight into one major dialect of the Arabic language.
- To establish the skills, language and attitudes required to promote and facilitate further study of Arabic.
- To bring the students to level A2 of Common European Framework.

##### **Communicative content:**

- Talking about present events and experiences
- Talking about past events and experiences
- Describing people, places and objects
- Talking about habits, hobbies and daily routine
- Making comparison between people, things or places

- Using both past and present
- Talking about future plans (further details)
- Giving opinions
- Expressing agreement
- Expressing wishes and plans for the future
- Writing a biography

**Structural content:**

- Revision of past tense
- Revision of present tense
- Negative phrases
- Prepositions with pronoun suffixes
- Forms of the Arabic verb (1-4)
- Comparatives
- Adverbs of frequency
- Masdar (verbal noun)
- Time expressions
- Verb Kana (To be) and introduction to hollow verbs
- Plural (broken plural 1-5)
- Future tense
- Numbers
- Adjective-noun agreement (human/non-human)
- Use of the accusative
- Declination (nominative, genitive, accusative).

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

**Indicative reading:**

Study Pack will be provided

Other materials useful

- Mastering Arabic 2, Jane Wightwick and Mahmoud Gaafar, Palgrave Macmillan.
- Al-Kitaab fii Ta'llum al-'Arabiyya Al-Kitaab Fii Ta Allum Al-Arabiyya: Pt. 1: A Textbook for Beginning Arabic by Brustad et al, Georgetown Univ.Press, 2011
- Arabic as one language, Mahmoud Al-Batal (ed.), Georgetown University Press, 2018

Dictionary

- The Oxford English-Arabic Dictionary of Current Usage (edited by N S Doniach, Oxford Univ. Press,1983)

**Assessment:** Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

**LN705****Arabic: Level Three (Standard)**

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr Luay Hasan PEL.6.01

**Pre-requisites:**

- Students should show command (at both oral and written level) ... see description of "Communicative content" and "Structural Content" of Level 2 Fast Track (LN704). Admission into the course after completion of level test and tutor's approval.
- Students should demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments.
- Students should dedicate at least two hours per week for coursework in addition to classes.

**Course content:****Course aims**

- To develop the use of Arabic.
- To establish the skills, language and attitudes required to promote and facilitate further study of Arabic.
- Level B1 of Common European Framework.

**Communicative content:**

- Talking about past events and experiences
- Talking about present events and experiences.
- Describing places, people and objects.
- Making comparisons.
- Expressing wishes, plans for the future, uncertainty and doubts.

- Giving opinions and judgements
- Expressing agreement and disagreement.
- Talking about current issues
- Giving advise

**Structural content:**

- Revision of past tense and Present tense
- Revision of negative phrases
- Forms of the Arabic verb (1-10)
- Plural patterns
- Comparative forms
- Verb Kana (To be) and other hollow verbs
- Future tense
- Numbers
- Verb/subject agreements
- Assimilated, doubled and defective verbs
- Verbs with hamza
- The subjunctive
- Kana and its sisters
- Inna and its sisters
- Relative clauses
- Imperative: do/don' t
- Passive
- Dual (verbs, nouns, adjectives, pronouns and relative clauses)

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

**Indicative reading:**

- Textbook: Test your Arabic. Part. 2, Luay Hasan, Lightning Source, 2016 (there are some copies in the Library).

- Students will be provided with a study pack.

Other useful materials for this level (All books can be found at the LSE library)

- Mastering Arabic 2, Jane Wightwick and Mahmoud Gaafar, Palgrave Macmillan, 2009
- Al-Kitaab fii Ta'llum al-'Arabiyya Pt. 1: A Textbook for Beginning Arabic by Brustad et al, Georgetown Univ.Press, 2011
- Speed up your Arabic. Strategies to avoid common errors, Sebastian Maisel, Routledge, 2015
- A student grammar of Modern Standard Arabic, Eckehard Schulz. Cambridge University Press, 2004

**Dictionaries**

- The Oxford English-Arabic Dictionary of Current Usage (edited by N S Doniach, Oxford Univ. Press,1983)
- Dictionary Arabic-English, English-Arabic by N.Awde and K. Smith, Bennett and Bloom

**Assessment:** Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

**LN707****Arabic: Level Four (Standard)**

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr Luay Hasan PEL.6.01

**Pre-requisites:**

- Students should show command (at both written and oral level) ... see description of "Communicative content" and "Structural Content" of Level 3 (LN 705) . Admission into the course after completion of level test and tutor's approval.
- Students should demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments.
- Students should dedicate at least two hours per week for coursework in addition to classes.

**Course content:****Course aims**

- To develop the use of Arabic.
- To establish the skills, language and attitudes required to promote and facilitate further study of Arabic.
- Level B2 of Common European Framework.



**Communicative content:**

- Describing people, feelings and places.
- Talking about past experiences and events.
- Talking about present experiences and events.
- Relating actions in the past.
- Expressing wishes, plans for the future and doubts.
- Summarising.
- Giving opinions and judgements.
- Expressing hypothesis and certainty.
- Comparing possibilities.
- Forbidding and suggesting.
- Talking about current issues.
- Paraphrasing.

**Structural content:**

- Relative clauses
- Revision of past, present, future, imperative
- Revision of passive voice
- Revision of hollow, assimilated, doubled and defective verbs
- Revision of verbs with hamza
- Conditional sentences
- Inna and its sisters
- Forms of hollow, assimilated, doubled and defective verbs
- Forms of verbs with hamza
- Verbs with two accusatives
- Transitive verbs with two direct objects

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

**Indicative reading:**

- Textbook: Test your Arabic. Part. 2, Luay Hasan, Lightning Source, 2016 (There are some copies in the LSE library).
- Handouts will be also provided.

Other useful materials for this level (All books can be found at the LSE library)

- Mastering Arabic 2, Jane Wightwick and Mahmoud Gaafar, Palgrave Macmillan, 2009
- Al-Kitaab fii Ta'llum al-'Arabiyya Pt. 1: A Textbook for Beginning Arabic by Brustad et al, Georgetown Univ.Press, 2011
- A student grammar of Modern Standard Arabic, Eckehard Schulz. Cambridge University Press, 2004

**Dictionaries**

- The Oxford English-Arabic Dictionary of Current Usage (edited by N S Doniach, Oxford Univ. Press, 1983)
- Al-Munjid fi-l-Lughah wa-l-'A'laam (Dar al-Machreq, Beirut, 1998) (Arabic-Arabic)

**Assessment:** Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

**LN711****Mandarin: Level 1 (Standard)**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Lijing Shi PEL 601h

**Pre-requisites:** No previous knowledge required. All students welcome but they should: Demonstrate commitment to regular attendance, completion of homework, and all pieces of continuous assessment. Dedicate at least two hours per week for coursework in addition to classes. This course puts special emphasis on speaking and listening. You will be introduced to Chinese characters but mainly for simple recognition.

**Course content:****Course aims**

- To develop the ability to use Chinese effectively for purposes of practical communication at survival level.
- To master the pronunciation of Mandarin.
- To have basic knowledge of Chinese language: Pinyin spelling, tones, characters, words and syntax.
- To be able to communicate in a range of daily life situations and travelling to China. To establish the language skills and attitudes

- required to promote and facilitate further study of Chinese.
- To increase cultural awareness of China.
- To prepare students for the equivalent of A1 CEFR.

**The course is focused on the following communicative functions:**

- Greetings.
- Introducing yourself and others.
- Asking for and giving personal information. Introducing your family.
- Talking about date, daily routine, future plans. Talking about birthday and holidays.
- Asking and giving time. Arranging a date.
- Making suggestions. Understanding Chinese currency.
- Shopping and bargaining.
- Ordering food and drinks.
- Eating out and reading a menu.
- Using public transports in China.
- Asking and giving directions.
- Checking into a hotel.
- Making simple requests.
- Describing past events.
- Talking about likes and dislikes.
- Making a phone call.
- Describing and solving problems.

**This course will introduce the basics of Mandarin in the following grammatical areas:**

- Form simple questions.
- Indicating possession.
- Use of negation.
- Use of location indicator.
- Measure words.
- Indicate future.
- Indicate past.
- Verb constructions.
- Imperative.
- Comparison.
- Expressing frequency.

The course will also introduce 600 words and 150 Chinese characters.

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

**Indicative reading:****Key textbook**

Mastering Chinese, 2010, by Catherine H Xiang, Palgrave Macmillan.

**Recommended Readings**

Concise English-Chinese, Chinese-English Dict., Commercial Press/Oxford University Press 1986.

Beginner's Chinese Script by E. Scurlfield and Song Lianyi (Teach Yourself books), 1998.

Basic Chinese - A Grammar and Workbook by Yip Po-Ching and Don Rimmington. Routledge. 1998.

**Assessment:** Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

**LN712****Mandarin: Level 1 (Fast Track)**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Lijing Shi PEL 601H

**Pre-requisites:** For learners who would like to re-start Mandarin or have familiarity with Chinese script. All students welcome but they should: Demonstrate commitment to regular attendance, completion of homework, and all pieces of continuous assessment. Dedicate at least two hours per week for coursework in addition to classes. For anyone who wants to learn Mandarin.

**Course content:****Course aims**

- To develop the ability to use Chinese effectively for purposes of

practical communication at survival level.

- To master the pronunciation of Mandarin.
- To have basic knowledge of Chinese language: Pinyin spelling, tones, characters, words and syntax.
- To be able to communicate in a range of daily life situations and travelling to China.
- To establish the language skills and attitudes required to promote and facilitate further study of Chinese.
- To increase cultural awareness of China.
- To prepare students for the equivalent of A1 CEFR.

**The course is focused on the following communicative functions:**

- Greetings.
- Introducing yourself and others.
- Asking for and giving personal information.
- Introducing your family.
- Talking and writing about date, daily routine, future plans.
- Talking and writing about birthday and holidays.
- Asking and giving time.
- Arranging a date.
- Making suggestions.
- Understanding Chinese currency.
- Shopping and bargaining.
- Ordering food and drinks.
- Eating out and reading a menu.
- Using public transports in China.
- Asking and giving directions.
- Checking into a hotel.
- Making simple requests.
- Describing past events.
- Talking about likes and dislikes.
- Making a phone call.
- Describing and solving problems

**This course will introduce the basics of Mandarin in the following grammatical areas:**

- Form simple questions.
- Indicating possession.
- Use of negation.
- Use of location indicator.
- Measure words.
- Indicate future.
- Indicate past.
- Verb constructions.
- Imperative.
- Comparison.
- Expressing frequency.

The course will also introduce 600 words and 150 Chinese characters.

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

**Indicative reading:** Mastering Chinese, 2010, by Catherine H Xiang, Palgrave Macmillan

#### **Recommended Readings**

Concise English-Chinese, Chinese-English Dict., Commercial Press/Oxford University Press 1986; Beginner's Chinese Script by E. Scurfield and Song Lianyi (Teach Yourself books), 1998; Basic Chinese - A Grammar and Workbook by Yip Po-Ching and Don Rimmington, Routledge, 1998.

**Assessment:** Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

## **LN714**

### **Mandarin: Level 2 (Fast Track)**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Lijing Shi PEL 601H

**Pre-requisites:** Students should have successfully completed LSE Level 1 fast track course LN712 or have learned equivalent content,

see description of "Communicative content" and "Structural Content" of Level 1 Fast track (LN712). Students will have to: Demonstrate full commitment to regular attendance, completion of homework, and all pieces of continuous assessment. Dedicate at least two hours per week for coursework, in addition to classes. Admission into the course after completing the online test and upon tutor's approval during the Needs Analysis Interview. For anyone who wants to improve Mandarin Chinese. This course may be suitable for re-starters with sufficient knowledge of words and characters.

**Course content:**

**Course aims**

- To further develop the ability to use Chinese in all four skills (speaking, listening, reading and writing) effectively for purposes of practical communication at survival level.
- To improve Chinese pronunciation.
- To consolidate and expand knowledge of Chinese characters.
- To deal with a range of predictable simple language tasks using a limited linguistic range to meet the needs of differing but familiar situations and topics.
- To establish the skills, language and attitudes required to promote and facilitate further study of Chinese.
- To prepare students for the equivalent of A2 CEFR.

**The course is focused on the following communicative functions:**

- Greetings.
- Introducing yourself and others.
- Talking about job, nationality, identity.
- Asking for permission.
- Looking for someone.
- Making comments and suggestions.
- Meeting people for the first time.
- Talking about one's family.
- Talking about one's university.
- Asking about someone's age and birth place.
- Celebrating birthday.
- Solving language problems.
- Understanding Chinese currency.
- Shopping and bargaining.
- Talking about likes and dislikes.
- Expressing one's ability.
- Talking about one's health.
- Expressing need or desire.
- Renting a house.
- Making a complaint or an apology.
- Expressing holiday greetings.

**This course will introduce the basics of Mandarin in the following grammatical areas:**

- Word order in Chinese sentences.
- Sentence with a verbal predicate.
- Attributives expressing possession.
- Yes/no questions.
- Use of adverbs.
- Propositional phrases.
- Sentences with double objects.
- Serial verb phrases.
- Alterative questions.
- Model verbs.

The course will also introduce 350 words and 120 Chinese characters.

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

**Indicative reading:**

**Key textbook**

New practical Chinese Reader, textbook + workbook, vol. 1, by Liu Xun, Beijing Language and Culture University Press, 2007 (the textbook comes with DVD or audio materials)

**Recommended Readings**

Chinese for Busy Learners (Lessons 6-12), Concise English-

Chinese, Chinese-English Dict., Commercial Press/Oxford University Press 1986.

Beginner's Chinese Script by E. Scurfield and Song Lianyi (Teach Yourself books), 1998.

Basic Chinese - A Grammar and Workbook by Yip Po-Ching and Don Rimmington. Routledge. 1998.

**Assessment:** Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

## LN716

### Mandarin: Level 3 (Fast Track)

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Lijing Shi PEL 601H

**Pre-requisites:** Students should have successfully completed LSE Level 2 Fast Track course LN714 or have learned equivalent content, see the description of "Communicative content" and "Structural Content" of Level 2 Fast Track (LN714). Students should: Demonstrate full commitment to regular attendance, completion of homework, and all pieces of continuous assessment. Dedicate at least two hours per week for coursework, in addition to classes. Admission into the course after completion of the online test and upon tutor's approval during the Needs Analysis Sessions.

**Course content:**

**Course aims**

- To develop the ability to use Chinese effectively for purposes of practical communication and reading comprehension in familiar work and social contexts.
- To establish the skills and language required to promote and facilitate further study of Chinese.
- To enhance knowledge of Chinese culture and society.
- To be able to use a Chinese key board.
- To be able to deliver presentation or essay about a chosen topic.
- To improve your transferable skills.
- To bring students to the equivalent of level of B1, CEFR.

**The course is focused on the following aspects:**

- Talking about past event.
- Changing money at banks.
- Making new friends.
- Describing and comparing things.
- Buying clothes.
- Taking a bus.
- Sending letters and parcels.
- Talking about hobbies.
- Asking and giving reasons.
- New year's greetings.
- Talking about direction and location.
- Talking about sports.
- Talking about one's experience.
- Looking for jobs.
- Talking about plans.
- Talking about weather.
- Purchasing plane tickets.
- Talking about changes.
- Talking about living conditions.
- Talking about an incident.
- Talking about language studies.

**This course will focus on the following grammatical areas:**

- The complement of state.
- Reduplication of the verb.
- The simple directional complement.
- Time-measure complement.
- Quantity complement.
- Resultive complement.
- Location words.
- Sentences indicating existence Past experience.
- Action measure complement.
- The complex directional complement. Notional passive sentences.
- Changed circumstances.

- Condition construction.
- The aspects of an action.

The course will also introduce 540 words and 270 Chinese characters.

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

**Indicative reading:**

**Key textbook**

New practical Chinese Reader, textbook and workbook, vol. 2, by Liu Xun, Beijing Language and Culture University Press, 2007 (the textbook comes with DVD or audio materials)

**Recommended Readings**

Concise English-Chinese, Chinese-English Dict., Commercial Press/Oxford University Press 1986

Intermediate Chinese - A Grammar and Workbook by Yip Po-Ching and Don Rimmington. Routledge. 1998.

**Assessment:** Continuous assessment (70%) in the LT and ST. Oral examination (30%) in the LT.

## LN718

### Mandarin: Level 4 (Fast Track)

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Lijing Shi PEL 601H

**Pre-requisites:** Students should have successfully completed LSE Level 3 Fast Track Course (LN716) or have learned equivalent content, see the description of "Communicative content" and "Structural Content" of Level 3 Fast Track Course (LN716). Students should: Demonstrate full commitment to regular attendance, completion of homework, and all pieces of continuous assessment. Dedicate at least two hours per week for coursework, in addition to classes. Admission onto the course after completion of the online test and upon tutor's approval during the Needs Analysis Interview. For anyone who wants to improve Mandarin Chinese. The student should have sufficient skills in all four skills as listed above.

**Course content:**

**Course aims**

- To develop the ability to use Chinese effectively for purposes of practical communication and reading comprehension in a variety of contexts.
- To establish the language and study skills required to promote and facilitate further study of Chinese.
- To deepen one's knowledge of Chinese culture and society.
- To be able to deliver presentation or write essay on a given topic.
- To improve your transferable skills.
- To bring the students to the equivalent of level B2, CEFR.

**The course is focused on the following communicative functions:**

- Expressing one's opinion.
- Giving an example.
- Presenting and appreciating a gift.
- Expressing concerns.
- Comparing.
- Describing things.
- Emphasizing an affirmation.
- Expressing modesty.
- Indicating a change.
- Making a summary.
- Giving encouragement.
- Making inquiries.
- Making estimations.
- Giving implicit response.
- Explaining.
- Indicating possibility.
- Initiating a topic of conversation.
- Making additional remarks.
- Stressing a point.

- Telling a story.
- Reproaching and questioning.
- Refusing.
- Talking about the climate.
- Making suggestions.
- Expressing surprise.
- Describing sequences of actions.
- Congratulating someone.
- Clarifying a point of view.
- Comforting and consoling.
- Making a decision.

**This course will focus on the following grammatical areas:**

- Separable verbs
- Negative comparison
- The rhetorical questions
- Sentences containing a series of verbs
- Resultative complements
- The reduplication of adjectives
- The structural particle “
- Sentences indicating the existence or emergence
- The complement of state
- Approximate numbers
- Potential complement
- The reduplication of nouns, measure words, and numeral measure word phrases
- Interrogative pronouns of indefinite denotation
- The subjectless sentence
- Interrogative pronouns of general denotation
- Fractions, percentages and multiples
- Flexible uses of interrogative pronouns

The course will also introduce 680 words and 280 Chinese characters.

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

**Indicative reading:**

**Key textbook**

New practical Chinese Reader, textbook and workbook, vol. 3, by Liu Xun, Beijing Language and Culture University Press, 2007 (the textbook comes with DVD or audio materials)

**Recommended Readings**

Rapid Reading in Chinese -- Elementary (Hanyu Yuedu Sucheng—Jichu pian) by Zheng Rui, Beijing Language and Culture University Press. 2002

Contemporary Chinese Vol. 4, Beijing University Publishing House. 2007.

Intermediate Chinese- A Grammar and Workbook by Yip Po-Ching and Don Rimmington. Routledge. 2002.

The materials provided by the teacher in Moodle.

**Assessment:** Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

## LN719

### Mandarin: Level 5 (Standard)

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Lijing Shi PEL 601H

**Pre-requisites:** Students should have successfully completed LSE Level 4 course or have learned equivalent content, see the description of "Communicative content" and "Structural Content" of Level 4 course (LN717 or LN718). Students are expected to demonstrate a high level of commitment to the course: Regular attendance, Completion of homework, and all pieces of continuous assessment. Dedicate at least two hours per week to coursework in addition to classes. Admission into the course after completion of the online test and upon tutor's approval during the Needs Analysis Interview. A very high level of fluency and the ability to do independent research into a chosen topic is expected, i.e. several years of intensive study of Mandarin at higher level, and also a

keen interest in current issues.

**Course content:**

**Course aims**

- To attain competence in a broad range of complex and non-routine tasks across a wide variety of contexts.
- To practise the ability to use Chinese effectively for purposes of practical communication and reading comprehension dealing with linguistically challenging tasks.
- To establish the skills, language and attitudes required to promote and facilitate further study of Chinese.
- To practise the ability to use Chinese effectively for purposes of oral and written communication.
- To establish specific linguistic skills and strategies required to communicate effectively.
- To understand/analyse fairly complex texts about current issues and Chinese culture.
- To involve students in planning the course contents according to their specific needs and interests.
- To bring students to the equivalent of level C1/C2 CEFR.

**Learners will have opportunities to practise:**

- Communication in the workplace, at university and in everyday situations.
- Participation in problem solving discussions.
- Exchanging specific information.
- Writing short essays.
- Participating in discussions: expressing an opinion, agreement, disagreement.
- Logical argumentation.
- Reading and summarising texts from various sources.
- Using language strategies selected from an extensive repertoire in order to meet changing requirements.
- Using language strategies to cope with specialised topics: i.e. business, law, culture, politics, management, current issues.
- Advanced language tasks with reference to Chinese society, contemporary issues, international relations, history and culture.
- Regular (group/individual) oral presentations.
- Group work discussion.
- Reading and summarising complex texts.
- Specific grammatical aspects of topical texts.
- Relevant grammatical issues for advanced and specialised communication.
- Students are to undertake independent research in their particular area of interest.
- Project work.
- Reading comprehension.
- Oral presentation.

This course will include revision of major grammatical points and key grammatical issues. The course will also introduce 580 words and 212 Chinese characters.

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

**Indicative reading:**

**Key textbook**

New practical Chinese Reader, textbook, vol. 4, by Liu Xun, Beijing Language and Culture University Press, 2007 (the textbook comes with DVD or audio materials)

**Assessment:** Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

## LN721

### French: Level One (Standard)

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr Francois Simon PEL.6.01k and Miss Florence Niclot PEL.6.01l

**Pre-requisites:** No previous knowledge required. All students welcome but they should:

- Demonstrate commitment to regular attendance, completion of



homework, completion of the dossier and all assessments.

- Dedicate at least one hour per week for coursework in addition to classes.

Students do not need to be experienced language learners to take this standard course.

It is compulsory for students to watch the beginners course guide video, available in the Language Centre website, or attend one of the information sessions.

#### **Course content:**

##### **Course aims**

- To develop the ability to use French effectively for purposes of practical communication and reading comprehension.
- To establish the skills, language and attitudes required to promote and facilitate further study of French.
- To bring students to level A1 of CEFR.

##### **Communicative Content:**

- Greet people.
- Introduce yourself and others.
- Giving and receiving information.
- Taste, likes and dislikes.
- Ask, give directions.
- Describe a place.
- Talk about your daily routine.
- Time, date.
- Ask for price, purchasing, ordering goods.

##### **Structural Content:**

- To be and to have.
- Definite, indefinite articles.
- First, second conjugation verbs + some common irregular verbs.
- Possessives adjectives.
- Negative forms.
- Prepositions. Numbers.
- Imperative.
- Forming questions.

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

**Formative coursework:** The students will be required to complete weekly language exercises.

##### **Indicative reading:**

- Textbook and exercise book as recommended by your teacher
- A dictionary as recommended by your teacher

**Assessment:** Continuous assessment (70%) in the MT, LT and ST. Oral examination (30%) in the LT.

## LN722

### **French: Level One (Fast Track)**

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr Francois Simon PEL.6.01k and Miss Florence Niclot PEL.6.01l

**Pre-requisites:** No previous knowledge required. All students welcome but they should :

- Demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments.
- Dedicate at least one hour per week for coursework in addition to classes.

Students do not need to be experienced language learners to take this standard course.

It is compulsory for students to watch the beginners course guide video, available in the Language Centre website, or attend one of the information sessions.

#### **Course content:**

##### **Course aims**

- To develop the ability to use French effectively for purposes of practical communication and reading comprehension.
- To establish the skills, language and attitudes required to promote and facilitate further study of French.
- To bring students to level A1 of CEFR.

#### **Communicative Content:**

- Greet people.
- Introduce yourself and others.
- Giving and receiving information.
- Taste, likes and dislikes.
- Ask, give directions.
- Describe a place.
- Talk about your daily routine.
- Time, date.
- Ask a price, purchasing, ordering goods.

#### **Structural Content:**

- To be and to have.
- Definite, indefinite articles.
- First, second conjugation verbs + some common irregular verbs.
- Possessives adjectives. Negative forms.
- Prepositions.
- Numbers.
- Imperative.
- Forming questions.

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

**Formative coursework:** The students will be required to complete weekly language exercises.

##### **Indicative reading:**

- Textbook and exercise book as recommended by your teacher
- A dictionary as recommended by your teacher

**Assessment:** Continuous assessment (70%) in the MT, LT and ST. Oral examination (30%) in the LT.

## LN723

### **French: Level Two (Standard)**

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr Francois Simon PEL.6.01K and Miss Florence Niclot PEL.6.01D

**Pre-requisites:** Students should have successfully completed LSE Level 1 course or have learned equivalent content, see description of "Communicative content" and "Structural Content" of Level 1 (LN721 or LN722). Students will have to: Demonstrate full commitment to regular attendance, completion of homework, and all pieces of continuous assessment. Dedicate at least two hours per week for coursework, in addition to classes.

Admission into the course after completing the online test and upon tutor's approval during the Needs Analysis Interview.

#### **Course content:**

##### **Course aims**

To bring students to level A2 of CEFR.

##### **Speaking**

- Use a series of phrases and sentences to describe in simple terms family and other people, living conditions, educational background and present or most recent work.
- Produce talks on simple topics relating to the Social Sciences.
- Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics.

##### **Writing**

- Write simple notes, messages and e-mails relating to matters in areas of immediate need or paragraphs or short essays in areas of interest relating to the Social Sciences.

##### **Listening**

- Understand phrases and the highest frequency vocabulary related not only to areas of most immediate personal relevance (e.g. personal and familiar information, shopping, local geography, and employment), but also to topic areas relating to the Social Sciences.

##### **Reading**

- Read short, simple texts, find specific, predictable information in everyday material such as advertisements, prospectuses, menus and timetables, and understand items of both personal and

professional written communication e.g. E-mail and web-based material + social science related articles.

**Communicative Content:**

- Introduce oneself and give personal information.
- Talk about your taste, likes and dislikes, political opinions.
- Asking, giving directions, describe a place. Talk about your activities and habit.
- Make an appointment, reschedule...Asking and giving help.
- Giving your opinion.
- Ask, accept and refuse, talk about price, quantity...Time, dates...
- Talk about past events.
- Describe a person, an object.
- Compare.
- Agree, disagree, justify your opinion.
- Talk about your plans and the future.

**Structural Content:** The scheme of work includes: Thorough revision of the basics:

- How to introduce oneself, Questions, Negative forms, Present tense etc.
- Past tenses: the basic combination of perfect (Passé composé) and imperfect (imparfait).
- Introduction to future tenses: Futur proche.
- Grammar: Verbs (Regular, irregular, reflexive).
- Articles (Definitive, indefinite, possessive).
- Pronouns (Direct, indirect, Y, EN).
- Prepositions...

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

**Formative coursework:** The students will be required to complete weekly language exercises.

**Indicative reading:**

- A textbook as recommended by your teacher

**Assessment:** Continuous assessment (70%) in the MT, LT and ST. Oral examination (30%) in the LT.

## LN724

### French: Level Two (Fast Track)

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr Francois Simon PEL.6.01K and Miss Florence Niclot PEL.6.01L

**Pre-requisites:** Students should have successfully completed LSE Level 1 course or have learned equivalent content, see description of "Communicative content" and "Structural Content" of Level 1 (LN721 or LN722). Students will have to: Demonstrate full commitment to regular attendance, completion of homework, and all pieces of continuous assessment. Dedicate at least two hours per week for coursework, in addition to classes.

Admission into the course after completing the online test and upon tutor's approval during the Needs Analysis Interview.

**Course content:**

**Course aims**

**Speaking**

- Use a series of phrases and sentences to describe in simple terms family and other people, living conditions, educational background and present or most recent work.
- Produce talks on simple topics relating to the Social Sciences.
- Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics.

**Writing**

- Write simple notes, messages and e-mails relating to matters in areas of immediate need or paragraphs or short essays in areas of interest relating to the Social Sciences.

**Listening**

- Understand phrases and the highest frequency vocabulary related not only to areas of most immediate personal relevance (e.g. personal and familiar information, shopping, local geography, and employment), but also to topic areas relating to the Social Sciences.

## Reading

- Read short, simple texts, find specific, predictable information in everyday material such as advertisements, prospectuses, menus and timetables, and understand items of both personal and professional written communication e.g. E-mail and web-based material + social science related articles.

To bring students to level A2 of CEFR.

**Communicative Content:**

- Introduce oneself and give personal information.
- Talk about your taste, likes and dislikes, political opinions.
- Asking, giving directions, describe a place.
- Talk about your activities and habits.
- Make an appointment, reschedule...
- Asking and giving help.
- Giving your opinion.
- Ask, accept and refuse, talk about price, quantity...
- Time, dates...
- Talk about past events.
- Describe a person, an object.
- Compare.
- Agree, disagree, justify your opinion.
- Talk about your plans and the future.

**Structural Content:** The scheme of work includes: Thorough revision of the basics:

- How to introduce oneself
- Questions
- Negative forms
- Present tense etc.
- Past tenses: the basic combination of perfect (Passé composé) and imperfect (imparfait).
- Introduction to future tenses: Futur proche. Grammar:
- Verbs (Regular, irregular, reflexive).
- Articles (Definitive, indefinite, possessive).
- Pronouns (Direct, indirect, Y, EN).
- Prepositions...

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

**Formative coursework:** The students will be required to complete weekly language exercises.

**Indicative reading:**

- A textbook as recommended by your teacher

**Assessment:** Oral examination (30%) in the LT. Continuous assessment (70%) in the MT and LT.

## LN727

### French: Level Three (Standard)

**This information is for the 2022/23 session.**

**Teacher responsible:** Miss Florence Niclot PEL.6.01L and Mr Francois Simon PEL.6.01K

**Pre-requisites:** Students should have successfully completed LSE Level 2 course or have learned equivalent content, see the description of "Communicative content" and "Structural Content" of Level 2 course (LN723 or LN724). Students should: Demonstrate full commitment to regular attendance, completion of homework, and all pieces of continuous assessment. Dedicate at least two hours per week for coursework, in addition to classes.

Admission into the course after completion of the online test and upon tutor's approval during the Needs Analysis Interview.

For students who are able to interact in a variety of familiar contexts without major difficulties but who do need to review and consolidate their French. This level can also be taken by GCSE students.

**Course content:**

**Course aims**

To bring students to level B1 of CEFR.

**Speaking and spoken interaction**

- Use a series of phrases and sentences to describe in simple

terms family and other people, living conditions, educational background and present or most recent work.

- Produce talks on simple topics relating to the Social Sciences.
- Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and express opinions in discussion of familiar topics.

#### Writing

- Write short simple notes, messages and e-mails relating to matters in areas of immediate need or paragraphs or short essays in areas of interest relating to the Social Sciences.

#### Listening

- Understand phrases and the highest frequency vocabulary related not only to areas of most immediate personal relevance (e.g. personal and familiar information, shopping, local geography, and employment), but also to topic areas relating to the Social Sciences.

#### Reading

- Read short and simple texts related to news and current issues, find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables, and understand items of both personal and professional written communication e.g. Email and web-based material + social science related articles.

#### Communicative Content:

- Introduce oneself, talk about opinions, beliefs, political views.
- Talk about daily activities. Make an appointment, reschedule, accept, refuse.
- Give your opinion and justify it.
- Talk about a past event, past experiences...Take/ give advice and make/respond to suggestions.
- Future plans and projects.
- Express a wish, a will.
- Express doubt, certainty, possibility. Express cause, consequence, obligation, aim.
- Structural Content: Consolidation of major grammatical points (direct, indirect pronouns y & en...).
- Perfect, past tenses, conditional.
- Present tense irregular verbs consolidation.
- Question formation with a wide range of tenses.
- Adjectives, place, agreement.
- Express duration (depuis, pendant, pour).
- Use of relative pronouns (qui/que, ce qui/ce que).

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

**Formative coursework:** The students will be required to complete weekly language exercises.

**Indicative reading:** A textbook, an exercise book, a dictionary and a grammar book as recommended by your teacher

**Assessment:** Oral examination (30%) in the LT. Continuous assessment (70%) in the MT and LT.

## LN728

### French: Level Three (Fast Track)

**This information is for the 2022/23 session.**

**Teacher responsible:** Miss Florence Niclot PEL.6.01L and Mr Francois Simon PEL.6.01K

**Pre-requisites:** Students should have successfully completed LSE Level 2 course or have learned equivalent content, see the description of "Communicative content" and "Structural Content" of Level 2 course (LN723 or LN724). Students should: Demonstrate full commitment to regular attendance, completion of homework, and all pieces of continuous assessment. Dedicate at least two hours per week for coursework, in addition to classes.

Admission into the course after completion of the online test and upon tutor's approval during the Needs Analysis Interview.

This level is suitable for students who learnt French for some time (a few years) a long time ago (secondary school). A good

foundation in the target language. Students express themselves with confidence or at least are willing to try. This level can also be taken by GCSE students.

#### Course content:

##### Course aims

To bring students to level B1 of CEFR.

##### Speaking and spoken interaction

- Use a series of phrases and sentences to describe in simple terms family and other people, living conditions, educational background and present or most recent work.
- Produce talks on simple topics relating to the Social Sciences.
- Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and express opinions in discussion of familiar topics.

##### Writing

- Write short simple notes, messages and e-mails relating to matters in areas of immediate need or paragraphs or short essays in areas of interest relating to the Social Sciences.

##### Listening

- Understand phrases and the highest frequency vocabulary related not only to areas of most immediate personal relevance (e.g. personal and familiar information, shopping, local geography, and employment), but also to topic areas relating to the Social Sciences.

##### Reading

- Read short and simple texts related to news and current issues, find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables, and understand items of both personal and professional written communication e.g. Email and web-based material + social science related articles.

##### Communicative Content:

- To introduce oneself, talk about opinions, beliefs, political views.
- Talk about daily activities.
- Make an appointment, reschedule, accept, refuse.
- Give your opinion and justify it.
- Talk about a past event, past experiences...Take/ give advice and make/respond to suggestions.
- Future plans and projects. Express a wish, a will. Express doubt, certainty, possibility.
- Express cause, consequence, obligation, aim.

##### Structural Content:

- Consolidation of major grammatical points (direct, indirect pronouns y & en...).
- Perfect, past tenses, conditional.
- Present tense irregular verbs consolidation.
- Question formation with a wide range of tenses.
- Adjectives, place, agreement. Express duration (depuis, pendant, pour).
- Use of relative pronouns (qui/que, ce qui/ce que).

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

**Formative coursework:** The students will be required to complete weekly language exercises.

**Indicative reading:** A textbook as recommended by your teacher

**Assessment:** Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

## LN729

### French: Level Four (Standard)

**This information is for the 2022/23 session.**

**Teacher responsible:** Miss Florence Niclot PEL.6.01L, Mr Francois Simon PEL.6.01K and Mr Jean Souvignet PEL.6.01K

**Pre-requisites:** Students should have successfully completed LSE Level 3 course or have learned equivalent content, see the description of "Communicative content" and "Structural Content" of Level 3 course (LN727 or LN728).

Students should: Demonstrate full commitment to regular attendance, completion of homework, and all pieces of continuous assessment; Dedicate at least one hour per week for coursework, in addition to classes. Admission into the course after completion of the online test and upon tutor's approval during the Needs Analysis Interview.

For anyone who wants to improve French. The student should have sufficient skills in all four skills as listed above.

**Course content:**

**Course aims**

**Speaking and spoken interaction**

- Connect phrases adequately in order to describe experiences events, hopes and ambitions.
- Briefly give reasons and explanations for opinions and plans relating to study or areas of interest relating to the Social Sciences.
- Enter unprepared into a conversation on topics that are familiar.
- Give your opinion and justify. Talk about a past event, past experiences... Take, give advice and suggest. Future plans and projects. Express a wish, a will. Express doubt, certainty.

**Writing**

- Write simple connected text on topics that are familiar or of personal interest.
- Write longer texts, which describe experiences and impressions, and write on areas of interest, which relate to the Social Sciences.
- Write an essay or report, passing on information or giving reasons in support of or against a particular point of view.

**Listening**

- Understand the main points of clear standard speech on familiar matters regularly encountered in work, university, leisure, etc.,
- Understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is in standard dialect.

**Reading**

- Understand texts that consist of high frequency everyday or job-related language, understand the description of events, feelings and wishes in personal communication.
- In areas relating to the Social Sciences, gist comprehension should be feasible in a variety of topics taken from a variety of authentic sources.

To bring students to level B2 of CEFR.

**Communicative content:**

- Talk about your daily activities. Make an appointment, reschedule, accept, refuse.
- Give your opinion and justify.
- Talk about a past event, past experiences...
- Take, give advice and suggest. Future plans and projects. Express a wish, a will.
- Express doubt, certainty.

**Structural content:**

- Major grammatical points ( direct, indirect pronouns, express cause, consequence, obligation, aim...).
- Perfect, past tenses, conditional. Present tense irregular verbs. Question words. Adjectives, place, agreement. Express duration.

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

**Indicative reading:** Manual, grammar book and dictionary as recommended by the teacher.

**Assessment:** Continuous assessment (70%) in the MT, LT and ST. Oral examination (30%) in the LT.

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## LN730

### French: Level Four (Fast Track)

**This information is for the 2022/23 session.**

**Teacher responsible:** Miss Florence Niclot PEL.6.01.L, Mr Francois Simon PEL.6.01.K and Mr Jean Souvignet PEL.6.01;K

**Pre-requisites:** Students should have successfully completed LSE Level 3 course or have learned equivalent content, see the

description of "Communicative content" and "Structural Content" of Level 3 course (LN727 or LN728).

Students should: Demonstrate full commitment to regular attendance, completion of homework, and all pieces of continuous assessment; Dedicate at least one hour per week for coursework, in addition to classes. Admission into the course after completion of the online test and upon tutor's approval during the Needs Analysis Interview.

For anyone who wants to improve French. The student should have sufficient skills in all four skills as listed above.

**Course content:**

**Course aims**

**Speaking and spoken interaction**

- Connect phrases adequately in order to describe experiences events, hopes and ambitions.
- Briefly give reasons and explanations for opinions and plans relating to study or areas of interest relating to the Social Sciences.
- Enter unprepared into a conversation on topics that are familiar.
- Give your opinion and justify. Talk about a past event, past experiences... Take, give advice and suggest. Future plans and projects. Express a wish, a will. Express doubt, certainty.

**Writing**

- Write simple connected text on topics that are familiar or of personal interest.
- Write longer texts, which describe experiences and impressions, and write on areas of interest, which relate to the Social Sciences.
- Write an essay or report, passing on information or giving reasons in support of or against a particular point of view.

**Listening**

- Understand the main points of clear standard speech on familiar matters regularly encountered in work, university, leisure, etc., understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is in standard dialect.

**Reading**

- Understand texts that consist of high frequency everyday or job-related language, understand the description of events, feelings and wishes in personal communication.
- In areas relating to the Social Sciences, gist comprehension should be feasible in a variety of topics taken from a variety of authentic sources.

To bring students to level B2 of CEFR.

**Communicative content:**

- Talk about your daily activities. Make an appointment, reschedule, accept, refuse.
- Give your opinion and justify.
- Talk about a past event, past experiences...
- Take, give advice and suggest. Future plans and projects. Express a wish, a will.
- Express doubt, certainty.

**Structural content:**

- Major grammatical points ( direct, indirect pronouns, express cause, consequence, obligation, aim...).
- Perfect, past tenses, conditional. Present tense irregular verbs. Question words. Adjectives, place, agreement. Express duration.

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

**Formative coursework:** The students will be required to complete weekly language exercises.

**Indicative reading:**

- A study-pack or a textbook as recommended by your teacher

**Assessment:** Continuous assessment (70%) in the MT, LT and ST. Oral examination (30%) in the LT.

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**LN735****French: Level Five (Writing)**

**This information is for the 2022/23 session.**

**Teacher responsible:** Miss Florence Niclot PEL 6.01I, Miss Stephanie Beltrando PEL.6.01 and Mr Francois Simon PEL.6.01k

**Pre-requisites:** 250 hours including self study, high mark at A-Level or B2/C1 CEFR level. Admission to the course upon completion of online level test and tutor's approval during needs analysis. If you are confident in speaking French but struggle with the writing, this course is right for you.

**Course content: Course aims** To establish the grammar awareness required to promote and facilitate further study of French. To bring students to level C1-C2 of CEFR. To develop students' grammatical and writing skills. To develop students' academic writing and methodology, critical and analytical skills, and intercultural competence.

**Communicative Content:** writing e-mails, formal letters, understanding articles, etc. Structural Content: Revision of the basics of French grammar. The function of the noun phrase, in more depth. Determiners. Articles. Verbs, tenses (revision, present, past future, conditional). In depth study of the subjunctive, present, past imperfect. The structure of complex sentences. Adverbs, prepositions and conjunctions. Any grammatical point needed by individual students and/by the group as a whole.

**Teaching:** 8 hours of classes in the MT. 11 hours of classes in the LT. 1 hour of classes in the ST.

This is a 20 hour-course. Please refer to the LSE timetable for course teaching arrangements.

**Indicative reading:** BLEND, CONJUGAISON, Hachette FRENCH GRAMMAR, Shaum's ATELIER GRAMMAIRE, Hachette. MODERN FRENCH GRAMMAR, Routledge. GRAMMAIRE PROGRESSIVE DU FRANCAIS VOL 2,3, Clé International. LES DIFFICULTES DE LA GRAMMAIRE FRANÇAISE, Clé International.

**Assessment:** Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

**LN738****French: Level 5 (European Issues)**

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr Pierre Dagonnot PEL 6.01, Miss Florence Niclot PEL 6.01I and Mr Francois Simon PEL 6.01k

**Pre-requisites:** 400 hours including self study (16+). Good A-Level pass.

More than eight years at secondary school level.

High level of ORAL fluency in the language.

Admission to the course upon completion of online level test and tutor's approval during needs analysis.

You will need to demonstrate during the interview a special interest in the topic.

**Course content:**

**Course aims**

- To develop the ability to use French effectively for purposes of practical communication and reading/listening comprehension with an understanding of the major social and political issues in France/Francophone countries from a European point of view.
- To bring students to level C1 - C2 of CEFR. Communicative

**Content:**

- To develop and describe particular points.
- To make an appropriate conclusion.
- To describe a situation.
- To describe the context of an event.
- To express and justify opinions.
- To agree, disagree and justify a choice.
- To introduce someone to the advantages and disadvantages of an option.
- To propose, accept or refuse. To negotiate and find a compromise.

- To conclude and adopt a resolution.
- To express feelings.
- To speak about an event (past/present/ future) and explain circumstances, causes and consequences.
- To debate and interact confidently in a discussion.

**Structural Content:**

- Listening comprehension, oral presentation, occasional revision of major grammatical points and key tenses and introduction to different registers and literary styles.
- Topical issues through the analysis of texts in French on a weekly basis such as: European integration from a French perspective, European Institutions, the constitution of the European Union, Economic and Monetary Union, Immigration in Europe, Languages and Education in Europe.

**Teaching:** 16 hours of classes in the MT. 4 hours of classes in the LT.

Please refer to the LSE timetable for course teaching arrangements.

**Indicative reading:** No textbook. "compilation de documents" to be distributed in class.

**Assessment:** Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

**LN741****French: Level 5 (Current Issues)**

**This information is for the 2022/23 session.**

**Teacher responsible:** Miss Florence Niclot PEL 6.01I and Mr Francois Simon PEL 6.01k

**Pre-requisites:**

- Good A-Level pass. More than eight years at school level.
- High level of ORAL fluency in the language.
- Admission to the course upon completion of online level test and tutor's approval during needs analysis.
- Students should be motivated to study and research independently.

**Course content:**

**Course aims**

- This is a proficiency course with a focus on current issues. To develop the ability to speak and interact confidently in French in a wide range of social contexts and situations and present clear, detailed descriptions of a wide range of subjects in the field of Social Sciences, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
- To develop the necessary intercultural skills which are needed in multicultural environments.
- To develop transferable skills to interact in debates and meetings.
- To read articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints and understand texts of a more generalist nature relating to relevant areas of the Social Sciences.
- To understand more complex factual texts relating to Politics, International History, Economics and other associated areas. To follow TV programs and recorded material in both general and subject specific areas.
- To bring students to level C1 of CEFR. Communicative Content: Advanced French language with reference to French speaking countries and contemporary issues and topics: International Relations, Media, Education, Gender, Race, Politics, Social Classes and Social Movements.
- To introduce a topic in the field of Social Sciences.
- To develop and describe particular points.
- To make an appropriate conclusion.
- To describe a situation.
- To describe the context of an event.
- To express and justify opinions. To agree, disagree and justify a choice.
- To introduce someone to the advantages and disadvantages of an option.
- To propose, accept or refuse.

- To negotiate and find a compromise.
- To conclude and adopt a resolution.
- To express feelings.
- To speak about an event (past/present/future) and explain circumstances, causes and consequences.
- To debate and interact confidently in a discussion. Structural Content: Reading and listening comprehension, oral presentation, occasional revision of major grammatical points and key tenses and introduction to different registers and literary styles.

Grammar : Indicative content :

- 1 All Pronouns.
- 2 Comparatives and superlatives.
- 3 Expression of duration, frequency, simultaneity. Most tenses including subjunctive.
- 4 Passive forms.
- 5 Expression of cause, consequence, circumstance and restriction.
- 6 Direct speech and indirect speech... "Marqueurs chronologiques". "Marqueurs logiques"

**Teaching:** 8 hours of classes in the MT. 11 hours of classes in the LT. 1 hour of classes in the ST.

This is a 20 hour-course. Please refer to the LSE timetable for course teaching arrangements.

**Indicative reading:** No textbook.

**Assessment:** Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

## LN742

### German: Level One (Standard)

**This information is for the 2022/23 session.**

**Teacher responsible:** Mrs Doris Hermann-Ostrowski PEL.6.01

**Pre-requisites:** All students welcome but they should: demonstrate commitment to regular attendance, completion of homework and all assessments; dedicate at least two hours per week for coursework in addition to classes. Students are not expected to be experienced language learners.

**Course content:**

**Course aims**

- To develop the ability to use German effectively for purposes of practical communication at a basic level in familiar domestic, work and social contexts.
- To establish the skills, language and attitudes required to promote and facilitate further study of German. To acquire basic literacy.
- To master the pronunciation of German sounds.
- To have basic knowledge of grammatical gender, word-formation, word-order in the sentence.
- To deal with a range of predictable simple language tasks using a limited range of language to meet the needs of differing but familiar situations and topics.
- To familiarise students with the background to German speaking countries, including culture and civil societies.
- To bring students to level A1 CEFR.

**Communicative Content:**

- Asking for and giving personal information, directions and opinions.
- Describing people, objects, feelings and places.
- Talking about likes and dislikes, expressing preferences and making comparisons.
- Talking about actions.
- Expressing intentions, ignorance and proposing alternatives.
- Expressing frequency.
- Talking about past events and experiences.
- Talking about habitual actions in the past.
- Talking about festive events, invitations, plans.
- Asking for and giving advice.

**Structural Content:** Introducing the basics of German in the following areas:

- Grammatical gender and plural of nouns.
- Present tense of regular, modal and some irregular/strong verbs.
- Direct and indirect objects; complements.

- Possessive pronouns.
- Prepositions taking the dative and/or accusative case.
- Present perfect of regular and irregular/strong verbs.
- Frequency adverbs; numbers.
- Combining of Perfect and Präteritum.
- Expressions of time.
- All three forms of the imperative.
- Introduction to subordinate clauses.

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

**Indicative reading:** Niebisch, Daniela (2006) Schritte International 1 - Kursbuch + Arbeitsbuch (Hueber) - ISBN 978-3-19-001851-2.

Niebisch, Daniela (2006) Schritte International 1 + 2 -

Intensivtrainer + Audio-CD (Hueber) - ISBN 978-3-19-011851-9.

Niebisch, Daniela (2009) Schritte International 1 - Glossar Deutsch-Englisch, Englisch-Deutsch (Hueber) ISBN 978-3-19-451851-3.

**Assessment:** Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

## LN744

### German: Level One (Fast Track)

**This information is for the 2022/23 session.**

**Teacher responsible:** Mrs Doris Hermann-Ostrowski  
Mr Florian Fischer

**Pre-requisites:** No previous knowledge of German required, but students should: demonstrate commitment to regular attendance, completion of homework and all assessments; dedicate at least two hours per week for coursework in addition to classes. Students are expected to be experienced language learners with a basic knowledge of English/German grammar terms.

**Course content:**

**Course aims**

- To develop the ability to use German effectively for purposes of practical communication at a basic level in familiar domestic, work and social contexts.
- To establish the skills, language and attitudes required to promote and facilitate further study of German. To acquire basic literacy.
- To master the pronunciation of German sounds.
- To have basic knowledge of grammatical gender, word-formation, word-order in the sentence.
- To deal with a range of predictable simple language tasks using a limited range of language to meet the needs of differing but familiar situations and topics.
- To familiarise students with the background to German speaking countries, including culture and civil societies.
- To bring students to level A1/A2 CEFR.

**Communicative Content:**

- Asking for and giving personal information, directions and opinions.
- Describing people, objects, feelings and places.
- Talking about likes and dislikes, expressing preferences and making comparisons.
- Talking about actions.
- Expressing intentions, ignorance and proposing alternatives.
- Expressing frequency.
- Talking about past events and experiences.
- Talking about habitual actions in the past.
- Talking about festive events, invitations, plans.
- Asking for and giving advice.

**Structural Content:** Introducing the basics of German grammar in the following areas:

- Grammatical gender and plural of nouns.
- Present tense of regular, modal and some irregular/strong verbs.
- Direct and indirect objects; complements.
- Possessive pronouns.
- Prepositions taking the dative and/or accusative case.
- Present perfect of regular and irregular/strong verbs.

- Frequency adverbs; numbers.
- Combining of Perfect and Präteritum.
- Expressions of time.
- All three forms of the imperative.
- Introduction to subordinate clauses.

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

**Indicative reading:**

- DaF kompakt neu A1, Kursbuch und Arbeitsbuch & 2 CDs (Ernst Klett Publishers) 2016, ISBN: 978-3-12-676313-4.

**Assessment:** Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

## LN746

### German: Level Two (Standard)

**This information is for the 2022/23 session.**

**Teacher responsible:** Mrs Doris Hermann-Ostrowski

**Pre-requisites:** Some previous knowledge of German at the A1 level CEFR is required, e.g. completion of the LSE Language Centre courses LN742 or LN744. This course is also suitable for re-starters, i.e. learners with some limited experience of learning German who have not studied or used the language for a number of years.

Students are not expected to be very experienced language learners, but they should:

- demonstrate commitment to regular attendance, completion of homework and all assessments;
- dedicate at least two hours per week for coursework in addition to classes.

Admission onto the course upon completion of an online level test and tutor's approval.

**Course content:**

**Course aims**

- To develop the ability to use German effectively for purposes of practical communication in familiar work and social contexts
- To establish the skills, language and attitudes required to promote and facilitate further study of German.
- To improve pronunciation and sentence intonation.
- To improve basic knowledge of grammatical gender, word-formation and word-order.
- To deal with a range of predictable simple language tasks using a limited range of language to meet the needs of differing but familiar situations and topics.
- To bring students to level A2 CEFR.

**Communicative Content:**

- Asking for and giving personal information, directions and opinions;
- Talking about actions, describing people, objects and places;
- Talking about likes, dislikes, expressing preferences and making comparisons.
- Expressing intentions, ignorance and proposing alternatives
- Expressing frequency
- Describing feelings, events and objects in the past
- Talking about habitual actions in the past
- Talking about festive events, invitations, plans
- Asking for and giving advice.

**Structural Content:** Introducing the basics of German grammar in the following areas:

- Grammatical gender and plural of nouns
- Adjectives and adjectival endings
- Present tense of regular, modal and some irregular/strong verbs
- Direct and indirect objects; complements
- Personal and possessive pronouns
- Prepositions taking the dative and/or accusative case
- Present perfect of regular and irregular/strong verbs
- Frequency adverbs; numbers

- Combining Perfect and Präteritum/Imperfekt;
- Expressions of time
- All three forms of the imperative;
- Word order in main and subordinate clauses..

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

**Indicative reading:** Niebisch, Daniela, Schritte International 2 - Kursbuch + Arbeitsbuch (Hueber, 2006) – ISBN 978-3190018529  
Niebisch, Daniela, Schritte International: Intensivtrainer mit Audio-CD 1 & 2160(Hueber, 2009) - ISBN 978-3190118519

Niebisch, Daniela, Schritte International 2 - Glossar Deutsch-Englisch, Englisch-Deutsch (Hueber, 2008) – ISBN 978-3194518520

**Assessment:** Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

## LN748

### German: Level Two (Fast Track)

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr Florian Fischer PEL.6.01

**Pre-requisites:** Some previous knowledge of German at the A1 level CEFR is required, e.g. completion of the LSE Language Centre courses LN742 or LN744. Students should also:

- demonstrate commitment to regular attendance, completion of homework and all assessments;
- dedicate at least two hours per week for coursework in addition to classes.

Admission into the course upon tutor's approval. All students must take the online aptitude test and gain permission of the tutor in their Needs Analysis Interview to take this course. Students are expected to be experienced language learners with a basic knowledge of English / German grammar terms.

**Course content:**

**Course aims**

- To develop the ability to use German effectively for purposes of practical communication in familiar work and social contexts
- To establish the skills, language and attitudes required to promote and facilitate further study of German.
- To improve pronunciation and sentence intonation.
- To improve basic knowledge of grammatical gender, word-formation and word-order.
- To deal with a range of predictable simple language tasks using a limited range of language to meet the needs of differing but familiar situations and topics.
- To bring students to level A2 CEFR.

**Communicative Content:**

- Asking for and giving personal information, directions and opinions;
- Talking about actions, describing people, objects and places;
- Talking about likes, dislikes, expressing preferences and making comparisons.
- Expressing intentions, ignorance and proposing alternatives
- Expressing frequency
- Describing feelings, events and objects in the past
- Talking about habitual actions in the past
- Talking about festive events, invitations, plans
- Asking for and giving advice.

**Structural Content:** Introducing the basics of German grammar in the following areas:

- Grammatical gender and plural of nouns
- Adjectives and adjectival endings
- Present tense of regular, modal and some irregular/strong verbs
- Direct and indirect objects; complements
- Personal and possessive pronouns
- Prepositions taking the dative and/or accusative case
- Present perfect of regular and irregular/strong verbs
- Frequency adverbs; numbers

- Combining Perfect and Präteritum/Imperfekt
- Expressions of time
- All three forms of the imperative;
- Word order in main and subordinate clauses

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

**Indicative reading:**

- DaF kompakt neu A2, Kursbuch und Arbeitsbuch + 2 Audio-CDs (Ernst Klett Publishers), 2016. ISBN: 978-3-12-676314-1.

**Assessment:** Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

## LN750

### German: Level Three (Standard)

**This information is for the 2022/23 session.**

**Teacher responsible:** Mrs Doris Hermann-Ostrowski PEL.6.01

**Pre-requisites:** Knowledge and skills of German at the A1/A2 level of CEFR are required, for example completion of the LSE Language Centre courses LN746 or LN748.

Participants should also:

- demonstrate commitment to regular attendance, completion of homework and all assessments
- dedicate at least two hours per week for coursework in addition to classes.

All students must take the online aptitude test and gain permission of the tutor in the Needs Analysis Interview to take this course.

**Course content:**

**Course aims:**

- To develop the ability to use German effectively for purposes of practical communication in familiar contexts
- To establish the skills, language and attitudes required to promote and facilitate further study of German
- To improve the pronunciation of German sounds and sentence intonation
- To improve reading comprehension, oral and listening skills as well as written communication
- To improve accuracy in using inflexions, gender and word-order in sentences.
- To enable students to follow and discuss social, political and economic issues related to German-speaking countries at a basic to intermediate language level
- To bring students to level A2/B1 CEFR

**Communicative Content:**

- Talking and writing about past events and experiences.
- Talking and writing about jobs and professions.
- Asking for and giving advice.
- Talking and writing about future plans.
- Describing the behaviour of people.
- Talking and writing about cultural and social events.
- Expressing your personal opinion in discussions and arguments.

**Structural Content:** Improving the contextual understanding and use of grammatical structures:

- Past and future tenses
- Expressions of time and frequency
- Word order in main and subordinate clauses
- Graduating modal verbs
- Introduction of subjunctive and passive voice.

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

**Indicative reading:** Niebisch, Daniela (2006). Schritte International 3 - Kursbuch + Arbeitsbuch (Hueber) – ISBN 978-3190018536. Niebisch, Daniela (2009) Schritte International 3 + 4 - Intensivtrainer + Audio-CD (Hueber) - ISBN 978-3190118533 Niebisch, Daniela (2009) Schritte International 3 - Glossar Deutsch-Englisch, Englisch-Deutsch (Hueber) ISBN 978-3194518537.

**Assessment:** Continuous assessment (70%) in the MT. Oral examination (30%) in the LT.

## LN751

### German: Level Three (Fast Track)

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr Jonathan Shipton PEL.6.01

**Pre-requisites:** Knowledge and skills of German at the A2 level of CEFR are required, for example completion of the LSE Language Centre courses LN746 or LN748.

Participants should also:

- demonstrate commitment to regular attendance, completion of homework and all assessments
- dedicate at least two hours per week for coursework in addition to classes.

All students must take the online aptitude test and gain permission of the tutor in the Needs Analysis Interview to take this course.

**Course content:**

**Course aims**

- To develop the ability to use German effectively for purposes of practical communication in familiar contexts
- To establish the skills, language and attitudes required to promote and facilitate further study of German
- To improve the pronunciation of German sounds and sentence intonation
- To improve reading comprehension, oral and listening skills as well as written communication
- To improve accuracy in using inflexions, gender and word-order in sentences.
- To enable students to follow and discuss social, political and economic issues related to German-speaking countries at a basic to intermediate language level
- To bring students to level B1 CEFR

**Communicative Content:**

- Talking and writing about past events and experiences.
- Talking and writing about jobs and professions.
- Asking for and giving advice.
- Talking and writing about future plans.
- Describing the behaviour of people.
- Talking and writing about cultural and social events.
- Expressing your personal opinion in discussions and arguments

**Structural Content:** Improving the contextual understanding and use of grammatical structures:

- Past and future tenses
- Expressions of time and frequency
- Word order in main and subordinate clauses
- Graduating modal verbs
- Introduction of subjunctive and passive voice

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

**Indicative reading:**

- DaF kompakt neu B1, Kursbuch und Arbeitsbuch + 2 Audio-CDs, (Ernst Klett Publishers), ISBN: 978-3-12-676315-8.

**Assessment:** Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

## LN752

### German: Level Four (Standard)

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr Jonathan Shipton PEL.6.01

**Pre-requisites:** Skills and knowledge at the A2/B1 level of the Common European Reference Framework for Languages.

Students should:

- demonstrate commitment to regular attendance, completion of



homework and all assessments;

- dedicate at least two hours per week for coursework in addition to classes.

All students must take the online aptitude test and gain permission of the tutor in the Needs Analysis Interview to take this course.

Students are not expected to be very experienced language learners.

**Course content:**

**Course aims**

- To develop the ability to use German effectively for purposes of practical communication in familiar contexts
- To establish the skills, language and attitudes required to promote and facilitate further study of German
- To improve the pronunciation of German sounds and sentence intonation
- To deal with a range of predictable simple language tasks using a range of language to meet the needs of differing but familiar situations and topics
- To enable students to understand simple authentic media texts and audio-visual material related to political, social and economic issues in German-speaking countries
- To enable students to discuss social, political and economic issues related to German-speaking countries
- To bring students to level B1/B2 CEFR

**Communicative Content:**

- Communicating about social, political and economic issues
- Communicating about professional life and future plans
- Expressing emotions, describing the behaviour of people
- Communicating about your studies and research
- Communicating about a variety of texts, e.g. literary, journalistic, academic etc.
- Expressing your opinion in discussions and arguments
- Arguing in favour or against possible actions

**Structural Content:** Developing a communicative and contextual understanding of a range of grammatical structures:

- Syntax of compound and complex sentences, use of connectors, valency of verbs
- Active and passive voice constructions in all tenses
- Use of indirect speech, and the subjunctive
- Participle constructions
- Nominalization
- Use of modal verbs and modal verb alternatives

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

**Indicative reading:** Upon teacher's advice:

- Aspekte neu B1 plus, Klett Verlag, ISBN: 978-3-12-605016-6

**Assessment:** Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

## LN753

### German: Level Four (Fast Track)

This information is for the 2022/23 session.

**Teacher responsible:** Dr Manuela von Papen, PEL.6.01

**Pre-requisites:** AS-level or A-level, or equivalent skills and knowledge at the B1/B2 level of the Common European Reference Framework for Languages.

**Participants should:**

- demonstrate commitment to regular attendance, completion of homework and all assessments;
- dedicate at least two hours per week for coursework in addition to classes.

All participants must take the online aptitude test and gain permission of the tutor in the Needs Analysis Interview to take this course.

**Course content:**

**Course aims**

- To enhance and expand previously acquired communicative

skills.

- To develop the ability to use German effectively for purposes of communication and comprehension in a variety of academic, social and work-related contexts.160
- To develop a high degree of linguistic independence and flexibility in German.
- To enable students to understand authentic newspaper texts and audio-visual contents related to political, social and economic issues in German-speaking countries.
- To enable students to converse fluently about a range of topics with native speakers.
- To enable students to express themselves in writing about a range of familiar topics related to political, social and economic issues.
- To enable students to express standpoints and opinions related to topical debates in German-speaking countries and to argue about the pros and cons of possible actions.
- To develop an advanced understanding of different structural aspects of the language (i.e. by using meta-language such as grammatical terms etc.).
- To bring students to level B2 CEFR.

**Communicative Content:**

- Communicating about jobs and professional life in detail;
- Communicating about social, political and economic topics;
- Communicating about future plans;
- Expressing emotions and describing the behaviour of people;160
- Communicating about studies and research;
- Communicating about a variety of texts, e.g. literary, journalistic, academic etc.;
- Communicating about cultural and social events; 160
- Expressing your opinion in discussions and arguments.160

**Structural Content:** Developing a communicative and contextual understanding of a range of grammatical structures encountered in authentic language:

- Syntax of compound and complex sentences, use of connectors, valency of verbs
- Active and passive voice constructions in all tenses
- Use of indirect speech, and the subjunctive160
- Participle constructions160
- Nominalization
- Use of modal verbs and modal verb alternatives

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

**Indicative reading:**

- Aspekte neu B2, Klett Verlag, ISBN: 978-3-12-605025-8

**Assessment:** Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

## LN754

### German: Level Five (Current Issues)

This information is for the 2022/23 session.

**Teacher responsible:** Mr Florian Fischer

**Pre-requisites:** Students are expected to

- demonstrate commitment to regular attendance, completion of homework and all assessments
- dedicate at least two160hours per week for coursework in addition to classes.

All students must take the online aptitude test and gain permission of the tutor to take this course after attending the Needs Analysis Interview.

**Course content:**

**Course aims**

- To retain, enhance and expand previously acquired communicative skills;
- To increase the ability to use German effectively for the purposes of advanced communication and comprehension in a variety of

- everyday, academic, and professional contexts;
- To develop an advanced understanding of German grammar;
- To develop the ability to communicate confidently in German about a wide range of subjects related to the field of Social Sciences;
- To bring course participants to level C1 of CEFR.

**Communicative Content:**

- Discussing and analysing contemporary social, political and cultural issues and developments in German-speaking countries and societies;
- Keeping up-to-date about developments in German-speaking countries by using German print and audio-visual media;
- Talking and writing about people and their professions in greater detail;
- Talking and writing about future research/study plans;
- Reading and discussing a variety of texts, e.g. literary, journalistic, academic etc.
- Expressing your opinion freely in discussions and arguments;
- Agreeing and disagreeing, negotiating;
- Speaking about events, explaining circumstances, causes and consequences;
- Debating and interacting confidently in a discussion.

**Structural Content:**

- In the context of the topics outlined above: revision of the most important grammatical structures and introduction to the lexical-grammatical characteristics of different registers and literary styles;
- Focus on forms and structures related to German for Academic Purposes.

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

**Indicative reading:** There is no set textbook for this course.

The tutor will provide material from a variety of print, audio and electronic sources. Please make use of the online resources provided by the course Moodle site. Students might want to acquire the following printed resources recommended for the advanced study of German:

- Wolski, Werner (2012). *Pons Kompaktwörterbuch Deutsch als Fremdsprache*, Stuttgart: Klett Verlag
- Durrell, M., Kohl, K., Loftus, G. and Kaiser, C., (2015). *Essential German Grammar* (2nd edition). London: Routledge.

**Assessment:** Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

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**LN758****Italian: Level One (Standard)**

**This information is for the 2022/23 session.**

**Teacher responsible:** Mrs Anna Giuffria PEL. 6.01

**Availability:** This is a non-credit bearing course available to all LSE students, staff, alumni and external clients.

**Pre-requisites:** No previous knowledge required. All students welcome but they should: Demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments. Dedicate at least one hour per week for coursework in addition to classes. Students do not need to be experience language learners to take this standard course.

**Course content:****Course aims**

- To develop the ability to use Italian effectively for purposes of practical communication at a survival level.
- To improve the 4 skills with special focus on listening and speaking.
- To be able to interact in Italian common situations.
- To acquire a good range of vocabulary.
- To have a good basis to continue in the study of the language at higher levels.
- To bring the students to level A1 of CEFR

**Communicative Content:** From the beginning of the course students will be encouraged to use the language and to learn and practise vocabulary.

**Functional content:**

- Asking for and giving personal information.
- Giving personal details, telephone number, asking where and when an event will take place.
- Introducing someone formally and informally, ask and give information on work, learning how to fill in forms.
- Talking about the family.
- Asking for and giving directions and information in situations such as: town, hotels, airport, etc.
- Talking about your daily routine.
- Talking about hobbies and free time.

**Structural Content:**

The course aims to provide the students with the basic grammar required to the construction of sentences which will enable them to carry on a short conversation on the topic mentioned above.

The structural content is broken down as follows:

- Nouns (gender and number).
- Adjectives.
- Definite and indefinite articles.
- Present, regular and irregular verbs.
- Conditional of volere.
- Simple and compound prepositions.
- Uses of the verb piacere.
- Direct pronouns.

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

**Indicative reading:** RETE 1. Corso multimediale d'italiano per stranieri, M. Mezzadri e P.E. Balboni . Guerra Edizioni. DIZIONARIO ITALIANO-INGLESE.

**Assessment:** Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

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**LN759****Italian: Level One (Fast Track)**

**This information is for the 2022/23 session.**

**Teacher responsible:** Mrs Anna Giuffria PEL. 6.01

**Pre-requisites:** No previous knowledge required. It may be suitable for re-starters. Demonstrate full commitment to regular attendance, completion of homework, completion of portfolio and all assessments. Dedicate at least two hours per week for coursework, in addition to classes. Students should be able to demonstrate a successful track record of learning languages.

**Course content:****Course aims**

To develop the ability to use Italian effectively for purposes of practical communication at a survival level.

- To improve the 4 skills with special focus on listening and speaking.
- To be able to interact in Italian common situations.
- To acquire a good range of vocabulary.
- To have a good basis to continue in the study of the language at higher levels.
- To bring the students to level A1/A2 of CEFR.

**Communicative Content:**

From the beginning of the course students will be encouraged to use the language and to learn and practise vocabulary.

**Functional content:**

- Asking for and giving personal information.
- Giving personal details, telephone number, asking where and when an event will take place.
- Introducing someone formally and informally, ask and give information on work, learning how to fill in forms, i.e. CVs.
- Talking about the family.
- Asking for and giving directions and information in situations

such as: town, hotels, airport, etc.

- Talking about your daily routine.
- Talking about hobbies and free time.
- Talking about past holidays.
- Express likes and dislike.

**Structural Content:** The course aims to provide the students with the basic grammar required to the construction of sentences which will enable them to carry on a short conversation on the topic mentioned above. The structural content is broken down as follows: Nouns (gender and number). Adjectives. Definite and indefinite articles. Present of regular and irregular verbs. Conditional of *volere*. Uses of the verb *piacere*. Simple and compound prepositions. Past tense with regular and irregular past participles. Direct pronouns. Indirect pronouns.

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST. This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

**Indicative reading:** ESPRESSO1 corso d'italiano. Luciana Ziglio. Giovanni Rizzo. Edizioni Alma. DIZIONARIO ITALIANO-INGLESE

**Assessment:** Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

## LN760

### Italian: Level Two (Standard)

**This information is for the 2022/23 session.**

**Teacher responsible:** Mrs Anna Giuffria PEL. 6.01

**Pre-requisites:** This is an elementary level course. Students should have previously learnt ... see description of "Communicative content" and "Structural Content" of Level 1 Standard (LN759). Students should: Demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments. Dedicate at least one hour per week for coursework in addition to classes. Admission onto the course upon completion of online level test and tutor's approval. This course may be suitable for re-starters.

**Course content:**

**Course aims**

- To develop the ability to use Italian effectively for purposes of practical communication and reading comprehension in familiar and social contexts.
- To establish the skills, language and attitude required to promote and facilitate further study of Italian at an intermediate level.
- To acquire the substantial information on Italy in relation to topics such as: economy, life style, education, jobs and history and social issues.
- The course also aims to revise and consolidate all the basic structures before advancing to more difficult language structures.
- Students will be encouraged to practise productive skill, speaking and writing, and to improve receptive skills, reading and writing. Students will also start to study or analyse more authentic than artificial material. At the end of the course students should be able to interact with native speakers and be confident in the use of the language in daily life situations. Students should also acquire the required level to continue the study of the language at level 3.
- To bring the students to level A2 of CEFR.

**Communicative Content:**

- Talking about your daily life, hobbies and social life.
- Asking and giving past and current information.
- Giving a summary of a past holiday.
- Talking about habitual actions in the past.
- Express likes, dislikes and preferences.
- Expressing opinion in simple context and making comparisons between people and things or events.
- Describing feeling and object in the past.
- Giving information about your education background.
- Talking about ideal jobs.
- Future plans.

**Structural Content:** Present tense of regular and irregular verbs. Past tense. Imperfect. Compound prepositions. Direct pronouns. Indirect pronouns. Simple future. Frequency adverbs. Comparatives and superlatives. Present conditional. Indefinites. *ci* & *ne*.

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

**Indicative reading:** ESPRESSO 2 CORSO DI ITALIANO

Libro dello studente ed esercizi

Maria Bali - Giovanna Rizzo ALMA EDIZIONI. DIZIONARIO ITALIANO-INGLESE

**Assessment:** Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

## LN761

### Italian: Level Three (Standard)

**This information is for the 2022/23 session.**

**Teacher responsible:** Miss Flavia D'Angelantonio PEL 6.01

**Pre-requisites:** This is a lower intermediate course. Students should have previously learnt ... see description of "Communicative content" and "Structural Content" of Level 2 (LN760). Admission into the course upon completion of level test and tutor's approval during the needs analysis session. For students who are able to interact in a variety of contexts without major difficulties.

**Course content:**

**Course aims**

- To develop the ability to use Italian effectively for purpose of practical communication and reading comprehension in a variety of contexts related to social sciences.
- To establish the skills, language and attitude required to promote and facilitate further study of Italian at advanced level.
- To acquire substantial information on Italy in relation to topics such as: politic, economy, life style, arts, history and social issues.
- To bring the students to level B1 of CEFR.

**Communicative Content:** ; Revision of elementary (level 2) course content, and introduction to new functional and grammatical items. Expressing wishes, plans for the future and doubts. Forbidding and suggesting. Giving opinions and judgements. Expressing hypothesis and certainty. Comparing possibilities. Describing national, regional economies. Describing people's character, positive and negative aspects. Acquiring the required vocabulary and structures to be able to communicate in a business situation with the use of the appropriate language register.

**Structural Content:** Revision of *passato prossimo* and *imperfetto*. Comparison between the two past tenses. Present conditional. Present subjunctive. Direct, indirect, combined, relative pronouns. Present and past conditional. Comparative and superlative with expressions. *Stare + gerundive*.

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

**Indicative reading:** Grammatica essenziale della lingua italiana (versione italiana). Marco Mezzadri. Edizioni Guerra. The teacher will integrate the materials of this book with authentic material from various sources such as: newspapers and magazines, internet, Italian text focussing on a specific skill. Students should have a bilingual dictionary and a general grammar book for their own reference. Ask the teacher for advice on the choice available on the market.

**Assessment:** Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

**LN764****Japanese: Level One (Standard)****This information is for the 2022/23 session.****Teacher responsible:** Dr Hua Xiang 601b, Pethick-Lawrence House**Pre-requisites:** No previous knowledge required. All students welcome but they should: Demonstrate commitment to regular attendance, completion of homework and completion of all assessments. Dedicate at least two hours per week for coursework in addition to classes. Students do not need to be experienced language learners to take this standard course.**Course content:****Course aims**

To develop the ability to use Japanese effectively for purposes of practical communication at survival level. To deal with a range of different social situations by using limited language skills. To read and write Hiragana and some Katakana. To develop language skills to meet the needs of differing but familiar situations and topics.

To establish the skills, language patterns and attitudes required to promote and facilitate further study of Japanese.

**Communicative Content:** Asking for and giving personal information and opinions. Talking about present and past actions.

Expressing frequency. Talking about recent events in the past.

Asking and describing locations. Making telephone calls (e.g. clients etc.). Describing people and places. Shopping and purchasing etc.

**Structural Content:** This course finishes up to Lesson 14 of the textbook. Verb "DESU" (affirmative, negative, past and non-past). Particles: WA, NO, MO, NI, GA etc. MASU-form (affirmative, negative, past and non-past) of verbs of motion, existence, action, giving and receiving. Demonstratives. Interrogatives. Numbers and counting system. Adverbs, adverbial expressions. I/NA-adjectives (affirmative, negative, past and non-past).**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

**Indicative reading:** Japanese for Busy People I Kana version (revised 3rd edition) available from The Japan Centre, 14-16 Regent Street, London, SW1Y 4PH.**Assessment:** Continuous assessment (70%) in the MT, LT and ST. Oral examination (30%) in the LT and ST.**LN766****Japanese: Level One (Fast Track)****This information is for the 2022/23 session.****Teacher responsible:** Dr Hua Xiang 601b, Pethick-Lawrence House**Pre-requisites:** No previous knowledge required. This course may be suitable for re-starters.

All students welcome but they should: Demonstrate commitment to regular attendance, completion of homework and completion of all assessments. Dedicate at least two hours per week for coursework in addition to classes. Students should be able to demonstrate a successful track record of learning languages.

**Course content:****Course aims**

To develop the ability to use Japanese effectively for purposes of practical communication at survival level. To deal with a range of different social situations by using limited language skills.

To read and write Hiragana, Katakana and about 30 Kanji. To develop language skills to meet the needs of differing but familiar situations and topics. To establish the skills, language patterns and attitudes required to promote and facilitate further study of Japanese.

**Communicative Content:** Asking for and giving personal information, and opinions. Talking about present and past actions. Expressing frequency. Talking about recent events in the past. Asking and describing locations. Making telephone calls (e.g. clients etc.). Describing people and places. Shopping and purchasing etc.**Structural Content:** This course finishes up to Lesson 14 of the textbook. Verb "DESU" (affirmative, negative, past and non-past).

Particles: WA, NO, MO, NI, GA etc., MASU-form (affirmative, negative, past and non-past) of verbs of motion, existence, action, giving and receiving. Demonstratives. Interrogatives. Numbers and counting system. Adverbs, adverbial expressions. I/NA-adjectives (affirmative, negative, past and non-past).

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

**Indicative reading:** Japanese for Busy People I Kana version (revised 3rd edition) available from The Japan Centre, 14-16 Regent Street, London, SW1Y 4PH.**Assessment:** Continuous assessment (70%) in the MT, LT and ST. Oral examination (30%) in the LT and ST.**LN768****Japanese: Level Two (Fast Track)****This information is for the 2022/23 session.****Teacher responsible:** Dr Hua Xiang 601b, Pethick-Lawrence House**Pre-requisites:** Previous knowledge of Japanese required:

appr. 40 hours of instruction. All students welcome but they should: Demonstrate full commitment to regular attendance, completion of homework and completion of all assessments. Dedicate at least two hours per week for coursework in addition to classes. Admission into the course upon the tutor's approval during the Needs Analysis Interviews. Students should be able to demonstrate a successful track record of learning languages.

**Course content:****Course aims**

To develop the ability to use Japanese effectively for purposes of practical communication and reading comprehension in familiar work and social contexts. To deal with a range of different social situations by using basic language skills. To read and write Hiragana, Katakana, and be able to read and write more than 70 Kanji. To execute predictable simple language tasks, using a limited range of language to meet the needs of differing but familiar situations and topics. To establish the skills, language and attitudes required to promote and facilitate further study of Japanese. To exchange personal information, including your studies and outside interests. To interpret documents and data containing some topical facts and figures of countries/places. Demonstrate an awareness of and ability to use formal and informal registers in a very limited social context. To handle survival situations at a basic linguistic level.

**Communicative Content:** Asking a person or offering to do something (e.g.: hold a meeting, party). Describing what you or someone else is doing. Ordering items for business needs, booking restaurants etc. Giving and receiving directions. Describing one's daily commute. Asking permission. Making requests. Refusing to follow instructions politely. Express desire, preference, likes and dislikes. Dining out with customers or friends. Reading some modified articles on current affairs. Making comparisons (comparative and superlative degree).**Structural Content:** Verb stem of MASU-form + MASHO/MASHO KA/MASEN KA. Verbs of transition. Verb stem of MASU-form + TAI DESU/TAKU NAI DESU. Verb TE-form : ...TE,...TE ; TE, KUDASAI/TE MO II DESU/KA/TE IMASU. Verb NAI-form: NAIDE KUDASAI. Expressions with GA. Interrogatives (DOYATTE and DONOGURAI). Adjectives (with ---NO HOGA, YORI and ICHIBAN). Connecting related sentences.**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

**Indicative reading:** Japanese for Busy People I Kana version (revised 3rd edition). On completion of Book I, first 3 lessons of Japanese for Busy People II Kana version (revised, 3rd edition)



available from The Japan Centre, 14-16 Regent Street, London, SW1Y 4PH.

**Assessment:** Continuous assessment (70%) in the MT, LT and ST. Oral examination (30%) in the LT and ST.

## LN769

### Japanese: Level Three (Fast Track)

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Hua Xiang 601b, Pethick-Lawrence House

**Pre-requisites:** Previous knowledge of Japanese required: 80 hours study including self-study and fluent in writing and reading Hiragana, Katakana and at least 50 Kanji. Students need to demonstrate full commitment to: regular attendance, completion of homework, completion of all assessments and portfolio. Have both an awareness of grammatical structures and an ability to use them. Dedicate at least two hours per week for coursework, in addition to classes. Only in exceptional circumstances students who do not fulfil these requirements will be admitted into the course upon approval of course co-ordinator. Students are expected to be able to read and write all Hiragana, Katakana and 50 Kanji.

**Course content:**

#### Course aims

To develop the ability to use Japanese effectively for purposes of practical communication and reading comprehension in familiar work and social contexts. To deal with a range of different social occasions by using limited language skills. To read and write Hiragana, some Katakana, and being able to read and write at least 100 Kanji. To execute predictable simple language tasks using a limited range of language to meet the needs of differing but familiar situations and topics. To establish the skills, language and attitudes required to promote and facilitate further study of Japanese. To be aware of the linguistic implications and use of the subjunctive and conditional modes. To use a broader range of vocabulary. To perform a variety of tasks in a wider range of factual, persuasive and expressive language contexts. To combine and recombine language elements to accomplish tasks.

**Communicative Content:** Consulting someone about what to buy as a souvenir; Asking about someone's preference for food, drink, etc.; Stating or asking for an opinion about two or more items in comparison with one another; Stating size or characteristics of items you wish to buy; Indicating your preferred method of payment; Talking about your family, their interests and the kinds of gifts that make them happy; Describing lost items; Describing characteristics of a person, place, or things; Talking about routines and habits; Talking about interests and things you want to learn; Talking about travelling in Japan and Japanese cultural experiences; Talking about your health; Stating or confirming the progress of preparations; Talking about changes that in a town; Describing your personal effects; Talking about schedules; Communicating your intentions in relation to the near future; Confirming the details of trip; Talking about problems; explaining solutions. Referring to indefinite places, things or people; Making comparisons; Getting information or advice; Stating decisions; Connecting related sentences; Describing ongoing actions or states in effect.

**Structural Content:** Plain form of verbs; Expressions of frequency; Talking about past experiences; Using the adverbial forms of adjectives to modify verbs; Making strong suggestions; Asking for and offering explanations; Detailing a sequence of events; Plain forms of adjectives and nouns; Using direct and indirect quotations; Forming modifying clauses; Giving a reason; Expressing potentiality; Expressing uncertainty; Talking about future events coming into being; Making hypothetical statements; Making conditional statements; Expressing necessity.

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

**Indicative reading:** Japanese for Busy People II (Revised 3rd Edition), available from The Japan Centre, 14-16 Regent Street,

London, SW1Y 4PH.

**Assessment:** Continuous assessment (70%) in the MT, LT and ST. Oral examination (30%) in the LT and ST.

## LN772

### Russian: Level One (Standard)

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Olga Sobolev PEL 6.01a and Mrs Natalia Bershanski

**Pre-requisites:** No previous knowledge required. For all students who aim to acquire survival level of proficiency in Russian.

**Course content:**

#### Course aims

- to develop an ability to use Russian effectively for the purposes of practical communication at a survival level.
- To deal with a range of simple predictable language tasks (using limited vocabulary and linguistic structures) in order to meet language needs of everyday situations and topics.
- To establish linguistic skills and attitudes required for promoting and facilitating further study of Russian.
- To bring the students towards level A1 of CEFR 160

**Communicative content:** The course is focused on the following aspects:

- Exchanging personal information, including studies, daily routine and outside interests;
- Interpreting documents and data, containing some topical facts and figures of a country/place;
- Giving basic descriptions of people, objects and places; expressing basic preferences and opinion;
- Demonstrating awareness and ability to use formal and informal registers in a very limited social context;
- Handling survival situations at a basic linguistic level.

**Structural Content:** The course covers basic vocabulary required for communication functions and focuses on the following linguistic structures (the language command in these areas is expected to be appropriate to the level and task with differentiation of recognition and active usage):

- Gender of nouns; nouns & personal pronouns in singular in all cases;
- Adjectives and possessive pronouns;
- Formation of plural; expression of possession;
- Present & past tense of the verbs, imperative; cardinal numerals;
- Basic adverbs; simple impersonal constructions; basic expressions of time.

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

**Indicative reading:**

- Course Book - John Langran & Natalya Veshnieva, Ruslan Russian -1, 5th edition 2012. ISBN: 978-1899785834
- Optional - N. Bitekhina et al, Living Russian Grammar, Moscow: CREF, 2003, ISBN-13: 978-0954433307160

**Assessment:** Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

## LN773

### Russian: Level One (Super Standard)

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Olga Sobolev PEL 6.01a and Mrs Larisa Leifland Berntsson

**Pre-requisites:** No previous knowledge of Russian required, but students should: demonstrate commitment to regular attendance, completion of homework and all assessments; dedicate at least two hours per week for coursework in addition to classes. Students are expected to be experienced language learners and/or

to have a good command in at least two foreign languages.

**Course content:**

**Course aims**

- To bring students' knowledge of written and spoken Russian up to low intermediate level, corresponding to level A1/A2 of CEFR. Students will be ready to take exams (at the end of the Lent Term) and obtain the International TORFL Certificate (Test of Russian as a Foreign Language).
- To develop an ability to use Russian effectively for the purposes of practical communication in familiar work and social contexts.
- To deal with a variety of predictable simple language tasks (using limited vocabulary and linguistic structures) to meet the needs of everyday situations and topics.
- To familiarise students with the background to Russian speaking countries, including culture and civil societies.
- To establish linguistic skills and attitudes required for promoting and facilitating further study of Russian.

**Communicative Content:** The course is focused on the following aspects:

- Exchanging personal information, including studies, daily routine and outside interests;
- Interpreting documents and data, containing some topical facts and figures of a country/place;
- Expressing preferences and intentions;
- Giving advice; giving simple descriptions of people, objects places and weather;
- Demonstrating awareness and ability to use formal and informal registers in a limited social context; handling a variety of survival situations at a elementary linguistic level.

**Structural Content:** The course covers elementary vocabulary required for communicative functions and focuses on the following linguistic structures (the command in these areas is expected to be appropriate to the level and task with differentiation of recognition and active usage):

- Gender of nouns; nouns & personal pronouns;
- Adjectives & possessive adjectives in singular in all cases;
- Formation of plural; expression of possession;
- Basic usage of short adjectives;
- Present, past & future tense of the verbs;
- Imperative; reflexive verbs; basic verbs of motion;
- Cardinal & basic ordinal numerals;
- Wider range of adverbs;
- Simple impersonal constructions;
- Expressions of time.

**Teaching:** 24 hours of classes in the MT. 33 hours of classes in the LT. 3 hours of classes in the ST.

This is a 60 hour-course. Please refer to the LSE timetable for course teaching arrangements.

**Indicative reading:**

- Course Book - Svetlana Le Fleming & Susan Kay, Colloquial Russian, London: Routledge, 2017, ISBN-13: 978-1138208520
- Optional - N. Bitekhina et al, Living Russian Grammar, Moscow: CREF, 2003, ISBN-13: 978-0954433307

**Assessment:** Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

## LN774

### Russian: Level Two (Standard)

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Olga Sobolev PEL 6.01a and Mrs Natalia Bershadski

**Pre-requisites:** For all students who aim to reach functional level of proficiency in Russian.

Language skills and knowledge of Russian at the A1 level of the Common European Reference Framework for Languages; 100 hours of language learning (including self-study).

All students must gain permission of the tutor in the Needs Analysis Interview to take this course.

**Course content:**

**Course aims**

- To bring students' knowledge of written and spoken Russian up to low intermediate level, corresponding to level A2 of CEFR. Students will be ready to take exams (at the end of the Lent Term) and obtain the International TORFL Certificate (Test of Russian as a Foreign Language).
- To develop an ability to communicate effectively in Russian (using high-frequency vocabulary and structures) in everyday work and social situations.
- To improve pronunciation and sentence intonation.
- To improve basic knowledge of grammatical gender, word-formation and word-order.
- To deal with a range of predictable simple language tasks using a limited range of language to meet the needs of differing but familiar situations and topics.
- To establish linguistic skills and attitudes required for promoting and facilitating further study of Russian.

**Communicative Content:** The course is focused on the following aspects:

- Thorough revision of the basic linguistic structures;
- Exchanging personal information and discussing the most common aspects of culture and current issues in Russia (e.g. education, mass media, festivals);
- Interpreting documents and data, containing a range of topical facts and figures of a country/place;
- Expressing preferences, intentions and opinions; giving advice and proposing alternatives;
- Making comparisons;
- Giving descriptions of people (including character), objects, places, weather & journeys;
- Demonstrating awareness and ability to use formal and informal registers in a limited social context; handling a variety of everyday situations on an adequate linguistic level (relevant high-frequency vocabulary and structures).

**Structural Content:** The course covers basic vocabulary required for communicative functions and focuses on the following linguistic structures (the language command in these areas is expected to be appropriate to the level and task with differentiation of recognition and active usage):

- Nouns, adjectives, personal & possessive pronouns in singular and plural in all cases;
- Demonstrative pronouns in all cases;
- Short adjectives; comparative adjectives & basic superlatives;
- Conjugation of verbs in all tenses; verbs of motion and prefixed verbs of motion;
- Introduction to aspects;
- Conjugation cardinal & ordinal numerals;
- Expressions of time and date;
- Expressions of purpose;
- Introduction to subjunctive mood.

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

**Indicative reading:**

- Course Book - Svetlana Le Fleming & Susan Kay, Colloquial Russian, London: Routledge, 2017 (chapters 8-18); ISBN-13: 978-1138208520
- Optional - N. Bitekhina et al, Living Russian Grammar, Moscow: CREF, 2003, ISBN-13: 978-0954433307

**Assessment:** Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

## LN775

### Russian: Level Three (Standard)

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Olga Sobolev PEL 6.01a and Mrs Larisa Leifland Bertsson

**Pre-requisites:** For all students who aim to reach the Advanced

level of proficiency in Russian.

Language skills and knowledge of Russian at the A2 level of the Common European Reference Framework for Languages; 180 hours of language learning (including self-study).

All students must gain permission of the tutor in the Needs Analysis Interview to take this course.

**Course content:**

**Course aims**

- To bring students' knowledge of written and spoken Russian up to higher intermediate/advanced level, corresponding to level B1 of CEFR. Students will be ready to take exams (at the end of the Lent Term) and obtain the International TORFL Certificate (Test of Russian as a Foreign Language).
- To develop an ability to communicate effectively in Russian (using high-frequency vocabulary and structures) in a variety of social situations.
- To enable students to follow and discuss social, political and economic issues related to Russian-speaking countries at an intermediate to advanced language level
- To establish linguistic skills and attitudes required for promoting and facilitating further study of Russian.

**Communicative Content:** The course is focused on the following aspects:

- linguistic implications and use of the subjunctive and conditional modes;
- mastering a broader range of vocabulary; performing a variety of tasks in a wider range of factual, persuasive and expressive language contexts;
- combining and recombining language elements to accomplish tasks; reviewing and analysing key issues within a topic studied;
- summarising the main ideas of a short document in a target language.

**Structural Content:** The course covers a wide range of vocabulary required for communicative functions and focuses on the following linguistic structures (the command in these areas is expected to be appropriate to the level and task):

- aspects of verbs;
- comparative and superlative adjectives and adverbs;
- negative and indefinite adverbs; subjunctive mood; participles and gerunds;
- compound sentences & syntactic structures.

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

**Indicative reading:** Olga Sobolev, Natasha Bershadski et al, *Colloquial Russian 2*, Routledge, 2018, ISBN-13: 978-1138098015  
Additional:

- Terence Wade, *A Comprehensive Russian Grammar*, Blackwell, 2010, ISBN-13: 978-1138098015
- T.R. Beyer, *501 Russian Verbs*, 2008, ISBN: 978-0764137433
- Oxford Russian Dictionary, eds M.Wheeler, B. Unbegaun & D. Thompson, Oxford University Press, ISBN: 978-0198614203

**Assessment:** Continuous assessment (70%) in the MT, LT and ST. Oral examination (30%) in the LT and ST.

## LN776

### Russian: Level Four (Standard)

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Olga Sobolev PEL 6.01a and Mrs Elena Dearden

**Pre-requisites:** For all students who aim to reach proficiency in Russian.

Language skills and knowledge of Russian at the B1 level of the Common European Reference Framework for Languages; 250 hours of language learning (including self-study).

All students must gain permission of the tutor in the Needs Analysis Interview to take this course.

**Course content:**

**Course aims**

- To bring the students to level B2 of CEFR. Students will be ready to take exams (at the end of the Lent Term) and obtain the International TORFL Certificate (Test of Russian as a Foreign Language).
- To consolidate students' command of written and spoken Russian.
- To gain an insight into aspects of social, political and cultural life in Russia and other Russian speaking countries.
- To establish linguistic skills and attitudes required for promoting and facilitating further study of Russian.

**Communicative Content:** At the end of the programme students will be able to demonstrate competence in the use of communicative functions in the four skills (oral, aural, reading, writing) by:

- showing competence in the use of complex and technical language in a variety of contexts and with a substantial requirement to select and adapt appropriate language strategies;
- being able to respond to a wide range of spontaneous foreign language interventions;
- being able to use a variety of sources (print, audio, video, IT based);
- handling factual knowledge within specific perspective;
- being able to produce, in a coherent and structured way, an oral presentation and a written work within the framework of studied topics;
- being able to grasp the main ideas of a document in a target language and produce a coherent summary in English.

**Structural Content:**

- This course is focused on discussion, gist translation and essay work, based on extracts from newspaper articles, recorded materials and topical texts.
- All major grammatical areas are revised and covered in depth; particular attention is paid to syntax. In written work the emphasis is on structure and register of the language.
- The language command in these areas is expected to be appropriate to the level and task with the emphasis on active usage.

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

**Indicative reading:** The course is based on the current Russian press and media materials.

**Optional:**

- Olga Sobolev, Natasha Bershadski et al, *Colloquial Russian 2*, Routledge, 2018, ISBN-13: 978-1138098015
- Terence Wade, *A Comprehensive Russian Grammar*, Blackwell, 2010 ISBN: 978-1405136396

**Assessment:** Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

## LN778

### Spanish: Level One (Standard)

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr Pablo Sánchez-García PEL 6.01

**Pre-requisites:** No previous knowledge required. All students welcome but they should: Demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments. Dedicate at least one hour per week for coursework in addition to classes. Student profile: For students whose first language is English but are not fluent (B1 CEFR) in any other Indo European language.

**Course content:**

**Course aims**

- To develop the ability to use Spanish effectively for purposes of practical communication at a survival level.
- To deal with a range of predictable simple language tasks using a limited range of language to meet the needs of differing but

familiar situations and topics.

- To establish the skills, language and attitudes required to promote and facilitate further study of Spanish.
- To bring the students to level A1 of CEFR.

**Course content:** Communicative content:

- Asking for and giving personal information, directions and opinions.
- Describing people, objects and places.
- Talking about likes and dislikes
- Expressing preferences
- Talking about present actions
- Expressing intentions, ignorance, proposing alternatives
- Expressing frequency
- Describing what has happened.

**Structural content:** Present tense, Gender and plural of nouns and adjectives, Direct and indirect object pronouns, Reflexive pronouns, The present continuous, The gerund, Frequency adverbs, The present perfect.

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

**Indicative reading:** Study pack

**Assessment:** Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

## LN779

### Spanish: Level One (Fast Track)

**This information is for the 2022/23 session.**

**Teacher responsible:** Teacher tbc

Please contact m.coca@lse.ac.uk for queries regarding this course

**Pre-requisites:** No previous knowledge required. It may be suitable for re-starters. Demonstrate full commitment to regular attendance, completion of homework, completion of portfolio and all assessments. Dedicate at least two hours per week for coursework, in addition to classes. Student profile: Students should be able to demonstrate a successful track record of learning languages.

**Course content:**

**Course aims**

- To develop the ability to use Spanish effectively for purposes of practical communication in familiar work and social contexts.
- To deal with a range of predictable simple language tasks using a limited range of language to meet the needs of differing but familiar situations and topics.
- To establish the skills, language and attitudes required to promote and facilitate further study of Spanish.
- To bring the students to level A1/A2 of CEFR.

**Communicative content:**

- Asking for and giving personal information, directions and opinions.
- Describing people, objects and places.
- Talking about likes and dislikes.
- Expressing preferences,
- Talking about present actions.
- Expressing frequency.
- Describing what has happened.
- Talking about past events.
- Making comparisons.
- Talking about future plans.

**Structural content:** Present tense, Gender and plural of nouns and adjectives, Direct and indirect object pronouns, Reflexive pronouns, The present continuous, The gerund, Frequency adverbs, Introduction to past tenses: pretérito perfecto e indefinido, Time expressions. Indefinite adjectives and pronouns. Introduction to future tenses.

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for

course teaching arrangements.

**Indicative reading:** Study pack

**Assessment:** Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

## LN780

### Spanish: Level Two (Standard)

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr Esteban Lozano PEL.6.01

**Pre-requisites:** This is an elementary level course. Students should have previously learnt ...see description of "Communicative content" and "Structural Content" of Level 1 Standard (LN778). Students should: Demonstrate commitment to regular attendance, completion of homework, completion of dossier of evidence and all assessments. Dedicate at least one hour per week for coursework in addition to classes. Admission onto the course upon completion of online level test and tutor's approval. Student profile: Students who can handle a range of basic activities relating to work, study or time spent in the country. This course may be suitable for re-starters.

**Course content:**

**Course aims**

- To use Spanish effectively for purposes of practical communication and reading comprehension in familiar work and social contexts.
- To establish the skills, language and attitudes required to promote and facilitate further study of Spanish.
- To bring the students to level A2 of CEFR.

**Communicative content:**

- Talking about present events and experiences.
- Talking about past events and experiences.
- Describing feelings, people and objects in the past.
- Talking about habitual actions in the past. Making comparisons.
- Talking about future plans.
- Asking for and giving advice.

**Structural content:** Contrast between Ser and Estar. Some cases. Presente de Indicativo. Introduction to past tenses (pretérito indefinido, perfecto e imperfecto) Time expressions. Use of some prepositions. Indefinite adjectives and pronouns. Introduction to future tenses. Introduction to the imperative. Pronouns: Objeto directo e indirecto. Comparative clauses

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

**Indicative reading:** Study Pack. The course teacher will advise on the relevant grammar book at the beginning of the course.

**Assessment:** Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT and ST.

## LN781

### Spanish: Level Two (Fast Track)

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Roser Martínez-Sánchez PEL 6.01 g

**Pre-requisites:** This is an elementary course. Students should have previously learnt ...see description of "Communicative content" and "Structural Content" of Level 1 Fast Track (LN779) or level 2 Standard (LN780). Admission into the course upon completion of level test and tutor's approval during the needs analysis sessions. Student profile: Students who can already communicate on simple topics related to personal experience.

**Course content:**

**Course aims**

- To develop the ability to use Spanish effectively for purposes of practical communication in a variety of contexts.
- To establish the skills, language and attitudes required to promote



and facilitate further study of Spanish.

- To bring the students to level A2/B1 of CEFR.

**Communicative content:**

- Talking about past events and experiences.
- Talking about present events and experiences.
- Describing places, feelings and objects.
- Talking about habitual actions in the past.
- Making comparisons.
- Talking about future plans.
- Asking for and giving advice.
- Expressing wishes, plans for the future and doubts.
- Forbidding and suggesting.
- Giving opinions and judgements.
- Expressing hypothesis and certainty.
- Giving opinions.
- Expressing agreement.
- Talking about current issues: immigration, business, developing countries, Internet, etc.

**Structural content:**

- Revision of present tenses.
- Combination of past tenses: pretérito perfecto, pretérito imperfecto, pretérito indefinido.
- Interrogative pronouns.
- Comparative clauses.
- Prepositions.
- Relative clauses. "Por" y "para".
- Time expressions.
- Pronouns: Complemento directo e indirecto.
- Indefinite adjectives and pronouns.
- Future tenses.
- The imperative: negative and positive.
- Introduction to the subjunctive. Impersonal clauses

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

**Indicative reading:** Study Pack. The course teacher will advise on the relevant grammar book at the beginning of the course.

**Assessment:** Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

## LN782

### Spanish: Level Three (Standard)

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr Esteban Lozano PEL 6.01

**Pre-requisites:** This is a lower intermediate course. Students should have previously learnt ... see description of "Communicative content" and "Structural Content" of Level 2 Fast Track (LN781). Admission into the course upon completion of level test and tutor's approval during the needs analysis session. For students who are able to interact in a variety of familiar contexts without major difficulties.

**Course content:**

**Course aims**

- To develop the ability to use Spanish effectively for purposes of practical communication and reading comprehension and reading comprehension in a variety of contexts.
- To establish the skills, language and attitudes required to promote and facilitate further study of Spanish.
- To bring the students to level B1 of CEFR.

**Communicative content:**

- Describing people and places.
- Talking about the past.
- Relating actions in the past.
- Expressing wishes plans for the future and doubts.
- Summarizing.
- Giving opinions and judgements.
- Expressing hypothesis and certainty.
- Comparing possibilities.

**Structural content:**

- Revision of past tenses.
- Contrast of past tenses.
- Time expressions.
- Contrast between Ser and Estar.
- Links between clauses.
- Introduction to the subjunctive.
- Future and conditional.
- Imperative positive and negative.
- Introduction to the subjunctive: expressing likes and dislikes, plans for the future, expressing hope and fear, "I don't think".
- Impersonal clauses.
- Conditional tense

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

**Indicative reading:** Study Pack. The course teacher will advise on the relevant grammar book at the beginning of the course.

**Assessment:** Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

## LN783

### Spanish: Level Three (Fast Track)

**This information is for the 2022/23 session.**

**Teacher responsible:** Teacher tbc

Please contact m.coca@lse.ac.uk for queries regarding this course

**Pre-requisites:** This is an intermediate course and students should have previously learnt ... see the description of "Communicative content" and "Structural Content" of Level 3 Standard (LN782).

Admission into the course upon completion of level test and tutor's approval during the needs analysis session. Student profile: Students deal successfully with basic activities relating to work, study or time spent in Spanish speaking countries and are able to briefly give reasons and explanations for opinions and plans relating to study or professional areas of interest.

**Course content:**

**Course aims**

- To develop the ability to use Spanish effectively for purposes of practical communication and reading comprehension and reading comprehension in a variety of contexts.
- To establish the skills, language and attitudes required to promote and facilitate further study of Spanish.
- To bring the students to level B1/B2 of CEFR.

**Communicative content:**

- Expressing wishes, feelings, plans for the future and doubts.
- Forbidding and suggesting.
- Giving opinions and judgements.
- Expressing hypothesis and certainty.
- Describing people, places.
- Talking about past experiences and events.
- Talking about current issues: green issues, gender issues, immigration, family changes, scientific developments, cinema, human rights issues, etc.
- Paraphrasing

**Structural content:** Contrast between Ser and Estar. Relative clauses. Contrast between pretérito indefinido and pretérito perfecto. Pretérito pluscuamperfecto. Contrast of past tenses. Present of Subjunctive. Consecutive, final and causal clauses. Impersonal clauses. "Se" in impersonal clauses. Links between clauses Imperative negative and positive. Future and Conditional Tenses. Time expressions. "Por" and "Para". Pretérito imperfecto de Subjunctive. Conditional clauses. Reported speech.

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

**Indicative reading:** Study Pack. The course teacher will advise on the relevant grammar book at the beginning of the course.

**Assessment:** Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

## LN785

### Spanish: Level Four (Standard)

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr Esteban Lozano PEL. 6.01

**Pre-requisites:** This is a higher intermediate course. Students should have previously learnt ... see the description of "Communicative content" and "Structural Content" of Level 3 Fast Track (LN783). Admission into the course upon completion of level test and tutor's approval during the needs analysis session. Student profile: For students who are already able to explain points of view on topical familiar issues giving the advantages and disadvantages of various options.

**Course content:**

**Course aims**

- To develop the ability to use Spanish effectively for purposes of practical communication and reading comprehension dealing with complex work tasks.
- To establish the skills, language and attitudes required to promote and facilitate further study of Spanish.
- To bring the students to level B2 of CEFR.

**Communicative content:**

- Expressing emotions and feelings.
- Expressing desires and preference.
- Expressing suggestions, advice and opinions.
- Paraphrasing.
- Organising a complex oral speech.
- Organising a complex written discourse.
- Summarising.
- Talking about :Politics in Spain and Latin America, Indigenous communities, Human rights issues, gender issues, Censorship and media, Art, green issues, etc.

**Structural content:**

- Revision of present tenses.
- Revision of past tenses.
- Contrast between Ser and Estar.
- Impersonal clauses.
- Causal, consecutive and final clauses.
- Subjunctive tenses and their use.
- Conditional clauses. Links.
- Reported speech.
- Relative clauses.
- Use of prepositions "por" and "para".
- Forming words.
- Idiomatic expressions.
- Perífrasis verbales.

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

**Indicative reading:** Study Pack. The course teacher will advise on the relevant grammar book at the beginning of the course.

**Assessment:** Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

## LN788

### Spanish: Level Five (Current Issues)

**This information is for the 2022/23 session.**

**Teacher responsible:** Teacher tba

Please contact m.coca@lse.ac.uk for queries regarding this course

**Pre-requisites:** Student should have previously learnt and be confident using ...see description of "Communicative content" of Level 5 Standard (LN790) and "Structural Content" of (LN805). A

high level of oral fluency expected from students. Admission into the course upon completion of online level test and tutor's approval during the needs analysis session. Student profile: Students should be motivated to study and research independently.

**Course content:**

**Course aims**

This is a proficiency course with a focus on current issues.

- To attain competence in a broad range of complex and non-routine tasks in a variety of contexts.
- To extend the ability to use Spanish effectively for purposes of general communication in a great variety of academic, social and work-related contexts.
- To develop a high degree of linguistic independence and flexibility in Spanish.
- To understand and analyse complex texts about culture and society in Spanish speaking countries.
- To familiarise students with the latest developments and current issues in Spanish-speaking countries.
- To establish specific linguistic skills and strategies required to communicate about current issues in Spanish speaking countries.
- To bring the students to level C1/C2 of CEFR.

**Communicative content:**

- Advanced Spanish language with reference to the Spanish Current Issues through selected texts covering a number of key current topics/areas.
- Logical argumentation. Issues of group dynamic.
- Reading, summarising and processing information of complex texts.
- Understanding and using complex and authentic language.
- Leading a discussion: expressing an opinion, agreement, disagreement.
- Exchanging specific information.
- Topics related to: Economic issues in Latin America (ALCA, USA and Europe interests in Latin America).
- Human rights issues in Latin America.
- Impunity (Guatemala, Peru, Argentina and Chile).
- Nationalisms in Spain: Basque case.
- Colombia: Armed conflict, drugs and child soldiers.
- Structural content: Contextualised revision of structural content of LN803

**Teaching:** 8 hours of classes in the MT. 11 hours of classes in the LT. 1 hour of classes in the ST.

This is a 20 hour-course. Please refer to the LSE timetable for course teaching arrangements.

**Indicative reading:** Use of a selection of original written work from key authors, films, video footage and resources available on the World Wide Web.

**Assessment:** Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

## LN803

### Spanish: Level Four (Fast Track)

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr Esteban Lozano PEL. 6.01

**Pre-requisites:** This is an advanced course. Students should have previously learnt ... see the description of "Communicative content" and "Structural Content" of Level 4 standard (LN785). Admission into the course upon completion of level test and tutor's approval during the needs analysis session. Student profile: For students with a very good level of fluency in the language.

**Course content:**

**Course aims**

- To develop the ability to use Spanish effectively for purposes of dealing with complex work tasks.
- Including the following: Understanding long and complex factual texts, business reports, analytical data and associated marketing and commercial material.
- Understanding with few serious problems other texts relating to

Politics, International History, Economics and other associated areas.

- Understanding extended speech at conferences or lectures, and interactive speech during meetings or seminars.
- Following TV programmes and recorded material without great effort in a wide range of both general and subject specific areas.
- Presenting clear, detailed descriptions of a wide range of subjects in the field of Social Sciences, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
- Expressing themselves fluently and spontaneously without much need for obvious searching.
- During presentations they will be able to argue, counter-argue and interact effectively.
- Relate to other speakers and link various strands of discussion.
- Expressing themselves in a clear, well-structured text, expressing points of view at some length.
- Writing detailed expositions of complex subjects in an essay or report, underlining what they consider to be the salient issues.
- Writing different kinds of texts in an assured, personal style, appropriate to the reader in mind.
- To bring the students to level B2/C1 of CEFR.

**Communicative content:**

- Expressing emotions, feelings, desires and preference.
- Expressing suggestions, advice and opinions.
- Paraphrasing.
- Organising a complex oral speech.
- Organising a complex written discourse.
- Summarising.
- Talking about: Politics in Spain and Latin America.

**Structural content:** Revision of the indicative and subjunctive mode regular and irregular verbs. Advanced contrast between Ser and Estar. Impersonal clauses. Advanced use of the subjunctive tenses: temporal, causal, consecutive, conditional and final clauses. Links and connecting clauses. Reported speech. Relative clauses. Advanced use of prepositions “por” and “para”. Idiomatic expressions. Periphrasis.

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

**Indicative reading:** Study pack. The course teacher will advise on the relevant grammar book at the beginning of the course.

**Assessment:** Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

## LN805 Not available in 2022/23

### Spanish: Level One (Standard for speakers of non Indo-European languages)

**This information is for the 2022/23 session.**

**Teacher responsible:** tbc

**Pre-requisites:** No previous knowledge required. All students welcome but they should: Demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments. Dedicate at least one hour per week for coursework in addition to classes. Student profile: Students whose mother tongue is non indo European and are not fluent (B1 CEFR) in any other Indo European language but English.

**Course content:**

**Course aims**

- To develop the ability to use Spanish effectively for purposes of practical communication at a survival level.
- To deal with a range of predictable simple language tasks using a limited range of language to meet the needs of differing but familiar situations and topics.
- To equip students to deal effectively with the Spanish pronunciation and intonation.
- To establish the skills, language and attitudes required to promote and facilitate further study of Spanish.
- To bring the students to level A1 of CEFR.

**Communicative content:**

- Asking for and giving personal information, directions and opinions.
- Describing people, objects and places. talking about likes and dislikes, expressing preferences, talking about present actions, expressing intentions, ignorance, proposing alternatives. Expressing frequency.

**Structural content:** present tense, gender and plural of nouns and adjectives, direct and indirect object pronouns, reflexive pronouns, the present continuous, the gerund, frequency adverbs.

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

**Indicative reading:** Study pack

**Assessment:** Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

## LN808

### Mandarin Chinese: Level Five (Fast Track)

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Lijing Shi PEL 601H

**Pre-requisites:** This course is designed for students who have high proficiency in Chinese, typically have studied or/and lived in Chinese-speaking communities. Students are expected to have a very high level of fluency and the ability to do independent research into a chosen topic, i.e. several years of intensive study of Chinese at higher level, and also a keen interest in current issues. Students are expected to demonstrate a high level of commitment to the course: Regular attendance, Completion of homework, and all pieces of continuous assessment. Dedicate at least two hours per week to coursework in addition to classes. Admission into the course after completion of the online test and upon tutor's approval during the Needs Analysis Interview.

**Course content:**

**Course aims**

- To maximise the speed of individual student progression.
- To attain competence in a broad range of complex and non-routine tasks across a wide variety of contexts.
- To practise the ability to use Chinese effectively for purposes of practical communication and reading comprehension dealing with linguistically challenging tasks.
- To establish the skills, language and attitudes required to promote and facilitate further study of Chinese.
- To practice the ability to use Chinese effectively for purposes of oral and written communication.
- To establish specific linguistic skills and strategies required to communicate effectively.
- To understand/analyse fairly complex texts about current issues and Chinese culture.
- To involve students in planning the course contents according to their specific needs and interests.
- To bring students to the level of C2 of CEFR.

**Learners will have opportunities to practise:**

- Communication in the workplace, at university and in everyday situations.
- Participation in problem solving discussions.
- Exchanging specific information.
- Writing short essays.
- Participating in discussions: expressing an opinion, agreement, disagreement.
- Logical argumentation. Reading and summarising texts from various sources.
- Using language strategies selected from an extensive repertoire in order to meet changing requirements.
- Using language strategies to cope with specialised topics: i.e. business, law, culture, politics, management, current issues.
- Advanced language tasks with reference to Chinese society, contemporary issues, international relations, history and culture.

- Mandarin pronunciation: Pinyin and tones. Simplified and traditional characters. Chinese grammar review. Regular group or individual oral presentations. Reading and summarising complex texts. Specific grammatical aspects of topical texts. Relevant grammatical issues for advanced and specialised communication.
- Students are to undertake independent research in their particular area of interest. Project work. Reading comprehension. Oral presentation.

The course will also introduce 580 words and 220 Chinese characters.

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

LSE academic term structure change.

**Indicative reading:** Suggested course book:

The Routledge Advanced Chinese Multimedia Course: Crossing Cultural Boundaries. Lee, Liang, Jiao & Wheatley (2010)

Newspaper articles, Internet sources and other web-based material dealing with current issues.

**Assessment:** Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

## LN810

### Japanese: Level Four (Standard)

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Hua Xiang

**Pre-requisites:** Previous knowledge of Japanese required: 250 hours, including self-study and fluency in writing and reading Hiragana, Katakana and at least 250 Kanji. Students are expected to read at least 300 Kanji.

**Course content:**

**Course aims**

To attain competence in a broad range of complex and non-routine tasks across a wide variety of contexts. To practise the ability to use Japanese effectively for purposes of practical communication and reading completion dealing with linguistically challenging tasks. To establish the skills, language and attitudes required to promote and facilitate further study of Japanese.

**Communicative Content:** Talking about problems and explaining solutions; Expressing supposition and impressions; Conveying information gained elsewhere; Describing actions done or to be done in preparation for the future; Expressing certainty; Expressing beliefs or expectations based on information gained elsewhere; Expressing ideas that run contrary to expectation; Expressing causes or reasons for situations or outcomes; Describing change: change coming into effect and continuous changes; Describing deliberate effects; Expressing purpose; Expressing completion/Incompletion of past, present or future actions; Giving examples of events or actions; Stating decisions; Making suggestions based on supposition;

**Structural Content:** Intransitive and transitive verbs, conditional statement, potential verb + -yoni narimasu, additional use of te form, inference, -tara/ba/reba (used idiomatically).

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

**Indicative reading:** Minna no Nihongo Shokyu, Vol. 2, 2nd Edition (Book & CD)

**Assessment:** Continuous assessment (70%) in the MT, LT and ST. Oral examination (30%) in the LT.

## LN811

### Korean: Level One (Standard)

**This information is for the 2022/23 session.**

**Teacher responsible:** Course coordinator: Dr Catherine Xiang, 601b, Pethick-Lawrence House

**Pre-requisites:** No previous knowledge required. All students welcome but they should: Demonstrate commitment to regular attendance, completion of homework, and all pieces of continuous assessment. Dedicate at least two hours per week for coursework in addition to classes. For anyone who wants to learn Korean.

**Course content:**

**Course aims**

To develop the ability to use Korean effectively for purposes of practical communication at survival level. To master the pronunciation of Korean. To have basic knowledge of Korean language: Pinyin spelling, tones, characters, words and syntax. To be able to communicate in a range of daily life situations and travelling to Korea. To establish the language skills and attitudes required to promote and facilitate further study of Korean. To increase cultural awareness of Korea. To prepare students for the equivalent of A1 CEFR.

**Communicative Content:** The course is focused on the following communicative functions: Greetings. Introducing yourself and others. Asking for and giving personal information. Introducing your family. Talking about date, daily routine, future plans. Talking about birthday and holiday. Asking and giving time. Arranging a date. Making suggestions. Understanding Korean currency. Shopping and bargaining. Ordering food and drinks. Eating out and reading a menu. Using public transports in Korea. Asking and giving directions. Checking into a hotel. Making simple requests. Describing past events. Talking about likes and dislikes. Making a phone call. Describing and solving problems.

**Structural Content:** This course will introduce the basics of Korean in the following grammatical areas: Form simple questions. Indicating possession. Use of negation. Use of location indicator. Measure words. Indicate future. Indicate past. Verb constructions. Imperative. Comparison. Expressing frequency. The course will also introduce 600 words and 150 Korean characters.

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for course teaching arrangements.

**Indicative reading:** Integrated Korean: Beginning 1 (KLEAR Textbooks in Korean Language) by Korean Language Education and Research Center (KLEAR), Young-Mee Yu Cho, Hyo Sang Lee and Carol Schulz (15 Dec 2009). Read and Speak Korean for Beginners with Audio CD, 2nd Edition (Read & Speak for Beginners) by Sunjeong Shin (1 Jul 2011). Korean: Beginner's Course (World Language) by Living Language (28 Dec 2007). Basic Korean: A Grammar and Workbook (Grammar Workbooks) by Andrew Sangpil Byon (31 Jul 2008).

**Assessment:** Continuous assessment (70%) in the MT, LT and ST. Oral examination (30%) in the LT and ST.

## LN814

### Mandarin: Level Five (Current Issues)

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Hua Xiang 601B Pethick-Lawrence House  
Dr Lijing Shi 601H Pethick-Lawrence House

**Pre-requisites:** Students must have completed Mandarin: Level 5 (Fast-track) (LN808) or equivalent.

**Course content:** This course aims to develop students' linguistic skills at an advanced level with a clear focus on current issues. The students will be given opportunities to learn the key vocabulary of global events as well as current affairs. The topics include e-Commerce, wealth inequality, gender discrimination, migrant workers, environment protection, political movement and so on. The course is communicative and interactive. The students are



required to read authentic materials in the target language and learn to discuss, summarise and debate about current issues in China as well as the rest of the world.

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

Formative coursework: Students will be expected to produce 1 project in the LT.

**Indicative reading:** Authentic and purposely made study pack will be provided.

**Assessment:** Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

## LN815

### Russian: Level One (Fast Track)

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Olga Sobolev PEL 6.01a, Mrs Irina Forbes and Mrs Larisa Leifland Berntsson

**Pre-requisites:** This course is designed for false-beginners and/or complete beginners with the background in Slavic languages. Students should demonstrate commitment to regular attendance, completion of homework and all assessments; dedicate at least two hours per week for coursework in addition to classes. Students are expected to be experienced language learners or have a good command in at least two languages (one of them should be of Slavic origin).

**Course content:**

**Course aims**

- To bring students' knowledge of written and spoken Russian up to low intermediate level, corresponding to A1/A2 of CEFR. Students will be ready to take exams (at the end of the Lent Term) and obtain the 160 International TORFL Certificate (Test of 160 Russian as a Foreign Language).
- To develop an ability to use Russian effectively for the purposes of practical communication in familiar work and social contexts.
- To deal with a variety of predictable simple language tasks (using limited vocabulary and linguistic structures) to meet the needs of everyday situations and topics.
- To establish linguistic skills and attitudes required for promoting and facilitating further study of Russian.

**Communicative Content:** The course is focused on the following aspects:

- Exchanging personal information, including studies, daily routine and outside interests;
- Interpreting documents and data, containing some topical facts and figures of a country/place;
- Expressing preferences and intentions;
- Giving advice; giving simple descriptions of people, objects places and weather;
- Demonstrating awareness and ability to use formal and informal registers in a limited social context; handling a variety of survival situations at an elementary linguistic level.

**Structural Content:** The course covers elementary vocabulary required for communicative functions and focuses on the following linguistic structures (the command in these areas is expected to be appropriate to the level and task with the emphasis on active usage):

- Gender of nouns; nouns & personal pronouns;
- Adjectives & possessive adjectives in singular in all cases;
- Formation of plural; expression of possession;
- Basic usage of short adjectives;
- Present, past & future tense of the verbs;
- Imperative; reflexive verbs; basic verbs of motion;
- Cardinal & basic ordinal numerals;
- Wider range of adverbs;
- Simple impersonal constructions;
- Expressions of time.

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

This is a 40 hour-course. Please refer to the LSE timetable for

course teaching arrangements.

**Indicative reading:**

- Course Book - Svetlana Le Fleming & Susan Kay, Colloquial Russian, London: Routledge, 2017, ISBN-13: 978-1138208520
- Optional - N. Bitekhina et al, Living Russian Grammar, Moscow: CREF, 2003, ISBN-13: 978-0954433307

**Assessment:** Continuous assessment (70%) in the MT and LT. Oral examination (30%) in the LT.

## LN820

### Korean: Level 2 (Standard)

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Hua Xiang Pethick-Lawrence House, 601B

**Pre-requisites:** Students must have completed Korean: Level One (Standard) (LN811).

Students who have completed LN811 Korean Level One successfully or equivalent.

**Course content:**

**Course aims**

To develop the ability to use Korean effectively for purposes of practical communication at intermediate level. To improve the pronunciation of Korean. To have enhanced knowledge of Korean language: Pinyin spelling, tones, characters, words and syntax. To be able to communicate in a range of daily life situations and travelling to Korea. To establish the language skills and attitudes required to promote and facilitate further study of Korean. To increase cultural awareness of Korea. To prepare students for the equivalent of B1 CEFR.

**Communicative Content:** The course is focused on the following communicative functions: Greetings. Introducing yourself and others. Asking for and giving personal information. Introducing your family. Talking about date, daily routine, future plans. Talking about birthday and holiday. Asking and giving time. Arranging a date. Making suggestions. Understanding Korean currency. Shopping and bargaining. Ordering food and drinks. Eating out and reading a menu. Using public transports in Korea. Asking and giving directions. Checking into a hotel. Making simple requests. Describing past events. Talking about likes and dislikes. Making a phone call. Describing and solving problems.

**Structural Content:** Asking a person or offering to do something (e.g.: hold a meeting, party). Describing what you or someone else is doing. Ordering items for business needs, booking restaurants etc. Giving and receiving directions. Describing one's daily commute. Asking permission. Making requests. Refusing to follow instructions politely. Express desire, preference, likes and dislikes. Dining out with customers or friends. Reading some modified articles on current affairs. Making comparisons (comparative and superlative degree).

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

Formative coursework: Students will be expected to produce 10 exercises in the MT, LT and ST.

**Indicative reading:** Integrated Korean: Beginning 2 (KLEAR Textbooks in Korean Language) by Korean Language Education and Research Center (KLEAR), Young-Mee Yu Cho, Hyo Sang Lee and Carol Schulz (15 Dec 2009). Read and Speak Korean for Improvers with Audio CD, 2nd Edition (Read & Speak for Beginners) by Sunjeong Shin (1 Jul 2011). Korean: Intermediate Course (World Language) by Living Language (28 Dec 2007). Basic Korean: A Grammar and Workbook (Grammar Workbooks) by Andrew Sangpil Byon (31 Jul 2008).

**Assessment:** Oral examination (30%) in the LT and ST. Continuous assessment (70%) in the MT, LT and ST.

**LN829****Arabic: Level One (Integrated Approach)**

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr Nadim Ben Mohamed Mahjoub

**Availability:** This is a non-credit bearing course available to all LSE students, staff, alumni and external clients.

**Pre-requisites:**

- No previous knowledge of Arabic.
- This course is suitable for students wanting to learn Levantine Colloquial Arabic and Modern Standard Arabic. Admission into the course upon tutor's approval during the information sessions.
- Students should demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments.
- Students should dedicate two hours per week for coursework in addition to classes.

**Course content:****Course aims**

- To develop the basis of Levantine Colloquial Arabic at survival level.
- To raise awareness about the two Arabic varieties (formal and colloquial).
- To learn the Arabic writing system.
- To introduce students to Modern Standard Arabic.
- To establish the skills, language and attitudes required to promote and facilitate further study of Arabic.
- To bring the students to level A1- of Common European Framework.

**Communicative content:**

- Greetings
- Personal information
- Your immediate family
- Your studies and jobs
- Where you live
- Your city and country
- Present and past actions/events
- Describing people, places and objects
- Daily habits/routine
- Making comparisons
- Talking about future plans (basic)
- Expressing likes/dislikes

**Structural content:**

- Pronunciation
- Feminine and masculine words
- Present tense
- The definitive article
- Independent pronouns and pronoun suffixes
- Nouns-adjective phrases
- Numbers
- Plural
- Word order
- Demonstrative
- Possessive pronouns
- Interrogatives (where, when, what, in which, etc.)
- Prepositions: in, between, etc
- Nisba (nationality)
- Idafa (genitive construction)
- Past Tense
- Use of "also, where, in the same, etc."

**Teaching:** 16 hours of classes in the MT. 22 hours of classes in the LT. 2 hours of classes in the ST.

- This is a 40 hour-course.
- Please refer to the LSE timetable for course teaching arrangements.

**Formative coursework:** Weekly exercises featuring interactive work and oral practise; grammar exercises; reading and listening comprehension.

**Indicative reading:** Study Pack to be provided.

Other useful materials

- Syrian Colloquial Arabic, a Functional Course (third edition) by Mary-Jane Liddicoat, Richard Lennane and Dr Iman Abdul Rahim

- Al-Kitaab fii Ta'llum al-'Arabiyya Al-Kitaab Fii Ta Allum Al-Arabiyya: Pt. 1: A Textbook for Beginning Arabic by Brustad et al, Georgetown Univ.Press, 2011
  - Arabiyyat al-Naas (Part 1). An introductory course in Arabic by Munther Younes, Routledge, 2014
  - Alif Baa: Introduction to Arabic, Letters and Sounds by Brustad et al. Georgetown Univ. Press, Second or Third Editions
  - Arabic as one language, Mahmoud Al-Batal (ed.), Georgetown Univeristy Press, 2018
  - The Integrated Approach to Arabic instruction, Munther Younes, Routledge, 2015
- Assessment:** Oral examination (30%) in the LT.  
Continuous assessment (70%) in the MT and LT.



# English for Academic Purposes Courses

## LN951

### Argumentation and Style

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Alison Standing

**Pre-requisites:** This course is for students who speak English as a foreign language.

**Course content:** This course will focus on argumentation and style in written and oral communication. Students will analyse written and oral texts to improve their discourse management, language accuracy and language range.

**Teaching:** This is a 5-week course and each session will last 60-minutes. The course will be offered at four different times during the academic year namely: MT Wks 1-5; MT Wks 7-11; LT Wks 1-5 and LT Wks 7-11.

## LN952

### Discussion

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr Simon Mathews

**Pre-requisites:** This course is for students who speak English as a foreign language.

**Course content:** This course provides an opportunity to enable students to improve their fluency, accuracy and confidence when discussing academic and non-academic topics. Each class has a different theme/focus and includes some input on vocabulary and discourse patterns. These skills are transferable and can be applied both in academic situations as well as daily interaction at LSE and in the UK.

**Teaching:** This is a 10-week course (1 hour per week). It will begin in Week 1 of MT and will be repeated from Week 1 of LT.

## LN954 Not available in 2022/23

### Informal Vocabulary

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Alison Standing PEL.6.01e

**Pre-requisites:** This course is for students who speak English a foreign language.

**Course content:** Students will improve their knowledge and understanding of informal English vocabulary including use of puns, metaphors, idioms and collocations.

**Teaching:** 4 hours of classes in the MT. 4 hours of classes in the LT. This course will be offered at four different times during the academic year namely: MT Wks 2-5; MT Wks 7-10; LT Wks 2-5; LT Wks 7-10

## LN955

### Academic Vocabulary

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Alison Standing PEL.6.01e

**Pre-requisites:** This course is for students who speak English as a foreign language.

**Course content:** Students will improve their knowledge and understanding of academic English vocabulary including: stylistic choices, noun-phrases, verb-phrases, collocations and metaphor.

**Teaching:** 4 hours of classes in the MT. 4 hours of classes in the LT. This course will be offered at four different times during the

academic year namely: MT Wks 2-5; MT Wks 7-10; LT Wks 2-5; LT Wks 7-10

## LN956 Not available in 2022/23

### Grammar for Academic Purposes

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Alison Standing PEL.6.01e

**Pre-requisites:** This course is for students who speak English as a foreign language.

**Course content:** Students will enhance their knowledge of English grammar in academic contexts and will improve their grammatical range and accuracy through a combination of text analysis and oral/written tasks.

**Teaching:** 4 hours of classes in the MT. 4 hours of classes in the LT.

This course will be offered at four different times during the academic year namely: MT Wks 2-5; MT Wks 7-10; LT Wks 2-5; LT Wks 7-10.

## LN957

### Pronunciation and Voice

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr Simon Mathews

**Pre-requisites:** This course is for students who speak English as a foreign language

**Course content:** This course will focus on pronunciation and voice and aims to raise awareness of the features of spoken English while improving general pronunciation. The course covers topics such as individual sounds, word and sentence stress, the features of connected speech and intonation.

**Teaching:** This is a 10-week course which begins in Week 1 of MT and will be repeated from Week 1 of LT.

## LN959

### Presentation Skills

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr James Pavitt

**Pre-requisites:** This course is for students who speak English as a foreign language.

**Course content:** By the end of this course student will have: a) developed strategies to enhance voice and pronunciation while giving presentations; b) worked on improving language accuracy and extending language fluency; c) received feedback on practice presentations.

**Teaching:** 5 hours of classes in the MT. 4 hours of classes in the LT. This is a 5-week course which will be repeated at four different times during the academic year namely: MT Wks 1-5; MT Wks 7-11; LT Wks 1-5; LT Wks 7-11



**LN960****Grammar for Academic Purposes II**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Alison Standing PEL.6.01e

**Course content:** Students will enhance their knowledge of English grammar in academic contexts and will improve their grammatical range and accuracy through a combination of text analysis and oral/written tasks. Student do not need to have taken LN956 Grammar for Academic Purposes in order to sign up for this course.

**Teaching:** This course will be offered at four different times during the academic year namely: MT Wks 2-5; Mt Wks 7-10; LT Wks 2-5 and LT Wks 7-10.

**LN988****Thesis Writing**

**This information is for the 2022/23 session.**

**Teacher responsible:** Dr Angus Wrenn PEL.6.0.1a

**Pre-requisites:** For PhD students who are embarking on writing their thesis and who are interested in learning more about academic English and academic writing.

**Course content:** The course aims to develop the ability to write more effectively for academic purposes. By the end of the course, students will: (a) be familiar with the conventions of academic writing (b) have improved the accuracy, clarity and coherence of their written English c) have become more familiar with the structure of arguments in the social sciences and have practised clear organisation of texts and appropriate paragraphing; (d) have extended their range of lexical and grammatical expression and (e) be able to evaluate their own writing.

**Teaching:** 9 hours of classes in the MT. 9 hours of classes in the LT.

**LN991****Academic Writing Skills**

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr Michael Beaney

**Pre-requisites:** For students from the Departments of Economic History, European Institute, Government, International History, International Relations and The School of Public Policy who are interested in learning more about academic writing to assist with coursework, dissertations and exams.

**Course content:** The course aims to develop the ability to write more effectively for academic purposes. By the end of the course, students will: (a) be familiar with the conventions of academic writing (b) have improved the accuracy, clarity and coherence of their written English c) have become more familiar with the structure of arguments in the social sciences and have practised clear organisation of texts and appropriate paragraphing; (d) have extended their range of lexical and grammatical expression and (e) be able to evaluate their own writing.

**Teaching:** 10 hours of classes in the MT. 10 hours of classes in the LT.

Classes will be in Weeks 1-5 and Weeks 7-11 of MT and LT. 1-2-1 tutorials will be available in the Week 6 Reading Week.

**LN992****Academic Writing Skills**

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr Michael MCGarvey

**Pre-requisites:** For students from the department of Law who are interested in learning more about academic writing to assist with coursework, dissertations and exams.

**Course content:** The course aims to develop the ability to write more effectively for academic purposes. By the end of the course, students will: (a) be familiar with the conventions of academic writing (b) have improved the accuracy, clarity and coherence of their written English c) have become more familiar with the structure of arguments in the social sciences and have practised clear organisation of texts and appropriate paragraphing; (d) have extended their range of lexical and grammatical expression and (e) be able to evaluate their own writing.

**Teaching:** 10 hours of classes in the MT. 10 hours of classes in the LT.

Classes will be in Weeks 1-5 and Weeks 7-11 of MT and LT. 1-2-1 tutorials will be available in the Week 6 Reading Week.

**LN993****Academic Writing Skills**

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr James Pavitt

**Pre-requisites:** For students from the departments of Accounting, Economics, Finance, Mathematics and Statistics who are interested in learning more about academic writing to assist with coursework, dissertations and exams.

**Course content:** The course aims to develop the ability to write more effectively for academic purposes. By the end of the course, students will: (a) be familiar with the conventions of academic writing (b) have improved the accuracy, clarity and coherence of their written English c) have become more familiar with the structure of arguments in the social sciences and have practised clear organisation of texts and appropriate paragraphing; (d) have extended their range of lexical and grammatical expression and (e) be able to evaluate their own writing.

**Teaching:** 10 hours of classes in the MT. 10 hours of classes in the LT.

Classes will be in Weeks 1-5 and Weeks 7-11 of MT and LT. 1-2-1 tutorials will be available in the Week 6 Reading Week.

**LN994****Academic Writing Skills**

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr James Pavitt

**Pre-requisites:** For students from Media & Communications, Philosophy, Logic and Scientific Method, and Psychological and Behavioural Science who are interested in learning more about academic writing to assist with coursework, dissertations and exams.

**Course content:** The course aims to develop the ability to write more effectively for academic purposes. By the end of the course, students will: (a) be familiar with the conventions of academic writing (b) have improved the accuracy, clarity and coherence of their written English c) have become more familiar with the structure of arguments in the social sciences and have practised clear organisation of texts and appropriate paragraphing; (d) have extended their range of lexical and grammatical expression and (e) be able to evaluate their own writing.

**Teaching:** 10 hours of classes in the MT. 10 hours of classes in the LT.

Classes will be in Weeks 1-5 and Weeks 7-11 of MT and LT. 1-2-1 tutorials will be available in the Week 6 Reading Week.

**LN995****Academic Writing Skills**

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr Simon Roberts

**Pre-requisites:** For students from the departments of Geography & Environment and International Development who are interested in learning more about academic writing to assist with coursework, dissertations and exams.

**Course content:** The course aims to develop the ability to write more effectively for academic purposes. By the end of the course, students will: (a) be familiar with the conventions of academic writing (b) have improved the accuracy, clarity and coherence of their written English c) have become more familiar with the structure of arguments in the social sciences and have practised clear organisation of texts and appropriate paragraphing; (d) have extended their range of lexical and grammatical expression and (e) be able to evaluate their own writing.

**Teaching:** 10 hours of classes in the MT. 10 hours of classes in the LT.

Classes will be in Weeks 1-5 and Weeks 7-11 of MT and LT. 1-2-1 tutorials will be available in the Week 6 Reading Week.

**LN996****Academic Writing Skills**

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr James Pavitt

**Pre-requisites:** For students from the departments of Anthropology, Gender Studies, Social Policy, Health Policy and Sociology who are interested in learning more about academic writing to assist with coursework, dissertations and exams.

**Course content:** The course aims to develop the ability to write more effectively for academic purposes. By the end of the course, students will: (a) be familiar with the conventions of academic writing (b) have improved the accuracy, clarity and coherence of their written English c) have become more familiar with the structure of arguments in the social sciences and have practised clear organisation of texts and appropriate paragraphing; (d) have extended their range of lexical and grammatical expression and (e) be able to evaluate their own writing.

**Teaching:** 10 hours of classes in the MT. 10 hours of classes in the LT.

Classes will be in Weeks 1-5 and Weeks 7-11 of MT and LT. 1-2-1 tutorials will be available in the Week 6 Reading Week.

**LN997****Academic Writing Skills**

**This information is for the 2022/23 session.**

**Teacher responsible:** Mr Simon Mathews

**Pre-requisites:** For students of Management and Methodology who are interested in learning more about academic writing to assist with coursework, dissertations and exams.

**Course content:** The course aims to develop the ability to write more effectively for academic purposes. By the end of the course, students will: (a) be familiar with the conventions of academic writing (b) have improved the accuracy, clarity and coherence of their written English c) have become more familiar with the structure of arguments in the social sciences and have practised clear organisation of texts and appropriate paragraphing; (d) have extended their range of lexical and grammatical expression and (e) be able to evaluate their own writing.

**Teaching:** 10 hours of classes in the MT. 10 hours of classes in the LT.

Classes will be in Weeks 1-5 and Weeks 7-11 of MT and LT. 1-2-1 tutorials will be available in the Week 6 Reading Week.



## **Disclaimer**

Every effort has been made to ensure that the information in the Calendar is correct and up-to-date at the time of publication (September 2023). Circumstances may change subsequent to publication. The online version of the Calendar, which will be adjusted from time to time throughout the year, is the definitive version: in the case of differences between versions, the online version should be considered authoritative. The School reserves the right at all times to withdraw or alter particular courses and syllabuses, and to alter the level of fees.



